



Reading Colloquium in Family Issues-COSR9303 New Orleans Baptist Theological Seminary Church and Community Ministries Division Fall 2016

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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.

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **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. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom department.

The core value focus for this academic year is **Characteristic Excellence**.

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:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are:

Student Learning Outcomes

Colloquium members will grasp the larger scope of Marriage and Family Theories and Therapies studies in the areas covered by the readings. With this grasp of the various fields, members will be better prepared for teaching and research in the field of psychology.

Course Teaching Methodology

This Ph.D. reading colloquium consists of discussion periods covering the fields of Marriage and Family Theories and Therapies. Discussions will cover required texts of the day as well as shorter selections from works the members have reviewed individually.

Textbooks

Atkinson, B.J. (2005). Emotional Intelligence in Couples Therapy: Advances from Neurobiology and The Science of Intimate Relationships.

Dattilio & Beck (2009). Cognitive Behavioral Therapy with Couples & Families.

Minuchin & Fishman (1981). Family Therapy Techniques.

Leiblum & Rosen (2006). Principles and Practice of Sex Therapy 4th ed.

Sells & Yarhouse (2011). Counseling Couples in Conflict: A Relational Restoration Model.

Carder (2008). Close Calls: What Adulterers Want You to Know About Protecting Your Marriage.

Nicolosi, Malony & Perloff (2009). Shame & Attachment Loss: The Practical Work of Reparative Therapy.

Schaumburg, H. (2009) Unfiled: Redemption from Sexual Sin, Restoration for Broken Relationships.

Jones & Yarhouse (2007). Ex-gays? A Longitudinal Study of Religiously Mediated Change in Sexual Orientation.

Thomas, Gary (2000). Sacred Marriage.

Clark & Rabey (2009). When Kids Hurt: Help for Adults Navigating the Adolescent Maze.

Freud, Sigmund (1899). Interpretation of Dreams.

James, William (1962). The Varieties of Religious Experiences.

Course Requirements

1. Read the required texts as stipulated in the schedule below. For each book, one member from the group will be randomly selected at each meeting to lead our discussion of the text (Two people total). These individuals will be graded on their ability to:
 - a) Offer a brief summary on the books, statement of purpose.
 - b) Provide an insightful critique of selected portions of the text. *Students who fail to read one or more of the chosen texts for the day will be required to write a 4-5 page, single-spaced critique of the text(s) to be submitted prior to the next meeting. Students who fail to come prepared to present/discuss the reading on more than one occasion will be required to repeat the colloquium.*
2. Actively participate in the discussions of assigned material.
3. Attend every meeting. Because of the nature of the course, no absences are allowed. If emergency situations dictate an absence, the member will schedule a make-up session with the

professor. Work is still due the day scheduled even if the member is absent. A member missing two sessions will have to repeat the colloquium.

4. Read all of the books listed on the 1st reading list by the end of the colloquium.
5. Be prepared to be selected more than once during each semester.

Evaluation of Grade

This course is graded according to seminary policy:

A--93-100
B--85-92
C--77-84
D--70-76
F--Below 70

***Students are required to pass this course with a grade of B or higher in order to begin their practicum.**

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.

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. The grade for late assignments will automatically be reduced by 4 points plus 4 additional points for each subsequent 48 hours until turned in.

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. The student may also email the course grader with questions regarding grading.

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.

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

The policy for extra credit in this course will be discussed in class when necessary.

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

Course schedule and assignments are influenced by the size of the class and will be determined after final registration has been established.

Selected Bibliography

American Psychiatric Association. (2000) *Diagnostic and Statistical Manual of Mental Disorders*. 4th edition - Text Revision (DSM-V). Washington, K.D.: A.P.A. (ISBN: 0890420254)

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Morrison, James. (1995) *DSM-V Made Easy: The Clinician's Guide to Diagnosis*. New York: Guilford Press. (ISBN: 0898625688)

Preston, John, Mary Talaga, and John O'Neal. (2008) *Handbook of Clinical Psychopharmacology for Therapists*, 5th edition. Oakland: New Harbinger Press, Inc. (ISBN: 1572245352)

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Erikson, Erik H. *Childhood and Society*. New York: W.W. Norton, 1963.

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Ginsburg, Herbert P. and Opper, Sylvia. *Piaget's Theory of Intellectual Development*. 3rd

- ed. Englewood Cliffs, NJ: Prentice Hall, 1988.
- Horney, Karen. *Our Inner Conflicts*. N.Y.: W.W. Norton, 1966.
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- James, William. *The Varieties of Religious Experiences*. New York: The Modern Library, 1962.
- Jung, Carl G. *Memories, Dreams, Reflections*. N.Y.: Vintage Books, 1965.
- Maslow, Abraham H. *Motivation and Personality*, 3rd ed. N.Y.: Harper & Row, 1970.
- Millon, Theodore. *Toward a New Personology*. N.Y.: Wiley & Sons, 1990.
- Sullivan, Harry Stack. *The Interpersonal Theory of Psychiatry*. N.Y.: W.W. Norton, 1953.