

**PSYC 9410 Marriage and Family Counseling Practicum–Ph.D. Seminar
New Orleans Baptist Theological Seminary
Spring 2009**

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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 provide theological training designed to enhance a student's potential to respond effectively and redemptively to persons struggling with emotional, relational, and/or spiritual problems. With an emphasis on the core value of doctrinal integrity, students will be challenged to see how both personally and in the lives of families they can have a part in helping families discover the importance of doctrinal integrity in their relationships. This course will specifically address the competencies of interpersonal skills, servant leadership, and spiritual/character formation.

Course Description:

The seminar provides supervision of students in the practice of Marriage and Family Counseling. Students are required to demonstrate their methods and techniques of counseling with married couples and families. Live and videotaped sessions are submitted each seminar for supervision and seminar group review. Adherence to specified models of counseling and demonstration of advanced skills are required.

Course Objectives:

At the conclusion of the course, the student will:

1. Demonstrate competence in the use of several standardized family assessment instruments, utilizing them in assessing couples and/or families being seen in therapy and identifying important factors that lead to instrument selection.
2. Demonstrate the perceptual, conceptual, and executive skills needed to identify and implement therapeutic interventions.
3. Utilize feedback from the instructor and other seminar participants to judge the accuracy of their assessments, identify, monitor, and evaluate problems/progress in the therapist-client subsystems, improve their process skills, and modify their therapeutic interventions.
4. Identify and integrate a knowledge of traits of the healthy family, consistent with a sound theological understanding of the family and existing family health research, into one's personal framework for conducting marriage and family therapy.

Course Teaching Methodology

A variety of teaching methods will be used in this course including demonstration of the use of various family assessment instruments, videotaped counseling sessions, class discussions, and role plays.

Seminar Dates:

Feb. 13: 1-5 pm, 6-9 pm/ Feb 14: 8-12 pm

Apr 3: 1-5 pm, 6-9 pm/ April 4: 8-12 pm (Possible alternative: March 27-28)
May 1: 1-5 pm, 6-9 pm/ May 2: 8-12 pm

Required Textbooks:

Students are to select a model of therapy they will use for their case study. Each student will send the professor (1) a list of the books they have already read about the model (2) three books they propose to read concerning the model. The list of previously read books and the proposed books is due **Friday, Jan 30**.

If three books can not be found, the student can substitute 3 journal articles (research articles) for each book. The books/articles must be approved by the professor.

Course Requirements and Evaluation:

1. Video/Live Case Presentation	20%
2. Treatment Plans of Case Presentation	35%
3. 3 Book Reviews, and Presentations	35%
4. Evaluations of Self and Others	10%

1. Video/Live Case Presentation

Students will present a case study of a couple or family currently counseled by the presenter. Conducting a live therapy session before the group or presenting a videotaped session is required. The case study should incorporate

- A. A full case conceptualization (following the format provided at end of syllabus for use at beginning of case), as well as rationale for any assessments used (with a copy, when possible, for each person in the seminar). The case conceptualization is only a format to help you examine the big picture as you think through the case.
- B. An written analysis and evaluation of the progress or obstacles in the case, utilizing the case summary form provided (with a copy for each person in the seminar).
- C. A video tape of selected portions of the therapy or a live session the class can observe in the counseling observation rooms.
- D. A treatment plan outlining the goals and interventions (and strategies) that were identified and utilized with the couple or family (across 4-6 session if possible), and any handouts or resources used. The student must provide a copy of these materials for each student in the seminar group. (A sample is attached. Feel free to use your own format for the treatment plan, or to revise the attached form)

2. Treatment Plans of Case Presentation Due Wed., April 29

Each student will develop 6 Session treatment plans, including copies of assessments (if copyright allows), copies of handouts or interventions, and resources used or to be used. These will be turned in to the professor via Blackboard no later than Wed, April 29, so they may be posted on Blackboard for the rest of the class.

3. Three Book Reviews and Presentation of Information to Apply

One book review is due for each seminar weekend. All three books to be read and reviewed will be selected and proposed to the professor for approval no later than

Friday, Jan 30. It is recommended that the student investigate the available books written about the model they will be using for their case study, and select books they have not previously read. Please present the titles of any of the books you have already read, then the bibliographical information for the books you are proposing to use for your book reviews

The book review will consist of a brief summary of the book (no more than a few summary statements about the book), and materials taken from the book that the therapist could use. This may include exercises, interventions, assessments, a guideline to follow during session, etc. These materials will be presented at the beginning of the seminar, before the case study, and should be in a format that can be used at a later date. This material should be presented on Blackboard (in the drop box) for fellow students to access.

4. Evaluations of Self and Others

Each student will complete an evaluation of his own work with the case couple or family. The student should evaluate counseling skills, ability to build rapport, clearness of goals, selection of assessments and interventions. An evaluation guide is provided. At the end of the case study presentation, students will evaluate the therapist who presented, using the evaluation guide. Feed back will be given to the therapist.