



**COUN9308 Contemporary Approaches in Counseling**  
**New Orleans Baptist Theological Seminary**  
**Counseling Division**  
**Spring 2021 (Friday 1-6/Sat 8-12: 1/29-20; 3/26-27; 4/23-24)**

Professor: Kathryn Steele, Ph.D.  
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**Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

**Mission Statement of the Ph. D. CES Program**

The mission of the Ph.D. in Counselor Education and Supervision program is to prepare, in a biblical call to service and ministry, competent counselor educators, supervisors, clinical practitioners, researchers, scholars, leaders, and advocates.

**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.

**Embedded Assignment:**

**Key Performance Indicators and Signature Assignments in COUN9308**

Key Performance Indicator	Signature Assignments/Measures
N/A	

**Student Learning Outcomes:**

**Program Objective 1—Counseling:** Students should be able to critically analyze, evaluate, and synthesize a broad range of counseling theories, with an advanced understanding of psychopathology, to inform case conceptualization and deliver and evaluate evidence-based interventions across diverse populations and settings

**Key Performance Indicator 1.1** The student will increase in their knowledge of counseling theory and application in practice of that theory, and in their knowledge of case conceptualization.

**\*Students should be able to:**

Course Objectives	Learning Experiences	Assessments
<b>Counseling</b>		
<b>Knowledge:</b>		
1. be able to demonstrate knowledge and understanding of A. a broad variety of major contemporary approaches to marriage and family therapy	<b>Instruction:</b> class presentations, discussions, practicing a model, readings.  <b>Readings:</b> Arkowitz, H., et.al;	<b>Course Assignments</b> Presentation of Book, Model and Class Discussion

<p>that are grounded in biblical principles and have been shown to have empirical efficacy.</p> <p>B. outcome research regarding contemporary approaches to therapy</p> <p>C. the issues involved in using an integrative approach</p> <p>D. empirical research regarding how people change</p> <p>(CACREP 6.B.1.a, d, e, f)</p>	<p>Courtois, C., &amp; Ford, Hayes, S.C., et.al.</p> <p>Hopper, E. K., et.al,</p> <p>Johnson, S. M.,</p> <p>Moonshine, C., &amp; Schaefer, S.</p> <p>Schwartz, A., &amp; Mailberger, B.</p> <p>Solomon, M. &amp; Siegel, D.J.</p>	
<b>Skill:</b>		
<p>increase skills related to counseling by</p> <p>A. focusing on a model of therapy for the semester and examining the</p> <ul style="list-style-type: none"> <li>*assumptions,</li> <li>*strengths and weaknesses,</li> <li>*specific interventions,</li> <li>*research evidence of effectiveness,</li> <li>*ethical principles to consider pertinent to the model,</li> <li>*culturally relevancy,</li> <li>*biblical foundations of that model.</li> </ul> <p>B. Practicing that model, demonstrated through a video or role play presentation of the model.</p> <p>CACREP 6.B.1.a, b, d, e, f</p>	<p><b>Instruction:</b> practicing a model; analysis of a model; presentation; role plays and viewing videos</p> <p><b>Readings:</b> Arkowitz, H., et.al;</p> <p>Courtois, C., &amp; Ford, Hayes, S.C., et.al.</p> <p>Hopper, E. K., et.al,</p> <p>Johnson, S. M.,</p> <p>Moonshine, C., &amp; Schaefer, S.</p> <p>Schwartz, A., &amp; Mailberger, B.</p> <p>Solomon, M. &amp; Siegel, D.J</p>	<p>Presentation of Book, Model and Class Discussion</p>
<b>Disposition</b>		
<p>increase their personal ability to value integration of biblical concepts of the healthy family into their personal framework for conducting individual, marriage and family therapy.</p>		

**Textbooks (Required)**

Arkowitz, H., Miller, W. R., & Rollnick, S. (ed.). (2015). *Motivational interviewing in the treatment of psychological problems*. Guilford Press, NY. ISBN: 978-1462530120

Courtois, C., & Ford, J. *Treating complex traumatic stress disorders: An evidence-based guide*. (2015). Guilford Press. ISBN: 978-1462524600

Hayes, S.C., Strosahl, K. D., & Wilson, K. G. (2016) *Acceptance and commitment therapy: The process and practice of mindful change*. 2<sup>nd</sup> Edition. Guilford Press, NY. ISBN: 978-1462528943

Hopper, E. K., Grossman, F. K., Spinazzola, J., & Zucker, M. (2019). *Treating adult survivors of childhood emotional abuse and neglect: Component-based psychotherapy*. Guilford Press, NY. ISBN: 978-1462537297

Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds.) (2009). *The heart and soul of change* (2<sup>nd</sup> ed). American Psychological Association, Washington, DC. ISBN: 978-1433807091.

Johnson, S. M., (2019). *Attachment theory in practice: Emotionally focused therapy (EFT) with individuals, couples, and families*. Guilford Press, NY. ISBN: 978-1462538249

Moonshine, C., & Schaefer, S. (2019). *Dialectical behavior therapy, Vol 1*, 2<sup>nd</sup> ed. PESI Publishing and Media, Eau Claire, WI. ISBN: 978-1683731894

Schwartz, A., & Mailberger, B. (2018). *EMDR therapy and somatic psychology: Interventions to enhance embodiment in trauma treatment*. W. W. Norton, NY. ISBN: 978-0393713107

Solomon, M. & Siegel, D.J. (2017). *How people change: Relationships and neuroplasticity in psychotherapy*. W. W. Norton Publishing Company, NY. ISBN: 978-0393711769

**Course Teaching Methodology**

The course will involve the following methodologies:  
 Readings, research, writing, discussion and presentations will be used in this course.

**Course Requirements**

Assignments/Requirements & Description	Percentage	Due Date
1. Assigned Text Readings: Students are 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. (10%)		At beginning of term
<p><b>2. Presentation of Book, Model and Class Discussion.</b> (20%) In the seminar meeting each Student will</p> <p>A. present an assigned book and be prepared to lead the discussion about the therapy model for the other class members. The student may choose how to organize and direct this discussion.</p> <p>B. The discussion should include the following:</p> <ul style="list-style-type: none"> <li>• assumptions,</li> <li>• strengths and weaknesses,</li> <li>• specific interventions,</li> <li>• research evidence of effectiveness,</li> <li>• ethical principles to consider pertinent to the model,</li> <li>• culturally relevancy and considerations,</li> <li>• biblical foundations of that model.</li> <li>• Brief verbal critique of book</li> </ul> <p>C. Prepare an outline handout of the above information for use during</p>		As assigned

the discussion. This handout should be posted on Blackboard no later than 24 hours before the assigned presentation seminar weekend begins.		
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**Evaluation of Grade**

The student's grade will be computed as follows:

- Assigned Text Readings 40%
- Assigned Text Presentation/Discussion 60%

**Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

**Disabilities and Accommodations**

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

**Diversity**

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to

nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

**Emergencies:**

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website ([www.nobts.edu](http://www.nobts.edu)) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary’s priority text messaging service through Self Serve. This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

**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. Student feedback on graded assignments will be provided through the grading rubric located in the student’s Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments.

**Papers & Assignments:** All assignments are to be typed in either Times New Roman 12 or Courier 10. All counseling students will write papers in accordance to standards set in the APA Publication Manual. All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by 8 points per class period.

**Help for Writing Papers at “The Write Stuff”**

“The Write Stuff” is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

**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**

**Dates/Times: Friday 1-6/Sat 8-12: 1/29-20; 3/26-27; 4/23-24**

**Introduction/Syllabus, Via Web conference, TBA (arranged so all can attend)**

WebEx. You will receive an invitation

**Seminar 1**

**Friday, Date, 1:00 pm-6:00 pm**

**Saturday, Date 8:00 am -11:00 pm**

Text/Student	Date Completed reading due	Seminar Schedule Presentation/Discussion (approximate times)
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Duncan & Miller (2009) The Hearth and Soul of Change	1/29/2021	
Solomon, M. & Siegel, D.J. (2017). <i>How people change: Relationships and neuroplasticity in psychotherapy.</i>	1/29/2021	
Arkowitz, H., Miller, W. R., & Rollnick, S. (ed.). (2015). <i>Motivational interviewing in the treatment of psychological problems.</i>	1/29/2021	

**Seminar 2**

**Friday, March 26, 1:00 pm-6:00 pm**

**Saturday, March 27 8:00 am -11:00 pm**

Text/Student	Date Completed reading due	Seminar Schedule Presentation/Discussion
Courtois, C., & Ford, J. <i>Treating complex traumatic stress disorders: An evidence-based guide.</i>	1/29/2021	
Hayes, S.C., Strosahl, K. D., & Wilson, K. G. (2016) <i>Acceptance and commitment therapy: The process and practice of mindful change</i>	Feb 12	
Hopper, E. K., Grossman, F. K., Spinazzola, J., & Zucker, M. (2019). <i>Treating adult survivors of childhood emotional abuse and neglect: Component-based psychotherapy.</i>	Feb 26	
Johnson, S. M., (2019). <i>Attachment theory in practice: Emotionally focused therapy (EFT) with individuals, couples, and families.</i>	March 12	

### Seminar 3

Friday, April 23: 1:00 pm-6:00 pm

Saturday, April 24: 8:00 am -11:00 pm

Text/Student	Date Completed reading due	Seminar Schedule Presentation/Discussion
Moonshine, C., & Schaefer, S. (2019). <i>Dialectical behavior therapy, Vol 1, 2<sup>nd</sup> ed.</i>	March 26	
Hopper, Grossman, Spinazzola, & Zucker. <i>Treating complex traumatic stress disorders: An evidence-based guide.</i>	April 9	
Schwartz, A., & Mailberger, B. (2018). <i>EMDR therapy and somatic psychology: Interventions to enhance embodiment in trauma treatment.</i>	April 21	

### Selected Bibliography

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

Duncan, Miller & Sparks. *The Heroic Client*

Harris, R. (2009). *ACT made simple: An easy-to-read primer on acceptance and commitment therapy.* New Harbinger Publication.

Hubble, Duncan, & Miller. (2006). *The heart and soul of change: What works in therapy.* APA

Johnson, S. (2008). *Becoming an emotionally focused couples therapist: The workbook.* Bruner/Routledge

Johnson, S. (2004). *The practice of emotionally focused couples therapy: Creating connection 2<sup>nd</sup> ed.* Bruner/Routledge.

McKay, Wood, & Brantley. *The dialectical behavior therapy skills workbook: Practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotion regulation & distress tolerance.* New Harbinger.

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