

**PSYC6355 Brief Approaches to Marriage and Family Therapy  
New Orleans Baptist Theological Seminary  
Spring 2015**

**Instructor: Dr. Ian Jones**

**Office: LMCCC 101/ E-mail: [ijones@nobts.edu](mailto:ijones@nobts.edu)**

**Teaching Assistant: Sally Smith; email: [sallyasmith11@gmail.com](mailto:sallyasmith11@gmail.com)**

**Day & Time: Thursdays, 8:00-10:50 a.m.**

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.

**Course Purpose, Core Value Focus, and Curriculum Competencies Addressed**

The purpose of this course is to provide theological training designed to enhance a student's potential to respond effectively and redemptively to persons struggling with emotional, relational, and/or spiritual problems. New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. While all five core values are emphasized, the primary focus for the 2014-2015 academic year is *Spiritual Vitality*. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Throughout this course students will be encouraged to consider how the core value of *Spiritual Vitality* impacts their development as Christian counselors, as they learn Brief Solution-Focused Therapy techniques. This course will specifically address the competencies of interpersonal skills, servant leadership, and spiritual/character formation.

**Course Description**

This course is designed to provide student trainees with an overview of brief approaches to marriage and family therapy. Special attention is given to Solution-Focused and related models and their practical application in the ministry setting. Students should come prepared to spend extensive time participating in live supervision using some of these selected models.

**Student Learning Outcomes**

By the end of the study, the student will:

- A. be able to demonstrate knowledge and understanding of
  1. the historical context of Brief Therapy by recognizing and identifying information on written exams.
  2. the specific field of Solution-Focused Brief Therapy by identifying information on written exams.
  3. the prominent Brief approaches to marriage and family therapy, and distinguish those which emphasize "process" from others which stress function/form.
  4. the biblical nature of change and how it relates to the Solution-Focused Brief model.
  
- B. increase skills related to counseling using the model of Solution-Focused Brief

Therapy by

1. conducting a Solution-Focused therapy session with one of their fellow classmates to address a specific problem situation.
2. observing therapy sessions conducted by fellow students and learning to evaluate the sessions.

C. increase in their ability to minister as a counselor using the Solution-Focused Brief model with a sense of confidence as measured by an evaluation after completing sessions led by the student.

### **Course Methodologies**

Course goals and objectives will be met through a variety of instructional activities. Reading assignments, dialogues, lectures, role plays, and other assignments will be included.

### **Required Textbooks**

Chevalier, A. J. (1995). *On the client's path: A manual for the practice of solution-focused therapy*. Oakland, CA: New Harbinger Publications.

Quick, E.K. (2008). *Doing what works in brief therapy: A strategic solution focused approach* (2<sup>nd</sup> ed.). Burlington, MA: Academic Press.

### **Related Resource (not required):**

Chevalier, A. J. (1996). *On the counselor's path: A guide to teaching brief solution-focused therapy*. Oakland, CA: New Harbinger Publications. (A teacher's guide to be used with *On the Client's Path* for conducting training sessions on solution focused techniques.)

### **Course Requirements**

#### ***Exam I***

Lectures and reading on Solution-Focused Brief therapy.

#### ***Reading***

Reading: Students are responsible for all required readings (2 books) plus reading one additional book (select one from Bibliography) related to Brief Therapy. Students will report the percentage of required reading completed at the time each book is due.

#### ***Brief Counseling Sessions (4)***

1. Students are expected to counsel a client in a series of four (4) counseling sessions using the principles and practice of Solution-Focused Brief Therapy (SFBT). The sessions are limited to a maximum of 40 minutes each. Sessions are to be recorded and the recordings submitted with each assignment. All recordings are to be destroyed by the end of the term.

2. Students are expected to receive a series of four (4) counseling sessions from a fellow classmate who will utilize the principles and practice of SFBT. The sessions are limited to a maximum of 40 minutes each.

3. Students are to turn in the following material concerning the counseling sessions:

**Session 1:** A. A typed transcript of the session (that the student takes from the videotaping). On this transcript the student needs to mark clearly (highlight and write in the margin) the following elements (in the interest of time, the student may omit going through the disclosure and confidentiality statements):

- Identification of termination criteria
- Assessment for pre-session change
- Exploring attempted solutions
- Determining spiritual resources
- History of the problem
- Suicidality/Homicidality
- Exceptions
- First small step
- Client strengths
- Family history/medical history/substance use
- Compliments and homework
- Identify if client is Customer, Complainant, or Visitor

It is assumed that the counselor will not be able to cover all these in the first session, but please evaluate or critique what was covered.

B: Session notes (typed)

C: Personal critique: an evaluation of counseling approach, techniques, and skills

**Session 2:** A. Session Notes

B. A critique that highlights what exceptions you found, elements you included from the techniques, and things you would do differently. Use the Solution-Focused Self Checklist to evaluate the basics elements.

C. Identify what type of homework you gave the client (see PowerPoint lecture “Session Two and Beyond”) and give a rationale for selecting that homework.

D: Personal critique: an evaluation of counseling approach, techniques, and skills and development or improvement in these areas.

**Session 3:** A. A typed transcript of the session (that the student transcribes from the videotaping). On this transcript the student needs to mark clearly (highlight and write in the margin) the following elements:

- Assessment for change
- How you handled change or no change (scaling questions, exceptions, etc.)

B. Identify the techniques you used and mark them.

- C. Identify what type of homework you gave the client (see PowerPoint lecture “Session Two and Beyond”) and give a rationale for selecting that homework.
- D. Session Notes (Typed)
- E. Personal critique: an evaluation of counseling approach, techniques, and skills and development or improvement in these areas.

**Session 4:** A. Session Notes

- B. A critique that highlights what exceptions you found, elements you included from the techniques, things you would do differently. Use the Solution-Focused Self Checklist to evaluate the basics elements.
- C. Identify what type of homework you gave the client (see PowerPoint lecture “Session Two and Beyond”) and give a rationale for selecting that homework.
- D. Personal critique: an evaluation of counseling approach, techniques, and skills and development or improvement in these areas.

**Additional Information about the Sessions**

1. Students are required to participate in four (4) sessions as a counselor and another four (4) sessions as a client. Each session is to be no more than 40 minutes. At least three of these sessions are to be conducted outside of class time. Students will be assigned a client. Most students will conduct a live session in the classroom in the later part of the semester, which can be one of the four sessions if desired.
2. As the client, you are to work on an actual issue. However, clients are in control of the content and extent of the disclosure. Students are encouraged to present issues that do not require crisis intervention.
3. As the counselor, you are responsible for maintaining confidentiality.
4. You must record all four sessions when you are the counselor, using either a tape recorder, your laptop or the counseling center recording capability. If you record in a location that is not in the counseling center, please insure that it is a quiet environment or you (and your professor) will not be able to hear the recorded dialogue.
5. You are to maintain a counselor-client relationship for these four sessions. You are not to engage in social relationships with your partner during this period of time. This requirement means no socializing before and after the sessions. You are expected to conduct yourself in a professional manner. If you are paired with someone very familiar to you, you need to alert the instructor immediately so that an alternative arrangement can be made.
6. Remember to keep all information obtained during your counseling sessions  
CONFIDENTIAL.

7. All recorded materials are to be kept secure. They must be erased at the end of the class. Alternatively, students can enlist an individual outside of the Department of Counseling to be their client/interviewee for this assignment. However, students are to prepare an informed consent for these volunteer clients.

The informed consent should indicate that (a) the sessions are strictly for learning purposes, (b) issues disclosed by clients should not be critical in nature, requiring crisis intervention, (c) the sessions will be recorded for supervision purposes, (d) the instructor/supervisor of the class will have access to the taped sessions, (e) the number of session will be four and each last about 40 minutes, and (f) if they are minor (less than 18 years old), their legal guardian will have to give consent for their participation and their legal guardian understands the learning nature of this assignment and will not require the student-counselor to report session content to them. Mention also the limits of confidentiality. **Have these individuals sign the consent and give them a copy for their record. The instructor will not review and grade your tape and typescript without the signed informed consent.**

NOTE: TAPED SESSIONS ARE NOT TO BE SCRIPTED OR OUTLINED IN ADVANCE.

### ***Role Plays in Class***

Students will participate in roles plays in class, and will be assigned various techniques or interventions to demonstrate. Students will also participate as clients in the role plays. A sign-up sheet will be provided for these role plays.

### **Course Evaluation:**

Exams	20%
4 Counseling Sessions	40%
Typescript and Analysis	
Sessions & Checklist	
Reading	20%
Role Plays	20%

### **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	D: 70-76
B: 85-92	F: Below 70
C: 77-84	

### **Due Dates:**

### **Topics:**

### **Readings & Assignments:**

Week 1: Jan 22	Introduction/Why Study Brief Therapy? Brief Distinctives	Quick (Q), Ch 2, 3 Chevalier (C), Introduction
Week 2: Jan 29	History/Differences between Brief & Solution Focused Therapy Problem Solving Approach of MRI vs.	Q, Ch 1 C, Ch 1-2

Week 3: Feb 5	de Shazer Theoretical and Theological Assumptions Bible Concepts of Change	
Week 4: Feb 12	First Session Treatment Goals--Constructing Solutions Brief Session Two and Beyond	Q, Ch 4, C, Ch 3-4, 8 Q, Ch 6
Week 5: Feb 19	Exceptions & Compliments	Q, Ch 5 C, Ch 5-6
	Brief for Couples	Q, Ch 9
Week 6: Feb 26	Working with Adolescents	Q, Ch 14, 15, 16 C, Ch 7-8 <b>1st Video Session</b> <b>Critique Due: 1<sup>st</sup> Session</b>
Week 7: Mar 5	<b>Exam I--lectures and readings</b> Specific Problems Difficult Clients/Crisis & Urgent Situations	Q, Ch 10-13 Q, Ch 7-8, 17-18 C, Ch 7, 9, 10
Week 8: Mar 12	Resolving Sexual Abuse Role Plays as Assigned	<b>2<sup>nd</sup> Video Session</b> <b>Critique Due: Exceptions &amp; Homework</b> C, Ch 11-13
Week 9: Mar 19	Role Plays as Assigned	
Week 10: Mar 26	<b>Spring Break (March 23-27)</b>	
Week 11: Apr 2	Role Plays as Assigned	<b>3<sup>rd</sup> Video Session</b> <b>Critique Due: Assessment &amp; Intervention Techniques</b>
Week 12: Apr 9	Role Plays as Assigned	<b>3<sup>rd</sup> Book Due:</b> <b>Report % read</b>
Week 13: Apr 16	Role Plays as Assigned	
Week 14: Apr 23	Role Plays as Assigned	<b>4<sup>th</sup> Video Session</b> <b>Critique Due:</b> <b>Exceptions, Intervention Techniques, Homework</b>
Week 15: Apr 30	Role Plays as Assigned	
Week 16: May 7		
Finals Week: May 14	<b>Final Exam</b> (8-10 a.m.)--Case studies and Application of Brief Solution Focused Therapy.	<b>Final Reading Report:</b> <b>Report % read</b>

**The Department of Psychology and Counseling has adopted the following policies for use in all psychology and counseling classes.**

<b>Papers or Assignments</b>	<p>All assignments are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points.</p> <p>Assignments will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late.</p> <p>Late assignments will result in a deduction of <b>four points per class period for classes that meet 2 times per week (an equivalent deduction will be determined for one and three day classes).</b></p> <p>Assignments must be turned in to the professor, grader, or administrative assistant. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval.</p> <p>All counseling students will write papers in accordance to standards set in the APA Publication Manual.</p>
<b>Quizzes</b>	<p>Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.</p>
<b>Exams</b>	<p>If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.</p>
<b>Study Guide</b>	<p>Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.</p>
<b>Plagiarism</b>	<p>A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are <u>strictly forbidden</u>. <b>All sources must be cited.</b></p> <p>The Psychology and Counseling department adheres to the seminary's policy on plagiarism found in both the student handbook and graduate catalog. All infractions will be handled according to procedures outlined in the seminary's policy on plagiarism.</p>
<b>Class Participation</b>	<p>Working on assignments for other classes or playing games on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.</p>

\* Any exceptions to any of the above policies require unanimous approval of all faculty members in the department.

### **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.

### **Selected Bibliography**

- Araoz, D.L., & Carrese, M.A. (1996). *Solution-oriented brief therapy for adjustment disorders: a guide for providers under managed care*. Brunner/Mazel
- Budman, S.H., & Gurman, A.S. (1988). *Theory and practice of brief therapy*. Guilford Press.
- Budman, S. H., Hoyt, M.F., & Friedman, S. (1992). *The first session in brief therapy*. Guilford Press.
- Burt, M. S., & Burt, R.B. (1996). *Stepfamilies: The step by step model of brief therapy*. Brunner/Mazel.
- Cade, B., & O'Hanlon, W.H. (1993). *A brief guide to brief therapy*. W.W. Norton.
- Carlson, J. & Sperry, L. (2000). *Brief therapy with individuals and couples*. Zeig Tucker & Theisen.
- Chevalier, A. J. (1996). *On the counselor's path: a guide to teaching brief solution-focused therapy*. New Harbinger Publications.
- Cohen-Posey, K. (2000). *Brief therapy handouts*. John Wiley & Sons.
- Curtis, R.C., & Stricker, G. (1991). *How people change: Inside and outside therapy*. Plenum Press.
- Deci, Edward L., & Flaste, Richard (1996). *Why we do what we do: Understanding self-motivation*. New York: Penguin.
- De Shazer, S. (1982). *Patterns of brief family therapy: An ecosystemic approach*. Guilford Press.
- de Shazer, Steve (1985). *Keys to solution in brief therapy*. New York: Norton.
- de Shazer, S., & Dolan, Y. (2007). *More than miracles: The state of the art of solution-focused brief therapy*. New York: Routledge, Taylor & Francis Group.

- Dolan, Yvonne. (1991). *Resolving Sexual Abuse*. W.W. Norton.
- Donovan, J.M. (1999). *Short-term couple therapy*. Guilford Press.
- Ecker, B., & Hulley, L. (1996). *Depth-oriented brief therapy: How to be brief when you were trained to be deep—and vice versa*. Jossey-Bass Publishers.
- Erickson, Millard J. (1998). *Postmodernizing the faith: Evangelical responses to the challenge of postmodernism*. Baker.
- Fisch, R., & Schlanger, K. (1999). *Brief therapy with intimidating cases: Changing the unchangeable*. Jossey-Bass.
- Freedman, Jill, & Combs, Gene (1996). *Narrative therapy: The social construction of preferred realities*. New York: W. W. Norton.
- Gurman, A.S., & Jacobson, N.S. (2002). *Clinical handbook of couple therapy*. Guilford Press.
- Halford, W. K. (2001). *Brief therapy for couples: Helping partners help themselves*. Guilford Press.
- Hoyt, M.F. (1995). *Brief therapy and managed care: Readings for contemporary practice*. Jossey-Bass Publishers.
- Jongsma, A.E., Peterson, L. M., & McInnis, W. P. (1999). *Brief adolescent therapy homework planner*. John Wiley.
- Jongsma, A.E., Peterson, L. M., & McInnis, W. P. (1999). *Brief child therapy homework planner*. John Wiley.
- Kollar, C. A. (1997). *Solution-focused pastoral counseling: An effective short-term approach for getting people back on track*. Grand Rapids, MI: Zondervan.
- Miller, S. D., Hubble, M.A., & Duncan, B.L. (1996). *Handbook of solution-focused brief therapy*. Jossey-Bass Publishers.
- O'Connell, B., & Palmer, S. (2003). *Handbook of solution-focused therapy*. Sage
- O'Hanlon, W.H., & Bertolino, B. (1998). *Even from a broken web: Brief, respectful solution-oriented therapy for sexual abuse and trauma*. J. Wiley.

- O'Hanlon, William H. & Weiner-Davis, Michelle (2003). *In search of solutions: A new direction in psychotherapy*. Rev. ed. New York: Norton.
- Oliver, G.J., Hasz, M. & Richburn, M. (1997). *Promoting change through brief therapy in Christian counseling*. Downers Grove, IL: Tyndale House.
- Parad, H.J., & Parad, L.G. (1990). *Crisis intervention, book 2: the practitioner's sourcebook for brief therapy*. Family Service America.
- Ratner, Harvey, George, Evan, & Iveson, Chris (2012) *Solution focused brief therapy: 100 key points & techniques*. New York, NY: Routledge.
- Schultheis, G.M. (1998). *Brief therapy homework planner*. Wiley.
- Schultheis, G. M., O'Hanlon, S., & O'Hanlon, W. H. (1999). *Brief couples therapy homework planner*. Wiley.
- Selekman, M.D. (1993). *Pathways to change: Brief therapy solutions with difficult adolescents*. Guilford Press.
- Sharry, J. (2001). *Solution-focused groupwork*. Sage.
- Stone, Howard W. *Brief pastoral counseling: Short-term approaches and strategies*. Minneapolis, Minnesota: Fortress, 1993.
- Talmon, M. (1990). *Single-session therapy: Maximizing the effect of the first and often only therapeutic encounter*. Jossey-Bass.
- Talmon, M. (1993). *Single session solutions: A guide to practical, effective, and affordable therapy*. Da Capo Press.
- Vanhoozer, Kevin J. (1998). *Is there a meaning in this text? The Bible, the reader, and the morality of literary knowledge*. Grand Rapids, Michigan: Zondervan.
- Walter, John L. & Peller, Jane E. (1992). *Becoming solution-focused in brief therapy*. Brunner/Mazel.
- Walter, J.L. & Peller, J.E. (2000). *Recreating brief therapy: Preferences and possibilities*. W.W. Norton.
- Worthington, E.L. (1999). *Hope-focused marriage counseling: A guide to brief therapy*. InterVarsity Press.

Yapko, M.D. (1989). *Brief therapy approaches to treating anxiety and depression*. Brunner/Mazel.

### **Articles**

Minuchin, Salvador (1998). Where is the family in narrative family therapy? *Journal of Marital and Family Therapy*, Vol. 24, No. 4: 397-403.

Piehl, Robert O. (2001). Narrative therapy and the Christian counselor: Necessary precautions. *Christian Counseling Today*, Vol. 9, No. 3: 25-28.

Sokal, Alan D. (1996, Spring/Summer). Toward a transformative hermeneutics of quantum gravity. *Social Text* 46/47, Vol. 14, Nos. 1 & 2: 17-232. (Also, see Alan D. Sokal, *Lingua Franca*, pp. 62-62 [May/June, 1996].)

Sokal, Alan D. (Fall 1996). Transgressing the boundaries: An afterword," *Dissent*, 43(4) Fall: 93-99. Article also appears in *Philosophy and Literature* 20(2): 338-346 (October 1996).