"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."

Semester, Year	WINTER 2027
Course Title	**GENDER AND SOCIOECONOMIC PERSPECTIVES IN MARRIAGE AND FAMILY THERAPY**
Course Code	**COUN 0777 1S**
Date **Time** **Delivery Format**	From January 14, 2027 to April 8, 2027 **EVERY THURSDAY** From 2:15 to 5:05 PM SYNCHRONOUS ONLINE
Class information	The classes will be livestreamed on Thursdays from 2:15 to 5:05 PM.
Instructor	**DAVID COLPITTS, PhD** Email: dcolpitts@tyndale.ca
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

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 the influence of these factors on their understanding of family systems.

Prerequisites: COUN 0574 and COUN 0674 or equivalent.

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

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

Yarhouse, Mark & Sadusky, Julia. (2020). *Emerging Gender Identities: Understanding the Diverse Experiences of Today's Youth.* Grand Rapids, MI: Brazos Press. ISBN-10: 1587434342 ISBN-13: 978-1587434341

Articles:

To be read by January 21, 2027

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)

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)

Levi U, Laslo-Roth R, Rosenstreich E. Socioeconomic Status and Psychotherapy: A Cognitive Affective View. J Psychiatry Behav Health Forecast. 2018; 1(2): 1008. . (Posted at classes.tyndale.ca)

To be read by February 4, 2027

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)

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)

To be read by February 25, 2027

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).

Finegan M, Firth N, Wojnarowski C, Delgadillo J. Associations between socioeconomic status and psychological therapy outcomes: A systematic review and meta-analysis. *Depress Anxiety*. 2018 Jun;35(6):560-573. (Posted at classes.tyndale.ca).

To be read by March 4, 2027

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)

To be read by March 25, 2027

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)

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*

Tyndale recommends STEPBible – 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.

C. ASSIGNMENTS AND GRADING

1. **Self-Reflection Paper – Socioeconomic Status: Due on Thursday, January 28, 2027 @ 23:59 EST. (20% of final grade)**

Each student will submit a paper of 1600 -1800 words (plus a title page) on their personal reflection in regard to socioeconomic status. With this paper the student is attempting to answer the questions, "How has my experience of SES contributed to who I am" and "How might my experience of SES impact me as a psychotherapist"? Therefore, this paper is a personal reflection on the student's experience of SES in significant areas of their life, such as family of origin. A consideration of one's own emotional response to SES issues and possible biases is especially important. References are not required. APA format is required.

2. **Self-Reflection Paper - Gender: Due on Thursday, February 11, 2027 @ 23:59 EST. (20% of final grade)**

Each student will submit a paper of 1600 -1800 words (plus title page) on their personal reflection in regard to gender. With this paper the student is attempting to answer the questions "How has my experience of gender contributed to who I am? and "How might my experience of gender impact me as a psychotherapist"? Therefore, this paper is a personal reflection on the student's experience of gender in significant areas of their life, such as family of origin. A consideration of one's own emotional response to gender issues and possible biases is especially important. References are not required. APA format is required.

3. **Book Review: Due on Thursday, March 11, 2027 @ 23:59 EST. (20% of final grade)**

Each student will provide a careful and thorough examination of the basic issues in "Gender in the Therapy Hour: Voices of Female Clinicians Working With Men" by Holly Sweet. The student will critically evaluate the relative strengths and weaknesses of the themes presented by the authors. Please be specific. Do not merely summarize, but rather seek to express the dominant issues and argument of the work and what impact that may have had on you. Include any ways in which the material contained in the book might have exposed one's own personal biases. The review must be 1600 - 1800 words plus a title page. References are not required. APA format is required.

4. **Research Essay: Due Thursday, April 8, 2027 @ 23:59 EST (40% of final grade).**

Students will submit a paper of 3000 words (plus title page and references) on a topic of their choice from the list below. The student may also considerr other topics with the approval of

the instructor. 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 and a minimum of 10 references from peer reviewed academic journals. APA format is required.

Research Essay Topics: (Consider all these topics from the perspective of someone who will be a Psychotherapist in a North American context)

- Women and Self-Esteem
- Gender and the Therapeutic Alliance
- SES and the Therapeutic Alliance
- Psychotherapy with the Low SES Client
- Generational Poverty
- Gender and Depression
- Homelessness
- SES and Mental Health
- Gender and Suicidality
- Hyper Masculinity

Papers must be submitted by email in a "MS Word" document as an attachment to dcolpitts@tyndale.ca. No 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 past one week after the due date**. Any request for extensions must be received prior to the due date. A deduction in grade may be applied to papers that don't meet the required word count. A deduction in grade may also be applied for not following formatting guidelines or for not meeting the required number of references. The use of AI to write any portion of an assignment is not allowed.

All assignments must be completed and submitted in order to receive a passing grade 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 references. 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. References should primarily consist of articles from academic peer reviewed journals. For further information on APA format please reference: American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	**Due (2027)**	**%**
1. SES Self-reflection	January 28	20%
2. Gender Self-reflection	February 11	20%
3. Book Review	March 11	20%
4. Research Essay	April 8	40%
Total Grade*		**100 %**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date (2027)	**Lecture Content**	**Readings/Assignments**
January 14	Syllabus Review, Introduction to SES	No readings or assignments
January 21	SES Definitions	Read Assigned Articles
January 28	SES and Health	SES Self-Reflection Due
February 4	SES and Psychotherapy	Read Assigned Articles
February 11	SES and Psychotherapy	Gender Self-Reflection Due
February 18	***Reading Week – no class***	
February 25	Introduction to Gender: Gender Definitions	Read Assigned Articles
March 4	Gender Dysphoria	Read Assigned Articles
March 11	Biology of Gender	Book Review Due
March 18	Socialization of Gender	No readings or assignments
March 25	Masculine, Feminine, Gender Scripts, Culture	Read Assigned Articles
April 1	Gender in the Therapy Session	No readings or assignments
April 8	Therapy with Women and Men	Research Essay Due

V. SELECTED BIBLIOGRAPHY

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.

Reeves, Richard V. (2022). *Of Boys and Men: Why the Modern Male is Struggling, Why it Matters, and What To Do About it.* Washington, DC: Brookings Institutional Press.

Sider, R. (2015). *Rich Christians in an Age of Hunger: Moving from Affluence to Generosity (6th 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

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class 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
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- Student's cameras must be turned on for all or almost all of each online class*

**exceptions with permission from professor*

C. 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric, if provided, for each assignment on your course resource page at classes.tyndale.ca.

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

Artificial Intelligence (AI)

Tyndale Seminary's Academic Calendar provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning. This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:
Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projescts within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT, etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for polices and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

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 (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.