



# TYNDALE

• SEMINARY •

## Course Syllabus

### Fall 2012

THEORIES & METHODS OF FAMILY THERAPY I  
COUN 0772

Thursdays 8:30 – 11:45 am

INSTRUCTOR: Rev. Dr. Herman Chow  
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Telephone number for emergency: 416 953 4072  
Office hours: Thursdays 12:00 – 1:00 PM (by appointment only)

To access your course material, please go to <http://mytyndale.ca>

## I. COURSE DESCRIPTION

Theories & Methods of Family Therapy I (COUN 0772) is an examination of current theories of marital and family therapy (Bowenian, Strategic, Structural, Cognitive-Behavioral, and psychoanalysis) 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 0601, COUN 0676 and COUN 0677. Open only to Counselling majors or with permission from instructor.

For those interested in Clinical Membership with AAMFT, this course usually fulfils a requirement under “Marriage and Family Therapy”. However, **it is your responsibility to check with AAMFT to see whether it will qualify.**

NOTE: If a student is also registered in “Counselling Major Internship (COUN 701)” it would be helpful to provide a copy of this syllabus to his/her supervisor at the beginning of the year.

## II. LEARNING OUTCOMES

Successful completion of this course will involve achievement of the following competencies:

- The ability to describe family interactional patterns according to the concepts of Family Systems Theory.
- An understanding of the distinctiveness of the major approaches to Family Therapy
- The ability to reflect critically on the major approaches to Family Therapy and their theoretical bias
- The ability to effectively implement therapeutic strategies in one's counselling with individuals, couples, and families.

## III. COURSE REQUIREMENTS

### A. REQUIRED TEXTS

There are two books required for this course (the same ones in Theories and Methods of Family Therapy II):

- Nichols, M.P. & Schwartz, R.C. (2010). *Family therapy: Concepts and methods*. 9th ed. Toronto: Allyn and Bacon.
- Patterson, J., William, L., Grauf-Grounds, C., & Chamow. (2009). *Essential skills in family therapy: From the first interview to termination*. 2<sup>nd</sup> Edition. New York: The Guilford Press.

Other readings (articles and/or chapters) will be made available in class.

## **B. ASSIGNMENTS AND GRADING**

### **1. Group Project: Fact Sheet and Annotated Bibliography (20%)**

**Due Date: Oct 4**

Purpose: To familiarize and to evaluate critically resources relevant to family therapy, especially according to their theoretical bias.

Assignment: In a group of 3 or 4, select an issue of clinical interest and investigate the literature that is related to that area. You will then create help sheets for clients dealing with this particular issue. Keep in mind that the help sheets are designed for your clients, they should be informative, attractive and easy to read.

**The help sheets should comprise of the following:**

- A fact sheet for the topic.** Include relevant information for clients regarding the issue, such as, definition, causes, symptoms, treatments, self help, local support groups, how family can help, resources, etc. The fact sheet should be no more than 2 pages single space. Resources need to be referenced.
- An annotated bibliography.** Include resources for clients regarding the issue. This should be classified under 2 headings: 1) scholarly resources (articles, books, journal, etc.) and 2) popular resources (pop psychology books, workbook, reliable web pages, etc.). The bibliography should be no more than 6 pages single space. Each entry is about 1/3 of a page single space. At least 15 annotations are expected for this assignment. Take this opportunity to immerse yourself in the most current and crucial literature in this particular area in both the Christian and the secular press.

**An adequate annotation should include the following:**

- The appropriate bibliographic information

- A brief description of the author's core thesis and the theoretical bias (i.e. psychoanalytic, Bowenian, Strategic)
- The effectiveness, in your estimation, of the author's claims
- The strengths and the limitations of this particular resource
- The intended audience of the resource

A list of suggested topics is attached to this syllabus. I have chosen these areas as they have some connection with the literature in the field of family therapy. If there is another area that you would rather investigate, let me know right away before you start the assignment.

YOU MAY **NOT** CHOOSE TO RESEARCH **ANY** OF THE AREAS THAT WERE INVESTIGATED IN YOUR PREVIOUS YEARS AT TYNDALE.

**TOPICS**

- |  |  |
|--|--|
| <input type="checkbox"/> ADHD/ADD                              | <input type="checkbox"/> Drug Addiction                |
| <input type="checkbox"/> Alcohol Addiction                     | <input type="checkbox"/> Eating Disorders              |
| <input type="checkbox"/> Adult Children of Alcoholics          | <input type="checkbox"/> Obsessive-Compulsive Disorder |
| <input type="checkbox"/> Adult Survivors of Child Sexual Abuse | <input type="checkbox"/> Perfectionism                 |
| <input type="checkbox"/> Anger                                 | <input type="checkbox"/> Phobia (specify which type)   |
| <input type="checkbox"/> Anxiety (specify which type)          | <input type="checkbox"/> Remarriage/"Blended" Families |
| <input type="checkbox"/> Asperger syndrome                     | <input type="checkbox"/> Separation                    |
| <input type="checkbox"/> Bipolar                               | <input type="checkbox"/> Self harm                     |
| <input type="checkbox"/> Borderline Personality Disorder       | <input type="checkbox"/> Sexual Addiction              |
| <input type="checkbox"/> Child Abuse                           | <input type="checkbox"/> Single Adulthood              |
| <input type="checkbox"/> Children of Divorce                   | <input type="checkbox"/> Single Parenting              |
| <input type="checkbox"/> Depression                            | <input type="checkbox"/> Spousal Infidelity            |
| <input type="checkbox"/> Divorce                               | <input type="checkbox"/> Spousal Abuse                 |

**2. Tests (40%)**

**Test Dates:**

**Nov 1 (covered topics: Key family system concepts, History, Family Assessment, Bowenian, Strategic)**

**Dec 6 (covered topics: Structural, CBT, Psychoanalytic)**

Purpose: The purpose of the tests is to evaluate how well the students distinguish the major approaches to Family Therapy.

Tests: You will be tested on your understanding and competence of the concepts in Family Therapy. Although you are responsible for all the indicated materials (i.e. text books, 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 will be worth 20 points.

Please note: if a test is missed due to a legitimate reason (e.g. illness with a doctor's note or a death in the family), either your next test or your major paper will be worth an additional 20% (i.e. your second test is worth 40% or your major paper is worth 50%). 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 Presentation (30%)**

#### **Due Date: Nov 29**

Purpose: The purpose of this assignment is to evaluate how well the students describe family interactional patterns according to the concepts of Family Systems Theory. It also demonstrates the students' abilities to utilize therapeutic strategies in counselling with individuals, couples, and families.

Assignment: Using the movie "Ordinary People" as the backdrop for the case study, you will 1) identify the different family dynamics and 2) propose a treatment plan by using an integration of what you have learned in this course.

Watch the movie "Ordinary People" (Timothy Hutton, Mary Tyler Moore, etc.) as many times as you need. Prepare a paper (14-16 written pages, 12 point Times New Roman, double space, APA style) describing the family dynamics in the Jarrett family and then propose a treatment plan for the IP (Conrad). Please include appendixes of appropriate diagrams / genograms at the end of the paper to illustrate your points. There is no need to retell the story except what is necessary to describe the family patterns.

#### **You will include the following:**

- a. Identify and describe the various family dynamics in terms of family systems theory. Use any family system concepts and description (don't limit yourself to the chosen therapies in your treatment plan). Feel free to use diagrams to illustrate your points and include them in your appendixes. This section should be around 8-9 pages.
- b. Using at least 2 of the family therapy approaches that we have learned thus far, propose an integrative treatment plan for your client (Conrad), i.e. one plan that includes the selected

therapies. Patterson's book, especially Chapter 5 will be helpful. This section should be around 7-8 pages).

- c. A genogram of the family and its relational patterns. Please attach it in your appendix and don't forget to include the legend.

#### **4. Participation (10%)**

Students are expected to attend all classes and groups (except for health reasons or special circumstances) and to engage in class discussion or group discussion. ***(Please note: Group discussion is not a time to run other errands.)***

### **C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

#### **Expected written standards:**

Written work ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. It is expected that written work will be submitted in a clear, straightforward academic style. The assignments ought to present clear organization, a coherent position and arguments that support that position. Ensure that you have accurately and fully documented sources used in your paper. Documentation and notes should be consistent with APA guidelines as articulated in the Guidelines for submission for the Counselling Department. *Do not submit papers in any type of binder or cover: a staple in the top left corner of the paper ought to suffice.* In all work, you are obliged 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.

The title page for all written work ought to include the following: The title of the paper, name of the course, name of the professor, date of submission, name of the student and campus mailbox number.

#### **Submission and Return of Assignments:**

All assignments are submitted directly to the Professor at the beginning of class on the due date unless otherwise specified. If students wish to submit written work by mail (courier), they must be mailed directly to the Professor, c/o Tyndale Seminary and they must be received on or before the due date. Otherwise, they are treated as late papers. Please note: No electronic copy is accepted. Students are required to retain a copy of all assignments (hard copy or electronic version).

All assignments are returned during class or in the student's Tyndale Campus mailbox. If students wish to have their work returned to them by mail, they must submit their work with a stamped, self-addressed envelope.

#### **Deadlines:**

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

If there are some unusual circumstances, please complete the **REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES** form found at the end of this syllabus. Specify the nature of these circumstances and submit it to the professor directly by the due date of that assignment. If the usual inconveniences of our technological age should visit your home the night before the due date, you will have my sympathy but not an extension.

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 should consult the current *Academic Calendar* for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at [www.tyndale.ca/seminary/calendar](http://www.tyndale.ca/seminary/calendar). An excerpt is attached with this syllabus for easy reference.

#### **D. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments.

Group Project	20%
Tests (2@20%)	40%
Case Study	30%
Participation	10%
<b>Total Grade</b>	<b>100 %</b>

#### **IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS (COUN 0772)**

**Sep 13: Introduction and Key Concepts of Family Therapy**

(Nichols and Schwartz, chapters 1, 2, 4)

**Sep 20: History of Family Therapy and Family Assessment**

(Nichols and Schwartz, chapter 3; Patterson et al, chapter 4)

**Sep 27: Bowenian Approach**

(Nichols and Schwartz, chapter 5; Patterson et al, chapter 1)

**Oct 4: Bowenian Approach**

(Nichols and Schwartz, chapter 5; Patterson et al, chapter 2)

**\* Group Project: Fact Sheet and Annotated Bibliography**

**Oct 11: Strategic Approaches**

(Nichols and Schwartz, chapter 6; Patterson et al, chapters 3)

**Oct 18: Strategic Approaches / Treatment Plan**

(Nichols and Schwartz, chapter 6; Patterson et al, chapters 5)

**\*\*Oct 25 Reading Days – no classes\*\***

**Nov 1: Structural Approaches**

(Nichols and Schwartz, chapter 7)

**\*Test 1**

**Nov 8: Structural Approaches**

(Nichols and Schwartz, chapter 7)

**Nov 15: Cognitive Behavioural Therapy**

(Nichols and Schwartz, chapter 10)

**Nov 22: Cognitive Behavioural Therapy**

(Nichols and Schwartz, chapter 10)

**Nov 29: Psychoanalytic Approaches**

(Nichols and Schwartz, chapter 9)

***\*Case Study***

**Dec 6: Psychoanalytic Approaches**

(Nichols and Schwartz, chapter 9)

***\*Test 2***

**V. SELECTED BIBLIOGRAPHY**

Nichol's book (our main text) offers a comprehensive list of bibliography for each of the discussed topic. Please refer to them for resources. Additional handouts and material will be given out during class.

**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](mailto:hermanchow@rogers.com)

Office hours: Thursday, 11:45 am-12:45 pm

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 DUE TO EXTREME AND UNUSUAL  
CIRCUMSTANCES.**

**TYNDALE SEMINARY  
Cross-Cultural Perspectives in Marriage and Family Therapy  
(COUN 0671)  
Professor: Rev. Dr. Herman Chow, M.Div, D.Min, RMFT**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Surname

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

Mail Box: \_\_\_\_\_

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

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

Circumstances that necessitate a Request for Extension:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student's suggested new due date: \_\_\_\_\_

**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 \_\_\_\_\_