



Structural/Strategic Approaches to Marriage and Family Therapy-COUN6352

New Orleans Baptist Theological Seminary

Church and Community Ministries Division

Fall 2016

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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

The seminary has five core values.

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
- 5. Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is **Characteristic Excellence**.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

- 1. Biblical Exposition:** to interpret and communicate the Bible accurately.
- 2. Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
- 3. Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
- 4. Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
- 5. Servant Leadership:** To serve churches effectively through team ministry.
- 6. Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.

7. Worship Leadership: To facilitate worship effectively.
The curriculum competencies addressed in this course are:

Course Description

The theorists, theories and techniques of the structural and strategic approaches to marriage and family therapy are examined. Students develop knowledge and skill in structural and strategic assessment and intervention. **Prerequisites:** COUN6302 Techniques & Skills in Therapy and COUN6350 Clinical Marriage and Family Assessment or COUN6351 Family Systems Theories and Therapies.

Student Learning Outcomes

Students will be able to:

1. Describe the historical and theoretical foundations of Structural and Strategic Therapies,
2. Describe the basic principles, techniques, and applications of Structural and Strategic Therapies
3. Demonstrate the perceptual, conceptual, and executive skills required to utilize this approach in their ministries, and
4. Articulate Structural and Strategic Therapies elements consistent with Scripture and Christian theology and work toward an integrated model for helping the hurting.

Course Teaching Methodology

The course will involve the following methodologies:

Lecture: A minimal amount of time will be dedicated to lectures covering the history and theoretical constructs of Structural Marriage and Family Therapy.

Video: Live video of Master Therapists performing Structural Therapy will be presented in class help students understand what Structural Therapy “looks like.”

Discussion: Students will participate in discussions designed to enrich understanding and conceptualization of difficult content.

Role-play: Students will participate in and critique peers’ role-play of Structural Therapy skills.

Textbooks

Required Textbooks

Minuchin, S. & Fishman, H. C. (1981). *Family therapy techniques*. Cambridge: Harvard Univ. Press. 978-0674294103

Minuchin, S. (1998). *Family healing: Strategies for hope and understanding*. New York: Free Press. 978-0684855738

Sherman, R. & Fredman, N. (1986). *Handbook of structured techniques in marriage and family therapy*. New York: Brunner/Mazel. 978-0876304242

Additional Assigned Readings

Selected readings of the works of Salvador Minuchin, Jay Haley and other authors will be assigned.

Course Requirements

Classroom Participation

The limited class size in this course allows the use of a seminar format. This should not be confused with informal or “round table” type discussions. Students will be expected to come to class prepared to engage in informed discussion and respond to direct questions about material covered in reading assignments. Students are strongly encouraged to type organized notes of reading assignments for use in class. These notes are a graded part of the content of the Structural/Strategic Therapies notebook.

Presentation of Structural/Strategic Resource

Each student will be required to locate and duplicate a journal article that addresses some application of Structural/Strategic therapy. These articles will be presented at the beginning of class on Tuesdays. The presentation is to last around 10 minutes and should reflect critical thought about the content of the article. Students will turn in a copy of the presented article to the instructor on the day of their presentation.

Role-play vignettes **Due: 2nd Class Meeting**

This assignment will involve development of family scenarios that will be utilized for role-plays later in the term. Students will be required to prepare 2 vignettes. Each should include two to four family members, a presenting concern, and brief intake information (demographics, previous psych h_x). In addition, an outline of family alliances should be included for the purpose of planning the role-play (this information will not be shared with the “therapist” at role-play.) The more detail, the better. Vignettes should be one page, typed and 2 copies should be turned in.

Participation in Role-Plays

- Groups assigned to perform as client families during role-plays will be expected to meet briefly before class to assign roles, establish a family plot, and practice interactional styles. Details of role-play assignments are not to be discussed outside the family group.
- Therapists will be expected to apply theory and techniques presented or discussed in class prior to their participation in the role of therapist.

Structural/Strategic Therapy Notebook **Due: Thur., December 1**

Each student is to compile and organize a notebook from reading notes, handouts, role-play observations, etc. This notebook should be organized as a practical resource for you in your counseling ministry. Suggested Sections for your notebook are:

- Structured Notes from Reading Assignments
- Outline of Typical Structural and Strategic Therapy Protocol
- Structural Diagnosis Worksheets
- Copy of resource presented in class
- Resource Bibliography (APA Bibliographic entry for all resources presented in class)
- Role-play Vignettes
- Treatment Outlines for vignettes

Exams

Exams *tend to be* discussion and objective; including matching, fill in the blank, explanation and discussion items. Test questions will be designed to elicit critical thought and synthesis of ideas.

Contribution of Assignments to Grade

1. Classroom Participation	15%
2. Presentation of Structural/Strategic Resources	10%
3. Participation in Role-Plays (including submission of vignettes)	20%
4. Structural/Strategic Therapies Notebook:	20%
5. Mid-Term Examination:	15%
6. Final Examination:	20%

Evaluation of Grade

This course is graded according to seminary policy:

- A--93-100
- B--85-92
- C--77-84
- D--70-76
- F--Below 70

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Reading Assignments

Students are responsible for completing all reading assignments.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by 4 points plus 4 additional points for each subsequent 48 hours until turned in.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. The student may also email the course grader with questions regarding grading.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Classroom Parameters

- Please arrive on time.
- Turn off cell phones. Utilize laptops and other technology for class purposes only.
- Respect the professor and other members of the class.
- Maintain confidentiality when someone shares personal information.
- Participate in class and group discussions.

Extra Credit

The policy for extra credit in this course will be discussed in class when necessary.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Course Schedule

Course Schedule

WEEK	Topics	Reading Assignment
1	Introduction	
2	History of the Structural Approach	FH chap. 2
3	Structural Theory	FH chap. 3
4 Sept. 12-16	Structural Theory (cont.) *AACC World Conference*	FTT chap. 1-2
5	Normal Family Development	FH chap. 4
6	Structural View of Pathology	FH chap. 5 or 6; 7, 8, or 9
7	Pattern for Structural Change	FTT chap. 5
8	Mid-Term Thursday, October 13	
9 Oct. 17-21	Fall Break No Class	
10	Joining and Assessment	FTT chap. 3-4; HndBk chap. 4
11	Structural Interventions	FTT chap. 6-8; HndBk chap. 5
12	Structural Interventions (cont.)	FTT chap. 9-11; HndBk chp. 6
13	Strategic Family Therapy	Handout
14	Thanksgiving Break	

Nov. 21-25	No Class	
15	Strategic Theory and Interventions	
16	Last Day of Class-Review for Final	
Final Exam	See Graduate Final Exam Schedule	

Selected Bibliography

Ackerman, N. W. (1970). Family Process. N.Y.: Basic.

Beavers, R. W. (1985). Successful Marriage: A Family Systems Approach to Couples Therapy. N.Y.: Norton.

Becvar, R. J. & Becvar, D. S. (1982). Systems Theory and Family Therapy. Lanham, MD: University Press of America.

Brown, J. & Christensen, D. N. (1986). Family Therapy: Theory and Practice. Monterey, CA: Brooks/Cole.

Fisch, R., Weakland, J. H., & Segal, L. (1982). The Tactics of Change: Doing Therapy Briefly. San Francisco: Jossey-Bass.

Gurman, A. S. & Kniskem, D. P. (1981). Handbook of Family Therapy. N.Y.: Brunner/Mazel.

Haley, Jay. (1984). Ordeal Therapy. San Francisco: Jossey-Bass.

Haley, Jay. (1987). Problem-Solving Therapy, 2nd ed. San Francisco: Jossey-Bass.

Hoffman, Lynn. (1981). Foundations of Family Therapy: A Conceptual Framework for Systems Change. N.Y.: Basic.

Madanes, C. (1984). Behind the One-Way Mirror: Advances in the Practice of Strategic Therapy. San Francisco: Jossey-Bass.

Madanes, C. (1981). Strategic Family Therapy. San Francisco: Jossey-Bass.

Madanes, C. (1981). Strategic Family Therapy. In Gurman, A. S. & Kniskern, D. P. (Eds.),

Handbook of Family Therapy: Volume II. New York: Brunner/Mazel.

Minuchin, S., Montalvo, B., Guerney, B. G., Jr., Rosman, B. L. & Schumer, F. (1967). _

Families of the Slums: An Exploration of Their Structure and Treatment. New York: Basic Books.

Minuchin, S. (1974). Families and Family Therapy. Cambridge: Harvard.

Minuchin, S. & Fishman, C. (1981). Family Therapy Techniques. Cambridge: Harvard.

Nichols, W. C. & Everett, C. A. (1986). Systemic Family Therapy: An Interactive Approach. N.Y.: Guilford Press.

Nichols, M. P. & Schwartz, R. C. (1998). Family therapy: Concepts and methods, (4th ed.). Boston: Allyn and Bacon.

Sherman, R. & Fredman, N. (1986). Handbook of Structured Techniques in Marriage and Family Therapy. N.Y.: Brunner-Mazel. 1980.

Umbarger, C. C. (1983). Structural Family Therapy. N.Y.: Grune & Stratton.