Course Syllabus
FALL 2013

THEORIES & METHODS OF FAMILY THERAPY I
COUN 0772

THURSDAYS 8:30 – 11:45 AM

INSTRUCTOR: DR. HERMAN CHOW
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Email (preferred contact): hchow@tyndale.ca

Office Hours: Thursdays 11:45 – 12:45 PM (by appointment only)

To access your course materials, go to your Tyndale email account: http://mytyndale.ca. Please note that all official Tyndale correspondence will be sent to your <@MyTyndale.ca e-mail account. For information how to access and forward Tyndale e-mails to your personal account, see http://www.tyndale.ca/it/live-at-edu.

I. COURSE DESCRIPTION

Theories & Methods of Family Therapy I (COUN 0772) is an examination of current theories of marital and family therapy (Bowenian, Strategic, Structural, Cognitive-Behavioral, and psychoanalysis) along with appropriate intervention methods related to each theoretical orientation. The various therapeutic models are examined in terms of their history, philosophy, theoretical tenets, functional and dysfunctional effects on families, assessment, goals, treatment process, techniques, role of the therapist, and evaluation.

Prerequisites: COUN 574, 677. Open only to Counselling majors or with permission from instructor.

For those interested in Clinical Membership with AAMFT, this course usually fulfils a
requirement under “Marriage and Family Therapy”. However, it is your responsibility to check with AAMFT to see whether it will qualify.

NOTE: If a student is also registered in “Counselling Major Internship (COUN 701)” it would be helpful to provide a copy of this syllabus to his/her supervisor at the beginning of the year.

II. LEARNING OUTCOMES
At the conclusion of the course, the students should be able to:
- critique the strengths and weaknesses of resources relevant to family therapy
- identify the distinctiveness of the family therapy approaches studied during the term
- conceptualize clinical work via multiple lenses and develop appropriate treatment interventions
- construct an integrative therapeutic treatment plan

III. COURSE REQUIREMENTS
A. REQUIRED TEXTS
There are two books required for this course (the same ones in Theories and Methods of Family Therapy II):

Please note: I did not provide additional readings because Nichols’ book included a detailed bibliography of each model.

B. ASSIGNMENTS AND GRADING

1. Group Project: Fact Sheet and Annotated Bibliography (20%)
Due Date: Oct 17

Purpose: Members of the group project will learn to work together and evaluate critically resources relevant to family therapy.

Assignment: In a group of 3 or 4, select an issue of clinical interest and investigate the literature that is related to that area. You will then create help sheets for clients dealing with this
particular issue. As the help sheets are designed for your clients, they should be informative, attractive and easy to read.

Please note: Working in groups always creates tension. Learning to manage group dynamics is part of the process of a competent therapist.

The help sheets should have the following:

a. **A fact sheet for the topic.** Include relevant information regarding the issue, such as, definition, causes, symptoms, treatments, self-help, local support groups, how family can help, resources, etc. *The fact sheet should be no more than 2 pages single space.* **Resources need to be referenced.** The fact sheet is worth 5%.

b. **An annotated bibliography.** Include resources for clients regarding the issue. This should be classified under 2 headings: 1) **scholarly resources** (articles, books, journal, etc.) and 2) **popular resources** (pop psychology books, workbook, reliable web pages, etc.). *The bibliography should be no more than 6 pages single space. Each entry is about 1/3 of a page single space. At least 15 annotations are expected for this assignment.* Take this opportunity to immerse yourself in the most current and crucial literature in this particular area in both the Christian and the secular press. The bibliography is worth 15%.

An adequate annotation should include the following:

- The appropriate bibliographic information
- A brief description of the author’s core thesis and the theoretical bias (i.e. psychoanalytic, Bowenian, Strategic)
- The strengths and the limitations of this particular resource
- The intended audience of the resource

**Topics to choose from:**

A list of suggested topics is listed below. I have chosen these areas as they have some connection with the literature in the field of family therapy. If there is another area that you would rather investigate, let me know right away before you start the assignment.

**YOU MAY NOT CHOOSE TO RESEARCH ANY OF THE AREAS THAT WERE INVESTIGATED IN YOUR PREVIOUS YEARS AT TYNDALE.**
TOPICS

- ADHD/ADD
- Alcohol Addiction
- Adult Children of Alcoholics
- Adult Survivors of Child Sexual Abuse
- Anger
- Anxiety (specify which type)
- Asperger syndrome
- Bipolar
- Borderline Personality Disorder
- Child Abuse
- Children of Divorce
- Depression
- Divorce
- Drug Addiction
- Eating Disorders
- Obsessive-Compulsive Disorder
- Perfectionism
- Phobia (specify which type)
- Remarriage/"Blended" Families
- Separation
- Self-harm
- Sexual Addiction
- Single Adulthood
- Single Parenting
- Spousal Infidelity
- Spousal Abuse

2. Tests (40%)

Test Dates:
- Oct. 24 (topics: Key family system concepts, History, Family Assessment, Bowenian, Strategic)
- Dec. 5 (topics: Structural, CBT, Psychoanalytic)

Purpose: The tests evaluate how well each student can identify the distinctiveness of the family therapy approaches studied during the term.

Tests: The students will be tested on their understanding and competence of the concepts in Family Therapy. Although they are responsible for all the indicated materials (i.e. text books, lectures), the focus is on Nichol’s book, especially the glossary. The tests are comprised of definitions, short answers, terminologies, and short case studies. Each test is worth 20%.

Please note: if a test is missed due to a legitimate reason (e.g. illness with a doctor’s note or a death in the family or Spiritual Formation class retreat), either your next test or your major paper will be worth an additional 20% (i.e. your second test is worth 40% or your major paper is worth 50%). In cases of sickness, a doctor’s note must be submitted. If there is no legitimate
reason for missing a test, a mark of 0 will be given. Please make sure you will be present for all your tests before taking the course.

3. Case Study Paper (30%)
Due Date: Nov 28
Purpose: This assignment evaluates how well each student conceptualizes clinical issues via multiple lenses, offers sound treatment interventions, and constructs an integrative treatment plan.

Assignment: Using the movie “Ordinary People” (Timothy Hutton, Mary Tyler Moore, etc.) as the backdrop for a case study, students will create an integrative treatment plan for the IP (Conrad).

Context: A few weeks after the end of the movie, the IP and his family came to you for counselling. You gathered enough information (whatever you learned from the movie) to propose an integrative treatment plan. The treatment plan should be 10-12 pages in length (including introduction and conclusion). You may choose to work only with the IP or with the family – but you must include the IP.

You will include the following:

a. **An integrative treatment plan**: Using at least 2 of the family therapy approaches that have been learned thus far, propose an integrative treatment plan for your IP (or family), i.e. one plan that includes all selected therapies. Patterson’s book, Chapter 5 provides a helpful guideline for a functional treatment plan. A detailed discussion of how to design the treatment plan will be presented during lecture, including the weight distribution of each section. **The emphasis of the treatment plan is on the conceptualization of the clinical issues via multiple lenses and the integrative treatment interventions.**

b. **A genogram**: You need to create a genogram of the family and its relational patterns along with a legend. Please attach it to your appendix (this is not part of the 10-12 pages). Please also feel free to include any family relational diagrams.

4. Participation (10%)
Students are expected to have read the assigned chapters for each lecture. Marks will be awarded for attendance (in class and in group) and critical thinking as you interact with the professor and other students.

C. GENERAL GUIDELINES FOR SUBMISSION OF WRITTEN WORK
Expected written standards:
Please pay attention to the following writing guidelines

- Unless otherwise indicated, each paper is to be typed, double spaced, 12 point font, Times New Roman, with 1 inch margins, and stapled in the top left corner of the paper.
- The title page for all written work ought to include: the title of the paper, the name of the course, the name of the professor, date of submission, the name of the student and the campus mailbox number.
- Please number all your pages (except for the title page).
- The paper ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar.
- The paper needs to be written in a clear, organized, and straightforward academic manner. It should present a coherent position and arguments that support that position.
- Ensure that you have accurately and fully documented sources used in your paper. You need to pay careful attention to matters of intellectual property, honesty and integrity. Plagiarism is to be avoided at all costs and will not be tolerated in any form whatsoever. See the attached policy on Academic Honesty for a comprehensive discussion of the Seminary’s policy on plagiarism.
- Documentation and notes should be consistent with APA guidelines as articulated in the Guidelines for submission for the Counselling Department.

Submission and Return of Assignments:
All assignments are submitted directly to the Professor at the beginning of class on the due date unless otherwise specified. If students wish to submit written work by mail (courier), they must be mailed directly to the Professor, c/o Tyndale Seminary and they must be received on or before the due date. Otherwise, they are treated as late papers. Please note: No electronic copy is accepted. Students are required to retain a copy of all assignments (hard copy or electronic version).

All assignments are returned during class or in the student’s Tyndale Campus mailbox. If students wish to have their work returned to them by mail, they must submit their work with a stamped, self-addressed envelope.

Deadlines:
Papers handed in on or before the due date will get everything they deserve! With the exception of "extreme and extenuating circumstances", all papers handed in late will be deducted one-third grade point deduction (i.e., B to B-). No paper is accepted after one week past the due date.

If there are some unusual circumstances, please complete the REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES form found at the end of this syllabus. Specify the nature of these circumstances and submit it to the professor directly by the due date of that assignment.

Academic Integrity:
Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests.
and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current Academic Calendar for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at www.tyndale.ca/seminary/calendar. An excerpt is attached with this syllabus for easy reference.

D. SUMMARY OF ASSIGNMENTS AND GRADING
Evaluation is based upon the completion of the following assignments.

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Fact Sheet and Annotated Bibliography</td>
<td>20%</td>
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<tr>
<td>Tests (2@20%)</td>
<td>40%</td>
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<tr>
<td>Case Study</td>
<td>30%</td>
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<tr>
<td>Participation</td>
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<tr>
<td><strong>Total Grade</strong></td>
<td><strong>100%</strong></td>
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IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS (COUN 0772)

Sept. 12: Introduction and Key Concepts of Family Therapy
(Nichols and Schwartz, chapters 1, 3)

Sept. 19: History of Family Therapy and Family Assessment
(Nichols and Schwartz, chapter 2; Patterson et al, chapter 4)

Sept. 26: Bowenian Approach
(Nichols and Schwartz, chapter 4; Patterson et al, chapter 1)

Oct. 3: Bowenian Approach
(Nichols and Schwartz, chapter 4; Patterson et al, chapter 2)

Oct. 10: Strategic Approaches
(Nichols and Schwartz, chapter 5; Patterson et al, chapters 3)
Oct. 17: Strategic Approaches / Treatment Plan
(Nichols and Schwartz, chapter 5; Patterson et al, chapters 5)
* Group Project: Fact Sheet and Annotated Bibliography

Oct. 24: Structural Approaches
(Nichols and Schwartz, chapter 6)
*Test 1

**Oct. 31 Reading Days – no classes**

Nov. 7: Structural Approaches
(Nichols and Schwartz, chapter 6)

Nov. 14: Cognitive Behavioural Therapy
(Nichols and Schwartz, chapter 9)

Nov. 21: Cognitive Behavioural Therapy
(Nichols and Schwartz, chapter 9)

Nov. 28: Psychoanalytic Approaches
(Nichols and Schwartz, chapter 8)
*Case Study

Dec. 5: Psychoanalytic Approaches
(Nichols and Schwartz, chapter 8)
*Test 2

V. SELECTED BIBLIOGRAPHY
Nichol’s book (our main text) offers a comprehensive list of bibliography for each of the discussed topic. Please refer to them for resources. Additional handouts and material will be given out during class.

VI. INSTRUCTOR AVAILABILITY
If you have any course related concerns, please speak to me directly as soon as possible. I am available for brief chats before and after class. For issues that might require a more formal setting, please make an appointment during my office hours.
E-mail: hermanchow@rogers.com
Office hours: Thursday, 11:45 am-12:45 pm
Emergency: Cell 416-953-4072
VII. CLASS ATTENDANCE
Regular attendance in and punctuality for all classes (small groups) is expected. Out of respect for your colleagues, please try to be on time. If you have 3 or more unexcused absences, you may fail the course. (See Attendance Policy for details).
REQUEST FOR EXTENSION DUE TO EXTREME AND UNUSUAL CIRCUMSTANCES

TYNDALE SEMINARY
Theories and Methods of Family Therapy I
(COUN 0772)
Professor: Rev. Dr. Herman Chow, D.Min, RMFT

__________________________________________
Date

__________________________________________
Surname

__________________________________________
Given Name

Mail Box: ______

Name of Assignment Due: __________________________

Due Date of Assignment: __________

Circumstances that necessitate a Request for Extension:
____________________________________________________________________
____________________________________________________________________
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____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Student's suggested new due date: __________

NOTE: Any request for extension may not exceed four weeks from the scheduled due date of the assignment.

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FOR OFFICE USE ONLY:

Extension Request: Granted _______ New Due Date ___________
Denied _______