

# Contemporary Approaches in Counseling & Psychotherapy PSYC9408

## Ph.D. Seminar

Fall Semester 2008

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### I. 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.

### II. Seminar Description and Core Value

This seminar is an intensive examination of the contemporary approaches to therapy. Students must demonstrate conceptual and execution skills in several models of therapy determined by the professor. Throughout this course students will be encouraged to consider how the core value of “doctrinal integrity” impacts their work with individuals suffering with mental disorders. With an emphasis on the core value of doctrinal integrity, students will be challenged to evaluate from a biblical perspective materials and therapy models presented in this course. This course will specifically address the competencies of interpersonal skills, servant leadership, and spiritual/character formation.

### III. Major Objectives

By the end of the study, the student will

- A. be able to demonstrate knowledge and understanding of
  - 1. a broad variety of major contemporary approaches to marriage and family therapy that are grounded in biblical principles and have been shown to have empirical efficacy.
  - 2. outcome research regarding contemporary approaches to therapy
  - 3. the issues involved in using an integrative approach
  - 4. empirical research regarding how people change
- B. increase skills related to premarital and marital counseling by
  - 1. focusing on a model of therapist for the semester and examining the biblical foundations of that model, and seeking to practice that model, demonstrated through a video or role play presentation of the model.
  - 2. completing a research project involving investigating, analyzing and summarizing findings of the research through a written paper. (APA Style).
- C. increase their personal ability to
  - 1. pursue an ongoing integration of biblical concepts of the healthy family into their personal framework for conducting marriage and family therapy.
  - 2. recognize and implement practices that exhibit doctrinal integrity in working with individuals suffering from mental disorders

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#### **IV. Required Texts**

Hubble, Duncan, & Miller *The Heart and Soul of Change: What Works in Therapy* 2006 APA. ISBN: 1-55798-557-X

Brooks-Harris. *Integrative Multitheoretical Psychotherapy*. Houghton Mifflin Company. ISBN: 0-618-25322-X

Gottman, J *The Marriage Clinic: A Scientifically Based Marital Therapy* (1999) W.W. Norton & Company ISBN: 978-0-393-70282-8

Johnson, Susan. *The Practice of Emotionally Focused Couple Therapy: Creating Connection*. (2004) 2nd ed. Bruner/Routledge. ISBN: 978-0-415-94568-4

Dimeff & Koerner. *Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorders and Settings*. Guilford Press. ISBN: 978-157230-974-6

McKay, Wood, & Brantley. *The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation & Distress Tolerance*. New Harbinger. ISBN 1-57224-513-1

Fruzzetti. *High Conflict Couple: A Dialectical Behavior Therapy Guide to Finding Peace, Intimacy & Validation*. New Harbinger Publications. ISBN:1-57224-450-X

Landreth, Bratton. *Child Parent Relationship Therapy (CPRT): A 10-Session Filial Therapy Model*. Taylor & Francis, Inc. ISBN: 9780415951104

Bratton, Landreth, Kellam & Blackard. *Child Parent Relationship Therapy (CPRT) Treatment Manual*. Routledge/Taylor & Francis Group. ISBN: 0-415-95212-3

#### **Optional Texts:**

Texts specific to contemporary therapy models, such as

Duncan, Miller & Sparks. *The Heroic Client*

Gottman, John. *The Seven Principles for Making Marriage Work (and other books by him)*

Johnson, Susan. *Becoming an Emotionally Focused Couples Therapist: The Workbook*

#### **VI. Course Requirements**

1. Each student is required to read and study each textbook and to be prepared to discuss content in detail as per schedule. Students will be asked to give an honest reading report of the percentage completed by the due date for each book. Students are expected to carefully and thoroughly read, for comprehension and application, each assigned book.
2. Threaded Discussion: Each student (as assigned to a specific book) will initiate conversation on the thread to precede the discussion in the seminar. The assigned student should use questions or invite comments focusing on the primary theoretical assumptions of the therapy model, strengths and weaknesses, and the biblical foundations (or lack of biblical foundations) underlying the model. All students must contribute at least two substantive entries to each thread started by the student in charge of the discussion for that week. (Only agreement or disagreement is not substantive.)
3. Presentation of Book and Discussion. In the seminar meeting each student will present the assigned book and be prepared to lead the discussion about the therapy model for the

other class members. The threaded discussion is meant to be an “introduction” to the model, while the class presentation and discussion should center more around application, strengths and weaknesses.

#### 4. Role Play or Video Clip Demonstrating Model

Each student will select a therapy model and prepare a presentation of a session (20 min) using the selected model. Students are strongly encouraged to consider working with at least one couple, individual, or family during this semester using the selected model. Either a role play or video clip (20 min) is acceptable for the seminar presentation. If the student is not in a position that he or she is doing regular counseling this semester, the student can prepare a role play and ask friends to come serve as clients, or use friends to video a role play to use in class. Sign up for the role play at the beginning of class. Two students may sign up for each therapy model we are studying.

#### 5. Research Paper

Each student will write a research paper on a selected therapy model and present a 40 minute oral/visual presentation based upon the research. The paper should include:

- a. Information who developed the model and how it was developed.
- b. The primary theoretical assumptions of the therapy model, including all the major theoretical writers and clinicians who have written about the model
- c. An evaluation of the strengths and weaknesses of the model, both from other writers and the student’s perspective
- d. Evaluation of the current outcome research related to the model
- e. The biblical foundations, strengths and weaknesses, and how the model could be adapted (in necessary) for use in a Christian context. This should include what others have written as well as the student’s own ideas.

Students should carefully follow APA standards in completing the paper, as well as work hard on organization and analyzing.

Students should do a thorough literature research of journal articles, books, and dissertations. Because there is not a statistical project this semester, the student will be expected to focus on writing and analysis skills. These papers will be graded with a high expectation in the writing area.

After the oral/visual presentation of the findings, the class will discuss the paper.

#### **Course Evaluation:**

Assigned Text Readings	15%
Threaded Discussion	10%
Assigned Text Presentation/Discussion	20%
Model Demonstration	20%
Research Paper	35%

**Seminar 1:** Friday, September 19, 1:00 pm-5:00 pm/ 6:00 - 9:00 pm

Saturday, September 20, 8:00 am -12:00 pm

Introduction, Friday, 1:00- 2:00

Text/Student	Date Completed reading due	Threaded Discussion Start/Finish Dates	Seminar Schedule Presentation/Discussion (approximate times)	Therapy Modeled in Class
<i>The Heart &amp; Soul of Change</i> Doug Headrick	Aug 24	Aug 25/Aug 29	Friday, 2:15-3:30	
<i>Integrative Multitheoretical Psychotherapy</i> Derek Brown	Aug 31	Sept 1/Sept 5	Friday, 3:45-5:00	
<i>The Marriage Clinic</i> Marilyn Wood	Sept 7	Sept 8/Sept 12	Friday, 6:00-7:30	Friday, 7:45-9:00
<i>The Practice of Emotionally Focused Couple Therapy</i> Craig Garrett	Sept 14	Sept15/Sept 18	Saturday, 8-9:15 am	Saturday, 9:30-10:30
All Models Discussed			Saturday, 10:30-12	

**Seminar 2:** Friday, November 7, 1:00-5:00 pm/ 6 - 9 pm

Saturday, November 8, 8:00 am - 12:00 pm

Text/Student	Date Completed reading due	Threaded Discussion Start/Finish Dates	Seminar Schedule Presentation/Discussion	Therapy Modeled in Class
Dialectical Behavior Therapy in Clinical Practice Kelly Anderson	Sept 28	Sept 29/Oct 3	Friday, 1:00-2:00	
The Dialectical Behavior Therapy Skills Workbook Tom Davis	Oct 5	Oct 6/Oct 10	Friday, 2:30 - 3:45	
The High Conflict Couple	Oct 12	Oct 13/Oct 17	Friday, 4:00- 5:00	Friday, 6:00- 7:30
Child Parent Relationship Therapy Nicole McMyne	Oct 19	Oct 20/Oct 24	Friday, 7:45 - 9:00	
Child Parent Relationship Therapy Treatment Manual Tommy Meador	Oct 26	Oct 27/Oct 31	Saturday, 8 - 9:00	9:15 - 10:15
Class Discussion of Models			10:30 - 12:00	

**Seminar 3:** Friday, December 5, 1:00-5:00 pm/ 6 - 9 pm  
 Saturday, December 6, 8:00 am - 12:00 pm

Student	Presentation of Paper/Discussion
	Friday 1:00 - 2:00
	Friday 2:15 - 3:15
	Friday 3:30 - 4:30
	Friday 4:30 - 5:30
	Friday 6:30 - 7:30
	Friday 7:45 - 8: 45
	Saturday 8:00 - 9:00
	Saturday 9:15: 10:15
	Saturday 10:30 - 11:30
Saturday Seminar Wrap Up	