



COUN6351 Counseling Theories & Therapies
New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Fall 2018

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Office: L104-E

Tuesday 8:00a.m.-10:50a.m.

Leeke Magee Christian Counseling Center

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

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: 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: Biblical Exposition, Disciple Making, Interpersonal Skills, Servant Leadership, and Spiritual and Character Formation.

Course Description

In this course students examine the theoretical and practical foundations of the family systems approach to marriage and family therapy. The major theorists, theories, various models and practices are examined. The primary focus is upon the theories, principles, and language, which support the numerous marriage and family therapy models. This course is prerequisite for all other therapy courses.

Course Teaching Methodology

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

Program Objectives:

- #1. Equip students to synthesize theoretical and empirical knowledge in the field of counseling.
- #2. Train students to have the necessary academic and clinical skills to obtain professional licensure.
- #4. Train students to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Course Objectives: at the completion of this course, the student will:

Course Objectives	Learning Experiences	Assessments
Demonstrate <i>knowledge</i> and <i>comprehension</i> of the events, persons, basic theories, concepts, various models and techniques of various evidence-based approaches, including a Family	Instruction: Lectures on Psychoanalytic/Psychodynamic Counseling; Jungian Analytic Psychology; Adlerian Individual Counseling; Person-Centered; Existential; Gestalt; Cognitive	1. Study sheets on each model, Part A 2. Final Exam

Systems approach to marriage and family therapy. (CACREP 2.F.5.a, b, c, g,h, l, j, n; 5.F.1. a, b, c, e, f).	Behavioral; DBT; TFCBT; Systemic Family Therapy; Solution Based Approaches; Narrative; Collaborative Approaches; Feminist & Multicultural Reading: Gehart, Chapters 3-14	
Be able to <i>analyze</i> 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. CACREP 2.F.2.a, d, g)	Instruction: Lecture and Discussion on Jones book, Theology of Family Relationships, Family Systems Theory & the Scriptures; Worldview and Evaluation of theories, Reading:	2. Study sheets on each model, Part B.
Increase in ability to <i>value</i> systems thinking in family assessment and intervention. CACREP 2.F.5.b; 5.F.1.a, b,c)	Instruction: Lecture and Discussion on Family Therapy History and Systems thinking Reading: Balswick & Walswick; Jones, Gehart Ch. 11	1. Pre and Post Reflection Paper on Family Systems
<i>Demonstrate</i> 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. (CACREP 2.F.5.g, h; 5.F.3.d)	Instruction: Lecture on Case Conceptualization & Treatment Planning Reading: Gehart, Chapters 2, 15	1. Group Presentation of Case Conceptualization and Treatment Plan. 2. Final Case Conceptualization and Treatment Plan

Course Requirements/Assignments

Assignment/Requirements & Description	Percentage of total grade	Due Date
Reflection Paper 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.	5%	8/22
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.	5%	8/28
Book Review: 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). *Reading percentage grade will be averaged with writing grade.	5%	% Read: 9/4 Responses to Questions: 9/11
Study Sheets (10 points each) Each model (theory) will be summarized with a study sheet (A) and evaluated from a biblical worldview. A. Students will develop study sheets for each of the 10 chapters on theories	25%	Each student sheet is due on the day of the lecture.

<p>(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 (like a chart) that facilitates students' personal learning.</p> <p>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.</p> <p>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.</p>		
<p>Group Presentation of Case Conceptualization & Treatment Plan Students will be divided into groups. Each group will present to the class a Case Conceptualization and Treatment Plan based on the assigned Theory.</p> <ul style="list-style-type: none"> *A theory-specific case conceptualization based on form on Blackboard. *A treatment plan from Chapter 2 of Gehart (blank templates available on Blackboard/Assignments). *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 PowerPoints to facilitate class discussion. *Bring a printed handout of the case conceptualization and treatment plan for the professor to provide written feedback. The Case Conceptualization and Treatment plan should be loaded to Blackboard/Assignments *Students will be graded using the CACREP rubrics available on the textbook's website. *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 as defined in university and department policies. 	20%	Group presentation are due on the day of the lecture corresponding with the therapy model; graded according to rubrics.
<p>Theory Case Conceptualization & Treatment Plan Students will develop a theory-specific case conceptualization with treatment plan for their theory of choice. Instructions are as follows: Select one of the following theories:</p> <ol style="list-style-type: none"> 1. Psychodynamic, Jungian, Alderian, Person-Centered, Existential, Gestalt, Cognitive-Behavioral, Systemic Family Counseling, Solution-based, Collaborative, Narrative or Feminist. 2. Vignettes: Students will use a case chosen from the available cases on Blackboard. 3. Case Conceptualization: Assess the client in the vignette using the case conceptualization template provided. 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 blank template available on Blackboard under Assignments); the rubric on Blackboard will be used to score the assignment. The treatment plan should be designed using a single theory. <ul style="list-style-type: none"> *Note: Be sure you choose a theory that is a good fit for treating the presenting 	25%	Dec 10, 5 pm.

<p>problem you choose. You will find certain problems lend themselves to certain models.</p> <ul style="list-style-type: none"> *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: 5-10 hours depending on understanding of material and writing ability. *Grading: Students will be graded using the rubric available on the blackboard (Assignments/Theory Case Conceptualization and Treatment Plan) *Papers must be stapled: no binders or plastic covers will be accepted *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. <i>Writing Between the Lines</i> 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. *See the Theory Case Conceptualization and Treatment Plan Total Grade Rubric 		
<p>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. This multiple choice exam will be completed online no later than the finish time of the final exam (11 am Tuesday, December 11)</p> <ul style="list-style-type: none"> *Approximate time to complete: 10 hours of studying in addition to hours preparing the Study sheets. *One-page reflection on the last day of class. Please bring a piece of paper to use for writing your reflection. It can be lined or blank. 	15%	December 11, Tuesday 9-11 am

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

Textbooks

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

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

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.

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.

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

The following class schedule may be altered contingent upon students’ current level of experience and knowledge of family systems theory and therapy, and/or students’ needs and learning acquisition once class begins.

Student Course Schedule, Fall 2018

Date	Reading & Assignments	Learning Experiences
8/21	Gehart Ch 1; Write 1 page (max) on your understanding of systems thinking in family counseling, and why it is valuable (in class)	Introduction/Syllabus Lectures: Social Perspectives on Family History of Family Therapy Counseling Theory, Competency, Research and You. Gehart: Ch. 1
8/28	Balswick & Balswick: Completed reading of book, report % read.	Lectures: Theology of Family Relationships: Balswick & Balswick Family Systems Theory & the Scripture
9/4	Gehart Ch. 2 Gehart Ch. 15 Complete Jones book, report % read.	Lectures: Case Conceptualization/ Treatment Planning Gehart: Ch. 2, Ch. 15 https://www.youtube.com/watch?v=h517m5QH_qE Worldview and Evaluation of Theories
9/11	Gehart Ch. 3 The Biblical Lens paper due.	Lectures: Psychoanalytic and Psychodynamic Counseling and Psychotherapy
9/18	Gehart Ch. 4	Lecture: Jungian Analytic Psychology
9/25	Gehart Ch. 5	Lecture: Adlerian Individual Counseling
10/2	Gehart Ch. 6	Lecture: Person-Centered Counseling & Psychotherapy
10/9	Gehart Ch. 7	Lecture: Existential Counseling & Psychotherapy
10/16	Fall Break Oct 15-19	
10/23	Gehart Ch. 8	Lecture: Gestalt Counseling & Psychotherapy
10/30	Gehart Ch. 9	Lecture: Foundational Cognitive-Behavioral Approaches
11/6	Gehart Ch. 10	Lectures: Evidence-Based Cognitive/Behavioral Approaches: Dialectic Behavioral Therapy and

		Trauma-Focused CBT
11/13	Gehart Ch. 11	Lectures: Systemic Family Counseling & Therapy
11/20	Thanksgiving Break 19-23	
11/27	Gehart Ch. 12	Lecture: Solution-Based Approaches
12/4	Gehart Ch. 13 Gehart Ch. 14	Lectures: Narrative & Collaborative Approaches Feminist & Multicultural Counseling & Psychotherapy
12/11	Final Exam	Dec. 11, 9-11 am

Selected Bibliography

Balkin, R. S., & Sheperis, C.J. (2011). Evaluating and reporting statistical power in counseling research. *Journal of Counseling & Development, 89*(3), 268-272.

Bangert, A. W., & Baumberger, J. P. (2005). Research and statistical techniques used in the Journal of Counseling & Development: 1990-2001. *Journal of Counseling & Development, 83*(4), 480-487.

Blanco, P. J., & Ray, D. C. (2011). Play therapy in elementary schools: A best practice for Improving academic achievement. *Journal of Counseling & Development, 89*(2), 235-243.

Ginsberg, F., & Sinacore, A. L. (2013). Counseling Jewish women: A phenomenological study. *Journal of Counseling and Development, 91*(2), 131-139.

Gladding, S. T. (2013). *Counseling: A comprehensive profession* (7th ed.). Upper Saddle River, NJ: Pearson.

Hanks, B. B., & Hill, N. R. (2015). Relational dynamics within the context of deafness: A case study of the supervision triad. *Journal of Counseling and Development, 93*(3), 299-311.

Jackson S. (2011). *Research methods and statistics: A critical thinking approach* (4th Ed.) Wadsworth.

Lenz S., Bruijn, B., Serman, N. S., & Bailey, L. (2014). Effectiveness of cognitive processing therapy for treating posttraumatic stress disorder. *Journal of Mental Health Counseling, 36*(4), 360-376.

Leibert, T. W., & Dunne-Bryant, A. (2015). Do common factors account for counselor outcome? *Journal of Counseling & Development, 93*(2), 225-235.

Michel, R. E., Hall, S. B., Hays, D. G., & Runyan, H. I. (2013). A mixed methods study of male recruitment in the counseling profession. *Journal of Counseling & Development, 91*(4), 475-482.

Murphy, K. A., Blustein, D. L., Bohlig, A. J., & Platt, M. G. (2010). The college-to-career transition: An exploration of emerging adulthood. *Journal of Counseling & Development, 88*(2), 174-181.

Yarhouse, M., & Sell, J. (2008). *Family therapies: A comprehensive Christian appraisal*. Downers Grove, IL: IVP Academic.

Young, A., Gonzales, I., Owen, L., & Vale Heltzer, J. (2014). The journal from counselor-in-training to practitioner researcher. *Professional School Counseling, 18*(1), 217-226.

Signature Assignments

Assignment	Description	Percentage/Points	Due Date
Theory Case Conceptualization and Treatment Plan.	Prog Objective #1; Rubric Scores 85% will achieve a grade ≥B	25%	December 10, 5 pm.