



# TYNDALE

• SEMINARY •

## Course Syllabus

FALL 2018

**THEORIES & METHODS OF FAMILY THERAPY I  
COUN 0772**

SEPT. 13 – DEC. 6

**SECTION 1: THURSDAYS, 8:15 – 11:05 AM  
SECTION 2: THURSDAYS, 11:15 AM – 2:05 PM**

**INSTRUCTOR: DR. HERMAN CHOW, RP, RMFT  
AAMFT Clinical Fellow and Approved Supervisor  
Certified EFT Therapist and Supervisor**

E-mail: [hchow@tyndale.ca](mailto:hchow@tyndale.ca)

Telephone number for emergency: 416 953 4072  
Office hours: Thursdays TBA (by appointment only)

Access course material at <http://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.](#)

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.

### 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 0574, 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 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, the students should 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

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

- Nichols, M.P. & Davis, S. (2016). *Family therapy: Concepts and methods*. 11th ed. Boston: Pearson. ISBN 10: 0133826600 ISBN 13: 9780133826609
- 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. ISBN-10: 160623305X ISBN-13: 978-1606233054

### B. CRPO COMPETENCIES TAUGHT IN THIS COURSE:

<b>CRPO Entry-to-Practice Competencies<sup>1</sup></b>
<b>1.0 FOUNDATIONS</b>

<sup>1</sup> Revised for Program Recognition mapping tool 2015 CRPO

<b>1.1 Integrate a theory of human psychological functioning and development *<sup>2</sup></b>
<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>
<b>1.2 Work within a framework based upon an established psychotherapeutic theory*</b>
<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>
<b>1.3 Integrate knowledge of comparative psychotherapy relevant to practice*</b>
<i>1.3.3 Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.</i>
<b>4.2 Establish and maintain an effective therapeutic relationship*</b>
<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>
<b>4.5 Structure and facilitate the therapeutic process*</b>
<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>
<b>5.0 PROFESSIONAL LITERATURE &amp; APPLIED RESEARCH</b>
<b>5.1 Access and apply a range of relevant professional literature</b>
<i>5.1.1 Access current professional literature relevant to practice area.</i>
<i>5.1.2 Analyze information critically.</i>

---

<sup>2</sup> Asterisks (\*) indicate these are competencies subjected to more detailed scrutiny by CRPO review

5.1.3 Apply knowledge gathered to enhance practice.

## 5.2 Use research findings to inform clinical practice

### C. ASSIGNMENTS AND GRADING

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

**Due Date: Oct 18**

Purpose: Members of the group project will learn to work together and evaluate critically resources relevant to family therapy.

Assignment: In a group of 4-5, 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 as well as an annotated bibliography for this topic.

Please note: Working in groups always creates tension. Learning to manage group dynamics is part of the process of a competent therapist.

#### The help sheets should have the following:

- a. **A fact sheet for the topic.** You can include relevant information regarding the issue, such as, definition, causes, symptoms, treatments, self-help, local support groups, how family can help, resources, etc. Depending on the topic chosen, you may not find all the above information. ***The fact sheet should be no more than 2 pages single space. Resources need to be referenced.*** The references should be listed at the end of the 2<sup>nd</sup> page. (I don't expect a lot of references). Unless you are quoting the authors, there is no need to include citations within the body of the writing. If you are quoting someone, then the APA rule applies. ***You should design and write this from the point of view from the consumer.*** Another word, what will be most helpful for a consumer; including but not only: informative, attractive, easy to read. The fact sheet is worth 5%.
- b. **An annotated bibliography of scholarly resources.** This can include an article, journal, book or a chapter of a book. Each resource should be at least the equivalent of a typical article (around 12-16 written pages). ***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. ***You should write this from a scholarly perspective critiquing the appropriate resources.*** The annotated bibliography is worth 15%.

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

- The appropriate APA bibliographic information
- A brief description of the author’s core thesis and the theoretical bias if any (i.e. psychoanalytic, Bowenian, Strategic)
- The strengths and the limitations of this particular resource (***This should be the focus of your work – worth 70%***)
- The intended audience of the resource

An example (APA format):

Nichols, Michael. (2010). Family Therapy: Concepts and Methods. 9<sup>th</sup> Ed. MA: Pearson Education, Inc.

The author gave an overview of family therapy in this time-tested text book of family therapy. From a system perspective, Nichols included topics such as, system theory, history and evolution of family therapy, classical family therapy models, and recent developments in family therapy. The strength of this book was in its richness of coverage. It discussed most of the classical models of family therapy with accurate details. The inclusion of the case studies helped the readers see the theories in practice. What was especially helpful for students was the glossary at the end of the book. It became an easy reference for the readers. One major limitation was the lack of representation of the current models such as Emotionally Focused Therapy or Multi-systemic Model. Some of these models deserved their own chapters. The intended audience of the book was for students and therapists of family therapy.

**Topics to choose from:**

A list of suggested topics is listed below. 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"/> Child Abuse                   |
| <input type="checkbox"/> Alcohol Addiction                     | <input type="checkbox"/> Children of Divorce           |
| <input type="checkbox"/> Adult Children of Alcoholics          | <input type="checkbox"/> Depression                    |
| <input type="checkbox"/> Adult Survivors of Child Sexual Abuse | <input type="checkbox"/> Divorce                       |
| <input type="checkbox"/> Anger                                 | <input type="checkbox"/> Drug Addiction                |
| <input type="checkbox"/> Anxiety (specify which type)          | <input type="checkbox"/> Eating Disorders              |
| <input type="checkbox"/> Asperger syndrome                     | <input type="checkbox"/> Obsessive-Compulsive Disorder |
| <input type="checkbox"/> Bipolar                               | <input type="checkbox"/> Others _____                  |
| <input type="checkbox"/> Borderline Personality Disorder       | <input type="checkbox"/> Perfectionism                 |

- |  |   |
|--|---|
| <input type="checkbox"/> Phobia (specify which type)   | <input type="checkbox"/> Sexual Addiction   |
| <input type="checkbox"/> Remarriage/"Blended" Families | <input type="checkbox"/> Single Adulthood   |
| <input type="checkbox"/> Separation                    | <input type="checkbox"/> Single Parenting   |
| <input type="checkbox"/> Self-esteem                   | <input type="checkbox"/> Spousal Infidelity |
| <input type="checkbox"/> Self-harm                     | <input type="checkbox"/> Spousal Abuse      |

## 2. Tests (40%)

### Test Dates:

- **Nov 1 (topics: Key family system concepts, History, Family Assessment, Bowenian, Strategic)**
- **Dec 6 (topics: Structural, CBT, Psychoanalytic)**

Purpose: The tests evaluate how well each student can identify the distinctiveness of the family therapy approaches studied during the term.

Tests: The students will be tested on their understanding and competence of the concepts in Family Therapy. Although they are responsible for all the indicated materials (i.e. text books and 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 is worth 20%.

### When you are writing the test:

- 1) **Answer the question** – e.g. If I ask you to "name" something, just name it – you do not need to "explain" it
- 2) **Be clear about your answer** – e.g. If I ask you to name 2 things, refrain from writing down 5 things and make me pick the correct answers. I will take the first 2 answers even if they are the wrong answers and the other 3 are correct
- 3) **Be specific in your answer** – e.g. If I ask you what is a technique in Bowenian therapy, answer such as "listen to the client" is not acceptable because it is not specific and unique to this therapy

**Please note:** if a test is missed due to a legitimate reason (e.g. illness, a death in the family, or Spiritual Formation class retreat), either your next test or your major paper will be worth an additional 20%. Another word, if you miss test 1, test 2 will be worth an additional 20%. If you miss test 2, your paper will be worth an additional 20%. Make up test is not given. In cases of sickness, a doctor's note must be submitted. 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 Paper (30%)

**Due Date: Nov 29**

Purpose: This assignment evaluates how well each student assess the family via multiple lenses, offers sound treatment interventions, and constructs an integrative treatment plan.

Assignment: Using the movie "Ordinary People" (Timothy Hutton, Mary Tyler Moore, etc.) as the backdrop for a case study, students will create an integrative treatment plan for the IP (Conrad) based on Patterson's book.

Context: A few weeks after the end of the movie, Conrad (IP) and his dad came to you for counselling. 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 (including a short introduction and conclusion). You may choose to work only with the IP or with the family – but you must include the IP. You can imagine what are the clients' problems and goals. You are allowed to use your creativity to fill in some of the gaps in this paper.

**You will include the following:**

- a. **An integrative treatment plan:** Using 2 or 3 of the family therapy approaches from this course only (Bowenian, Strategic, Structural, Cognitive-Behavioral, and psychoanalysis), propose an ***integrative treatment plan*** for Conrad (or Conrad and family), i.e. one plan that includes all selected therapies. Follow Patterson's book (Chapter 5) and the lecture notes when you design the treatment plan. A detailed discussion of how to design the treatment plan will be presented during lecture, including the weight distribution of each section. ***The emphasis of the treatment plan is on the conceptualization of the clinical issues via multiple lenses (step 3) and the integrative treatment interventions (step 5).*** Please note: You need to write this in paragraph form. No point form is allowed in this paper. There is no need to retell the story except what is necessary to describe the family patterns.
- b. **A genogram:** You need to create a 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.

**4. Participation (10%)**

Students are expected to have read the assigned chapters for each lecture and attend each class including groups. Marks will be awarded for attendance for the whole class and group,

punctuality (including beginning of class and after the break), willingness to contribute, and critical thinking and thoughtfulness as you interact with the professor and other students.

#### D. 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.

#### E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments.

Fact Sheet and Annotated Bibliography	20%
Tests (2@20%)	40%
Case Study	30%
Participation	10%
<b>Total Grade</b>	<b>100 %</b>

#### FD. GENERAL GUIDELINES FOR SUBMISSION OF WRITTEN WORK

##### 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.**
- Unless otherwise indicated, each paper is to be typed, double spaced, 12 point font, Times New Roman, with 1 inch margins.
- 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.

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

All papers are to be submitted via instructor's email: [hchow@tyndale.ca](mailto: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 pick up at main reception area of Tyndale.

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

### **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 College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

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 approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; [aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

### **G. 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 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 (COUN 0772)**

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

(Nichols, chapters 1, 3)

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

(Nichols, chapter 2; Patterson, chapter 4)

#### **Sep 27: Bowenian Approach**

(Nichols, chapter 4; Patterson, chapter 1)

#### **Oct 4: Bowenian Approach**

(Nichols, chapter 4; Patterson, chapter 2)

**Oct 11: Strategic Approaches**

(Nichols, chapter 5; Patterson, chapters 3)

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

(Nichols, chapter 5; Patterson, chapters 5)

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

**\*\*Oct 25: Reading Day – no classes\*\***

**Nov 1: Structural Approaches**

(Nichols, chapter 6)

**\*Test 1**

**Nov 8: Structural Approaches**

(Nichols, chapter 6)

**Nov 15: Cognitive Behavioural Therapy**

(Nichols, chapter 9)

**Nov 22: Cognitive Behavioural Therapy**

(Nichols, chapter 9)

**Nov 29: Psychoanalytic Approaches**

(Nichols, chapter 8)

**\*Case Study**

**Dec 6: Psychoanalytic Approaches**

(Nichols, chapter 8)

**\*Test 2**

**V. SELECTED BIBLIOGRAPHY**

Nichol's book (our main text) offers a comprehensive list of bibliography in his recommended readings and reference section for each of the discussed topic. Please refer to them for resources. Additional handouts and material may be provided online.

**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: Thursdays, TBA, 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).

**REQUEST FOR**  
**EXTENSION FOR ASSIGNMENTS**  
**OR ABSENCE FOR TESTS**  
**DUE TO EXTREME AND UNUSUAL CIRCUMSTANCES.**  
**TYNDALE SEMINARY**

**Theories and Methods of Family Therapy I (COUN 0772)**  
**Professor: Rev. Dr. Herman Chow, D.Min, RP, RMFT**

\_\_\_\_\_

Date

\_\_\_\_\_

Time of Class

Student's Name: \_\_\_\_\_

Name of Assignment or Test #: \_\_\_\_\_

Due Date of Assignment/Date of Test: \_\_\_\_\_

**Reason for the Request for Extension or Absence:**

*(Please note: This is usually about a medical condition, a death in the family, a crisis, Tyndale's Spiritual Formation Retreat Class, etc.).*

- Illness or medical condition (attached a doctor note)
- Death in the family
- Tyndale's Spiritual Formation Retreat (Please have your professor initial here) \_\_\_\_\_
- Other crisis (Explain)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

(There is no make-up test)

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