



**COUN6355: Brief Approaches to Marriage and Family
Therapy**
New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Spring 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.

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 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.

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: Biblical Exposition, Interpersonal Skills, and Spiritual and 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

Students who complete this course 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.

Textbooks

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* (2nd ed.). Burlington, MA: Academic Press.

Related Resources (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.)
- Ratner, Harvey, George, Evan, & Iveson, Chris (2012) *Solution focused brief therapy: 100 key points & techniques*. New York, NY: Routledge.

Course Teaching Methodology

The course will involve the following methodologies: reading and writing assignments, dialogues, lectures, videotaped counseling sessions, role plays, and written examinations.

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.

Evaluation of Grade

The student's grade will be computed as follows:

1. Exams 20%
2. Four (4) Counseling Sessions 40%
 - a. Typescript and Analysis
 - b. Sessions & Checklist
3. Reading 20%
4. Role Plays 20%

Grading Scale:

The following grading scale is used at NOBTS:

A: 93-100

D: 70-76

B: 85-92

F: Below 70

C: 77-84

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.

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.

Additional Items

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

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

No extra credit is available in this course.

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. All class work is due at the dates specified. Late assignments will be given a deduction of half a grade per class day after the due date. Any assignment submitted after the final exam will receive a grade of 0 points.

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. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

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.

Emergencies:

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post

information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through SelfServe. This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Course Schedule

Course Schedule

Q = Quick Text; **C** = Chevalier Text

Unit #	Meeting Date	Reading & Assignments Schedule
1	<i>January 24</i>	Introduction/Why Study Brief Therapy? Brief Distinctives Quick (Q), Ch 2, 3 Chevalier (C), Introduction
2	<i>January 31</i>	History/Differences between Brief & Solution Focused Therapy Problem Solving Approach of MRI vs. de Shazer Q , Ch 1 C , Ch 1-2
3	<i>February 7</i>	Theoretical and Theological Assumptions Bible Concepts of Change
4	<i>February 14</i>	First Session Treatment Goals--Constructing Solutions Brief Session Two and Beyond Q , Ch 4, 6 C , Ch 3-4, 8
5	<i>February 21</i>	Exceptions & Compliments Brief for Couples Q , Ch 5, 9 C , Ch 5-6
	<i>February 28</i>	Mardi Gras Holiday
6	<i>March 7</i>	Working with Adolescents Q , Ch 14, 15, 16 C , Ch 7-8 Due: 1st Video Session Critique: 1st Session
	<i>March 14</i>	Spring Break: 3/13—3/17 (No class meeting)
7	<i>March 21</i>	Exam I—lectures and readings Specific Problems Difficult Clients/Crisis & Urgent Situations Q , Ch 7-8, 10-13, 17-18 C , Ch 7, 9, 10

		<i>Role Plays as Assigned</i>
8	<i>March 28</i>	Resolving Sexual Abuse <i>Role Plays as Assigned</i> Due: 2nd Video Session Critique: Exceptions & Homework C, Ch 11-13
9	<i>April 4</i>	<i>Role Plays as Assigned</i>
10	<i>April 11</i>	<i>Role Plays as Assigned</i> Due: 3rd Video Session Critique: Assessment & Intervention Techniques Due: 3rd Book--Report % read
11	<i>April 18</i>	<i>Role Plays as Assigned</i>
12	<i>April 25</i>	<i>Role Plays as Assigned</i> Due: 4th Video Session Critique: Exceptions, Intervention Techniques, Homework
13	<i>May 2</i>	<i>Role Plays as Assigned</i>
Final Exam	<i>May 9</i>	The Final Exam will be on Tuesday, May 9, 12:00-2:00 p.m.

Selected Bibliography

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Articles

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- 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).

Student Services

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/studentservices, 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/studentservices/counseling-services.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	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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