Course Syllabus

FALL 2016
GENDER AND SOCIO-ECONOMIC PERSPECTIVES IN
MARRIAGE AND FAMILY THERAPY
COUN 0777

SEPTEMBER 12 – DECEMBER 9, 2016
THURSDAYS: 6:45 PM – 9:35 PM
(No class during reading week i.e. October 27th)

INSTRUCTOR: DAVID COLPITTS, M.DIV., PH.D.
dcolpitts@tyndale.ca
(When emailing the instructor, please be patient. Due to other responsibilities,
The instructor does not check Tyndale email every day)

To access your course material, please go to classes.tyndale.ca. Course emails will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward emails to your personal account, see http://www.tyndale.ca/it/live-at-edu.

I. COURSE DESCRIPTION

This course will consider 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. Otherwise, permission of the instructor is required.

II. LEARNING OUTCOMES

At the end of the course, students should 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. Express 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:

Required Texts:


Required Articles:

To be read by September 22, 2016:


To be read by September 29, 2016:

To be read by October 6, 2016:


To be read by October 20, 2016:

Lucal, B. (1999). What it means to be gendered me. Life on the Boundaries of a Dichotomous Gender System. *Gender & Society, 13*, 781-797. (Posted at classes.tyndale.ca)

To be read by November 10, 2016:

To be read by November 17, 2016:
To be read by November 24, 2016:


B. SUPPLEMENTARY / RECOMMENDED READING:


C. ASSIGNMENTS AND GRADING

1. Self Reflection Paper – Socioeconomic Status: Due on Thursday, October 13, 2016 @ 23:59 EST. (25% of final grade)

Each student will submit a 5-page paper (excluding title page and references) on their personal reflection in regard to socioeconomic status. The paper should consider socioeconomic status in several different contexts of the student’s life such as family of origin, work, school, church, relationships, and as a counsellor in training. The student must analyze and evaluate how socioeconomic status has impacted them in regard to their worldview, their family system and the student as counsellor. 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. Please note that this is a
personal reflection paper on the student’s experience of socioeconomic status, in other words, meaning and interpretation are more significant than events. A self-reflection paper primarily involves consideration of self; therefore references are not required. As always, APA format is required.

2. Self-Reflection Paper - Gender: Due on Thursday, November 3, 2016 @ 23:59 EST. (25% of final grade)

Each student will submit a 5-page paper (excluding title page and references) on their personal reflection in regard to gender. The paper should consider gender in several different contexts of the student’s life such as family of origin, work, school, church, relationships, and as a counsellor. The student must analyze and evaluate how gender has impacted them in regard to their worldview, family system and as a counsellor. 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. Please note that this is a personal reflection paper on the student’s experience of gender, in other words, meaning and interpretation are more significant than events. A self-reflection paper primarily involves consideration of self therefore references are not required. As always, APA format is required.

N.B. Each student will do either a class presentation (#3 below) OR a final paper (#4 below). Due to time restrictions, a limited number of students can do presentations. Students wishing to do a presentation must inform the instructor by November 3, 2016. All other students will do a final paper. If more students than time will allow wish to do a presentation, students allowed to do a presentation will be chosen by lottery. If a lottery is necessary it will take place on November 3, 2016.

Topics for class presentations and papers must be approved by the instructor. Each student must have their topic chosen and approved on or before November 3, 2016.

3. Class Presentation: Topic on Gender or Socioeconomic Status with a Counselling Focus
Student presentations will take place in class on Thursday, December 1 or 8, 2016. The presentation must be sent to the instructor via email by 23:59 on the day before the student is to present. The day each student will present will be determined on or before November 3, 2016. (40% of final grade)

Students will make a 30-minute in-class presentation on a topic related to gender or socioeconomic status in counselling. The topic of the presentation may include aspects of personal belief and cultural context but should also include a consideration of the topic chosen in relation to counselling or marriage and family therapy and should be primarily research based. All topics for the class presentations must be prior approved by the instructor. The content of this presentation 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 chosen topic. The presentation must include a
citations and a reference section. The student will present their topic in front of the class and be prepared to answer questions from both the instructor and the class.

4. Final Paper: Gender or Socioeconomic Topic with a Counselling Focus. Due Thursday, December 8, 2016 @ 23:59 EST (40% of final grade).

Students will submit a 10-page paper (excluding title page and references) on a topic directly related to gender or socioeconomic status. The topic of this paper may include aspects of personal belief and cultural context but should also include a consideration of the topic chosen in relation to counselling or counselling theory and should be primarily research based. All topics for the final paper must be prior approved by 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 chosen topic. The paper must include citations and a reference page. As always, APA format is required.

5. Completed readings Report: Due: Thursday, December 8, 2016 @ 23:59 EST. (10% of final grade)

Graduate level work involves self-directed learning; hence credit will be given for assigned readings based on each student’s honest assessment of whether they completed those readings. As well, a significant amount of learning in this course will occur in and through participation in class discussion. Class discussions, though not based exclusively on the assigned readings, will require knowledge obtained through the assigned readings. General contribution to the learning ethos of the course will, therefore, be a part of the overall class evaluation. The instructor reserves the right to assign a mark for the reading report if s/he believes the student’s self-assessment is inaccurate.

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

Papers and presentations must be submitted by email to dcolpitts@tyndale.ca. No hard copies will be accepted. Each paper/presentation must be received by 23:59 EST on the due date or late penalties will apply. Late penalty is a 10% deduction for the first day or part of a day 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.

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/presentation 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:


**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 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 [http://tyndale.ca/registrar](http://tyndale.ca/registrar).

**E. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-reflection paper – Gender</td>
<td>25%</td>
<td>November 3, 2016</td>
</tr>
<tr>
<td>Gender/SES class presentation (due the day before) OR</td>
<td>40%</td>
<td>December 1 or 8, 2016</td>
</tr>
<tr>
<td>Gender/SES Final Paper</td>
<td></td>
<td>December 8, 2016</td>
</tr>
<tr>
<td>Required Reading Report</td>
<td>10%</td>
<td>December 8, 2016</td>
</tr>
<tr>
<td>Total Grade</td>
<td>100%</td>
<td></td>
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</tbody>
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**F. 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.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

This course will involve lectures, case studies, readings, discussion as well as student presentations to consider gender and socioeconomic influence on Family and Marriage Therapy theory and practice. Consideration will also be given to gender and socioeconomic status in both culture and family of origin.

Both gender and socioeconomic status will be considered from several perspectives including its influence on individuals, culture, church and the role and practice of psychotherapy. Topics in gender will include theology of gender, Christian understandings of gender relationships in marriage, secular and evangelical feminism, the impact on counselling of the gender of both client and counsellor, the implications of a gender lens, and the influence of gender in both theory and practice of Marriage and Family Therapy. Topics in socioeconomic status will include family of origin, population demographics and the impact of socioeconomic status on belief, behavior, and health as well as perceptions of the client and counsellor in regard to socioeconomic status.

V. USE OF TECHNOLOGY

While in class, computers and other technological devices are to be used for course related purposes only. Email, Facebook, texting, playing computer games or other non-course related activities are not permitted during class. Due to the personal nature of the topics of gender and socio-economic status, audio and video recording of classroom lectures or discussions is also not permitted without the permission of the instructor.

VI. CLASSROOM EXPECTATIONS AND GUIDELINES

For information on grading, late assignments, attendance and other expectations of the student please reference the Seminary Academic Calendar at http://www.tyndale.ca/sites/default/files/u/190/Section%202011%20Seminary%20Policies%20and%20Procedures.pdf
REQUIRED READING REPORT

NAME: (please print) _____________________ ________________
(Last Name) (First Name)

Reading and Comprehension: Assigned Articles

Please evaluate your comprehension and the number of total pages read for the assigned articles for this course by circling the appropriate number according to the following scale:

1. I didn’t read the articles
2. I read parts of the articles
3. I read most of the articles
4. I read and understood most of the articles
5. I read the articles and feel confident in being able to apply what I read

MY SELF ASSIGNED MARK FOR THE READING REQUIREMENTS OF THE ASSIGNED ARTICLES FOR THIS COURSE OUT A POSSIBLE 5 POINTS IS: _____________ POINTS

Reading and Comprehension: Required Texts

Please evaluate your comprehension and the number of total pages read of the required texts for this course by circling the appropriate number according to the following scale:

1. I didn’t read the texts
2. I read parts of the texts
3. I read most of the texts
4. I read and understood most of the texts
5. I read the texts and feel confident in being able to apply what I read

MY SELF ASSIGNED MARK FOR THE READING REQUIREMENTS OF THE REQUIRED TEXTS FOR THIS COURSE OUT A POSSIBLE 5 POINTS IS: _____________ POINTS

MY SELF ASSIGNED MARK FOR THE COMBINED READING REQUIREMENTS FOR THIS COURSE OUT A POSSIBLE 10 POINTS IS: _____________ POINTS

NB: The instructor reserves the right to assign a mark for reading if s/he believes the student’s self-assessment is inaccurate.
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, Ph.D.

________________________
Date

________________________  ______________________
Surname  Given Name

Name of Assignment: _______________________________________

Due Date of Assignment: __________

Circumstances that Necessitate a Request for Extension:

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________

Student’s suggested NEW DUE DATE for Assignment: _________

* * * *

FOR OFFICE USE ONLY:

Extension Request: Granted ________ New Due Date __________

Denied ________