

PSYC 9409 Marriage & Family Therapy

Ph.D. Seminar

Fall Semester 2014

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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

The purpose of this seminar is to increase students' familiarity with the major schools of marriage and family therapy, to develop a broad knowledge of systems theory, to develop knowledge of current family life demographics, to examine various clinical family assessment techniques and tools, to understand marriage and family symptomatology, to to develop interviewing and assessment techniques, and to study healthy and dysfunctional families. The seminar is designed as an intensive investigation of the theory and practice of marriage and family therapy and the student will demonstrate substantial skill in therapy. Throughout this course students will be encouraged to consider how the core value of "spiritual vitality" impacts their work with individuals suffering with mental, emotional, and relational health problems.

III. Learning Objectives

The student who satisfactorily completes this course by fulfillment of the requirements should be able to:

- A. Describe the major models of marriage and family therapy, in terms of their philosophical assumptions and pragmatic implications.
- B. Pursue an ongoing integration of biblical concepts of the healthy family into one's personal framework for conducting marriage and family therapy, as well as an understanding of current research concerning healthy and dysfunctional families.
- C. Articulate a personal model of therapy, drawing from existing models of therapy.
- D. Describe current family life demographics and know how to stay abreast of current family life demographics by researching and analyzing that information.
- E. Identify various clinical family assessment techniques and tools, and identify important factors that lead to the selection of specific assessment techniques, tools, and monitoring instruments.

F. Demonstrate skills in case conceptualization, structuring therapy, problem solving, and implementing therapeutic interventions within a range of therapeutic modalities.

G. Develop skills used to research, analyze, and write for an empirical research project.

IV. Required Texts:

Campbell, Ken M. (ed.) (2003). *Marriage and Family in the biblical world*. Downers Grove, IL: InterVarsity Press.

Feldhan, Shaunti (2013). *The Good News About Marriage: Debunking Discouraging Myths about Marriage and Divorce*. Colorado Springs, CO: Multnomach Books.

Gross-Loh, Christine (2014). *Parenting Without Borders: surprising Lessons Parents Around the World Can Teach Us*.

Instone-Brewer, David. (2003). *Divorce and Remarriage in the Church*. Downers Grove, IL: InterVarsity Press.

V. Course Requirements:

1. Assigned Text Readings (20% of grade)

Read each required textbook and be prepared to discuss content in detail as per the 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 read carefully and thoroughly for comprehension and application of each assigned book and to come prepared to lead a discussion on the book if asked to do so.

Marriage and Family in the biblical world. – (2nd Seminar)

The Good News About Marriage: Debunking Discouraging Myths about Marriage and Divorce. – (2nd Seminar)

Parenting Without Borders: surprising Lessons Parents Around the World Can Teach Us. (2nd Seminar)

Divorce and Remarriage in the Church. (3rd Seminar)

2. Research Writing Skill Development (5 % of grade)

A key to writing good research papers is to understand the elements that comprise the document. In an effort to strengthen writing skills, students will revisit the basic elements of a research document. Each student will be assigned an element to explore and thoroughly teach to the class. Assignments posted under Seminar #1.

3. Clinical Assessment or Instrument Review (5% of grade)

Select a clinical assessment tool or instrument currently used in marriage and family counseling and write a brief (2-3 pages) description of the tool along with a critical evaluation (including validity, reliability, functionality, underlying philosophical assumptions, and how well it fits within a biblical world view). Be sure to post the name of your assessment on blackboard as soon as you have selected it as duplicates will not be allowed. Be prepared to thoroughly present these reviews during the first seminar meeting.

4. Review of a Treatment Model (15% of grade)

Each student will select a theory of marital family therapy that you are not already familiar with to review, critique, present and demonstrate. Demonstrations may be in the form of a video of the student engaged in therapy using the model (proper consent for taping and use must be obtained and submitted), a video of another professional demonstrating the use of the model, or a live demonstration in class.

The critique of the theory should include a description of the theory, biographical information on the developer(s) of the theory and the context in which it was developed, basic tenets or philosophical assumptions, essential techniques or skills associated with the theory, strengths and weaknesses, and a discussion of how well the model fits within a biblical world view. This paper will be 4-7 pages in length and will be due at the beginning of the second seminar meeting.

5. HIPAA Training (10% of grade)

Each student will be required to complete an online training program on HIPAA. Mental health care providers must be aware of and up to date on current regulations. This becomes especially true when working with couples and families. Sign up for HIPAA Made Friendly: Law, Ethics, and Updated Regulations (www.zurinstitute.com). Use code: BTS88 for a 10% discount. Printed certificate of completion will be due in the second seminar meeting. If you are licensed, this course is approved for 8 hours of ethics CEUs by NBCC.

6. Discussion Board:

Discussion Board will be available for posting comments on your readings, and on any books, articles, references, or information that might be helpful or of interest for other class members. You may also use this as a place to ask questions for the professor or other students. Read other posts and respond when appropriate.

7. Research Proposal, Project, Paper & Presentation

Research Proposal (15% of grade) – 5-7 pages

Posted on blackboard no later than September 12, 2014

The research proposal will consist of the following elements:

- **Introduction**
- **Literature Review** – This will be a brief literature review that would indicate you have looked at the breadth of material available, have begun the analysis process of that material, and begun synthesizing it (4-5 pages).
- **Research Question & Hypothesis**
- **Methodology** – Explain how you will secure your sample. Be sure you can find a valid and reliable instrument to measure your factors in your hypothesis. Include information about which statistical analysis you will use, and why it is acceptable (with references).

You may choose to use either a Multiple Regression analysis or Manova analysis, or you may do an experimental approach with appropriate statistical analysis.

- **References**

All students should fill out Institutional Review Board (IRB) paperwork to experience the process of gaining approval in research when using human subjects. The paperwork is available on Blackboard under Documents. For this project, the faculty of the Psychology and Counseling Department will serve as the IRB unless your population sample requires approval from the NOBTS IRB.

Final Paper for Research Project (30% of grade).

Post your paper to blackboard no later than ***Saturday, November 22***. Each student will be assigned a classmate's paper to thoroughly read and critique prior to the third seminar meeting.

Use as a guide, information in the book: *Dissertations and Theses from Start to Finish* (Cone & Foster). Please follow the guidelines discussed in the chapter on Reviewing the Literature. Your literature review must include information from all journals that have pertinent information, not just what is available full text on the internet. You will need to add the search for dissertations, made possible through our access to ProQuest. You will have to work hard in the beginning of the semester to allow time to order any articles (through the library) that are not available in your area.

Each student must utilize a sample population of at least **30** individuals. It is ok to use the small sample, even if it means you will not have enough to accurately run the statistical analysis.

If you use any type of measurement that is considered a psychological instrument, you may need clearance from a Psychologist.

Permission to use any copyrighted instrument must be received from the owner, and must be submitted to Dr. Carver prior to beginning your research. Should any issues arise in the process of attaining permission for instrument use, the student should discuss this with Dr. Carver or consider other options. Care must

be taken in final decision on research question and hypotheses. Do not use a research question / hypothesis that you cannot find a valid and reliable instrument to use for measurement.

Research papers are to be submitted in a format that would allow for possible journal submission.

Students should carefully follow APA standards in completing the research paper.

Results are only as good as your statistics. Students will be required to submit their data sets along with their paper. Great care should be taken in entering your data into SPSS and serious errors in entry could result in a failing grade for your work (below a B).

Research Paper Outline (Journal Article Format)

Introduction

Research Problem & Hypothesis

Definitions of Terms

Assumptions

Significance of the Study (rationale)

Literature Review: Every factor you will use in the statistical analysis must be research and discussed, including demographic items.

Methodology: Descriptives of the sample, descriptive statistics about Factors, procedures, instruments used, type of statistical analysis, references about why it is the right analysis, any assumptions that must be met by the sample, and how you will test for those assumptions.

Results: Report on any testing of assumptions, results of each hypothesis and statistical equation that resulted. Include how the literature supports or does not support your results. Discuss any additional findings you discovered. Discuss limitations of your research, and issues for future study.

References

Appendices: All letters of instruction, letters requesting permission to use an instrument, letters related to consultation with a Psychologist, demographic questionnaires, any instruments used (if allowed by owner), and IRB paperwork

Seminar Schedule:

Seminar Meeting #1 – Thurs., September 18, 1-9 p.m. & Fri., September 19, 8-11 a.m.

Assignments:

- 1. Clinical Assessment or Instrument Review**
Be sure to post the name of your assessment on blackboard as soon as you have selected it as duplicates will not be allowed.
- 2. Research Proposal Due (5-7 pages)** – Each student will need to come to class having printed, thoroughly read, critiqued, and marked up the proposal of a classmate. Proposals must be posted on blackboard no later than **September 12, 2014**.

Writer

Ronald Cook

Jim Gant

Michelle Muncy

Kelley Ott

Steven Voss

Ai Yoshida

Reviewer

Ai Yoshida

Kelley Ott

Ronald Cook

Steven Voss

Michelle Muncy

Jim Gant

- 3. Writing Skill Development Presentations Due**

Introduction – Ai Yoshida

Research Problem & Hypothesis – Steven Voss

Definitions of Terms – Kelley Ott

Assumptions- Jim Gant

Literature Review- Ronald Cook

Methodology- Michelle Muncy

Seminar Meeting #2 – Thurs., November 13, 1-9 p.m. & Fri., November 14, 8-11 a.m.

Assignments:

- 1. Treatment Model Reviews** – be sure you have identified the model you chose on blackboard as soon as you have it chosen as no duplicates will be allowed.
- 2. HIPAA Training Completed-** Bring your printed certificate of completion and be prepared to discuss HIPAA and the course content.

3. **Read & Review**

Marriage and Family in the biblical world. – (Steven Voss & Michelle Muncy)

The Good News About Marriage: Debunking Discouraging Myths about Marriage and Divorce. – (Jim Gant & Kelley Ott)

Parenting Without Borders: surprising Lessons Parents Around the World Can Teach Us. (Ai Yoshida & Ronald Cook)

Seminar Meeting #3 – Thurs., December 4, 1-9 p.m. & Fri., December 5, 8-11.

Assignments:

1. Read & Review

Divorce and Remarriage in the Church. (3rd Seminar)

Be prepared to discuss this book and articulate a personal theology of divorce and remarriage.

2. Research Papers & Presentations

Research Papers must be posted on Blackboard no later than Saturday, November 22, 2014. Each student is responsible for reading and critiquing a classmate's final paper. In addition to standard critique, be sure to evaluate how well the student applied the feedback given in the proposal stage.

Writer

Ronald Cook
Jim Gant
Michelle Muncy
Kelley Ott
Steven Voss
Ai Yoshida

Reviewer

Ai Yoshida
Kelley Ott
Ronald Cook
Steven Voss
Michelle Muncy
Jim Gant

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

Papers or Assignments	<p><u>All assignments</u> are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points. <u>Assignments</u> 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><u>Late assignments</u> will result in a deduction of eight points per class period.</p> <p><u>Assignments</u> 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><u>All counseling students</u> will write papers in accordance to standards set in the APA Publication Manual.</p>
Quizzes	<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>
Exams	<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>
Study Guide	<p>Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.</p>
Plagiarism	<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>. All sources must be cited.</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>
Class Participation	<p>Working on assignments for other classes, playing games or using social media 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.

Reference Bibliography

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