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.
Dr. Guy Grimes
Fall 2017
949-482-2233 (office)
714-389-8590 (cell)
guygrimes@gs.edu

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/](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:**

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<tr>
<td>Quizzes (8)</td>
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<tr>
<td>Family Therapy Paper</td>
<td>150</td>
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<tr>
<td>Student Presentation</td>
<td>50</td>
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<tr>
<td>Book Review (Miller)</td>
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REQUIRED TEXTS


COURSE SCHEDULE

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<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings</th>
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<tr>
<td>Aug. 31</td>
<td>Overview of syllabus</td>
<td>Read Nichols Introduction</td>
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<tr>
<td>Week 1</td>
<td>Foundations of Family Therapy “Getting Well Spiritually”</td>
<td>Read Miller Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Evolution of Family Therapy Early Models – Quiz 1</td>
<td>Read Nichols Chapter 1 and 2</td>
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<tr>
<td></td>
<td>Step One</td>
<td>Read Miller Chapter 2</td>
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<td>Sept 7</td>
<td>Basic Techniques – Quiz 2</td>
<td>Read Nichols Chapter 3 and 4</td>
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<tr>
<td>Week 2</td>
<td>Concepts of Family Therapy Step Two</td>
<td>Read Miller Chapter 3</td>
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<td></td>
<td>Bowen Family Systems Therapy Quiz 3 Step Three</td>
<td>Read Nichols Chapters 5 and 6</td>
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<tr>
<td></td>
<td>Strategic Family Therapy – Quiz 4 Step Four</td>
<td>Read Miller Chapters 5 and 6</td>
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<tr>
<td>Oct 5</td>
<td>Structural Family Therapy – Quiz 5 Step Four</td>
<td>Read Nichols Chapters 7 and 8</td>
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<tr>
<td>Week 6</td>
<td>Experiential Family Therapy – Quiz 6 Step Five</td>
<td>Read Miller Chapters 8 and 9</td>
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<tr>
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<td>Week</td>
<td>Topic</td>
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| 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 | Family Therapy Paper Due                       |      | Read Miller Chapter 15                          |
BIBLIOGRAPHY


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

<table>
<thead>
<tr>
<th>Possible</th>
<th>Points</th>
</tr>
</thead>
<tbody>
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**Organization and Structure:**

- Paper is well organized, clear, and effectively structured.  
- Includes a brief outline of the theory’s concepts/tenets  
- Includes information on the major theorists  
- Includes the suggested process of change  
- Includes a critique of the theory’s consistency and/or inconsistency with Scripture  
- Adheres to Turabian style and page limitations.  
- Correct grammar and spelling

**Comments**
## Appendix C

### Group Presentation Grading Rubric

50 points possible

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