



COUN6351 Counseling Theories & Treatments
New Orleans Baptist Theological Seminary
Division of Counseling
Fall 2021

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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 Counseling Program

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Course Description

In this course students examine the theoretical and practical foundations of the family systems approach to marriage and family therapy. The major theorists, theories, various models and practices are examined. The primary focus is upon the theories, principles, and language, which support the numerous marriage and family therapy models. This course is prerequisite for all other therapy courses.

Program Objectives:

- #1. Equip students to synthesize theoretical and empirical knowledge in the field of counseling.
- #2. Train students to have the necessary academic and clinical skills to obtain professional licensure.
- #4. Train students to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Signature Assignments

Program Objectives/Key Performance Indicators	Learning Experiences	Assessment/Assignment
ProgObj 2: KPI 1.6 Students will improve in knowledge and skill regarding diagnosis and treatment planning regarding mental health treatment.	Instruction: Lectures on Case conceptualization; Treatment plans; practice in group assignment	Theory Case Conceptualization and Treatment Plan Rubric

Course Objectives: at the completion of this course, the student will:

Course Objectives	Learning Experiences	Assessments
Demonstrate <i>knowledge</i> and <i>comprehension</i> of the events, persons, basic theories, concepts, various models and techniques of various evidence-based approaches, including a Family Systems approach to marriage and family therapy. (CACREP 2.F.5.a, b, c, g,h, I, j, n; 5.F.1.a, b, c, e, f).	<i>Instruction:</i> Lectures on Psychoanalytic/Psychodynamic Counseling; Jungian Analytic Psychology; Adlerian Individual Counseling; Person-Centered; Existential; Gestalt; Cognitive Behavioral; DBT; TFCBT; Systemic Family Therapy; Solution Based Approaches; Narrative; Collaborative Approaches; Feminist & Multicultural <i>Reading:</i> Gehart, Chapters 3-14	1. Study sheets on each model, Part A 2. Final Exam
Be able to <i>analyze</i> and apply a methodology to evaluate the basic assumptions and the techniques of the various evidence-based approaches and models of the Family Systems approach in light of Scriptural principles. CACREP 2.F.2.a, d, g)	<i>Instruction:</i> Lecture and Discussion on Jones book, Theology of Family Relationships, Family Systems Theory & the Scriptures; Worldview and Evaluation of theories, <i>Reading:</i>	1. QQTP Assignment 2. Study sheets on each model, Part B.
Increase in ability to <i>value</i> systems thinking in family assessment and intervention. CACREP 2.F.5.b; 5.F.1.a, b,c)	<i>Instruction:</i> Lecture and Discussion on Family Therapy History and Systems thinking <i>Reading:</i> Jones, Gehart Ch. 11	1. Pre and Post Reflection Paper on Family Systems
<i>Demonstrate</i> skills related to marriage and family therapy and community mental health counseling by writing a case conceptualizations and treatment plans using a single counseling theory. (CACREP 2.F.5.g, h; 5.F.3.d)	<i>Instruction:</i> Lecture on Case Conceptualization & Treatment Planning <i>Reading:</i> Gehart, Chapters 2, 15	1. Group Presentation of Case Conceptualization and Treatment Plan. 2. Final Case Conceptualization and Treatment Plan

Assignment/Requirements & Description	Percentage of total grade	Due Date
Reflection Paper You will be asked to write a one-page reflection on the first day of	5%	8/22

<p>class, and do the same on the last day of class. Please bring a piece of paper to use for writing your reflection, or you can type it on your laptop. Submit on Blackboard Assignments.</p>		
<p>The Reflective Counselor Activities Ch. 6: Metaphor for Change Due 8/31 Ch. 2: Activity 5, Roots to the Sky Due 9/7 Ch. 2: Activity 8, Personal Philosophies Due 9/14 Ch. 4: Activity 14, Symbolism Due 10/26 Ch. 6: Theory Fill-in-the-Blank Due 11/9 Complete these activities before class; be prepared for discussion.</p>	<p>5%</p>	<p>8/31 9/7 9/14 10/26 11/9</p>
<p>The Counsel of Heaven on Earth QQTP - Questions, Quotations & Talking Points: • Questions: Note the points at which a question comes to mind as you read <i>The Counsel of Heaven On Earth</i>. Write a thoughtful question that invites analysis, synthesis, or evaluation of the material, or makes connections between the readings and previous readings • Quotation: Select a quotation that is especially pertinent or relevant to the main points of the text. The quotation should be neither too short (1-2 lines), nor too long (10-12 lines). Cite the page number. • Talking Points. Write talking points that show that you have thought seriously and critically about the reading. You do not need to answer your question here, but you may talk about it if you wish. Write at least five detailed talking points, covering several different topics from the reading. A rubric for this assignment is posted on Blackboard.*Reading percentage grade will be averaged with writing grade.</p>	<p>5%</p>	<p>% Read and Responses to QQTP 8/24</p>
<p>Study Sheets (10 points each—A+B) Each model (theory) will be summarized with a study sheet (A) and evaluated from a biblical worldview. A. Students will develop study sheets for each of the 10 chapters on theories (Chapters 4-13). These will be due on the day of the lecture (e.g., the psychodynamic study sheet is due at the beginning of class on psychodynamic theory). Students will use these to prepare for the lecture, the final exam, and eventually their exit exam and licensing exam. These study sheets should be 3-5 types pages long and may be in outline format or any format (like a chart) that facilitates students' personal learning. Section A will not be graded for content, although it should be thorough. This may seem like a laborious task, but most students find these very helpful for deepening their understanding of the material. B. Evaluation of Models from Biblical Worldview: Using concepts from the Jones book, the Balswick and Balswick book,</p>	<p>25%</p>	<p>Each study sheet is due on the day of the lecture.</p>

and lectures in class, the student will use the Worldview Evaluation Questions (available on Blackboard/Course Documents/Therapy Model Biblical Application) to analyze and evaluate the basic assumptions and techniques of each counseling models. Each model should be evaluated from a biblical worldview. All students who do a reasonable job completing the 10 study sheets and turn them in on time will receive a grade of A for this specific assignment. Each study sheet is worth 10 points.

Group Presentation of Case Conceptualization & Treatment Plan

Students will be divided into groups. Each group will present to the class a Case Conceptualization and Treatment Plan based on the assigned Theory.

*A theory-specific case conceptualization based on form on



Case Presentation Outline Guide_editedA

Blackboard.

*A treatment plan --blank templates available on



Treatment Plan 6301(1).docx



Theory Treatment Plan Rubric for 6351(F)

Blackboard/Assignments).

*The case conceptualization and treatment plan should address the issues raised in the case description for the assigned theory, using the language of the theory.

*Presentations should be no longer than 20 minutes.

*Students must have PowerPoints to facilitate class discussion.

*Bring a printed handout of the case conceptualization and treatment plan for the professor to provide written feedback. The Case Conceptualization and Treatment plan should be loaded to Blackboard/Assignments

*Students will be graded using the rubrics available on Blackboard. The Treatment plan and Case Conceptualization rubric grades will be added to the Total Rubric, which also includes Goodness of Fit of the theory with the client issues; Biblical concepts pertinent to the case and theory being utilized,



Total of Case Conceptualization and Treatment Plan Rubric

format, and grammar.

*Approximate time to complete assignment outside of class: 8 hours.

*Due to tight scheduling, presentations cannot be rescheduled. Students should make every effort to be there. An alternative assignment will be given for excusable absences as defined in university and department policies.

20%

Group presentation are due on the day of the lecture corresponding with the therapy model; graded according to rubrics.

Theory Case Conceptualization & Treatment Plan (Each Student at end of semester)

Students will develop a theory-specific case conceptualization with treatment plan for their theory of choice. Instructions are as follows:

Select one of the following theories:

1. Psychodynamic, Jungian, Alderian, Person-Centered, Existential, Gestalt, Cognitive-Behavioral, Systemic Family Counseling, Solution-based, Collaborative, Narrative or Feminist.
2. Vignettes: Students will use a case chosen from the available cases on Blackboard.
3. Case Conceptualization: Assess the client in the vignette using the case conceptualization template provided. Students should feel free to go beyond the examples in the book to customize the conceptualization for their case study/clients.
4. Treatment Plan: Develop a treatment plan using the blank template available on Blackboard under Assignments); the rubric on Blackboard will be used to score the assignment. The treatment plan should be designed using a single theory.

*Note: Be sure you choose a theory that is a good fit for treating the presenting problem you choose. You will find certain problems lend themselves to certain models.

*After selecting your model, be careful to add any components specific to the model that you previously identified as essential to using this model with a biblical approach.

imate time to complete: 5-10 hours depending on understanding of material and writing ability.

*Grading: Students will be graded using the rubric available on the blackboard (Assignments/Theory Case Conceptualization and Treatment Plan)

*Papers must be stapled: no binders or plastic covers will be accepted

*Use full APA Cover sheet format; no additional information should be added (e.g., class number, professor name, etc.).

*All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches. *Writing Between the Lines* by Doug Flemons is an excellent resource on formal writing style in the social sciences. Students who would like extra assistance should make use of additional seminary writing resources at the Write Stuff office.

*See the Theory Case Conceptualization and Treatment Plan Total Grade Rubric

25%

Nov 16

Final Exam

The final exam is designed to be a culminating experience for the

15%

**December 7,
Tuesday 9-11**

student to solidify the knowledge that has been presented over the course of the term. The exam will be multiple-choice and cumulative, in the hope it will give the student some preparation for the licensing exam. **This multiple choice exam will be completed online no later than the finish time of the final exam (11 am Tuesday, December 7)**

*Approximate time to complete: 10 hours of studying in addition to hours preparing the Study sheets.

***One-page reflection on the last day of class.** Please bring a piece of paper to use for writing your reflection. It can be lined or blank.

am

NOTICE: Blackboard course: Family Systems Theories and Therapies (COUN6351KS). Power Point notes from lectures and other important material from the course will be found there.

Textbooks

Gehart, D. (2013). *Theory and treatment planning in counseling & psychotherapy*. (2nd edition)
CA: Thomson, Brooks/Cole. ISBN: 978-1305089617

Hinkle, M.S., & Drew, M. (2020). *The reflective counselor: 45 Activities for developing your professional identity*. NY, NY: Routledge/Taylor & Francis Group.
ISBN978-0367182977

Jones, I., (2006). *The counsel of heaven on earth: Foundations for biblical Christian counseling*.
Nashville, TN: B & H. Academic. ISBN: 978-0805443431

Optional Text:

Balswick, J.O., and Balswick, J.K. (2014). *The family: A Christian perspective on the contemporary home* (4th ed.). MI: Baker Books. 978-0801049347

Course Teaching Methodology

The course will involve the following methodologies: reading and synthesize, evaluation, lecture, group work, and objective exams.

Grading Scale

The following grading scale is used at NOBTS (see the Graduate Catalog, available online at <http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf>):

A: 93-100

B: 85-92

C: 77-84

D: 70-76

F: Below 70

Evaluation of Grade

Reflection Paper (Pre/Post) 5%

The Reflective Counselor Activities 5%

The Counsel of Heaven on Earth 5%

QQTP - Questions, Quotations
& Talking Points

Study Sheets (10 points each)	25%
Group Presentation of Case	20%
Conceptualization & Treatment Plan	
Theory Case Conceptualization & Treatment Plan (Each Student at end of semester)	25%
Final Exam	15%

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.

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.

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.

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.

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, 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.

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 four points for each week day an assignment is late. Assignments will NOT be accepted after they are one week overdue.

Course Schedule

The following class schedule may be altered contingent upon students’ current level of experience and knowledge of family systems theory and therapy, and/or students’ needs and learning acquisition once class begins.

Student Course Schedule, Fall 2021

Date	Reading & Assignments	Learning Experiences
8/17	Gehart Ch 1; Write 1 page (max) on your understanding of systems thinking in family counseling, and why it is valuable (in class). Submit on Blackboard/Assignments	Introduction/Syllabus Lectures: Social Perspectives on Family History of Family Therapy Counseling Theory, Competency, Research and You. Gehart: Ch. 1 How Effective is Therapy?
8/24	Jones, complete book, report % read on Blackboard/Discussion Board/Click Thread and Reply	Lectures: Theology of Family Relationships; Family Systems Theory & the Scripture (Yarhouse)

	<p>with the percent you completed by class today.</p> <p>QQTP - Questions, Quotations & Talking Points:</p> <ul style="list-style-type: none"> • Questions: Note the points at which a question comes to mind as you read <i>The Counsel of Heaven On Earth</i>. Write a thoughtful question that invites analysis, synthesis, or evaluation of the material, or makes connections between the readings and previous readings • Quotation: Select a quotation that is especially pertinent or relevant to the main points of the text. The quotation should be neither too short (1-2 lines), nor too long (10-12 lines). Cite the page number. • Talking Points. Write talking points that show that you have thought seriously and critically about the reading. You do not need to answer your question here, but you may talk about it if you wish. Write at least five detailed talking points, covering several different topics from the reading. A rubric for this assignment is posted on Blackboard. 	<p>QQTP Discussion <i>The Counsel of Heaven on Earth</i></p>
8/31	<p>Gehart Ch. 2 Gehart Ch. 15 Hinkle Activity: Ch.6, Act 22: Metaphor for Change</p>	<p>Lectures: Case Conceptualization/ Treatment Planning Gehart: Ch. 2, Ch. 15 https://www.youtube.com/watch?v=h517m5QH_qE Worldview and Evaluation of Theories</p>
9/7	<p>Gehart Ch. 3 Hinkle Ch.2; Act. 5 Roots to the Sky</p>	<p>Lectures: Psychoanalytic and Psychodynamic Counseling and Psychotherapy</p>
9/14	<p>Gehart Ch. 4, Ch 5 Hinkle Ch. 2: Act. 8 Personal Philosophies</p>	<p>Lecture: Jungian Analytic Psychology Lecture: Adlerian Individual Counseling</p>
9/21	<p>Gehart Ch. 6</p>	<p>Lecture: Person-Centered Counseling & Psychotherapy</p>
9/28	<p>Gehart Ch. 7</p>	<p>Lecture: Existential Counseling & Psychotherapy</p>
10/5	<p>Fall Break Oct 4-8</p>	

10/12	Gehart Ch. 8	Lecture: Gestalt Counseling & Psychotherapy
10/19	Gehart Ch. 9	Lecture: Foundational Cognitive-Behavioral Approaches
10/26	Gehart Ch. 10 Hinkle: Ch. 4. Act. 14 Symbolism	Lectures: Evidence-Based Cognitive/Behavioral Approaches: Dialectic Behavioral Therapy and Trauma-Focused CBT
11/2	Gehart Ch. 11	Lectures: Systemic Family Counseling & Therapy
11/9	Gehart Ch. 12 Hinkle Ch. 6, Act. 23 Theory Fill in the Blank	Lecture: Solution-Based Approaches
11/16	Gehart Ch. 13 Gehart Ch. 14 Due: Theory Case Conceptualization and Treatment Plan	Lectures: Narrative & Collaborative Approaches Feminist & Multicultural Counseling & Psychotherapy
11/23	Thanksgiving Break 22-26	
11/30	Discussion of Treatment Plans	
12/7	Final Exam	Dec. 7, 9-11 am

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