



**COUN6304-Family Systems Theory in Practice**  
**New Orleans Baptist Theological Seminary**  
**Church and Community Ministries Division**  
**Fall 2017**

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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.

**Mission Statement of the Counseling Program (CACREP I.N, II.A)**

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

**Core Value Focus**

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Servant Leadership.

**Curriculum Competencies**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Disciple Making, Interpersonal Skills, and Servant Leadership.

**Syllabus Distribution (CACREP II.D)**

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

**Course Description (CACREP II.D.1)**

**COUN6304-Family Systems Theory in Practice (3 hours) Faculty**

This course is designed to develop students' practical skills for application of Family Systems

theory in marriage and family therapy. Students will examine theoretical foundations, research findings, basic principles, assessment techniques, and the intervention strategies of Structural, Strategic and Intergenerational Therapy models. These examinations are applied to a wide variety of problems in living and are framed within a Christian theological context.

### **Student Learning Outcomes (CACREP II.D.2)**

Students will...

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

### **Textbooks (CACREP II.D.4)**

#### ***Required Textbooks***

Kerr, Michael. (2003). *One Family's Story: A Primer on Bowen Theory*. Bowen Center for the Study of the Family. 978-0965854023

Madanes, C. (2000). *Behind the One-Way Mirror: Advances in the Practice of Strategic Therapy, reprint ed.*. Wipf & Stock. 978-1579104429

Minuchin, S., Reiter, M. & Borda, C. (2013). *The Craft of Family Therapy: Challenging Certainties*. Routledge. 978-0415708128

Richardson, Ronald W. (2011). *Family Ties That Bind: A Self-help Guide to Change Through Family of Origin Therapy, 4<sup>th</sup> ed.*. Self-Counsel Press. 978-1770400863

Sherman, R. & Fredman, N. (2015). *Handbook of structured techniques in marriage and family therapy, reprint ed.* 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 Teaching Methodology (CACREP II.D.3)**

The course will involve the following methods of instruction:

Lecture: History and foundational concepts of Systems Theory will provide a foundation for active engagement with techniques and concepts.

Video: Students will observe Master Therapists conducting therapeutic interventions associated with models examined.

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

Roll-Play: Students will practice specific techniques associated with models examined.

### **Course Requirements (CACREP II.D.3)**

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%

### **Description of assignments**

#### 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, or Intergenerational 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: 2<sup>nd</sup> 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<sub>x</sub>). 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.

#### Family Therapy Techniques Notebook

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, Strategic and Intergenerational Therapy Protocol
- 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.

### **Evaluation of Grade (CACREP II.D.5)**

The student's grade will be computed as follows:

### **Grading Scale**

The following grading scale is used at NOBTS (see the Graduate Catalog, available online at <http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf>):

A: 93-100

B: 85-92

C: 77-84

D: 70-76

F: Below 70

### **Course Policies, Academic Conduct, and Professional Conduct (CACREP I.J, G, O; II.D.6)**

#### **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.

#### **Academic Policies**

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [\*New Orleans Baptist Theological Seminary Academic Catalog.\*](#)

#### **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.

### **Disabilities and Accommodations (CACREP II.D.6)**

New Orleans Baptist Theological Seminary does not discriminate against applicants/students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

### **Diversity (CACREP I.J)**

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

### **Netiquette**

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in

the course. A spirit of Christian charity is expected at all times in the online environment.

### **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.

### **Policy for Graduating Seniors**

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

### **Professional Conduct (CACREP I.O)**

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

### **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 four points for each week day an assignment is late. Assignments will NOT be accepted after they are one week overdue.

### **Technical Assistance (CACREP I.G)**

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

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

### **Writing Center (CACREP I.G)**

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

### **Writing Style**

All papers are to be written in American Psychological Association (APA) style. Please

see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments.

**Student Services**  
(CACREP I.F, H)

*This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!*

<b>Need</b>	<b>Email</b>	<b>Phone</b>	<b>Web Page</b>
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:ladminasst@nobts.edu">ladminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counseling-services.html">www.nobts.edu/student-services/counseling-services.html</a>
Women's	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS



INSTAGRAM.COM/NOBTS



FACEBOOK.COM/NOBTS

**Course Schedule**  
(CACREP II.D.1, 3, 4)

**Course Schedule**

<b>WEEK</b>	<b>Topics</b>	<b>Reading Assignment</b>	<b>CACREP (crf)</b>
1	Introduction		
2	History of the Structural Approach	FH chap. 2	5.F.1.a 5.F.1.c
3	Structural Theory	FH chap. 3	5.F.1.c 5.F.3.a
4	Structural Theory (cont.)	FTT chap. 1-2	5.F.1.c 5.F.3.a
5	Normal Family Development	FH chap. 4	5.F.1.b 5.F.1.d 5.F.1.e 5.F.2.a 5.F.2.b 5.F.2.c 5.F.2.d
6 Sept. 27-30	Structural View of Pathology *AACC World Conferenc*	FH chap. 5 or 6; 7, 8, or 9	5.F.1.f 5.F.2.d 5.F.2.1 5.F.3.d
7	Pattern for Structural Change	FTT chap. 5	5.F.3.b 5.F.3.c 5.F.3.d
8	Mid-Term Thursday, October 13		
9 Oct. 16-20	<b>Fall Break</b> <b>No Class</b>		
10	Joining and Assessment	FTT chap. 3-4; HndBk chap. 4	5.F.3.c 5.F.3.d
11	Structural Interventions	FTT chap. 6-8; HndBk chap. 5	5.F.3.c 5.F.3.d
12	Structural Interventions (cont.)	FTT chap. 9-11;	5.F.3.c

		HndBk chp. 6	5.F.3.d
13	Strategic Family Therapy	Handout	5.F.1.c 5.F.3.a
14 Nov. 20-24	<b>Thanksgiving Break No Class</b>		
15	Strategic Theory and Interventions		5.F.3.c 5.F.3.d
16	Last Day of Class-Review for Final		
<b>Final Exam</b>	<b>See Graduate Final Exam Schedule</b>		

## **Selected Bibliography (CACREP II.E)**

- American Psychiatric Association. (2013) *Diagnostic and Statistical Manual of Mental Disorders*. 5th edition (DSM-5). Washington, K.D.: A.P.A. (ISBN: 978-0890425558)
- Nevid, Jeffery S., Spencer A. Rathus & Beverly Greene. (2010) *Abnormal Psychology in a Changing World, 8/e*. New Jersey: Prentice-Hall. (ISBN: 0135128978)
- Morrison, James. (1995) *DSM-V Made Easy: The Clinician's Guide to Diagnosis*. New York: Guilford Press. (ISBN: 0898625688)
- Preston, John, Mary Talaga, and John O'Neal. (2008) *Handbook of Clinical Psychopharmacology for Therapists*, 5th edition. Oakland: New Harbinger Press, Inc. (ISBN: 1572245352)
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- Brennan, James F. *Readings in the History and Systems of Psychology*. Prentice Hall, 1997
- Erikson, Erik H. *Childhood and Society*. New York: W.W. Norton, 1963.
- Freud, Sigmund. *Introductory Lectures on Psychoanalysis*. N.Y.: W.W. Norton, 1966.
- Ginsburg, Herbert P. and Opper, Sylvia. *Piaget's Theory of Intellectual Development*. 3<sup>rd</sup> ed. Englewood Cliffs, NJ: Prentice Hall, 1988.
- Horney, Karen. *Our Inner Conflicts*. N.Y.: W.W. Norton, 1966.
- Hunt, Morton. *The Story of Psychology*. Rev. ed. N.Y.:Anchor, 2007.
- James, William. *The Varieties of Religious Experiences*. New York: The Modern Library, 1962.
- Jung, Carl G. *Memories, Dreams, Reflections*. N.Y.: Vintage Books, 1965.
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