



# TYNDALE

• SEMINARY •

## Course Syllabus

**WINTER 2019**  
**GENDER AND SOCIOECONOMIC PERSPECTIVES IN**  
**MARRIAGE AND FAMILY THERAPY**  
**COUN 0777**

**JANUARY 17 – APRIL 11, 2019**  
**THURSDAYS 2:15 PM – 5:05 PM**  
(No class during reading week i.e. February 21)

**INSTRUCTOR: DAVID COLPITTS, M.Div., PhD., RP**  
[dcolpitts@tyndale.ca](mailto:dcolpitts@tyndale.ca)

(When emailing the instructor, please be patient. Due to other responsibilities, the instructor does not check Tyndale email every day.)

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

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 its influence on his or her 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 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**

##### **Required Texts:**

Sider, R. (2015). *Rich Christians in an Age of Hunger: Moving from Affluence to Generosity* (6<sup>th</sup> ed.). Nashville, TN: Thomas Nelson Publishing. ISBN-10: 0718037049; ISBN-13: 978 0718037048

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

Yarhouse, M. (2015). *Understanding Gender Dysphoria: Navigating Transgender Issues in a Changing Culture*. Downers Grove, IL: InterVarsity Press. ISBN-10: 0830828591 ISBN-13: 978-0830828593

##### **Required Articles:**

##### **To be read by January 24, 2019:**

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](http://classes.tyndale.ca))

Appio, L., Chambers, D., & Mao, S. (2011). Listening to the Voices of the Poor and Disrupting the Silence About Class Issues in Psychotherapy. *Journal of Clinical Psychology: In Session*, 69(2), 152–161. (Posted at [classes.tyndale.ca](http://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](http://classes.tyndale.ca))

**To be read by January 31, 2019:**

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](http://classes.tyndale.ca))

**To be read by February 7, 2019:**

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](http://classes.tyndale.ca))

**To be read by February 28, 2019:**

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](http://classes.tyndale.ca)).

**To be read by March 7, 2019:**

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](http://classes.tyndale.ca))

**To be read by March 21, 2019:**

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](http://classes.tyndale.ca))

**To be read by March 28, 2019:**

Knudson-Martin, C. & Laughlin, M. J. (2005, January). Gender and sexual orientation in family therapy: Toward a postgender approach. *Family Relations*, 54(1), 101-115. (Posted at [classes.tyndale.ca](http://classes.tyndale.ca))

## **B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS**

Tyndale recommends [www.stepbible.com](http://www.stepbible.com) – a free and reputable online resource developed by Tyndale House (Cambridge University) – 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](#).

American Psychological Association: Society for the Psychological Study of Men and Masculinities. <http://www.apa.org/about/division/div51.aspx>

American Psychological Association: Society for the Psychology of Women. <http://www.apa.org/about/division/div35.aspx>

American Psychological Association: Socioeconomic Status <http://www.apa.org/topics/socioeconomic-status/>

### **C. ASSIGNMENTS AND GRADING**

#### **1. Self-Reflection Paper – Socioeconomic Status: Due on Thursday, February 14, 2019 @ 23:59 EST. (25% of final grade)**

Each student will submit a 4 page paper (excluding title page) on their personal reflection in regard to socioeconomic status. Simplistically, with this paper the student is attempting to answer the question “How has SES contributed to who I am, what I believe, and how I will counsel”? 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. This paper is a personal reflection on the student’s experience of SES in significant areas of their life such as family of origin, work or church and should also consider how their experience of SES might impact them as counsellor. Meaning and interpretation are more significant than events and a consideration of one’s own possible biases and blind spots is especially important. References are not required. APA format is required.

#### **2. Self-Reflection Paper - Gender: Due on Thursday, March 14, 2019 @ 23:59 EST. (25% of final grade)**

Each student will submit a 4 page paper (excluding title page) on their personal reflection in regard to gender. Simplistically, with this paper the student is attempting to answer the question “How has gender contributed to who I am, what I believe, and how I will counsel”? 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. This paper is a personal reflection on the student’s experience of gender in significant areas of their life such as family of origin, work or church and should also consider how their experience of gender might impact them as counsellor. Meaning and interpretation are more significant than events and a consideration of one’s own possible biases and blind spots is especially important. References are not required. APA format is required.

### **3. Class Presentation and Final Paper**

**Final Paper: Gender or Socioeconomic Topic with a Counselling Focus. Due Thursday, April 11, 2019 @ 23:59 EST (40% of final grade).**

Students will submit an 8 page paper (excluding title page and references) on a topic directly related to gender or socioeconomic status. The topic of this paper must engage either SES or gender 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 on or before March 8, 2018. 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. APA format is required.

**Class Presentation: Gender or Socioeconomic Topic with a Counselling Focus. Student presentations will take place in class on Thursday, April 11, 2019. The presentation must be received by the instructor via email by 23:59 on Wednesday, April 10, 2019.**

*N.B. There is the opportunity for up to four (4) students to do a class presentation instead of a final paper. Students wishing to do a presentation must inform the instructor by March 14, 2019. All other students will do a final paper. If more than four students wish to do a presentation, students doing a presentation will be chosen by lottery. If a lottery is necessary it will take place on March 14, 2019.*

Students will make a 30 minute in-class presentation on a topic related to gender or socio-economic status in counselling. The topic of the presentation must engage either SES or gender in relation to counselling or counselling theory and should be primarily research based. All topics for the class presentations must be prior approved by the instructor on or before March 14, 2019. 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 citations and a reference section. The student will present their topic in front of the class (30minutes) and be prepared to answer questions from both the instructor and fellow students (5 minutes).

**4. Completed readings/counselling Integration Report: Dues: Thursday, April 11, 2019 @ 23:59 EST. (10% of final grade)**

Students will complete the required readings self-assessment. As well, each student will submit a one page double spaced reading/counselling integration for each of the three required books. This paper will answer the question “what concept in this book will enhance my psychotherapeutic practice and how will it do so?”

## 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:

Assignment	Value	Due Date
Self-reflection paper – Socio-Economic Status	25%	February 14, 2019
Self-reflection paper – Gender	25%	March 14, 2019
Gender/SES class presentation  <b>OR</b>  Gender/SES final paper	40%	Due: Apr. 10, 2019 Presentation: Apr 11 ----- April 11, 2019
Assigned Reading/Counselling Integration	10%	April 11, 2019
Total Grade	100 %	

## F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

Papers and presentations must be submitted by email in a “MS Word” document as an attachment to [dcolpitts@tyndale.ca](mailto:dcolpitts@tyndale.ca). No emailed documents contained in the cloud will be accepted. No hard copies will be accepted. Each paper must be received by 23:59 EST on the due date while each presentation must be received by 23:59 EST on the day before the presentation 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: American Psychological Association. (2006). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### **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.

### **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; [aa@tyndale.ca](mailto:aa@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 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.

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date (2019)	Lecture Content	Readings/Assignments
January 17	Syllabus Review Introduction to Gender and SES	No readings or assignments
January 24	SES overview	Articles: 1) Pope & Arthur, 2) Appio, Chambers, & Mao, 3) Hudson
January 31	SES in culture/ SES and health	Article: Mikkonen & Raphael
February 7	Counselling Low SES clients	Article: Dougall & Schwartz
February 14	Gender Overview	SES Self-Reflection Due
February 21	Reading Week	No readings or assignments
February 28	BioPsychoSocial Aspects of Gender	Article: Easton, et. al
March 7	BioPsychoSocial Aspects of Gender #2	Article: Nadelson, Notman, & McCarthy
March 14	Femininism, Egalitarianism and Complementarianism	Gender Self-Reflection Due
March 21	Masculine, Feminine	Article: Auwarter & Aruguete
March 28	Male and Female Scripts	Article: Knudson-Martin & Laughlin
April 4	Gender in the Therapy Session	No readings or assignments
April 11	Class Presentations and/or Gender Dysphoria	Final Paper/Presentation/Reading-Counselling Integration Due

#### V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

Anderson, R. (1991). *On Being Human*. Eugene, OR: Wipf and Stock Publishers.

Balswick, J. & Balswick, J. (2007). *The Family*. Grand Rapids: Baker Academic. pp. 189-212.  
(On 2 hour reserve in the library)

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



Grudem, W. A. (2012). *Evangelical Feminism and Biblical Truth: An Analysis of More Than One Hundred Disputed Questions*. Wheaton: Crossway.

Heppner, M. J., & Scott, A. B. (2004). From Whence We Came: The Role of Social Class in Our Families of Origin. *The Counseling Psychologist*, 32, 596-602.

Pierce, R. W. & Groothuis, R. M. (General Editors); Fee, G. (Contributing Editor). (2009). *Discovering Biblical Equality: Complementarity without Hierarchy*. Downers Grove: IV Press.

Piper, J. & Grudem, W. (1991). *Recovering Biblical Manhood and Womanhood*. Wheaton, IL: Crossway Books.

Sweet, H. (Ed). (2012). *Gender in the therapy hour*. New York, NY: Routledge. Female Therapists and Male Clients: Challenges and Opportunities. Pp. 10-16.

## REQUIRED READING REPORT

NAME: (please print) \_\_\_\_\_  
(Last Name) (First Name)

### Reading and Comprehension: Assigned Articles and Texts

Please mark the appropriate statement in regard to your comprehension and the number of total pages read for the assigned articles:

1. I didn't read the articles
2. I read parts of the articles
3. I read most of the articles
4. I read all of the articles thoroughly

Please mark the appropriate statement in regard to your comprehension and the number of total pages read for each of the assigned texts:

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

1. I didn't read Sider
2. I read parts of Sider
3. I read most of Sider
4. I read all of Sider thoroughly

Van Leeuwen, M. (2006). *Gender and Grace: Love, Work and Parenting in a Changing World.*

1. I didn't read Van Leeuwen
2. I read parts of Van Leeuwen
3. I read most of Van Leeuwen
4. I read all of Van Leeuwen thoroughly

Yarhouse, M. (2015). *Understanding Gender Dysphoria: Navigating Transgender Issues in a Changing Culture.*

1. I didn't read Yarhouse
2. I read parts of Yarhouse
3. I read most of Yarhouse
4. I read all of Yarhouse thoroughly

Please include a one page integration with therapeutic practice paper for each of the three assigned books.

