

## **Contemporary Approaches in Counseling & Psychotherapy COUN9408**

### **Ph.D. Seminar**

**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.

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

The purpose of this course is to continue to develop in the student an awareness contemporary therapy models, and to foster a pattern of valuing on-going learning, as well as the development of more advanced therapeutic skills. Throughout this course students will be encouraged to consider how the core value of “Doctrinal Integrity” impacts their work with individuals and families suffering with mental disorders. With an emphasis on the core value of Doctrinal Integrity, students will be challenged to evaluate the materials and therapy models presented in this course, evaluate them from a biblical lens, and how these models can enrich ministry opportunities to those in need. This course will specifically address the competencies of interpersonal skills, servant leadership, and spiritual/character formation.

### **Course Description**

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.

### **Student Learning Outcomes**

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 therapy for the semester and examining the assumptions, strengths, weaknesses, specific interventions, and 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 a missions focus in working with individuals suffering from mental disorders

### **Required Texts**

Hubble, Duncan, & Miller: *The heart and soul of change: What works in therapy*, 2nd Edition.

Bradley, B., & Furrow, J. *Emotionally focused couple therapy for dummies*. (2013). John Wiley & Sons.

Linehan, Marsha M. *DBT skills training manual* Second Edition. Guilford Press, NY. (2015)

Hayes, S.C., & Smith, S. *Get out of your mind and into your life: The new acceptance & commitment therapy* (2005)

Gottman, J. *The science of trust: Emotional attunement for couples*. (2011). W.W. Norton & Company

Courtois, C., & Ford, J. *Treating complex traumatic stress disorders: An evidence-based guide* (2009) Guildford Press

van der Kolk, B. *The body keeps score: Brain, mind, & body in the healing of trauma*. (2015). Penguin Books

Tracy, S. *Mending the soul: Understanding and healing abuse* (2009). Zondervan

Purvis, K. & Cross, D. *The connected child: Bring hope and healing to your adoptive family*. McGraw-Hill (2007)

Siegel, J. & Bryson, P. *The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind* (2012)

Booth, Colomb, Williams. *The craft of research*. Chicago, IL: The University of Chicago Press. (You used this book in your Research & Writing Workshop)

Yount, W. (2006). *Research design & statistical analysis in Christian ministry*. 4th ed.. (Available on Blackboard under Assignments)

### **Optional Texts:**

Any text you would like to use dealing with development of your proposal/research project.

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*

### Course Evaluation:

Assigned Text Readings	15%
Threaded Discussion	10%
Assigned Text Presentation/Discussion	20%
Research Proposal	20%
Research Paper	25%
IRB	10%

### Course Requirements (Methodology)

1. **Assigned Text Readings:** 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 (on blackboard discussion page) 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. **(15%)**
2. **Threaded Discussion:** Each student (as assigned to a specific book) will
  - a. initiate conversation (2 questions) 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, concepts, and interventions of the therapy model, and strengths and weaknesses of the model (If your book is in one of the “sets” of books students can chose from, give a brief over-view of the book and in addition to the strengths and weaknesses.
  - b. 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.) **(10%)**
3. **Presentation of Book and Class Discussion.** In the seminar meetings each
  - a. student will present the assigned book and be prepared to lead the discussion about the therapy model for the other class members. This is “first-come-first-serve.” Please sign up on Blackboard for these books. Each student will select 3 books. Please take one or two in Seminar 2, and one or 2 in Seminar 3.
  - b. **The threaded discussion online is meant to be an “introduction” to the model, including major concepts/philosophical assumptions, while the class presentation and discussion should center more around application, and any major biblical issues related to the model.** **(20%)**
  - c. If possible, it would be helpful to briefly demonstrate (through role play or video) the use of the model. Demonstrations of models can be found online, and on YouTube. I also have some videos of some of the models.
4. **Research Proposal** **(20% total grade)**  
Create a Research Proposal, the foundation of any research project. You will develop the appropriate research components, and assemble a formal proposal.

In the **first seminar** we will do intensive work on your proposal, so please come with some kind of an idea. Also before coming, please read in at least 2 sources (you can use the texts listed in required texts, or in some other text you choose) about developing your proposal, and utilize the information you find to guide your work before you come. You do not have to do extensive literature review before you come, but I would encourage you to begin looking at what the literature is in the area you are interested in researching. Yount's text is on blackboard under Books/Models

For writing your proposal, please use the outline that follows:

### **Research Question & Hypothesis**

First step of research project. Use Blackboard Discussion Board to present concise research question and hypothesis after our first seminar. If you begin to work on this before the first seminar, you can write your draft proposal on Blackboard. **Research Question and Hypothesis due September 2, before the end of class.**

### **References**

Correct APA; 6 Citations

Maximum number of points available:

4 Sources (5 pts); 5 Sources (10 pts); 6 Sources (14 pts), 7+ Sources (15 pts) including using correct APA format

Quantitative Research Proposals follow a formal structure. Follow the outline below for your proposal.

***Outline for your Research Proposal: (approximately 7-9 pages, not including the References)200 points available.***

- I. Title page and Abstract** **15 pts.**
- II. The Purpose of this Project** –Include in this section your mission, Research Question(s) and hypotheses. **15 pts.**
- III. Literature Review**– Write a fairly comprehensive review, but concise review, of the Scholarly Literature related to the topic you are investigating. (3-5 pages) **50 pts**
- IV. Methodology**
  - A. Participants–include a description of the characteristics of the sample and sampling techniques. **25pts.**
  - B. Instruments–Provide a concise description of the specific instruments you plan to use. Include a brief discussion of each instrument's psychometric properties (i.e., purpose, validity, reliability, etc.). **25 pts.**
  - C. Procedures–Describe specifically how you plan to carry out your study. Write this section with sufficient detail so the reader would be able to replicate your procedures. **25 pts.**
- V. Results**– Describe how, specifically, you will statistically test each **15 pts.**

hypothesis. Then note what results you hope to obtain.

**VI. Conclusions** –Discuss why your study will make a significant contribution to the literature, limitations of your student, and recommendations for future research. Entire paper to this point should be 9-10 pages, not including References. **15 pts.**

**VII. References**– APA 6<sup>th</sup> Ed. This is different than a “Bibliography.” **15 pts.**  
Note the difference between References and Bibliography.

When completed, please post your Proposal on Blackboard. Each student will need to read the other students proposals. Please use the grading points to give your estimate of the grade, and include comments. I recommend you upload your proposal to the Blackboard Discussion. Then when you read the hi student’s papers, download them, mark any comments, then upload again on the Blackboard.  
**Due October 14.**

**5. Quantitative Program Evaluation Paper using Accountability Bridge Model for Counselors (25% total grade)**

Please read the article posted under “Assignments” in Blackboard on the Accountability Bridge Model for Counselors before Seminar 1. We will discuss this at that time. The written assignment is **due Nov 18**. Upload on Blackboard and read and evaluate your classmates Program Evaluations.

Design a program evaluation for a program you are involved in, or for a treatment program for clients you see or your agency where you work. This should include a description of the

**I. 4 stages of Program Evaluation (see article on Blackboard) 15 pts.**

- A. a review of the literature relevant to your program (identify specific counseling methods and activities that are appropriate for certain populations)
- B. Determine the Availability of needed resources (staff, facilities, Special materials)
- C. Methodology: Includes planning results-based interventions that can be measured, such as pretest-posttest instruments, performance indicators, checklists, etc. Assessment instruments observable data, interviews could be used. Also document review). Includes a description of intervention/treatment components and outcomes for the program.
- D. Determine when Clients/participants will complete selected measures and assessments.  
Who will gather and process the information? Counselors may be responsible for collecting data about their own caseload, while a counselor supervisor might collect data from community sources.

**II. Program Implementation 10 pts**

- A. A plan to identify differences between the planned programs and the realities of providing services.
- B. A plan for decision making to change program or to make refinements in programs and services as the need arises.

**III. Program Monitoring and Refinement** **10 pts.**

- A. Who will make decisions (and when) about adjustments to the practice based on preliminary results and feedback from clients and other interested parties?
- B. How will program success be monitored to ensure the quality of counseling services and maximize the likelihood of finding positive results during outcomes assessments?

**IV. Outcomes Assessment** **15 pts.**

- A. Dates for the final collection of data, and who is responsible to code, input, and analyze all data to determine the outcomes of interventions and program? Data should be analyzed as soon as possible after being collected.
- B. Appropriate analysis approaches differ for quantitative and qualitative data. Data analysis computer software can expedite the analysis and interpretation of data. Charts and graphs can play a key role in the dissemination of evaluation results.
- C. Plan a process to communicate outcome data and program results to stakeholders (interested parties).
- D. Outline what your Counseling Evaluation Reports will contain.

**Counseling Context Evaluation Cycle**

**I. Feedback from Stakeholders** **10 pts.**

- A. How counselor will solicit feedback from stakeholders.

**II. Strategic Planning** **10 pts.**

- A. How and when the organization (or counselor) will engage in strategic planning to examine the operations of the organization.
- B. May include possible revision of purpose and mission of programs and services.

**III. Needs Assessment** **15 pts.**

- A. Needs of all stakeholders.
- B. Identify the method or instrument for collecting information.
- C. Written surveys and checklists can be used, as well as focus-group meetings, interviews, and various forms of qualitative inquiry.

**IV. Service Objectives** **15 pts.**

- A. Develop precise program goals and objectives, based on prior outcomes of counseling services, stakeholder feedback, and information gathered from needs assessments. Programs without clearly identified goals and objectives cannot be evaluated for impact and effectiveness.
- B. Two types of objectives:
  - 1. Process Objectives—milestones or competencies needed to achieve long-term goals. Could be

- a series of benchmarks that indicate progress toward program growth and improvement.
2. Outcomes Objectives—specific competencies or outcomes to be achieved in a given time period.

(10-15 pages, APA Format)

**6. IRB Project (100 points, 10% of total grade)**

Prior to undertaking a behavioral research project involving human subjects, researchers are required by federal law to have their research proposal reviewed by an IRB. The requirements for an IRB are uniform for the specific educational institution.

Use the NOBTS IRB form:

[http://www.nobts.edu/\\_resources/pdf/redoc/IRB%20Request.pdf](http://www.nobts.edu/_resources/pdf/redoc/IRB%20Request.pdf)

Who makes up the IRB at NOBTS? What forms must be completed? What is the timeline?

Create an informed consent that would meet university policy for responsible conduct of research. See Paul D. Leedy and Jeanne Ellis Ormrod, *Practical Research: Planning and Design*, 9th ed., p. 103, for an example of an informed consent.

While there are portions of the IRB process which may be difficult to fully complete, the students is to get the IRB proposal as close to finalized as possible.

**Introduction/Syllabus, Via Web conference, August 25, 4 pm via Blue Jeans**

You will receive an invitation. Please send Dr. Steele an email if you cannot participate in the Friday, August 25 video conference, so we can reschedule.

**Seminar 1**

**Thursday, September 1, 1:00--9:00 pm**

**Friday, September 2, 8:00 am -11:00 pm**

This first seminar will focus on

1. A discussion of the book *The Heart & Soul of Change*, and
2. Program Evaluation.
3. Please read *The Heart & Soul of Change* carefully, and think about what it would look like if you were to research how effective your counseling or any programs you are involved are functioning.
4. There is an article on Blackboard about Program Evaluation under “Assignments,” entitled *Accountability Bridge for Counselors*. Please read before Seminar 1.
5. We will also focus on development of your proposal research question and hypothesis.
6. Please read in *The Craft of Research*, and in the book by Yount about writing Research Questions and Hypotheses (on blackboard under Books/Models)

**Seminar 2: Thursday, October 27, 1:00-- 9 pm  
Friday, October 28, 8:00 am - 11:00 pm**

The second seminar will focus on:

1. Assigned books and discussions of the books/models
2. Discussion and evaluation of the Research Proposals which were turned in by October 14, and evaluated by each student.
3. Continuing discussion and work on the Program Evaluation.

**Seminar 3: Thursday, December 1, 1:00-9 pm  
Friday, December 2, 8:00 am - 11:00 pm**

The third seminar will focus on:

1. Assigned books and discussions of the books/models.
2. Discussion and evaluation of the Program Evaluation papers, which were turned in by November 18, and evaluated by each student.
3. Discussion of IRBs and the IRB process.

**Reading and Discussion Board Due Dates**

Text/Student	Date Completed reading due	Threaded Discussion Blackboard Start/Finish Dates	Seminar Schedule Presentation/Discussion (approximate times)
<b>Seminar 1</b> <i>The Heart &amp; Soul of Change</i> <i>Discussion of Proposal Research Questions</i> <i>Discussion of Program Evaluation</i> <i>Accountability Bridge Model for Counselors</i>	8/25	8/26-29	
<b>Seminar 2</b> <i>The Science of Trust</i> <i>Emotionally focused couple therapy for dummies</i> <i>Mending the Soul</i>	9/8 9/15 9/22	9/9-12 9/16-19 9/23-26	Thursday 1:30-2:30 <b>Break 2:30-2:45</b> Thursday 2:45-4:00  4:00-5:30 Dinner 5:30-6:30
<b>Seminar 2</b> <i>DBT skills training manual</i> <i>Discussion of Research Questions and Hypotheses</i>	10/6 (two weeks to read this long book)	10/7-10	<b>Thursday 6:30-7:30</b>  Thursday 7:30-9:00
<b>Seminar 2</b> <i>Get out of Your Mind and Into Your Life</i>  <i>Discussion of Research Proposals/ Further Questions on Program</i>	10/13	10/14-17	Friday 8:00-9:00  <b>Break 9:15-9:30</b>  Friday 9:30-11:00

<i>Evaluation</i>			
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Text/Student	Date Completed reading due	Threaded Discussion Start/Finish Dates	Seminar Schedule Presentation/Discussion
<b>Seminar 3</b> <i>Treating complex Traumatic Stress Disorders</i>	10/27 (Two weeks to read this book)	10/28-31	Thursday 1:30-2:30
<b>Seminar 3</b> <i>The body keeps score</i>	11/3	11/4-7	Thursday 2:30-3:45 Break 3:45-4:00
<i>The connected child</i>	11/10	11/11-14	4:00-5:15 <b>Dinner 5:15-6:30</b>
<b>Seminar 3</b> The Whole-Brain Child	11/17	11/18-21	Thursday 6:30-7:30 Break 7:30-7:45 Thursday 7:45-9:00
Discussion of Project Evaluations			
<b>Seminar 3</b> Discussion of Project Evaluations Discussion of IRBs			Friday 8:00-9:00 Break 9:00-9:15 Friday 9:15-11:00

### **Selected Bibliography**

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

Brooks-Harris. *Integrative Multitheoretical Psychotherapy*. Houghton Mifflin Company.

Dimeff & Koerner. *Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorders and Settings*. Guilford Press.

Duncan, Miller & Sparks. *The Heroic Client*

Gottman, J *The Marriage Clinic: A Scientifically Based Marital Therapy* (1999)  
W.W. Norton & Company

Gottman, John. *The Seven Principles for Making Marriage Work*

Harris, R. *ACT Made Simple: An Easy-To-Read Primer on Acceptance and Commitment Therapy*. 2009. New Harbinger Publicatio

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Hayes, S.C., & Smith, S. *Get out of Your Mind and Into Your Life: The New Acceptance & Commitment Therapy*.(2005). New Harbinger Publications, Inc.

- Hubble, Duncan, & Miller *The Heart and Soul of Change: What Works in Therapy*  
2006 APA
- Johnson, Susan. *Becoming an Emotionally Focused Couples Therapist: The Workbook*
- Johnson, Susan *The Practice of Emotionally Focused Couple Therapy: Creating Connection*. (2004) 2nd ed. Bruner/Routledge.
- Landreth, Bratton. *Child Parent Relationship Therapy (CPRT): A 10-Session Filial Therapy Model*. Taylor & Francis, Inc.
- McKay, Wood, & Brantley. *The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation & Distress Tolerance*. New Harbinger.



# NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

## Institutional Review Board

By completing this form, I certify that the student researcher is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accordance with research protocol.

Additionally:

By completing this form, I hereby confirm that I have thoroughly reviewed this IRB application and verify that it is complete and the research is appropriate for student research in topic and design.

I agree to meet with the student researcher on a regular basis to monitor study progress. I will arrange for communication during the course of the study if the procedures are carried out in a location away from the Seminary or when regular channels of communication are not feasible.

I assure that the student researcher will promptly report unanticipated problems to the IRB and will adhere to all requirements for continuing review.

If I will be unavailable (e.g. sabbatical leave, vacation or resignation), I will arrange for an alternate faculty advisor to assume responsibility during my absence, and I will advise the IRB, in writing, of such changes.

If the student leaves the Seminary, I will provide all the necessary documents for terminating the study or continuing review.

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Faculty Advisor

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Date

As Academic or project advisor for the named student investigator, I assume the roles and responsibilities required to oversee the conduct of this research, prevent harms to subjects and foster benefits to the subjects. I will report any changes in the project, adverse events, or incidents to the IRB which may affect the conduct of this project.

**To be completed by the Student, Reviewed by Academic Advisor (Please type)**

**1. Student academic Level:**

Undergraduate       Masters Candidate       PhD. Candidate

**2. Explain how the scope of the proposed project, including anticipated risks and benefits, is appropriate to student research?**

**3. Explain what experience, training, or special preparation, the student researcher brings to the project from relevant course-work or professional exposure:**

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**Student Researcher**

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**Date**

As Academic or project advisor for the named student investigator, I assume the roles and responsibilities required to oversee the conduct of this research, prevent harms to subjects and foster benefits to the subjects. I will report any changes in the project, adverse events, or incidents to the IRB which may affect the conduct of this project.

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**Faculty Advisor**

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**Date**

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**Chair of IRB (When required)**

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**Date**