

GATEWAY SEMINARY

Los Angeles Campus - ONT
P2521-11(19) Counseling Theory and Methods - 3 Credit Hrs
Thursdays, Aug. 31st to Dec. 14th, 6-8:50 p.m.
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Fall 2017
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CATALOG DESCRIPTION

An extensive review of the major approaches to counseling that have application for Christian counseling. Basic methods and strategies common to all approaches and unique to each approach are examined. Each theory system reviewed is subjected to appraisal from a Christian perspective.

COURSE DESCRIPTION

The course is designed to assist the student to have increased knowledge, practical understanding and regard for theories and methods for counseling individuals and families in the context of the local Church. This course will facilitate the development of the student's preferred model of counseling as well as the need for continued education/growth in personal skill sets related to Christian counseling.

COURSE LEARNING OUTCOMES AND OBJECTIVES

Specific learning outcomes are expected in the following areas:

1. The student gains content knowledge of eight (8) major theories of family counseling which can be used in a multi-cultural counseling setting. (R20)
2. The student applies specific counseling techniques during classroom demonstrations. (C6)
3. The student critiques the processes of change that are relevant in transforming the family system within a Christian worldview. (F11)
4. The student participates in a biblically-centered group counseling experience that promotes professional boundaries and personal healing. (C10)
5. The student examines his/her personal values and limitations related to counseling family members within the context of the local Church. (J5)

MANDATORY ASSESSMENT ACTIVITIES

Gateway engages in regular assessment of its academic programs. Student participation is essential to this process through the following activities.

1. **CoursEval Assessments** – Each semester a link to a CoursEval survey for each course taken will appear in the student's MyGateway page. Students are required to complete this **online evaluation of course/instructor** no later than the last scheduled meeting of the class. A summary of results (without student ID) is released to the professor only after grades have been submitted for the course.

2. **ePortfolio Reflections** - All degree-seeking students must reflect on the work completed as part of **required courses** by commenting upon the manner in which the course contributed to his/her **growth in relation to at least five Essential Leadership Characteristics** selected by the student (see <http://www.gs.edu/about/our-mission/> for the complete list). These reflections must be recorded in the student's ePortfolio and a copy emailed to the professor no later than the last scheduled meeting of the class.
3. **ePortfolio Artifacts** – The "signature assignment" specified in this syllabus must both be turned in to the professor for a grade AND **attached to the student's ePortfolio as a "learning artifact."** The institution reviews these artifacts as a way of judging the effectiveness of the Seminary's academic program. The review occurs after the student graduates and without reference to student identity. Students are encouraged to remove title page or header/footer containing their name prior to attaching the artifact to their ePortfolio.

SEMINARY POLICY ON ACADEMIC CREDIT AND WORKLOAD EXPECTATIONS

In all Gateway face-to-face, hybrid or online courses, the Seminary assigns a workload of approximately 45 clock hours of academic learning activities per academic credit hour earned. Traditional in-class format normally apportions 15 hours of in-class instruction and 30-hours of instructional exercises to be completed outside of class meetings per credit hour granted. For andragogical reasons, individual courses may adjust the ratio of assignments inside and outside class meeting times.

COURSE REQUIREMENTS

Quizzes

Eight (8) quizzes will be given at the beginning of class on the days indicated in the Course Schedule. See **Appendix A** for the list of concepts/terms. **Definitions for all concepts/terms** can be found in the Nichol's textbook. Format for the quizzes will be fill in the blank. **Each quiz is worth 10 points for a total of 80 points.** See Course Schedule for quiz dates.

Family Therapy Paper

Each student will write a family therapy paper that addresses at least 4 of the family therapy theories covered in class.

1. The paper will include:
 - Brief outline of the theory's concepts/tenets
 - Major theorists
 - The suggested process of change
 - A critique of the theory's consistency and/or inconsistency with Scripture
2. The paper will be between 15-18 pages
3. Utilize Times New Roman, 12 pt. font, Turabian style
4. A minimum of six (6) references are required
5. **The paper is worth 150 points** (See **Appendix B** for grading rubric)
6. **Assignment is due 12/14/16.**

Group Presentations

Students will work as a group to present specific techniques related to the various family therapy models. The group presentations should consist of:

1. An introduction to the family therapy
2. Thorough explanation of at least two specific techniques unique to chosen therapy

3. Use of interactive mode of delivery (role-play, video, demonstration)
4. Evidence of at least 3 resources, including the textbook.
5. Choose from the following:
 - Cognitive therapy
 - Behavioral therapy
 - Solution-focused therapy
 - Structural therapy
 - Bowen Systems Therapy
 - Strategic Therapy
 - Narrative Therapy

The presentations will take place during class time as indicated in the Course Schedule. Group assignments will be determined the first day of class. Plan to utilize 30-45 minutes for your group presentation. Presentations must be prepared with appropriate software and multimedia, such as PowerPoint. Each group will meet with the instructor at least 2 weeks prior to their presentation to discuss the teaching outline planned for their presentation. (**See appendix C for grading rubric**). **Total presentation points = 50**

Book Review on Miller's Book

Each student is required to summarize each of the 16 chapters in the Keith Miller's textbook, *A Hunger for Healing: The Twelve Steps as a Classic Model for Christian Spiritual Growth*. A one page summary on each chapter is sufficient. Half a page if you are not double spacing. This review will serve to prepare students for the small group 12 Step experience. Each chapter review is worth **5 points** for a total of **80 points** and **is due at the beginning of each class**.

Twelve Step Journal

Each student is to create a journal that includes personal reflections related to the Twelve Step process. Students will participate in a 12-step group during class time based on Keith Miller's book.

1. Students are required to write a journal entry each group session that corresponds to the Step material discussed during group time.
2. Each journal entry should include at least 150 words.
3. A total of **12 journal entries** are required. Be aware that if you miss class, you will not receive points for the journal entry.
4. Journal entries should include personal reflections, as well as observations of other students in your group. Be sure to reference the text.
5. Journal entries should be typed and put in a notebook form in chronological order.
6. **Each journal entry is worth 5 points for a total of 60 points and is due at the beginning of each class.**

GRADES:

Quizzes (8)	80 points
Family Therapy Paper	150 points
Student Presentation	50 points
Book Review (Miller)	80 points
Twelve Step Journal	60 points
Total	410 points

Letter Grades	Points	Percentile Range
A	401-410	98-100%
A-	389-400	95-97%
B+	381-388	93-94%
B	364-380	89-92%
B-	356-363	87-88%
C+	344-355	84-86%
C	328-343	80-83%
C-	315-327	77-79%
D+	307-316	75-76%
D	295-306	72-74%
D-	287-294	70-71%
F	286-0	69-0%

REQUIRED TEXTS

Miller, J. Keith. *A Hunger for Healing: The Twelve Steps as a Classic Model for Christian Spiritual Growth*. New York: HarperCollins, 1991.

Nichols, Michael. *Family Therapy: Concepts and Methods*. (9th Ed.) Boston: Allyn and Bacon, 2011.

Yarhouse, Mark A and James Sells. *Family Therapies: A Comprehensive Christian Appraisal*. Downers Grove: InterVarsity Press, 2008.

COURSE SCHEDULE

Date	Class Topic	Readings
Aug. 31 Week 1	Overview of syllabus Foundations of Family Therapy “Getting Well Spiritually”	Read Nichols Introduction Read Miller Chapter 1
Sept 7 Week 2	Evolution of Family Therapy Early Models – Quiz 1 Step One	Read Nichols Chapter 1 and 2 Read Miller Chapter 2
Sept 14 Week 3	Basic Techniques – Quiz 2 Concepts of Family Therapy Step Two	Read Nichols Chapter 3 and 4 Read Miller Chapter 3
Sept 21 Week 4	Bowen Family Systems Therapy Quiz 3 Step Three	Read Nichols Chapters 5 Read Miller Chapter 4
Sept 28 Week 5	Strategic Family Therapy – Quiz 4 Step Four	Read Nichols Chapter 6 Read Miller Chapter 5
Oct 5 Week 6	Structural Family Therapy – Quiz 5 Step Four	Read Nichols Chapter 7 Read Miller Chapter 6
Oct 12 Week 7	Experiential Family Therapy – Quiz 6 Step Five	Read Nichols Chapter 8 Read Miller Chapter 7

Oct 19 Week 8	Psychoanalytic Family Therapy – Quiz 7 Step Five	Read Nichols Chapter 9 Read Miller Chapter 8
Oct 26 Week 9	Cognitive Family Therapy – Quiz 8 Step Six	Read Nichols Chapter 10 (Cognitive) Read Miller Chapter 9
Nov. 2 Week 10	Behavioral Family Therapy Step Seven	Read Nichols Chapter 10 (Behavioral) Read Miller Chapter 10
Nov 9 Week 11	Solution-Focused Therapy Step Eight	Read Nichols Chapter 12 Read Miller Chapter 11
Nov 16 Week 12	Narrative Therapy Step Nine	Read Nichols Chapter 13 Read Miller Chapter 12
Nov 23 Week 13	Thanksgiving Week Break	No Class
Nov. 30 Week 14	Group Presentations Step Ten	Read Miller Chapter 13
Dec. 7 Week 15	Group Presentations Step Eleven	Read Miller Chapter 14
Dec. 14 Week 16	<u>Family Therapy Paper Due</u> Step Twelve	Read Miller Chapter 15

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- Cloud, Henry. *Changes That Heal: How to Understand Your Past to Ensure a Healthier Future*. Grand Rapids: Zondervan, 1994.
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- Watson, William. "Soul and system: The integrative possibilities of family therapy." *Journal of Psychology & Theology* 25, no. 1: 123-135, 1997.

Appendix A

List of concepts/terms that will be on Quizzes as indicated.

FOR QUIZ 1

Process
 Content
 Schizophrenogenic mother
 Metacommunication
 Double bind
 Identified patient
 Marital schism
 Marital skew
 Pseudomutuality
 Pseudohostility

FOR QUIZ 2

Rubber Fence
 Mystification
 Conjoint therapy
 Object Relations Theory
 Homeostasis
 Complementary Relationships
 Symmetrical Relationships
 Emotional Reactivity
 Black Box Concept
 Family Systems

FOR QUIZ 3 - Systems

Equifinality
 Cybernetics
 Feedback loop
 Negative feedback
 Positive feedback
 General systems theory
 Open system
 Closed system
 Morphogenesis
 Social constructionism

FOR QUIZ 4 – Bowen Systems

Differentiation of self
 Emotional triangles
 Emotional fusion
 Emotional cutoff
 Genogram
 Detriangulation
 Process questions
 Complementarity
 Linear causality
 Circular causality
 Resistance

FOR QUIZ 5 - Strategic

Family rules
 First-order change
 Second-order change
 Reframing
 Family hierarchical structure
 Directives
 Positive connotation
 Rituals
 Invariant prescription

FOR QUIZ 6 - Structural

Subsystems
 Boundaries
 Cross-generational coalition
 Enactments
 Empathy
 Unbalancing
 Disengagement
 Enmeshed
 Joining
 Accommodating

FOR QUIZ 7 - Psychoanalytic

Invisible loyalties

Transference

Countertransference

Self psychology

Narcissism

Attachment

Mirroring

Idealization

Identification

Projective identification

FOR QUIZ 8 – Cognitive/Behavioral

Theory of social exchange

Shaping

Token economies

Premack principle

Quid pro quo

Contingency contracting

Reinforcement reciprocity

Extinction

Functional analysis of behavior

Classical conditioning

Operant conditioning

Schemas

Aversive control

Appendix B

Grading Rubric for Family Therapy Paper

150 points possible

	<i>Possible Points</i>	
<u>Organization and Structure:</u>		
Paper is well organized, clear, and effectively structured.	15	
Includes a brief outline of the theory's concepts/tenets	50	
Includes information on the major theorists	10	
Includes the suggested process of change	15	
Includes a critique of the theory's consistency and/or inconsistency with Scripture	50	
Adheres to Turabian style and page limitations.	5	
Correct grammar and spelling	5	
<u>Comments</u>		

Appendix C
Group Presentation Grading Rubric

50 points possible

	<i>Possible Points</i>	
<i>Style and Structure of Presentation: (50 points)</i>		
Presentation is well organized, clear, and effectively structured.	5	
Includes introduction to the therapy	10	
Includes at least 2 techniques unique to therapy	15	
Includes interactive environment (i.e. role-play, video, demonstration)	15	
Includes at least 3 resources, including textbook	5	
<u>Comments</u>		