



ANSWERING GOD'S CALL

COUN6351 Counseling Theories and Therapies
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)

This course examines the theoretic and practical foundations of a variety of therapeutic approaches, as well as a family systems approach to marital and family therapy. The major theorists, theories, models and practices are examined. The primary focus is upon the theories, principles, and language which support the numerous counseling approaches, and the marriage and family therapy models.. The courses COUN6301 COUN6302, COUN6303 and COUN6351 OR COUN6350 are prerequisites for all other counseling courses.

Student Learning Outcomes (CACREP II.D.2)

At the completion of this course, the student will:

1. be able to demonstrate *knowledge* and *comprehension* of the events, persons, basic theories, concepts, various models and techniques of various evidence-based approaches, including a Family Systems approach to marriage and family therapy.
2. be able to *analyze* and apply a methodology to evaluate the basic assumptions and the techniques of the various evidence-based approaches and models of the Family Systems approach in light of Scriptural principles.
3. increase in ability to *value* systems thinking in family assessment and intervention.
4. *demonstrate* skills related to marriage and family therapy and community mental health counseling by writing a case conceptualizations and treatment plans using a single counseling theory.

Textbooks (CACREP II.D.4)

Gehart, D. (2013). *Theory and treatment planning in counseling & psychotherapy*. (2nd edition) CA: Thomson, Brooks/Cole. ISBN: 978-1305089617

Balswick, J.O., and Balswick, J.K. (2014). *The family: A Christian perspective on the contemporary home* (4th ed.). MI: Baker Books. 978-0801049347

Jones, I., (2006). *The counsel of heaven on earth: Foundations for biblical Christian counseling*. Nashville, TN: B & H. Academic. 978-0805443431

Course Teaching Methodology (CACREP II.D.3)

The course will involve the following methodologies: reading and synthesis, evaluation, lecture, group work, and objective exams

Course Requirements (CACREP II.D.3)

(All Assignment Due Dates listed on Course Schedule)

- 1. Reflection paper** (beginning and end of semester): You will be asked to write a one-page reflection on the first day of class, and do the same on the last day of class. Please bring a piece of paper to use for writing your reflection. It can be lined or blank.
- 2. Book Review Balswick & Balswick:** Students must submit a report of the percentage read of the book by the due date. The reading report can be submitted on Blackboard/ Discussion Board.
- 3. The Counsel of Heaven on Earth:** Book report of the percentage read by due date.
After reading Dr. Jones' book, write a response to each of the questions on the document "The Biblical Lens." (Blackboard/Assignments/The Biblical Lens). The Due date on Course Schedule. *Reading percentage grade will be averaged with writing grade.
- 4. Study Sheets (10):** Each model (theory) will be summarized with a study sheet (A) and evaluated from a biblical worldview.
 - **Part A: Essentials of the Model**
 - Students will develop study sheets for each of the chapters on theories (Chapters 4-13).
 - These will be due on the day of the lecture (e.g., the psychodynamic study sheet is due at the beginning of class on psychodynamic theory). Students will use these to prepare for the lecture, the final exam, and eventually their exit exam and licensing exam.
 - These study sheets should be 3-5 types pages long and may be in outline format or any format that facilitates students' personal learning. You will want to outline major concepts and techniques.
 - Section A will not be graded for content, although it should be thorough.
 - This may seem like a laborious task, but most students find these very helpful for deepening their understanding of the material.
 - If your outlines are too brief, they will be returned to you with one week grace to make them more thorough. 3 returns may result in a lower grade for this assignment.
 - **Part B. Evaluation of Models from Biblical Worldview:**
 - Using concepts from the Jones book, the Balswick and Balswick book, and lectures in class, the student will use the Worldview Evaluation Questions (available on Blackboard/Course Documents/Therapy Model Biblical Application) to analyze and evaluate the basic assumptions and techniques of each counseling models.
 - Each model should be evaluated from a biblical worldview. All students who do a reasonable job completing the 10 study sheets and turn them in on time will receive a grade of A for this specific assignment.
 - Each study sheet is worth 10 points.
- 5. Group Presentation of Case Conceptualization & Treatment Plan:**
 - Students will be divided into 12 groups. Each group will present to the class a Case Conceptualization and Treatment Plan based on the assigned Theory.
 - A theory-specific case conceptualization based on examples in the Gehart book.
 - A brief treatment plan from Chapter 2 of Gehart (blank templates available on Blackboard)

*The case conceptualization and treatment plan should address the issues raised in the video (or description) for the assigned theory.

- Presentations should be no longer than 20 minutes.
- Students must have PowerPoint overheads to facilitate class discussion.
- Bring a printed handout of the case conceptualization and treatment plan for the professor to provide written feedback.
- Students will be graded using the CACREP rubrics available on Blackboard.
- *Approximate time to complete assignment outside of class: 8 hours.*
- Due to tight scheduling, presentations cannot be rescheduled. Students should make every effort to be there. An alternative assignment will be given for excusable absences.

6. Theory Paper with Case Conceptualization & Treatment Plan

- Students will develop an 8-10 page paper with a theory-specific case conceptualization with treatment plan for their theory of choice. Instructions are as follows:
- Select Theory for Case Study: Students will choose one theory from the following: Psychodynamic, Jungian, Alderian, Person-Centered, Existential, Gestalt, Cognitive-Behavioral, Systemic Family Counseling, Solution-based, Collaborative, Narrative or Feminist.
- 2. Vignettes: Students will write a brief, one-paragraph vignette for the case client using one of the following:
 - A personal life situation the student is comfortable discussing in the paper. (Students should choose a situation that is fairly well resolved for this exercise rather than a currently painful issue.
 - A case specified by the instructor.
- 3. Case Conceptualization: Assess the client in the vignette using the “theory-specific case conceptualization template” from Gehart. Students should feel free to go beyond the examples in the book to customize the conceptualization for their case study/clients.
- 4. Treatment Plan: Develop a treatment plan using the form on Blackboard; the rubric on Blackboard will be used to score the assignment. The treatment plan should be designed using a single theory.
- Note: Be sure you choose a theory that is a good fit for treating the presenting problem you choose. You will find certain problems lend themselves to certain models.
- After selecting your model, be careful to add any components specific to the model that you previously identified as essential to using this model with a biblical approach.
- Approximate time to complete: 30-40 hours depending on understanding of material and writing ability.
- Grading: Students will be graded using the rubric available on the blackboard website.
- Format Instructions: Students should use the following guidelines:
 - *The paper must be double spaced in 12 point Times Roman. Use 1.5 inch margins on all sides; this is to ensure that everyone has a similar understanding of “one page.”
 - *Students are encouraged to use “headers” to structure their papers. Please use the format for two levels of headers; bolding may be added to level one and italics are required for level 2.
 - *Papers must be stapled: no binders or plastic covers will be accepted. Please note, the cover page and bibliography are not included when counting paper length.
 - *Use full APA Cover sheet format; no additional information should be added (e.g., class number, professor name, etc.).
 - *All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches. *Writing Between the Lines* by Doug Flemons is an excellent resource on formal writing style in the social sciences. Students who would like extra assistance should make use of additional seminary writing resources at the Write Stuff office.

7. Final Exam: The final exam is designed to be a culminating experience for the student to solidify the knowledge that has been presented over the course of the term. The exam will be multiple-choice and cumulative, in the hope it will give the student some preparation for the licensing exam.

- Approximate time to complete: 10 hours of studying in addition to hours preparing the Study sheets.

NOTICE: Blackboard course: Counseling Theories and Therapies (COUN6351KS). Powerpoint notes from lectures and other important material from the course will be found there.

Evaluation of Grade (CACREP II.D.5)

The student's grade will be computed as follows:

1. Reflection paper (beginning and end of semester)	5%
2. The Counsel of Heaven on Earth: Book report of % read	5%
2. Book Review Balswick & Balswick (8/30)	5%
3. Study Sheets (10)	25%
4. Group Presentation of Case Conceptualization & Treatment Plan	20%
5. Theory Paper with Case Conceptualization & Treatment Plan	25%
6. Final Exam	15%

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 relate 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, 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 - 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.

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, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

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

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 –



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

Date	Lecture	Reading Assignments	Key Assessments Due Dates	CACREP standard crf
8/22	Introduction/Syllabus Social Perspectives on Family History of Family Therapy Counseling Theory, Competency, Research and You. Gehart: Ch. 1	Gehart Ch. 1	Write 1 page (max) on your understanding of systems thinking in family counseling, and why it is valuable (in class)	2.F.5.a 2.F.5.f 2.F.8.b 5.F.1.a 5.F.1.b 5.F.1.c 5.F.1.d 5.F.1.
8/29	Theology of Family Relationships: Balswick & Balswick Family Systems Theory & the Scripture	Balswick & Balswick: Completed reading of book, report % read.	Report % read.	5.F.1.b 5.F.1.c 5.F.3.b
9/5	Case Conceptualization/ Treatment Planning Gehart: Ch. 2, Ch. 15 https://www.youtube.com/watch?v=h517m5QH_qE Worldview and Evaluation of Theories	Gehart Ch. 2 Gehart Ch. 15 Complete Jones book, report % read.	Report % read.	5.C.3.a 5.C.3.b V.F.1.e V.F.1.f V.F.3.a V.F.3.d
9-12	Psychoanalytic and Psychodynamic Counseling and Psychotherapy	Gehart Ch. 3	The Biblical Lens paper due. Group Presentation: Case Conceptualization & Treatment Plan as assigned	5.C.1.a, b, & c 5.C.3.F.1.a & b. 5.F.1.f 5.F.3.a thru 5.F.3.d (as applicable to this model)
9/19	Jungian Analytic Psychology	Gehart Ch. 4	Study Sheet Jungian Group Presentation: Case Conceptualization & Treatment Plan as assigned	5.C.1.a, b, & c 5.C.3.F.1.a & b. 5.F.1.f 5.F.3.a thru 5.F.3.d (as applicable to this model)
9/26	Adlerian Individual Counseling	Gehart Ch. 5	Study Sheet Adlerian Group Presentation: Case Conceptualization & Treatment Plan as assigned	5.C.1.a, b, & c 5.C.3.F.1.a & b. 5.F.1.f 5.F.3.a thru 5.F.3.d (as applicable to this model)
10/3	Person-Centered Counseling & Psychotherapy	Gehart Ch. 6	Study Sheet Person-Centered Group Presentation: Case Conceptualization & Treatment Plan as assigned	5.C.1.a, b, & c 5.C.3.F.1.a & b. 5.F.1.f 5.F.3.a thru 5.F.3.d (as applicable to this model)

10/10	Existential Counseling & Psychotherapy	Gehart Ch. 7	Study Sheet Extential Group Presentation: Case Conceptualization & Treatment Plan as assigned	5.C.1.a, b, & c 5.C.3.F.1.a & b. 5.F.1.f 5.F.3.a thru 5.F.3.d (as applicable to this model)
10/18	Fall Break Oct. 15-19			
10/24	Gestalt Counseling & Psychotherapy	Gehart Ch. 8	Study Sheet Gestalt Group Presentation: Case Conceptualization & Treatment Plan as assigned	5.C.1.a, b, & c 5.C.3.F.1.a & b. 5.F.1.f 5.F.3.a thru 5.F.3.d (as applicable to this model)
10/31	Foundational Cognitive-Behavioral Approaches	Gehart Ch. 9	Study Sheet Cognitive Group Presentation: Case Conceptualization & Treatment Plan as assigned	5.C.1.a, b, & c 5.C.3.F.1.a & b. 5.F.1.f 5.F.3.a thru 5.F.3.d (as applicable to this model)
11/7	Evidence-Based Cognitive/Behavioral Approaches: Dialectic Behavioral Therapy and Trauma-Focused CBT	Gehart Ch. 10	Study Sheet: DBT OR TF-CBT Group Presentation: Case Conceptualization & Treatment Plan as assigned	5.C.1.a, b, & c 5.C.3.F.1.a & b. 5.F.1.f 5.F.3.a thru 5.F.3.d (as applicable to this model)
11/14	Systemic Family Counseling & Therapy	Gehart Ch. 11	Study Sheet: Systemic Family Therapy Group Presentation: Case Conceptualization & Treatment Plan as assigned	5.C.1.a, b, & c 5.C.3.F.1.a & b. 5.F.1.f 5.F.3.a thru 5.F.3.d (as applicable to this model)
11/22	Thanksgiving Break			
11/28	Solution-Based Approaches	Gehart Ch. 12	Study Sheet: Solution-Based Group Presentation: Case Conceptualization & Treatment Plan as assigned	5.C.1.a, b, & c 5.C.3.F.1.a & b. 5.F.1.f 5.F.3.a thru 5.F.3.d (as applicable to this model)
12/5	Narrative & Collaborative Approaches Feminist & Multicultural Counseling & Psychotherapy	Gehart Ch. 13 Gehart Ch. 14	Study Sheet Narrative Group Presentation: Case Conceptualization & Treatment Plan as assigned Theory Paper with Case Conceptualization & Treatment Plan	5.C.1.a, b, & c 5.C.3.F.1.a & b. 5.F.1.f 5.F.3.a thru 5.F.3.d (as applicable to this model)
12-12	Final Exam 9-11 am	<u>Comprehensive</u>		

Selected Bibliography (CACREP II.E)

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