



## Course Syllabus

**Winter 2013**

### **THEORIES & METHODS OF FAMILY THERAPY II COUN 0774**

Thursdays 8:30 – 11:45 am

INSTRUCTOR: REV. DR. HERMAN CHOW

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**Office Hours:** Thursdays 11:45 AM – 12:15 PM (by appointment only)

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

#### **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 0676, COUN 0677 and COUN 0601. Open only to Counselling majors or with permission of instructor. Offered annually.

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

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

- Describe family interactional patterns according to the concepts of Family Systems Theory.
- Demonstrate an understanding of the distinctiveness of the major approaches to Family Therapy
- Reflect critically on the major approaches to Family Therapy and their theoretical bias
- Effectively implement therapeutic strategies and family therapy models in one's counselling with individuals, couples, and families.

## III. COURSE REQUIREMENTS

### A. REQUIRED TEXTS

There are two books (the same ones in Theories and Methods of Family Therapy I) and 2 chapters required for this course:

- Nichols, M.P. & Schwartz, R.C. (2013). *Family therapy: Concepts and methods*. 10th ed. Toronto: Pearson.
- 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.
- In library reserve: 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.

### B. ASSIGNMENTS AND GRADING

#### 1. Group Project: Family Therapy Presentation (20 points)

Paper Due Date: Feb 14

Presentation Due Date: Feb 21 or Feb 28

Purpose: The purpose of this project is to evaluate the ability of students to learn a new family therapy and reflect critically on the selected family therapy.

Assignment: In a small group (usually around 3-5 people), you are to present and reflect critically one of the following integrative family therapies:

- Multisystemic therapy (Henggeler)
- Multidimensional family therapy (Liddle)
- Narrative solutions in brief therapy (Eron and Lund)
- Brief integrative marital therapy (Gurman)
- Integrative Problem-Centered Therapy (Pinsof)
- Integrative Couples Therapy (Jacobson and Christensen)

On the assigned date, you are to give a hand-out of the presentation to each of your classmate and professor. Each of us is responsible to read the material before coming to the Presentation Day. The hand-out should include the following regarding to the selected therapy: Brief History, Philosophy, Theoretical Tenets, Functional and Dysfunctional Effects on Families, Assessment, Goals of Treatment, Treatment Process, Techniques, Role of the Therapist, Evaluation of the Approach, Short Description of Your Case Study, and Resources. This hand-out (paper) should be about 5-7 pages in length, point form, and single space.

On the Presentation Day, each group will be allocated time to present the selected family therapy (Time will be allotted depending on the number of people in the class). 30% of the time should be devoted to present the major theory and goal (don't read through the hand-out but highlight the key points), 50% of the time should be allocated to a short case study in which this approach is demonstrated, and 20% of the time should be allocated to Q&A from the class.

You are marked on the following:

- Hand-out (i.e. how much you follow the format and instruction, readability, etc.)
- Clarity (i.e. how well you present the major theory and goals – written and oral, Q&A)
- Application of theory (i.e. how well you apply it in a case study, e.g. role play, video)
- Presentation style (i.e. visual, audio, speaking, how interesting, ...)
- Use of time (i.e. every minute over = 1 point deducted: up to 4)

A maximum of 4 points is graded on each of the above category – a total of 20 points.

### **Tests (40 points)**

#### **Test Dates:**

**Mar 7 (cover all materials from Review, SFT, and Contextual) Apr 11 (cover all materials from Experiential, Narrative, and Milan)**

\*Nothing on the presentation

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 – depending on which test – 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 (30 points)**

Due Date: Apr 4

Purpose: The purpose of this assignment is to evaluate how well the students can conceptualize a case using system theory and utilize the various family therapy models that they have learned in proposing a treatment plan.

Assignment: Using the movie "The Whale Rider" as the backdrop for a case study, you will propose a treatment plan for the IP (Paikea Apirana – the 12 yrs old girl) by using an integration of at least 2 family therapy models that you have learned in this course (I don't recommend more than 3). The professor will clarify what is expected in a treatment plan at a later lecture. Patterson's book, especially Chapter 5 will be helpful.

Watch the movie as many times as you need. Prepare a paper (*10-12 type written pages, double space, Times New Roman, 12 pt Font, APA style, with appropriate headings*) and propose a treatment plan for the IP. 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. Using at least 2 of the family therapy approaches that we have learned thus far, propose an integrative treatment plan for your client, i.e. one plan that includes the selected therapies (not one plan for each model). The treatment should effectively reflect the selected goals, context, etc. Feel free to use diagrams to illustrate your points and include them in your appendixes.
- b. 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 points)**

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.

### **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.

Students should 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. 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 0774)**

#### **Jan 17: Review and Introduction**

(Nichols and Schwartz chapter 1-3, 10)

#### **Jan 24: Solution Focused Therapy**

(Nichols and Schwartz, chapter 11)

#### **Jan 31: Solution Focused Therapy**

(Nichols and Schwartz, chapter 11, Patterson et al, chapter 6)

**Feb 7: Contextual Therapy**

(Thomas, p.275-283)

**Feb 14: Contextual Therapy**

(Thomas, p.275-283, Patterson et al, chapter 7)

**\*Family Therapy Presentation Outline**

**Feb 21: Presentation Day**

**Feb 28: Presentation Day / Experiential Approaches**

(Nichols and Schwartz, chapter 7, Patterson et al, chapter 8)

**Mar 7: Experiential Approaches**

(Nichols and Schwartz, chapter 7)

**\*Test 1**

**\*\*\*\* Reading Week (Mar 14) \*\*\*\***

**Mar 21: Narrative Therapy**

(Nichols and Schwartz, chapter 12, Patterson et al, chapter 9)

**Mar 28: Narrative Therapy**

(Nichols and Schwartz, chapter 12, Patterson et al, chapter 10-11)

**Apr 4: Milan Model**

(Thomas, p.386-416)

**\*Case Study**

**Apr 11: Milan Model and Integration of Family Therapy**

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

**\*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 posted at [www.mytyndale.ca](http://www.mytyndale.ca).

**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-12:15 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  
THEORIES AND METHODS OF FAMILY THERAPY II (COUN 0774)  
Professor: Rev. Dr. Herman Chow, D.Min, RMFT**

\_\_\_\_\_ Date

\_\_\_\_\_ Surname

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

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

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

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

Circumstances that necessitate a Request for Extension:

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

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

**NOTE: Any request for extension may not exceed four weeks from the scheduled due date of the assignment.**

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FOR OFFICE USE ONLY:

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