



TYNDALE

• SEMINARY •

Course Syllabus

WINTER 2019 THEORIES & METHODS OF FAMILY THERAPY II COUN 0774

THURSDAYS, JANUARY 17 – APRIL 11
SECTION 1: 8:15 – 11:05AM
SECTION 2: 11:15AM – 2:05PM

INSTRUCTOR: DR. HERMAN CHOW, RP, RMFT
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Certified EFT Therapist and Supervisor

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Access course material at <http://classes.tyndale.ca/>
Course emails will be sent to your @MyTyndale.ca e-mail account only.
[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

I. COURSE DESCRIPTION

An examination of current theories of marital and family therapy (solution-focused, contextual, experiential, narrative and Milan), 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 0574 and COUN 0677. COUN majors only or by permission of instructor.

For those interested in Clinical Membership with AAMFT, **it is your responsibility to check with AAMFT to see whether it will qualify and if so, what category.**

NOTE: If a student is also registered in “Counselling Major Internship (COUN 0701)” 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 end of the course, students will 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
- assess the family via multiple lenses and develop appropriate treatment interventions
- construct an integrative therapeutic treatment plan

III. COURSE REQUIREMENTS

A. REQUIRED READING

Book

- Nichols, M.P. & Davis, S. (2016). *Family therapy: Concepts and methods*. 11th ed. Boston: Pearson. ISBN 10: 0133826600 ISBN 13: 9780133826609

Chapter

- Patterson, J., William, L., Edwards, T.M., Chamow, L., & Grauf-Grounds, C. (2009). *Essential skills in family therapy: From the first interview to termination*. 2nd Edition. New York: The Guilford Press., p.77-104.
****This is posted on your course resource page (classes.tyndale.ca)***
- Thomas, Michele B. (1992). *An introduction to marital and family therapy – Counselling toward healthier family systems across the lifespan*. New York: Macmillan Publishing Co., p.275-283, 386-416.
****This is posted on your course resource page (classes.tyndale.ca)***

B. ASSIGNMENTS AND GRADING

1. Group Project: Family Therapy Presentation (20%)

Paper Due Date: Feb 14

Presentation Date: Feb 28

Purpose: The purpose of this project is to evaluate the ability of students to learn a new family therapy and reflect critically on the selected family therapy.

Assignment: In a small group (usually around 4-5 people), you are to present and reflect critically one of the following integrative family therapies:

- Multisystemic therapy (Henggeler)
- Multidimensional family therapy (Liddle)
- Narrative solutions in brief therapy (Eron and Lund)
- Brief integrative marital therapy (Gurman)
- Integrative Couples Therapy (Jacobson and Christensen)

On the assigned date, you are to email the professor a copy of the paper. The professor will post these papers online. Each student is responsible to read the paper before coming to the Presentation Day. The paper should include the following regarding to the selected therapy: Brief History, Philosophy, Theoretical Tenets, Functional and Dysfunctional Effects on Families, Assessment, Goals of Treatment, Treatment Process, Techniques, Role of the Therapist, Evaluation of the Approach, Short Description of Your Case Study, and Resources. This hand-out (paper) should be about **5-7 pages in length, point form, and single space**.

On the Presentation Day, each group will be allocated 25 minutes to present the selected family therapy. 30% of the time should be devoted to present the major theory and goal (don't read through the paper but highlight the key points), 50% of the time should be allocated to a short case study in which this approach is demonstrated, and 20% of the time should be allocated to Q&A from the class.

You are marked on the following:

- Hand-out/Paper (i.e. how much you follow the format and instruction, readability, etc.)
- Clarity (i.e. how well you present the major theory and goals – written and oral, Q&A)
- Application of theory (i.e. how well you apply it in a case study, e.g. role play, video)
- Presentation style (i.e. visual, audio, speaking, how interesting, ...)
- Use of time (i.e. every minute over = 1 point deducted: up to 4)

A maximum of 4 points is graded on each of the above category – a total of 20 points.

2. Tests (40%, 20% each test)

Test Dates:

Mar 7 (cover all materials from Review, SFT, and Contextual)

Apr 11 (cover all materials from Experiential, Narrative, and Milan)

*Nothing on the presentations

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 and 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%.

When you are writing the test:

- 1) **Answer the question** – e.g. If I ask you to “name” something, just name it – you do not need to “explain” it
- 2) **Be clear about your answer** – e.g. If I ask you to name 2 things, refrain from writing down 5 things and make me pick the correct answers. I will take the first 2 answers even if they are the wrong answers and the other 3 are correct
- 3) **Be specific in your answer** – e.g. If I ask you what is a technique in Bowenian therapy, answer such as “listen to the client” is not acceptable because it is not specific and unique to this therapy

Please note: if a test is missed due to a legitimate reason (e.g. illness, a death in the family, or Spiritual Formation class retreat), either your next test or your major paper will be worth an additional 20%. Another word, if you miss test 1, test 2 will be worth an additional 20%. If you miss test 2, your paper will be worth an additional 20%. Make up test is not given. 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 (30%)

Due Date: Apr 4

Purpose: This assignment evaluates how well each student assess the family via multiple lenses, offers sound treatment interventions, and constructs an integrative treatment plan.

Assignment: Using the movie “The Whale Rider” as the backdrop for a case study, students will create an integrative treatment plan for the IP (Paikea Apirana) based on Patterson’s book.

Context: A few weeks after the end of the movie, Paikea (IP) and his family came to you for counselling. You saw them for 1 session and gathered enough information (whatever you learned from the movie) to propose an integrative treatment plan. The treatment plan should be 9-10 pages in length (including a short introduction and conclusion). You may choose to work only with the IP or with the family – but you must include the IP. You can imagine what are the clients’ problems and goals. You are allowed to use your creativity to fill in some of the gaps in this paper.

You will include the following:

- a. **An integrative treatment plan:** Using 2 or 3 of the family therapy approaches from this course, propose an ***integrative treatment plan*** for Paikea (or Paikea and family), i.e. one plan that includes all selected therapies. Follow Patterson’s book (Chapter 5) when you design the 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***

(step 3) and the integrative treatment interventions (step 5). Please note: You need to write this in paragraph form. No point form is allowed in this paper. There is no need to retell the story except what is necessary to describe the family patterns.

- b. **A genogram:** You need to create a genogram (static and dynamic) of the family (along with relevant info and nodal events) and its relational patterns. A hand-drawn genogram is equally as good as a computer generated genogram. A legend must be included. Please attach the genogram to your appendix (this is not part of the 9-10 pages). Feel free to include any family relational diagrams in the appendix. No diagrams should be part of the body of writing.

4. Participation (10%)

Students are expected to have read the assigned chapters for each lecture and attend each class including groups. Marks will be awarded for attendance for the whole class and group, punctuality (including beginning of class and after the break), willingness to contribute, and critical thinking and thoughtfulness as you interact with the professor and other students.

C. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments.

Family Therapy Presentation	20%
Tests (2@20%)	40%
Case Study	30%
Participation	10%
Total Grade	100 %

E. GENERAL GUIDELINES FOR SUBMISSION OF WRITTEN WORK

Expected written standards:

Please pay attention to the following writing guidelines, marks will be allocated accordingly:

- Documentation and notes should be consistent with **APA guidelines** as articulated in the [Guidelines for submission](#) for the Counselling Department.
- **Stay within the page limit: You will need at least the minimum number of pages to convey your points. Also, I do not read beyond the maximum number of pages.**

- Unless otherwise indicated, each paper is to be typed, double spaced, 12 point font, Times New Roman, with 1 inch margins.
- 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, and the name of the student.
- Number all your pages.
- 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.

Submission and Return of Assignments:

All papers are to be submitted via instructor's email: hchow@tyndale.ca. Your paper should either be in **Word format or PDF format**. Assignments should not be considered as submitted until you receive an email from the instructor confirming that the document has been received. Keep an electronic copy of each assignment you hand in. Papers and tests are either returned in class or pick up at main reception area of Tyndale.

Late assignments:

Papers handed in on or before the due date will get everything they deserve! With the exception of "extreme and extenuating circumstances", all late assignments (1 day to 1 week) will be deducted two-third grade point deduction (i.e., B to C+). No paper is accepted after one week past the due date.

Request for Extension on Assignments or Absence from Test

If there are some unusual circumstances, please complete the **REQUEST FOR EXTENSION on Assignments or Absence from Test** form found at the end of this syllabus. Specify the nature of these circumstances and submit it to the professor as early as possible. *Please note: unusual circumstances such as a death in the family, medical emergency or prolonged illness requiring treatment by a physician are considered. Reasons such as too many assignments due, vacations, and technology-related issues are all insufficient grounds for requesting an extension.*

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 are encouraged to consult [writing resources](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. In cases where the professor's position is different from the academic calendar, please follow the professor's instructions.

Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

F. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Jan 17: Review and Introduction
(Nichols, chapter 1-3, 10)

Jan 24: Solution Focused Therapy
(Nichols, chapter 11)

Jan 31: Solution Focused Therapy
(Nichols, chapter 11)

Feb 7: Contextual Therapy
(Thomas, p.275-283)

Feb 14: Contextual Therapy / Treatment Plan
(Thomas, p.275-283, Patterson et al, chapter 5)
***Family Therapy Presentation Outline**

****** Reading Week (Feb 21) ******

Feb 28: Presentation Day

Mar 7: Experiential Approaches
(Nichols, chapter 7)
***Test 1**

Mar 14: Experiential Approaches
(Nichols, chapter 7)

Mar 21: Narrative Therapy
(Nichols, chapter 12)

Mar 28: Narrative Therapy
(Nichols, chapter 12)

Apr 4: Milan Model
(Thomas, p.386-416)
***Case Study**

Apr 11: Milan Model and Integration of Family Therapy
(Thomas, p.386-416, Nichols, chapter 13-14)
***Test 2**

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

Other than Contextual Therapy and Milan Model, Nichol's book (our main text) offers a comprehensive list of bibliography in his recommended readings and reference section for most of the discussed topic. Please refer to them for resources. The following is a list of recommended resources for Contextual Therapy and Milan Model.

Contextual Therapy

Boszormenyi-Nagy, I., Grunebaum, J., & Ulrich, D. (1991). Contextual therapy. In A.S. Gurman & D.P. Kniskern (Eds.), *Handbook of Family Therapy: Volume II* (pp. 200-238). New York: Brunner/Mazel.

Boszormenyi-Nagy, I. and Krasner, B. R. (1987). *Between give and take: A clinical guide to contextual therapy*. New York: Brunner/Mazel.

Boszormenyi-Nagy, I. and Spark, G. M. (1973). *Invisible loyalties: Reciprocity in intergenerational family therapy*. New York: Harper & Row.

Hargrave, T. D., & Pfitzer, F. (2003). *The new contextual therapy: Guiding the power of give and take*. New York: Brunner-Routledge

Soyez, V., Tatrai, H., Broekaert, E., & Bracke, R. (2004). The implementation of contextual therapy in the therapeutic community for substance abusers: A case study. *Journal of Family Therapy*, 26, 286 – 305.

Milan Model

Campbell, D. (2003). Fundamentals of theory and practice revisited; The mutiny and the bounty: The place of Milan ideas today. *Australian & New Zealand Journal of Family Therapy*, 24(1), 15-25.

Cecchin, Gianfranco (1987). Hypothesizing, circularity, and neutrality revisited: An invitation to curiosity. *Family Process*, 26(4), 405-413.

Diorinou, M. & Tseliou, E. (2014). Studying circular questioning “In Situ”: Discourse analysis of a first systemic family therapy session. *Journal of Marital and Family Therapy*, 40(1), 106-121.

Tomm, K. (1984). One perspective on the Milan systemic approach: Part 1. Overview of development, theory and practice. *Journal of Marital and Family Therapy*, 10(2), 113-125.

Tomm, K. (1984). One perspective on the Milan systemic approach: Part II. Description of session format, interviewing style and interventions. *Journal of Marital and Family Therapy*, 10(3), 253-271.

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: Thursdays, TBA, by appointment only

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 FOR ASSIGNMENTS
OR ABSENCE FOR TESTS
DUE TO EXTREME AND UNUSUAL CIRCUMSTANCES.
TYNDALE SEMINARY

Theories and Methods of Family Therapy II (COUN 0774)
Professor: Rev. Dr. Herman Chow, D.Min, RP, RMFT

Date

Time of Class

Student's Name

Name of Assignment or Test #: _____

Due Date of Assignment/Date of Test: _____

Reason for the Request for Extension or Absence:

(Please note: This is usually about a medical condition, a death in the family, a crisis, Tyndale's Spiritual Formation Retreat Class, etc.).

- Illness or medical condition (attached a doctor note)
- Death in the family
- Tyndale's Spiritual Formation Retreat (Please have your professor initial here) _____
- Other crisis (Explain) _____

Student's suggested new due date for assignment: _____

(There is no make-up test)

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

FOR OFFICE USE ONLY:

Extension Request: Granted _____ Denied _____ New Due Date _____