



COUN6351 Counseling Theories & Treatments
New Orleans Baptist Theological Seminary
Counseling Division
Fall 2023

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Office: L100-C, Magee Christian Counseling Center, New Orleans campus
Hours: Drop-in 8-5, M-F as available or by appointment
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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

This course examines the theoretic and practical foundations of the family systems approach to marital and family counseling. The major theorists, theories, models, and practices are examined. The primary focus is upon the theories, principles, and language which support the numerous marriage and family counseling models.

Syllabus Distribution

This syllabus will be made available in Canvas one week prior to the first day of class. Due to regular semester updates, any version accessed prior to this date may contain inaccuracies.

NOLA2U LIVE policies (for Distance Students)

If you are taking this course as a NOLA2U Live student, please note the following attendance policies:

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in this syllabus.
3. Technical issues will not be considered a valid reason for missing a class session.

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.

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

Course Objectives

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; TFEBT; Systemic Family Therapy; Solution Based Approaches; Narrative; Collaborative Approaches; Feminist & Multicultural <i>Reading:</i> Tan, 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> Jones text	1. QOTP 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, Tan Ch. 1	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> Tan, Chapters 2, 15	1. Group Presentation of Case Conceptualization and Treatment Plan. 2. Final Case Conceptualization and Treatment Plan

Course Requirements and Evaluation of Grades

Assignment/Requirements & Description	Percentage of total grade	Due Date
<i>In Our Lives First Reflections</i> Book is divided into 6 weeks. Students may complete them at their own pace but must submit 6 different ~250 word on the assigned dates. Upload a picture or scan of the completed reflection (one representative page is fine) to Canvas the night before the class discussion. Due dates are in the course schedule and on Canvas.	5%	9/13 9/27 10/11 10/25 11/8 11/29

<p>The Counsel of Heaven on Earth 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 Canvas. *Reading percentage grade will be averaged with writing grade. 	10%	9/6
<p>Theory-Based Treatment Plans (TBTP) Selected theories will be will be used to make a theory-informed treatment plan.</p> <p>Students will develop, with their selected Practice Planner, Treatment Plans for selected theories covered in the class. Students will use these to prepare for the lecture and discussion, the final exam, and eventually their exit exam and licensing exams. Treatment Plans are due on Canvas the night before the day of the lecture (e.g., the psychodynamic study sheet is due at 11:59 PM the night before the class on psychodynamic theory). See Canvas and the class schedule below for due dates.</p> <p>Accompanying each treatment plan is be an addition document, ~200 words, that explains how your treatment plan reflects the principles of the theory and ~250 words evaluating and critiquing the theory from a Christian worldview.</p> <p>An evaluation grid is posted in Canvas to assist in the analysis of each theory and may be used as part of this assignment. Each theory should be evaluated from a biblical worldview. Use concepts from the Jones book, other books like Tan, and lectures in class to assist with this analysis.</p>	35%	Assigned dates in the course schedule.
<p>Group Presentation of Theory-Based Case Conceptualization Students will be divided into groups. Each group will present to the class a Case Conceptualization based on the assigned Theory. Choose a case from the options in the Canvas shell that you think may highlight your chosen theory best. <u>In-Class Presentation & Demonstration</u> Include a brief overview of your theory using PowerPoint when you present in class. Present a theory-specific case conceptualization and treatment plan based on Case Presentation Outline Guide posted on Canvas.</p> <ul style="list-style-type: none"> • You may add items to the Case Presentation Outline Guide if you think they enhance the treatment plan. • Refer to the Case Conceptualization Rubric as a guide to make sure you have all of the components in your case conceptualization. • The case conceptualization should address the issues raised in the case description for the assigned theory, using the language of the theory. 	15%	Group presentations are due on the day specified on the sign-up sheet.

<ul style="list-style-type: none"> • Presentations should be ~30 minutes in length. • Students must have presentation slides (e.g. PowerPoint) to facilitate class • Students will be graded using the rubrics available on Canvas. • 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 determined by the professor and seminary policies. • Students are responsible to work well with their group members. Make contact with group members early and leave enough time for all members to contribute to the assignment. • As needed, the Canvas "Inbox" feature may be used to contact classmates. You may schedule online group meetings via Bluejeans through Canvas as needed. <p><u>Turn in</u></p> <ol style="list-style-type: none"> 1. The completed Case Presentation Outline Guide and Planning Grid. Note that it includes a summary grid at the bottom of the document that must be completed as part of the document. 2. Your presentation file (PDF file preferred). <p>Note: You will be uploading two files to the same assignment, which Canvas does allow. One group member should upload both documents, then the professor will manually assign the grades to the other group members.</p>		
<p>Individual Case Conceptualization & Treatment Plan</p> <p>Each student will develop a theory-specific case conceptualization and treatment plan for their theory of choice.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Select Theory for Case Study: Students may choose any theory covered in the class. 2. Vignettes: Students will use a case chosen from the available cases on Canvas. You may not choose the same vignette used in your group presentation. 3. Case Conceptualization: Assess the client in the vignette using the case conceptualization template you used in the group project. 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 you used in your group project; the rubric posted on Canvas will be used to score the assignment. The treatment plan should be designed using a single theory. 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. 5. Annotated Research References: Include a minimum of three (3) research articles or scholarly sources addressing your theory of choice and or the presenting issue you are developing a treatment plan for. Provide a brief (a few sentences) about why, according to the research, your theory of choice is appropriate and helpful for the presenting issue. Using evidence-based practices is a foundational component of contemporary counseling practice. <ul style="list-style-type: none"> • Include any components essential to using this model with a biblical approach. • Grading: Students will be graded using the rubric available on the Canvas (Case Conceptualization and Treatment Plan Rubric) 	20%	

<ul style="list-style-type: none"> • Submissions via file upload to Canvas. MS Word or PDF files only. • Include an APA-style cover sheet. Use APA reference format (if any references are used). Consult the APA Publication Manual, Seventh Edition or the free online resources at apastyle.apa.org. • 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. Students who would like extra assistance should make use of additional seminary writing resources at the seminary writing center. 		
Final Exam The final exam is designed to help students solidify knowledge gained over the course of the term as preparation for their eventual licensing exam(s). The exam will be multiple-choice and cumulative. This multiple-choice exam will be completed on Canvas by end-of-day on the official final exam date published in the Graduate Catalog.	15%	12/7

Course Teaching Methodology

The course will use the following methodologies: Lecture, Reading (evaluation and synthesis), Group Work, Objective Exams

Textbooks

Required Textbooks

Jones, I., (2006). *The counsel of heaven on earth: Foundations for biblical Christian counseling*. Nashville, TN: B & H. Academic. ISBN 9780805443431

Langberg, D., (2014). *In our Lives First: Meditations for Counselors*. ISBN: 9781497444010.

Tan, S. (2022). *Counseling and Psychotherapy: A Christian Perspective (2nd ed.)*. Baker Academic. ISBN 9781540962904

Students must select at least one of the following texts to use throughout the course:

Jongsma, A. E., Jr., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2021). *The complete adult psychotherapy treatment planner (sixth edition.)*. Wiley. ISBN: 978-1-119-62992-4.

Jongsma, A. E., Jr., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). *The adolescent psychotherapy treatment planner (fifth edition.)*. Wiley. ISBN: 978-1-118-81693-6.

Jongsma, A. E., Jr., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2023). *The child psychotherapy treatment planner (sixth edition.)*. Wiley. ISBN: 978-1-119-62992-4.

Required Articles (distributed in class)

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

Additional Items and Class Policies

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.

Academic Policies

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current [academic catalog](#).

Attendance Policy

Traditional and NOLA2U Classes: Students are expected to attend and participate in the class sessions. Any student missing more than nine hours may receive an automatic grade of "F" for the course. Three tardies will count as one absence.

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.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

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.

Emergencies

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (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 Canvas for information

specific to this course. Because Canvas 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.

Extra Credit

No extra credit is available in this course.

Netiquette

Netiquette refers to appropriate online behavior in Canvas or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism and considers it a serious academic and ethical offense. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS *Student Handbook* for the definition, penalties, and policies associated with plagiarism. See your style guides (APA or Turabian) for correct format for citation in your assignments.

Policy for Graduating Students

Graduating students are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professor's Policy on Late Assignments

All work is due by 11:59 PM (Central Time Zone) on the due date listed in the syllabus. For this policy, "days" are calendar days from 12:00 AM to 11:59 PM. Work turned in one to seven days late will receive a 10% deduction; work turned in eight to fourteen days late will receive a 20% deduction; work will not be accepted after 14 days. No coursework will be accepted after the last final exam day of the semester as listed in the graduate catalog. In cases of extreme extenuating circumstances, students may appeal to the counseling department faculty for an exception to this policy by completing a form available from the Counseling Division Administrative Assistant.

Professional Conduct

Students are expected to adhere to the appropriate codes of ethics for their particular programs. Any behavior deemed unethical will be grounds for dismissal from the program.

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 Canvas Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments and are expected to demonstrate completion of readings through class discussion.

Weekly Agenda and Reading Schedule

Date	READINGS	LEARNING EXPERIENCES & LECTURES	ASSIGNMENTS
Week 1 Aug 15	Tan: Chs. 1 & 2; Appendix	Topics: Introduction/Syllabus How Effective is Therapy? The Person of the Counselor	Read Syllabus prior to Class and Be Prepared for Class Discussion
Week 2 Aug 22	Tan: Chs. 3 & 20 PP: Intro	Topics: Ethical Christian Counseling Case Conceptualization & Treatment Planning	
Week 3 Aug 29	Tan: Chs. 17-19	Topics: Working Within a Worldview Competent Christian Counseling & The Holy Spirit	
Week 4 Sep 5	Tan: Ch. 4 Complete Jones Book	Topics: Psychoanalytic Theory	QQTP for Jones book. Be ready to discuss.
Week 5 Sep 12	Tan: Ch. 5	Topics: Adlerian Theory	IOLF: Week 1 Reflections TBTP Due
Week 6 Sep 19	Tan: Ch. 6	Topics: Jungian Theory	
Week 7 Sep 26	Tan: Ch. 7 & 8	Topics: Existential Theory Person-Centered Theory	IOLF: Week 2 Reflections TBTP Due (pick one)
Week 8 Oct 2-6	Fall Break	Fall Break	NO CLASS MEETING
Week 9 Oct 10	Tan: Ch. 9 & 10	Topics: Gestalt Theory Reality Theory	IOLF: Week 3 Reflections TBTP Due (pick one)
Week 10 Oct 17	Tan: Ch. 11	Topics: Behavior Therapy & ABA	TBTP Due
Week 11 Oct 24	Tan: Ch. 12	Topics: CBT and REBT	IOLF: Week 4 Reflections TBTP Due (pick one)
Week 12 Oct 31	Tan: Ch. 13	Topics: Mindfulness and Acceptance-Based Theories	TBTP Due (pick one)
Week 13 Nov 7	Tan: Ch. 14	Topics: Constructivist Theories	IOLF: Week 5 Reflections TBTP Due (pick one)
Week 14 Nov 14	Tan: Chs. 15-16	Topics: Integrative Theories, Positive Psychology Marital & Family Theories	TBTP Due (family therapy)
Week 15	Thanksgiving Break	Thanksgiving Break	NO CLASS MEETING
Week 16 Nov 28	Tx Plans Due	Come to class prepared to discuss your theory-based treatment plan assignments Review & Reflect	IOLF: Week 6 Reflections
FINAL EXAM	Final Exam	Final Exam	Due Dec 5 by 11:59 PM. Final Exam

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 or My.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. Canvas@nobts.edu - Email for technical questions/support requests with the NOBTS Canvas Learning Management System (Faculty/Students/Staff) Canvas.NOBTS.edu.
3. Bluejeanshelpdesk@nobts.edu - Email for technical questions/support requests with the Bluejeans & NOBTS Bluejeans classrooms (On and Off-Campus)
4. TelephoneHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS On-Campus Phone system.
5. ITCSupport@nobts.edu - Email for technical questions/support requests in the Flex classrooms and for general technical questions/support requests. If you are not sure who to contact, use this email address!
6. [504.816.8180](tel:504.816.8180) - Call for any technical questions/support requests. (Currently available Mon-Thurs 7:00am-9:00pm & Fri 7:00-7:00pm Central Time)
7. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](http://NOBTS.Writing.Center) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the *Publication Manual of the American Psychological Association*.

Selected Bibliography

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