



# TYNDALE

• SEMINARY •

## Course Syllabus

WINTER 2019

**COUPLE THERAPY: AN INTEGRATIVE PERSPECTIVE**

**COUN 0773**

**JANUARY 15 – APRIL 9**

**TUESDAYS, 2:15 – 5:05PM**

**INSTRUCTOR: SUSAN ELLFELDT, DMin**

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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

Provides an integrative therapeutic perspective incorporating cognitive behavioural, solution focused and an integrative therapeutic orientation for couple counselling. Students should develop their own informed approach to couple counselling based on reflective consideration of the major systemic therapies and their own personal interactional style.

*Pre- or corequisite: COUN 0601. COUN majors only or by permission of instructor.*

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. State one's philosophy of couple counselling and examine personal biases about couple life
2. Identify the stages of couple life and the critical points and issues in couple life that precipitate therapeutic intervention
3. Identify and practice using several therapeutic approaches in counselling couples and critically evaluate these approaches
4. Demonstrate competence in assessing and treating couples through a specific therapeutic orientation and evaluating outcome
5. Identify challenging couple dynamics (anger, violence, affairs) and select appropriate treatment modalities
6. Differentiate cultural and other contextual dynamics that impact couples and families

### III. COURSE REQUIREMENTS

#### A. REQUIRED READINGS

1. Gurman, A., Lebow, J. & D. Snyder (2015). *Clinical Handbook of Couple Therapy*. (5<sup>th</sup> ed.) New York: Guilford Press. ISBN 978-1-4625-1392-5
2. Assignment of one book from the Selected Bibliography below for oral & written presentation (assigned by instructor on first day of class)
3. Allen, J.R. & S. A. St. George (2001). What couples say works in domestic violence therapy. <http://www.nova.edu/ssss/QR/QR6-3/allen.html>
4. Christians, Russell, Miller, & Peterson (1998). The process of change in couples therapy: A qualitative investigation. *Journal of Marital and Family Therapy*, 24(2), 177-188.
5. Council of Biblical Manhood and Womanhood (2013). A summary of the egalitarian and complementarian positions. <http://cbmw.org/uncategorized/summaries-of-the-egalitarian-and-complementarian-positions/>
6. Fishbane, M. & DeKoven (1998). I, thou and we: A dialogical approach to couples therapy. *Journal of Marital and Family Therapy*, 41-58.
7. Goldner, V. (1992). Making room for both/and. *Family therapy Networker*, 16(2), 55-62.

8. Hampton, K. (2013). New Communication Technologies and the nature of community. *Family Therapy*, March/April, 10-15.
9. Nichols, W. (1988). *Marital Therapy: an Integrative Approach*, Chapter 6
10. Vatcher, C. & Bogo, M. (2001) The Feminist/Emotionally Focused Therapy practice model: An integrated approach for couple therapy. *Journal of Marital and Family Therapy*, 27(1), 69-83.
11. Is there social capital in a social network site?  
<http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.2009.01474.x/abstract>

**B. SELECTED BIBLIOGRAPHY (one book will be assigned to each student for report and class presentation)**

Dattilio, F. (2010). *Cognitive-Behavioral Therapy with couples and families: A comprehensive guide for clinicians*. New York, NY: Guilford Press. ISBN 9781606234549

Gottman, J. (1999). *The seven principles for making marriage work*. New York, NY: Crown Publishers. ISBN 0 609 60104 0

Johnson, S. (2004). *The practice of Emotionally Focused Couple Therapy*. New York, NY: Routledge. ISBN 0415945682

Richardson, R. (2010). *Couples in conflict: A Family Systems approach to marriage counseling*. Minneapolis, MN: Fortress Press. ISBN 978-0-8006-9628-3

Ripley, J. and E. Worthington Jr. (2014). *Couple Therapy: A new hope-focused approach*. Downers Grove, IL: InterVarsity Press. ISBN 978-0-8308-2857-9

Weiner-Davis, M. (1992). *Divorce busting: A revolutionary and rapid program for staying together*. New York, NY: Simon and Schuster. ISBN 0 671 79725 5

**C. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS**

Beck, A. T. (1988). *Love is never enough: How couples can overcome misunderstandings, resolve conflicts, and solve relationship problems through Cognitive Therapy*. New York, NY: Harper and Row. ISBN 0-06-091604-4

Dattilio, F. (Ed.) (1998). *Case Studies in couple and family therapy: Systemic and cognitive perspectives*. New York, NY: Guilford Press. ISBN 1 57230 696 3

Gottman, J. (2002). *The Relationship cure: A 5 step guide to strengthening your marriage, family, and friendships*. Harmony Books.

Heitler, S. (1990). *From Conflict to Resolution: Skills and Strategies for Individual Couple and Family Therapy*. New York, NY: W. W. Norton & Company. ISBN 0 393 31093 0

Hendrix, H. (1990). *Getting the love you want*. New York, NY: Harper Perennial. ISBN 0 06097292 0

Hudson, P. & O'Hanlon, W. (1993). *Rewriting love stories: Brief marital therapy*. New York, NY: W.W. Norton. ISBN 0 393 31094 9

Levine, A. & Heller, R.S.F. (2010). *Attached: The new science of adult attachment and how it can help you find and keep love*. New York, NY: Penguin Group (USA) Inc. ISBN 978-1-58542-913-4

Luquet, W. (2007). *Short-term couple therapy: The Imago Model in action*. (2<sup>nd</sup> Ed.) New York, NY: Routledge. ISBN 978-0-415-95380-1

Papp, P. (2001). *Couples on the Fault Line*. New York, NY: Guilford Press. ISBN 1572307056

Spring, J. & Spring, M. (1997). *After the affair: Healing the pain and rebuilding trust when a partner has been unfaithful*. New York, NY: Harper. ISBN 0060928174

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

#### **D. ASSIGNMENTS AND GRADING**

##### **1. Book Review: Due on March 12; 25% of final grade.**

You will be assigned a **book** from the Selected Bibliography Reading List at the end of the syllabus. Prepare a **6 – 7 double-spaced typed** commentary on the book addressing the following questions:

- What is the basis for the author believing in this orientation (include the models foundational values or truths, and why the author thinks the model works), and discuss your own views on the foundational values of the model given your own theological perspectives.
- Does this model add to your ability to do effective couple therapy? Why and why not? Please give specific examples.
- What was the most significant learning **for you personally** in this book?

**2. Class Therapy Presentation: Due dates vary from Feb. 12<sup>th</sup> onward. 30% of final grade.**

Students will be assigned to groups of 5 or 6 and each group will present an oral report on the contents of their assigned book to the class and a brief demonstration of a vignette demonstrating one key therapeutic intervention described in the book (and not already presented in class demonstrations). The book assignments and schedule of presentations will be available the first week of class.

**Presentation will be done as follows:**

- Overview of the therapy (1-2 people, 8 minutes total) Be sure to summarize the therapy well and present the reasons the authors formulated the therapy, the population the therapy addresses, and the goals or outcomes the authors of the therapy expect.
- What interventions are particularly helpful in working with clients.(1-2 persons, 8 minutes total; include the therapy intervention to be demonstrated). Be sure to mention what conditions the interventions address and outcomes expected.
- Brief demonstration (role play) of one therapy technique presented in the book. Try to pick an intervention the theory is well known for. (3 people, 10 minutes) You may video this ahead of time and present the video in class. Be sure that you can be heard by the class.
- Questions: 4 minutes for questions
- Total 30 minutes

**3. Final Paper: Due on April 9; 45% of total grade.**

**10-12 double-spaced pages:** Choose one of your current couple's cases or one from past experience (or present a fictional couple or one from literature or movies). The identity of any cases used for discussion should be protected by changing names and details sufficiently to protect identity. If you use a fictional couple, be careful that they are a realistic couple. If you chose from literature, be careful of plagiarism. You may not apply a therapeutic orientation to a couple found in a book on the same theory you are utilizing. And you may not "plug a couple into" a set of structured steps presented by the author of the orientation. This must be your own thinking about application of this model in working with a couple.

- a. Describe this couple adequately and tell which of the three models presented in lecture you would choose for this couple and why. You must present a sufficient rationale for use of the model with this particular couple based on their values, problems and needs. You must choose from the 3 models presented in class (Solution Focused Therapy, Cognitive/Behavioural Couple Therapy or Nichols Integrative Couple Therapy approach). **You may not use the theory you presented in class.**
- b. Outline your own philosophy of couple therapy and assess the chosen model for alignment with your philosophy and values.

- c. Thoroughly outline your selected therapeutic orientation, how you would assess the couple via that orientation, your treatment goals, and the interventions you would select for this couple from this model.
- d. Describe the strategic intervention steps (what comes first, second, third, etc.) and what change you might expect each of those interventions to effect. Include any limitations you can foresee in working with this model with these clients, and describe what therapeutic interventions you might need to utilize from other models. Be sure to include a consideration of cultural and other contextual issues that might impact the couple and choice of interventions. Describe what changes you would expect these additional interventions to effect.
- e. Describe how you would use one of your chosen interventions in greater detail using a therapist/client running-dialogue format. This should sound like a transcript of a session, moving back and forth from client to therapist (like the verbatim transcripts required for the Labs).
- f. Finally, relate how you would know when it is time to terminate with this couple and how you would assess the success of therapy.

For the model you select, **additional literature (at least two sources)** beyond that presented in class should be resourced and incorporated into your paper. Please use APA notation in your work. A list of references is to be included.

## E. 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.

## F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Class Therapy Presentation	30%
Critical Book Review	25%
Final Paper	45%
Total Grade	100%

Given the nature of this course, the class will consist partly of lecture, partly of student presentations, and partly of skills practice. Each student is expected to participate in the large group practice sessions. Therefore, attendance is required.

## G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

**Title Page and Documentation:** The title page should include the name of the course, name of the instructor, title of the paper/assignment, student's name, and the date due. Students are expected to honestly reflect use of materials other than their own. Tyndale does not tolerate plagiarism in any form. Any sources used in the paper should be properly documented using the format provided by the **Publication Manual of the American Psychological Association**.

**Papers** must be typed, double spaced, and written using inclusive language. Students are required to retain a copy of all assignments in hard copy or electronic form. Graduate level spelling, grammar and style are expected. 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.

**Class policy on late assignment:** For each week late, the grade will be reduced by 1 letter grade. Extensions will be considered if the circumstances are extreme. No final assignments of examinations will be accepted later than 5:00 p.m. on December 12<sup>th</sup>. Requests for extension of the due date must be submitted to the course instructor prior to the due date for the assignment.

In addition to class time, an additional 81 hours of reading, research, reflection and writing is expected. Assignments may be handed in at the course session or left in the instructor's mailbox in the Seminary Office.

### **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.

### **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](mailto:aau@tyndale.ca)) before proceeding.

## H. 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. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

#### **IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS**

##### **SESSION 1: January 15**

- Overview of course and assignments
- The changing look of couple life (**References – Papp text**)
- Healthy relationships – ingredients of mature love
- Personal beliefs and values around marriage and family relationships
- **Assign book groups**
- **Reading:**
  - Hampton, K. (2013). New Communication Technologies and the nature of community. *Family Therapy*, March/April, 10-15.
  - Is there social capital in a social network site?
  - <http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.2009.01474.x/abstract>

##### **SESSION 2: January 22**

- Theology of Marriage and Family: Personal values and beliefs around marriage and family
- Dealing with personal bias in couple therapy
- **Reading:** Article: Council on Biblical Manhood and Womanhood

##### **SESSION 3: January 29**

- How couples change
- Introduction to the three therapeutic approaches to be addressed: Solution-Focused, Cognitive-Behavioural, and Integrative
- Inhibitors of change
- Review of the counselling process
- Assessment choices



- **Reading:** Article: *The Process of Change in Couples Therapy*

#### **SESSION 4: February 5**

- Solution Focused Therapy review
- **Video Presentation:** *Irreconcilable Differences Session 1 and 2*
- **Reading:** Gurman et al: Chapter 11

#### **SESSION 5: February 12**

- **Therapy Presentation: Divorce Busting: Weiner-Davis**
- Solution Focused Tool kit
- Solution Focused role play of sessions 1 & 2 and class discussion
- Cognitive-Behavioural Therapy assessment, contract, goals
- **Reading:** Gurman et al, Chapter 2

#### **READING WEEK: FEBRUARY 19**

#### **SESSION 6: February 26**

- **Video:** Behavioural Couple Therapy with Richard Stuart
- Cognitive Behavioural Therapy: Interventions
- Role play – Cognitive-Behavioural couple therapy
- **Reading:** Gurman et al, Functional Assessment pp 68-71

#### **SESSION 7: March 5**

- **Therapy presentation: *Cognitive-Behavioral Therapy with Couples and Families***
- Diagrammatic Helps for Couple Therapy
- Working with couples with violence (**reference: Chapter 7, Papp**)
- Types of offenders
- Theories of treatment
- **Reading:**  
Article: Allen & St. George  
Gurman et al, Chapter 14

#### **SESSION 8: March 12**

- **Assignment #1 due – Book Review**
- **Therapy Presentation: *The seven principles for making marriage work***
- Introduction to Integrative Couple Therapy
- Levels of complexity
- 3 modalities utilized in Integrative Therapy

- Object Relations theory in more depth
- **Reading:**  
Chapter 6 of Marital Therapy by Nichols  
**Gurman et al, pp224-229**

**SESSION 9: March 19**

- Integrative Couple Therapy – attachment theory applications (**Reference: *Attached***)
- Integrative Couple Therapy: assessment, interview, and goal setting
- Role play
- Treatment assumptions & priorities
- Treatment strategies for specific couple issues
- Stages of treatment
- **Readings: Gurman et al, pp 166-169**

**SESSION 10: March 26**

- Integrative Therapy – Treatment decisions
- Therapist role
- **Video:** Susan Heitler: The Angry Couple
- **Therapy Presentation: *Couples in Conflict: A Family Systems approach to marriage counseling.***

**SESSION 11: April 2**

- Affairs: reasons for infidelity and management techniques in couple therapy (**reference: *After the Affair***)
- Class discussion: personal responses to affairs and separation
- Special concerns: internet relationships (**reference Chapter 3, Papp text**)
- **Vignette Practice – Couple Therapy**
- **Therapy Presentation: *The Practice of Emotionally Focused Couple Therapy***
- **Reading: Gurman et al, Chapter 15**

**SESSION 12: April 9**

- **Therapy Presentation: Couple Therapy: A New Hope-Focused Approach**
- Cross cultural biases – class exercise
- Cross Cultural understanding and examples in couple work
- **Assignment #3 due (final paper)**
- **Reading: Gurman et al, Chapter 19**

**No assignments accepted after 5pm April 19**

## V. SELECTED BIBLIOGRAPHY

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