

*“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.”*

|                          |   |
|--------------------------|---|
| <b>Course</b>            | <b>GENDER AND SOCIOECONOMIC PERSPECTIVES IN MARRIAGE AND FAMILY THERAPY</b><br>COUN 0777  |
| <b>Date and Time</b>     | SEPTEMBER 16 – DECEMBER 9, 2021<br>THURSDAYS 2:15 – 5:05 PM<br><br>No class on October 28, 2021 (Reading Days)  |
| <b>Instructor</b>        | <b>DAVID COLPITTS, PhD, RP</b><br>Email: <a href="mailto:dcolpitts@tyndale.ca">dcolpitts@tyndale.ca</a>   |
| <b>Class Information</b> | The classes will be held on Thursdays 2:15 PM–5:05 PM. Classes may be partially prerecorded videos and partially livestreamed. Classes may also include group discussions online during class hours.<br><br>Students may participate in live-streamed office hours as posted below.<br><br>Office Hours: Thursdays 2:00 – 2:15 PM; Thursdays 5:05 – 5:20 PM or at a separate time by appointment. |
| <b>Course Material</b>   | Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> .<br>Course emails will be sent to your @MyTyndale.ca e-mail account only.<br><a href="#">Learn how to access and forward emails to your personal account.</a>   |

## I. COURSE DESCRIPTION

This course considers the influence of gender and socio-economic factors in relation to the development and practice of psychological theories in general, and the theories and practice of marriage and family therapy in particular. Emphasis is also given to the student's personal

reflection in terms of both gender and socio-economic awareness and its influence on his or her understanding of family systems.

*Prerequisites: COUN 0574 and COUN 0674 or equivalent. Otherwise, permission of the instructor is required.*

## **II. LEARNING OUTCOMES**

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

1. Distinguish and articulate the influence of gender and socioeconomic status on personal and professional development.
2. Demonstrate an understanding of how gender and socioeconomic status may impact the therapeutic relationship with counseling clients who may have similar or unique experiences of gender and socioeconomic status
3. Demonstrate an awareness of the role of gender and socioeconomic status in the development and maintenance of family systems.

## **CRPO COMPETENCIES ADDRESSED:**

- 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.
- 1.4.1 Integrate knowledge of the impact of the therapist's self on the therapeutic process.
- 1.4.2 Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.
- 1.5.1 Recognize how oppression, power and social injustice may affect the client and also the therapeutic process. Recognize barriers that may affect access to therapeutic services.
- 1.5.2 Adapt the therapist's approach when working with culturally diverse clients, using culturally-relevant resources.

## **III. COURSE REQUIREMENTS**

### **A. REQUIRED READING**

Farrell, Warren (2005). *Why Men Earn More: The startling truth behind the pay gap and what women can do about it*. New York, NY: American Management Association. ISBN 0-8144-7210-9

Sweet, Holly B. (Ed.). (2012). *Gender in the Therapy Hour: Voices of Female Clinicians Working with Men*. New York, NY: Routledge. ISBN-10: 0415885523. ISBN-13: 978-0415885522

### **Required Articles:**

#### **To be read by September 23, 2021**

Pope, J. F., & Arthur, N. (2009). Socioeconomic status and class: A challenge for the practice of psychology in Canada. *Canadian Psychology, 50*(2), pp. 55–65. (Posted at [classes.tyndale.ca](http://classes.tyndale.ca))

Appio, L., Chambers, D., & Mao, S. (2011). Listening to the Voices of the Poor and Disrupting the Silence About Class Issues in Psychotherapy. *Journal of Clinical Psychology: In Session, 69*(2), 152–161. (Posted at [classes.tyndale.ca](http://classes.tyndale.ca))

Dougall, J. L., & Schwartz, R. C. (2011). The influence of client socioeconomic status on psychotherapists' attributional biases and countertransference reactions. *American Journal of Psychotherapy, 65*(3), 249-265. (Posted at [classes.tyndale.ca](http://classes.tyndale.ca))

#### **To be read by September 30, 2021**

Mikkonen, J. & Raphael, D. (2010). *Social Determinants of Health: The Canadian Facts*. Toronto: York University School of Health Policy and Management. pp. 1-63. (Posted at [classes.tyndale.ca](http://classes.tyndale.ca))

Hudson, C. (2005). Socioeconomic status and mental illness: Tests of the social causation and selection hypotheses. *American Journal of Orthopsychiatry, 75*(1), 3-18 (Posted at [classes.tyndale.ca](http://classes.tyndale.ca))

#### **To be read by October 14, 2021**

Eaton, N. R., Keyes, K. M., Krueger, R. F., Balsis, S., Skodol, A. E., Markon, K. E., Grant, B. F., Hasin, D. S. (2012). An Invariant Dimensional Liability Model of Gender Differences in Mental Disorder Prevalence: Evidence from a National Sample. *Journal of Abnormal Psychology, 121*(1), 282–288. (Posted at [classes.tyndale.ca](http://classes.tyndale.ca)).

#### **To be read by November 4, 2021**

Nadelson, C. C., Notman, M. T., & McCarthy, M. K. (2005). Gender Issues in Psychotherapy: Adapted from "Gender Issues in Psychiatry". *Oxford Textbook of Psychotherapy*. Oxford, England: Oxford University Press. pp. 14, 15, 18. (Posted at [classes.tyndale.ca](http://classes.tyndale.ca))

#### **To be read by November 11, 2021**

Auwarter, A. E., & Aruguete, M. S. (2008). Counselor perceptions of students who vary in gender and socioeconomic status. *Social Psychology of Education, 11*, 389–395. (Posted at [classes.tyndale.ca](http://classes.tyndale.ca))

## **B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS**

[American Psychological Association: Society for the Psychological Study of Men and Masculinities.](#)

[American Psychological Association: Society for the Psychology of Women.](#)

[American Psychological Association: Socioeconomic Status](#)

## **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. GUIDELINES FOR INTERACTIONS**

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

## **E. ASSIGNMENTS AND GRADING**

### **1. Self-Reflection Paper – Socioeconomic Status: Due on Thursday, October 7, 2021 @ 23:59 EST. (25% of final grade)**

Each student will submit a paper of 1400 – 1800 words (plus a title page) on their personal reflection in regard to socioeconomic status. Simplistically, with this paper the student is attempting to answer the question “How has SES contributed to who I am and how I will counsel”? The content of this paper should clearly exhibit higher order thinking, in other words, a simple description of socioeconomic beliefs, roles, or events will not meet the standard of graduate level work required for this paper. This paper is a personal reflection on the student’s experience of SES in significant areas of their life, such as family of origin, and

should also consider how their experience of SES might impact them as counsellor. Meaning and interpretation are more significant than events and a consideration of one's own possible biases and blind spots is especially important. References are not required. APA format is required.

**2. Self-Reflection Paper - Gender: Due on Thursday, October 21, 2021 @ 23:59 EST. (25% of final grade)**

Each student will submit a paper of 1400 - 1800 words (plus title page) on their personal reflection in regard to gender. Simplistically, with this paper the student is attempting to answer the question "How has gender contributed to who I am and how I will counsel"? The content of this paper should clearly exhibit higher order thinking, in other words, a simple description of gender beliefs, roles, or events will not meet the standard of graduate level work required for this paper. This paper is a personal reflection on the student's experience of gender in significant areas of their life, such as family of origin, and should also consider how their experience of gender might impact them as counsellor. Meaning and interpretation are more significant than events and a consideration of one's own possible biases and blind spots is especially important. References are not required. APA format is required.

**3. Critical Book Review. Due on Thursday, November 18, 2021 @ 23:59 EST. (25% of final grade)**

Provide a careful and thorough examination of the basic issues(s) at stake in the book assigned below. Evaluate critically the relative strengths and weaknesses of the themes consistent among authors. Do not merely summarize, but rather seek to express the dominant issues and argument of the work. The review should be 1400 - 1800 words (plus a title page) in length, double-spaced. References are not required. APA format is required.

Last name starting with A – G inclusive:

Review: Farrell, Warren (2005). *Why Men Earn More: The startling truth behind the pay gap and what women can do about it.*

Last name starting with H – Z inclusive:

Review: Sweet, Holly B. (Ed.). (2012). *Gender in the Therapy Hour: Voices of Female Clinicians Working with Men.*

**4. Research Essay: Assigned topic. Due Thursday, December 9, 2021 @ 23:59 EST (25% of final grade).**

Students will submit a paper of 1600-1800 words (plus title page and references) on the topic assigned below. The content of this paper should clearly exhibit a scholarly effort to interact with, challenge and be challenged by the current thinking on the topic, in other words, it must

include an analysis and evaluation rather than just a survey of the topic. The paper must include a title page, citations, and a reference page. APA format is required.

Last name starting with A – G inclusive:

Research Essay Topic: Gender Differences in Personality

Last name starting with H – Z inclusive:

Research Essay Topic: Correlation between SES and mental health: Social selection or social causation?

## F. 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.

## G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

|                        |       |
|------------------------|-------|
| SES Self-reflection    | 25 %  |
| Gender Self-reflection | 25 %  |
| Book Review            | 25 %  |
| Research Essay         | 25 %  |
| Total Grade*           | 100 % |

\*All four assignments must be submitted to receive a passing grade in this course.

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

Your work should demonstrate the following characteristics:

Papers and presentations must be submitted by email in a “MS Word” document as an attachment to [dcolpitts@tyndale.ca](mailto:dcolpitts@tyndale.ca). No emailed documents contained in the cloud will be accepted. No hard copies will be accepted. No pdf documents will be accepted. Each paper must be received by 23:59 EST on the due date. The late penalty is a 10% deduction for the first day or part of a day after the due date and a 1% deduction for each day or part of a day thereafter. With the exception of “extreme and extenuating circumstances”, no papers will be

accepted two weeks after the due date. Please also be aware that up to a deduction in grade may be made for papers that do not fall within the word count boundaries.

If there are some significant, unusual and unpredictable circumstances which prevent you from getting your assignment in on time, please complete the REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES form found at the end of this syllabus, specifying the nature of these circumstances and submit it to the instructor by the due date for that assignment. All assignments must be completed and submitted in order to receive a credit in this course. Please take note that written submitted work must be presented in APA format. Each work submitted must be in a Times New Roman 12 font, 1 inch margins for top, bottom, right and left sides of each page; double spaced text in the body of the paper; single spaced references with a double space between each new reference. Marks may be deducted for the failure to follow appropriate APA formatting. As well, please note that the final paper must include a reference section. The reference section will include only those sources which are cited in the body of the paper. Any source that was researched for the paper but not cited should not appear in the reference section. For further information on APA format please reference: American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

### **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.

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

## **I. 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

| <b>Date (2021)</b> | <b>Lecture Content</b>                            | <b>Readings/Assignments</b>  |
|--------------------|---|--|
| September 16       | Syllabus Review<br>Introduction to SES and Gender | No readings or assignments   |
| September 23       | SES overview                                      | Articles: 1) Pope & Arthur,<br>2) Appio, Chambers, & Mao,<br>3) Dougall & Schwartz |
| September 30       | SES in culture/ SES and health                    | Articles: 1) Mikkonen & Raphael, 2) Hudson   |
| October 7          | SES and Counselling                               | SES Self-Reflection Due  |
| October 14         | SES Review/Intro to Gender                        | Article: Eaton, et. al.  |
| October 21         | BioPsychoSocial Aspects of Gender                 | Gender Self-Reflection Due   |
| October 28         | Reading Days - No Class                           | No readings or assignments   |
| November 4         | Gender Socialization                              | Article: Nadelson, Notman, & McCarthy  |
| November 11        | Masculine, Feminine                               | Article: Auwarter & Aruguete   |
| November 18        | Male and Female Scripts                           | Book Review Due  |
| November 25        | Gender in the Therapy Session                     | No readings or assignments   |
| December 2         | Therapy with Men                                  | No readings or assignments   |
| December 9         | Therapy with Women                                | Research Essay Due   |

#### 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](#).)

Cottone, J. G., Drucker, P. & Javier, R. A. (2002). Gender Differences in Psychotherapy Dyads: Changes in Psychological Symptoms and Responsiveness to Treatment During 3 Months of Therapy. *Psychotherapy: Theory, Research, Practice, Training*, 39(4), 297–308

Esmiol, E., Knudson-Martin, C. & Delgado, S. (2012). Developing a contextual consciousness: Learning to address gender, societal power and culture in clinical practice. *Journal of Marital and Family Therapy*, 38(4), 573-588. doi: 10.1111/j.1752-0606.2011.00232.x

Felmingham, K. L. & Bryant, R. A. (2012). Gender Differences in the Maintenance of Response to Cognitive Behavior Therapy for Posttraumatic Stress Disorder. *Journal of Consulting and Clinical Psychology*, 80(2), 196–200.

Jackson, J. B., Miller, R. B., Oka, M. & Henry R. G. (2014, February). Gender Differences in Marital Satisfaction: A Meta-analysis. *Journal of Marriage and Family*, 76, 105–129.

Jokela, M., Batty, G. D., Vahtera, J., Elovainio, M., & Kivimaki, M. (2013). Socioeconomic Disparities in Common Mental Disorders and Psychotherapy Treatment in the UK between 1991 and 2009. *The British Journal of Psychiatry*, 202(2), 115-120.

McDowell, T., Brown, A. L., Cullen, N., & Duyn, A. (2013). Social Class in Family Therapy Education. *Journal of Marital and Family Therapy*, 39(1), 72-86.

Sider, R. (2015). *Rich Christians in an Age of Hunger: Moving from Affluence to Generosity* (6<sup>th</sup> ed.). Nashville, TN: Thomas Nelson Publishing. ISBN-10: 0718037049; ISBN-13: 978 0718037048

Suarez-Pace, M. M. & Sandberg, J. G. (2012). Emotion and Family Therapy: Exploring Female and Male Clinicians' Attitudes About The Use Of Emotion In Therapy. *Journal of Systemic Therapies*, 31(1), 1–21.

Van Leeuwen, M. (2006). *Gender and Grace: Love, Work and Parenting in a Changing World*. Downers Grove, IL: InterVarsity Press. ISBN-10: 0830812970; ISBN-13: 978-0830812974

Yarhouse, M. (2015). *Understanding Gender Dysphoria: Navigating Transgender Issues in a Changing Culture*. Downers Grove, IL: InterVarsity Press. ISBN-10: 0830828591 ISBN-13: 978-0830828593

**REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES**

**TYNDALE SEMINARY**

**GENGER AND SOCIO-ECONOMIC STATUS PERSPECTIVES IN  
MARRIAGE AND FAMILY THERAPY (COUN 0777)**

**Instructor: David Colpitts, PhD, RP**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Surname

\_\_\_\_\_  
Given Name

Name of Assignment: \_\_\_\_\_

Due Date of Assignment: \_\_\_\_\_

Circumstances that Necessitate a Request for Extension:

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Student's suggested NEW DUE DATE for Assignment: \_\_\_\_\_

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FOR OFFICE USE ONLY:

Extension Request: Granted \_\_\_\_\_ New Due Date \_\_\_\_\_

Denied \_\_\_\_\_