

“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.”

Course	THEORIES & METHODS OF FAMILY THERAPY II COUN 0774
Date and Time	JAN 14 - APR 8 SECTION 1: THURSDAYS, 8:15 – 11:05 AM SECTION 2: THURSDAYS, 11:15 AM – 2:05 PM
Instructor	INSTRUCTOR: DR. HERMAN CHOW, RP, RMFT, CCFT AAMFT/OAMFT Clinical Fellow and Approved Supervisor CAMFT RMFT Supervisor Certified EFT Therapist and Supervisor E-mail: hchow@tyndale.ca Telephone number for emergency: 416 953 4072
Class Information	The classes will be livestreamed at designated time above. Office Hours: Thursdays TBA (by appointment only).
Course Material	Access course material at 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.

I. COURSE DESCRIPTION

This course is a continuation of Theories and Methods of Family Therapy I. We will examine current theories of family therapy (Solution Focused, Contextual, Experiential, Narrative, and Milan Therapy) along with their relevant therapeutic methodology. 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, 0677. Open only to Counselling majors or with permission of instructor. Offered annually.

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.

Chapters

- 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 included in 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 included in classes.tyndale.ca***

B. CRPO COMPETENCIES TAUGHT IN THIS COURSE

CRPO Entry-to-Practice Competencies¹
1.0 FOUNDATIONS
1.1 Integrate a theory of human psychological functioning and development *²
<i>1.1.2 Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.</i>
<i>1.1.3 Integrate knowledge of the psychological significance of various kinds of human development, such as spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.</i>
1.2 Work within a framework based upon an established psychotherapeutic theory*
<i>1.2.1 Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation (e.g., knowledge of the impact of trauma on psychological functioning)</i>
<i>1.2.2 Integrate a theory of change consistent with the therapist's theoretical orientation.</i>
1.3 Integrate knowledge of comparative psychotherapy relevant to practice*
<i>1.3.3 Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.</i>
4.2 Establish and maintain an effective therapeutic relationship*
<i>4.2.1 Employ empathy, respect, and authenticity.</i>
<i>4.2.2 Establish rapport.</i>
<i>4.2.5 Assume non-judgmental stance.</i>
4.5 Structure and facilitate the therapeutic process*
<i>Structure the therapeutic process</i>
<i>4.5.1 Formulate an assessment.</i>
<i>4.5.2 Formulate a direction for treatment or therapy.</i>
<i>Facilitate the therapeutic process</i>
<i>4.5.10 Facilitate client exploration of issues and patterns of behaviour.</i>
5.0 PROFESSIONAL LITERATURE & APPLIED RESEARCH
5.1 Access and apply a range of relevant professional literature
<i>5.1.1 Access current professional literature relevant to practice area.</i>

¹ Revised for Program Recognition mapping tool 2015 CRPO

² Asterisks (*) indicate these are competencies subjected to more detailed scrutiny by CRPO review

5.1.2 Analyze information critically.

5.1.3 Apply knowledge gathered to enhance practice.

5.2 Use research findings to inform clinical practice

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. ASSIGNMENTS AND GRADING

1. Participation (15%)

Purpose: The purpose of this evaluation device is to encourage participation among the students in their critique of the various family therapy models and their application in various case studies.

Participation: Students are expected to have read the assigned chapters for each lecture and attend each class including groups and case study discussion. *Please note: There is a whole class dedicated for a case study discussion.* Marks will be awarded for attendance, punctuality, willingness to contribute, critical thinking, and thoughtfulness as students interact with the professor and other students. The focus is on the quality of their participation and not on the quantity. While holding different opinions, it is expected that each person will express themselves, and communicate to others, in a clear and respectful manner.

2. Critique and Reflection Paper (Part 1: 15% and Part 2: 25%)

Part 1 Due Date: Feb 11 at 11:59 pm

Part 2 Due Date: Apr 8 at 11:59 pm

Purpose: The purpose of this paper is to critique the strengths and weaknesses of the family therapy models studied in this term and to reflect on their distinctiveness as students interact with the models.

Assignment: Students need to write a brief critique and reflection on each of the family therapy model studied thus far. Students need to **critique** each model (i.e. its strengths and weaknesses) and **reflect** how they might fit or not fit with students' own approach to clinical

work, faith system, and how students believe they might be experienced by students' clients or potential clients. **Part 1 comprises the first 4 classes (i.e. SFT and Contextual) and Part 2 consists of the last 8 classes (i.e. 2nd half of Contextual, Experiential, Narrative, and Milan – you would not need to critique or reflect on SFT).**

The point of the paper is not to simply *repeat* the class materials but for students to *interact* with the class materials – I like to hear your own personal reaction (thoughts and feelings). The emphasis is on the quality and not on the quantity of your reflection. **Part 1 of the paper should be 4 pages and Part 2 of the paper should be 6 pages.** The paper is to be typed, double spaced, 12-point Arial Font, with 1-inch margins, including a proper title page. Please note: I don't read beyond the page limit.

3. Treatment Plan Paper (45%)

Due Date: Apr 1 at 11:59 pm

Purpose: This assignment evaluates how well each student can conceptualize the family via multiple lenses, offer sound treatment interventions, and construct 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 Paikea Apirana and her family based on Patterson's chapter.

Context: A few weeks after the end of the movie, Paikea, Koro, Nanny, and Porourangi came to you for counselling. They expressed that **their goal was to improve their relationship as a family.** 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. This should include a short introduction (indicating the choices of therapies used in step 5) and a conclusion (indicating the summary of the paper). ***The paper is to be typed, double spaced, 12-point Arial Font, with 1-inch margins. Please note: I don't read beyond the page limit.***

You will include the following:

- a. **An integrative treatment plan:** You are to design the 7 steps treatment plan using Patterson's Chapter 5 and the treatment plan lecture notes. While you need to include all 7 steps of the treatment plan (and the subheadings in step 3), **but the emphasis of the treatment plan is on the conceptualization of the case via multiple lenses (step 3) and the integrative treatment interventions (step 5).**

In step 3's conceptualization, you are to use multiple lenses and system language to describe what is contributing to the problem. In step 5, use only 2 or 3 of the family therapy

approaches from this course (SFT, Contextual, Experiential, Narrative, and Milan Therapy) and come up with appropriate interventions to help this family improve their relationship (clients' goal).

A detailed discussion of how to design the treatment plan will be presented during lecture, including the weight distribution of each section. Please note: You need to write this in paragraph form. No point form is allowed in this paper (I recognize Patterson, et. used point forms in their book). There is no need to retell the story except what is necessary to describe the family patterns.

- b. A genogram:** You need to create at least a three generations 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.

*Please note: when you email the assignment, make sure you email both parts in the same email – ideally it is in the same document.

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:

Participation	15%
Critique and Reflection Paper 1	15%
Critique and Reflection Paper 2	25%
Treatment Plan Paper	45%
Total Grade	100%

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. 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.**
- 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 class time. An abstract is not necessary.
- 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.

2. 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. It is your responsibility to make sure the paper is received by the professor. Keep an electronic copy of each assignment you hand in. Papers and tests are either returned in class or picked up at Main Reception of Tyndale.

3. 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 one-third grade point deduction (i.e., B to B-). No paper is accepted after one week past the due date.

4. 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 in hard copy along with the proper document (e.g. doctor's note indicating the time frame). *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.

PLEASE REMEMBER TO BACK UP YOUR COPY IN CASE OF SYSTEM CRASH.

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 takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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 may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@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

Jan 14: Review and Introduction

(Nichols, chapter 1-3, 10)

Jan 21: Solution Focused Therapy

(Nichols, chapter 11)

Jan 28: Solution Focused Therapy

(Nichols, chapter 11)

Feb 4: Contextual Therapy

(Thomas, p.275-283)

Feb 11: Contextual Therapy / Treatment Plan

(Thomas, p.275-283, Patterson et al, chapter 5)

***Critique and Reflection Paper 1**

****** Reading Week (Feb 18) ******

Feb 5: Experiential Approaches

(Nichols, chapter 7)

Mar 4: Experiential Approaches

(Nichols, chapter 7)

Mar 11: Case Study Discussion

Mar 18: Narrative Therapy

(Nichols, chapter 12)

Mar 25: Narrative Therapy

(Nichols, chapter 12)

Apr 1: Milan Model

(Thomas, p.386-416)

***Treatment Plan Paper**

Apr 8: Milan Model and Integration of Family Therapy

(Thomas, p.386-416, Nichols, chapter 13-14)

***Critique and Reflection Paper 2**

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. 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

Kawar, C., Coppola, J., & Gangamma, R. (2019). [A contextual perspective on associations between reported parental infidelity and relational ethics of the adult children](#). *Journal of marital and family therapy*, 45(2), 354-363.

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: hchow@tyndale.ca

Office hours: 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).

