

*“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.”*

<b>Course</b>	<b>FAMILIES IN TRANSITION: DIVORCE, SINGLE PARENTING AND RE-MARRIAGE</b> COUN 0693
<b>Date and Time</b>	MAY 2 – 6, 2022 MONDAY – FRIDAY 9:00 AM – 4:00 PM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>JENNIFER MYRIE, MSc, DMin, RP, RMFT</b> Telephone/voice mail: Available to students Email: <a href="mailto:jmyrie@tyndale.ca">jmyrie@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed via Zoom from 9:00 AM – 4:00 PM.  Office Hours: By appointment
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only. <a href="#">Learn how to access and forward emails to your personal account.</a>

## I. COURSE DESCRIPTION

Family life and structure have become increasingly diverse and complex. This course will utilize a systemic approach to exploring how families navigate these transitions, and how therapists can provide safe and effective therapeutic interventions when working with families.

Transitions including the COVID-19 pandemic, separation and divorce, remarriage, various parenting arrangements, illness, death and loss, domestic violence, gender and sexuality, aging and multi-generational families will be addressed. Attention will also be given to transitions that have been marginalized, or which are increasingly relevant in a context of globalization, diversity and inclusion, such as migration and refugee experiences, incarceration and military service.

An appreciation for contextual thinking and self-reflectiveness will be helpful as students utilize several systemic therapeutic approaches in an integrated framework for working safely and effectively with individuals, couples and families as they navigate the intricacies of diverse transitions.

Prerequisites: COUN 0574 and COUN 0677.

## **II. LEARNING OUTCOMES**

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

1. Communicate a clinical understanding of situations involving individuals, couples and families who are experiencing various types of transitions.
2. Explain therapeutic approach(es) to working with individuals, couples and families who are experiencing various forms of transitions.
3. Demonstrate ability to work safely and effectively therapeutically with various forms of transitions and with a diverse clientele.
4. Recognize the ways in which individual, family and contextual factors intersect and shape clients' experiences of transitions, and the relevance of these intersections to the practice of therapy.
5. Integrate the Christian perspective when working clinically with family transitions, and remain mindful of how one's own beliefs may impact the clients, and the work of therapy.

## **III. COURSE REQUIREMENTS**

### **A. REQUIRED READING**

Required readings are listed in [Section IV](#) below. All readings are available on course page in Moodle.

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

Supplementary readings are listed [Section V](#) below.

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

### C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

### D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

### E. ASSIGNMENTS AND GRADING

#### 1. Attendance and Class Participation: (10% of final grade, based on 2% day).

Participation will be synchronistic (in real time via Zoom).

Educational research reveals that maximum benefits in online instructional formats result when students take personal responsibilities to complete readings, engage actively (e.g., forums), and consciously contribute to a virtual learning community through a spirit of collaboration, openness and encouragement.

**Due Date:** Ongoing throughout the duration of the course.

The class is designed to utilize the unique contribution and diverse perspectives of each member. You are expected to read and think critically about the assigned material and to engage fully in class learning activities, including discussions.

Attendance at all classes and meaningful participation are expected. In the event that you will be late, absent, or need to leave early, please contact the instructor prior to class.

This assignment is related to Outcomes # 1, 2, 3, 4, and 5.

Participation will be graded on the following: Physical presence, camera turned on and name matching course registration, evidence of preparation, contributions demonstrate

interpretation, analysis, synthesis and evaluation of material; contribution to class discussion on an ongoing basis.

## **2. Forum Discussions (15% of final grade, based on 3% day).**

Participation will be demonstrated by regular logins and postings as required.

**Due Date:** Ongoing throughout the duration of the course, as specified.

Original posts and responses to other student's posts are due by 11:55 pm each day.

### **Instructions**

- i. Select one required reading each day. Briefly share the learning you derived, what you agreed or disagreed with and why, and identify possible application(s) to couple and family therapy practice.
  - The article selected should be different from the one for your group presentation.
  - Include the title of the reading and the day, date (e.g., Day 1, May 2, 2022).
  - The post should be a maximum of 300 words or about 2/3 of a page.
  - Use point form if preferred.
- ii. Briefly respond to one other person's post.
  - Read as many posts as time allows.
  - Reply to the post of one other person in the class.
  - Reply to a reading that is different from the one in you posted.
  - The reply will be briefer than your own post. It may include insightful comments, analysis, critique, or questions.

*You are not expected to read all the discussions every day, but it would be helpful to read these later.*

This assignment is related to Outcomes # 1, 2, 3, 4, and 5.

Postings will be graded on the following scale:

1: Post incomplete, too lengthy or too brief; lack of reflection in responses; little integration of class material; contains grammatical, stylistic and spelling errors; late postings.

2: Posting complete, addresses all aspects of the assignment; some thoughtful responses; some integration of class material; few spelling, grammatical and stylistic errors; posting on time.

3: Posting complete and well developed; substantive, reflective, thoughtful responses; clear and concise comments; integration of class material; no grammatical, stylistic and spelling errors; posting on time.

### **3. Group Article Presentation & Summary (20%)**

**Due Date:**     Group 1:         May 3, 2022, PM  
                     Groups 2 & 3: May 4, 2022, AM & PM  
                     Groups 4 & 5: May 5, 2022, AM & PM  
                     Group 6:         May 6, 2022, AM.

The objective of this assignment is to explore required readings through a class presentation facilitated by a small group.

Prior to the start of class, students will be assigned to a group and article by the instructor. The group size will be determined by the size of the class. There will be 6 presentations—1 on Day 2, (PM only), 2 each on Days 3 and 4 (AM and PM), and 1 on Day 5 (AM only).

*Time will be provided on Day 1 to begin preparation for the group presentation. Students are therefore required to read the article before the start of class. It is anticipated that groups will need to meet outside of class time to complete their preparation for the presentation.*

Each group will be given 45 minutes. This will include a brief introduction of the group members, a 25 to 30-minute presentation, plus interactive learning. The presentation will include the main ideas in the article, theories, frameworks and/or concepts, clinical application, as well as critical examination of the assumptions, strengths, and limitations of the article. Groups will utilize a variety of teaching and learning methods, including active engagement of class members.

The group will submit a summary of their work (e.g., handout, slides) prior to the presentation. Any additional sources used should be cited.

All group members will participate in the preparation and presentation of the article, and all will receive the same grade.

This assignment is related to Outcomes 1, 2, 3, 4 and 5.

#### **4. Self-Reflection Journaling (15%, based on 3 Reflections x 5% each)**

**Due:** May 6 by 8:30 a.m.

Self-reflection is important to safe and effective use of self (SEUS) in therapy. SEUS relates to the therapists' competence in understanding their own subjective context and patterns of interaction, and how these impact their therapeutic interactions and relationships.

On days 2 to 4 (May 3, 4 and 5), opportunity will be provided to deepen and integrate new learning by personal and/or dyadic reflection on the day's topics. Students will submit a brief written reflection paper related to any one or more of the transitions covered each day.

It is anticipated that coming in closer touch with your own transitional processes and impacts, will help to increase your understanding and appreciation your clients' experiences. The process of self-reflection will also serve as preparation for the last topic of the course, Review and Reflection, which focuses on the Self-of-the-therapist. (Note: A written individual self-reflection journal is not required on May 2 and May 6).

Your self-reflection may consider how one or more of the following areas can impact your response to the specific transitions covered each day: *(Note this list is not exhaustive)*.

- Your personality
- Your personal experiences
- Your personal beliefs and values, including biases and potential blind spots
- Your social locations and areas of intersectionality
- Your own family history and transitions experiences
- Your preferred therapeutic approach(es)
- How you view your professional role, including therapeutic boundaries, self-disclosure, power differential, etc.
- How you have, or think you might, respond to clients who are facing this transition.

Time will be provided in class each day for this exercise.

On Days 2, 3 and 4, write a 1-2 double-spaced page reflection clearly identifying Day 1, Day 2, etc. in a cumulative document which should not exceed 6 pages in total.

The completed Journal is to be submitted by 8:30 am on May 6, 2022 after which time the paper will be assessed.

This assignment is related to Outcomes 3, 4 and 5.

## **5. Research Essay on a Family Transition Topic (40%)**

**Due:** Sunday, June 5, 2022. Submitted to Dropbox by 11:59 PM.

This research paper focuses on a specific family transition. The objective is to provide an opportunity to demonstrate in writing, understanding of the theoretical perspectives on this transition, a critique and understanding of the process, impacts, clinical approaches and appropriate interventions with families facing this transition. The paper should reflect sensitivity to the impacts of society and culture on individuals and families who are experiencing transition.

The transition selected for this research paper should be different from the one discussed in your article presentation.

At a minimum, the paper should include each of the following:

- Definitions, historical overview
- Theoretical perspectives (used to research, study, explain the topic)
- Process and impacts on individual and family life/family functioning
- Social and cultural considerations
- Resilience and coping
- Clinical approaches or models used, including therapeutic understanding and interventions
- External supports (services and resources that are available in the community to assist clients).
- Recent developments / Future outlook (may include systemic developments, social and political trends, legislation, research recommendations, etc. related to this transition)
- Your personal reflections on working with clients facing this type of transition (anticipated areas of competence and challenge, your professional positioning /role, and what this work may be like for you).

The paper should be 10-12 pages, double spaced, excluding title page, references and appendices.

*Please check in with the instructor to ensure that your topic is appropriate for the course, by noon on May 6, 2022.*

This assignment is related to Outcomes 1, 2, 3, 4, 5 and 6.

## **F. 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.

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

Evaluation is based upon the completion of the following assignments:

Attendance	10 %
Forums	15 %
Group Presentation	20 %
Self-Reflection Paper	15 %
Research Essay	40 %
Total Grade	100 %

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

1. Your work should demonstrate the following characteristics:

- Written assignments should include the student's name and must be submitted electronically in MSWord format via Moodle.
- Pages are to be numbered and should not exceed the specified maximum.
- Use double-spaced, 12-point Times New Roman or Calibri font with one-inch margins.
- The paper should use language that is clear and concise, be logically organized and free of stylistic and mechanical errors.
- All sources should be documented.

For proper citation style, consult the [tip sheet, "Documenting Chicago Style"](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing



scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

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

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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 may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean’s Office ([aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

## **I. 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

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

##### PRE-WORK

Due to the short time frame of the intensive course, pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

- Add a brief post to the Discussion tab introducing yourself.
- Read the article for your Group Presentation prior to Day 1. This is important as all group members are expected to contribute equally and will receive the same grade. Time will be provided on Day 1 to prepare for the presentation. It is likely that the group will need additional time to complete the presentation so you may want to connect before class to begin making the necessary arrangements.
- Read the required articles for each day of class and come prepared to participate in class discussions.

##### DAY 1

###### Topics:

- Course Overview
- Introduction and Theoretical Perspectives
- Positioning Ourselves to Respond Appropriately to Family Transitions
  - Diversity
  - Critical Self Reflection on our Values and Assumptions
  - Sociocultural Attunement
- Pandemic Related Transitions
- Separation and Divorce

###### Introduction

###### *Required:*

Skolnick, A.S. & Skolnick, J. H. (2014). Introduction. In A. S. Skolnick and J. H. Skolnick, (Eds.). *Family in Transition*. (17th ed., pp. 1-11). Boston, Pearson.

###### Theoretical Perspectives

###### *Required:*

Allen, K.R. & Henderson, A. C. (2017). *Family Theories: Foundations and Applications* (1st Ed.). West Sussex, Wiley Blackwell, pp. 1-19.

### **Pandemic**

#### *Required:*

Amorin-Woods, D., Fraenkel, P., Mosconi, A., Nisse, M., & Munoz, S. (2020). Family therapy and covid-19: International reflections during the pandemic from systemic therapists across the globe. *Australian and New Zealand Journal of Family Therapy*, 41, 2, p. 114-132.

Jay L. Lebow, COVID-19, families, and family therapy: Shining light into the darkness. *Family Process*, 10.1111/famp.12590, 0, 0, (undefined). p. 1-7. (Online August 2020).

#### *Supplementary Readings*

Helping families cope during the pandemic. (2020). *Family Therapy Magazine*, 19. Entire issue, May-June.

### **Separation and Divorce**

#### *Required:*

Ahrons, C. (2016). Divorce: An unscheduled family transition. In B. Carter, M. McGoldrick & N. Garcia Preto (Eds.). *The expanded family life cycle: Individual, family, and social perspectives* (4th ed., pp. 375-391). Boston: Allyn & Bacon.

Amato, P.R. (2014). The consequences of divorce for adults and children: An update. <https://pdfs.semanticscholar.org/721b/29eede12f32c63641d3ad6f67bb21373a017.pdf> (Retrieved September 5, 2020).

<b>DAY 2</b>
--------------

#### **Topics:**

- Separation and Divorce (cont'd)
- Remarriage
- Co-Parenting
- Step Parenting and Blended families

### **Separation and Divorce**

#### *Required:*

Doherty, W. J., Harris, S. M. & Wilde, J. I. (2015). Discernment counseling for “mixed-agenda” couples. *Journal of Marital and Family Therapy*, 42, 246-255.

### **Co-Parenting:**

*Required:*

McHale, J.P, Negrini, L., & Sirotkin, Y. (2019). Co Parenting. In *APA Handbook of Contemporary Family Psychology: Foundations, Methods, and Contemporary Issues Across the Lifespan*. B. H. Fiese, M. Celano, K. Deater-Deckard, E. N. Jouriles, and M. A. Whisman (Eds.) pp. 483-502.

*Supplementary:*

Waller, M. R. (2013). Cooperation, conflict, or disengagement? Co-parenting styles and father involvement in fragile families. *Family Process*, 51, pp. 325–342.

**Remarriage**

*Required:*

Papernow, P. (2017). Recoupling in mid-life and beyond: From love at last to not so fast. *Family Process*, 57, 52-69.

**Step Parenting and Blended Families**

*Required:*

Papernow, P. L. (2017). Clinical guidelines for working with stepfamilies: What family, couple, individual, and child therapists need to know. *Family Process*, 57, 25-51.

Ganong L., & Coleman M. (2017) The dynamics of stepparenting. In *Stepfamily Relationships*. Springer, Boston, MA. pp. 143-173.

*Supplementary:*

Ganong L., & Coleman M. (2017). (2018). Studying stepfamilies: Four eras of family scholarship. *Family Process*, 57, 7-24.

<b>DAY 3</b>
--------------

**Topics:**

- Single Parenting
- Adoption
- Foster Parenting/Kinship Care
- Domestic Violence

**Single Parenting:**

*Required:*

Taylor, Z. E., Conger, R.D. (2017) Promoting strengths and resilience in single-mother families. *Child Development*, 88: 2, 350-358.

*Supplementary:*

Whisenunt, J.L., Y. Chang, C.Y., Parrish, M.S. & Carter, J.R. (2019). Addressing single parents' needs in professional counseling: A qualitative examination of single parenthood. *The Family Journal: Counseling and Therapy for Couples and Families*, 27 (2), 188-198.

**Adoption**

*Required:*

Waterman, J., Langley, A. K., Miranda, J., & Riley, D. B. (2018). Adoption-specific therapy: A guide to helping adopted children and their families thrive. *American Psychological Association*. pp. 27-39. <https://doi-org.subzero.lib.uoguelph.ca/10.1037/0000096-000>

*Supplementary:*

George, S. (2018). Working with foster and adoptive families through the lens of attachment. *Counselling Today*, October 4, 2018. Retrieved, September 7, 2020: <https://ct.counseling.org/2018/10/working-with-foster-and-adoptive-families-through-the-lens-of-attachment/>

**Foster Parenting/Kinship Care:**

*Required:*

Hambrick, E.P., Oppenheim-Weller, S., N'zi, A.M., & Taussig, H.N. (2016). Mental Health Interventions for Children in Foster Care: A Systematic Review. *Child and Youth Services Review*, 70, 65-77. doi:10.1016/j.childyouth.2016.09.002

Bell, T & Romano, E. (2017). Permanency and safety among children in foster family and kinship care: A scoping review. *Trauma, Violence and Abuse*, 18, pp. 268-286.

*Supplementary:*

Winokur M., Holtan A., & Batchelder, K. E. (2014). Kinship care for the safety, permanency, and well-being of children removed from the home for maltreatment. *Cochrane Database Syst Rev*. 2014; 201(1):CD006546. Published 2014 Jan 31. doi:10.1002/14651858.CD006546.pub3. Retrieved September 12, 2020.

**Domestic Violence:**

*Required:*

Kelly, J. B., & Johnson, M. P. (2008). Differentiation among types of intimate partner violence: Research update and implications for interventions. *Family Court Review*, 46, pp. 476-499.

Campbell, M., Hilton, N.Z., Kropp, P.R., Dawson, M., Jaffe, P. (2016). Domestic Violence Risk Assessment: Informing Safety Planning & Risk Management. Domestic Homicide Brief (2). London, ON: Canadian Domestic Homicide Prevention Initiative.

<http://cdhpi.ca/domestic-violence-risk-assessment-informing-safety-planning-risk-management-brief>

*Supplementary*

Hurless, N. & Cottone, R.R. (2018). Considerations of conjoint couple's therapy in cases of intimate partner violence. Families. *The Family Journal: Counseling and Therapy for Couples and Families*, 26 (3). 324-329

Stith, S. McCollum, E., Amanor-Boadu, Y., & Smith, D. (2012). Systemic perspectives on intimate couple violence treatment. *Journal of Marital and Family Therapy*, 38, pp. 220-240.

<b>DAY 4</b>
--------------

**Topics:**

- Death and Loss
- Illness
- Other Family Transitions
- Aging and Multigenerational Families

**Death and Loss**

*Required:*

Yalom, I. D. (2012). The wrong one died. In *Love's executioner and other tales of psychotherapy*. Philadelphia: Basic Books. pp. 79-106.

*Supplementary:*

Osgood, N. J. (2002, November-December). Late life suicide: Recognition and intervention. *Family Therapy Magazine*, [online version].

Walsh, F. (2018). Approaching the end of life. Making the most of precious time. *Family Therapy Magazine*, 15: 5, pp. 10-14.

**Illness**

*Required:*

Rolland, J. S. (2018). A family psychosocial approach with chronic conditions. Chapter 1 (sample). In *Helping couples and families navigate illness and disability: An integrated approach*. Guilford Press, [www.guilford.com/p/rolland](http://www.guilford.com/p/rolland). pp. 3-15.

**Other Family Transitions**

*Required:*

Knudsen, E. M. (2018). The systemic invisibility of children of prisoners. In *Prisons, Punishment, and the Family: Towards a New Sociology of Punishment?* pp. 288-303. Published to Oxford Scholarship Online: November 2018. DOI: 10.1093/oso/9780198810087.001.0001.

Nesteruk, O. (2018). Immigrants coping with transnational deaths and bereavement: The influence of migratory loss and anticipatory grief. *Family Process*, 57, 1012-1028.

Charles R. McAdams, C.R., Foster, V.A., & Gosling, D.R. (2018). A tale of two families: Helping military couples understand and accept a returning soldier's "unit family" into their relationship. *The Family Journal: Counseling and Therapy for Couples and Families*, 26(2), 238-245.

*Supplementary:*

Gangamma, R. & Shipman, D. (2018). Transnational intersectionality in family therapy with resettled refugees. *Journal of Marital and Family Therapy*, 44, 206-219.

Travis, J. (2014). Prisoners' families and children. In, S. Skolnick and J. H. Skolnick, (Eds.). *Family in Transition*. (17th ed., pp. 451-467). Boston, Pearson.

**Aging and Multigenerational Families**

*Required:*

Walsh, F. (2016). Families in Later Life: Challenges, Opportunities, and Resilience. In McGoldrick, M.; Preto, N.G. & Carter, B. *The expanding family life cycle: Individual, family, and social perspectives*. (5th ed.), pp.339-359. Boston: Pearson.

*Supplementary:*

Branson, J.S., Branson, A., Pozniak, K., Tookes, J., & Schmidt, M. (2019). The role of family during older adults' living transitions: Implications for helping professionals and family counselors. *The Family Journal: Counseling and Therapy for Couples and Families*. 27 (1), 75–83.

Carr, D., & Utz, R. L. (2020). Families in Later Life: A Decade in Review. *Journal of Marriage and Family*, 82(1), 346–363. <https://doi.org/10.1111/jomf.12609>

Wu, Z, & Browning, S. (2015). A review of research on aging families: Emerging issues. *Population Change and Lifecourse Strategic Knowledge Cluster Discussion Paper Series*, 3: 1. Article 2. Retrieved from: <https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1010&context=pcld>

## DAY 5

### Topics:

- Sexuality
- Resilience
- Therapist Self Reflection / Person of the Therapist

### Sexuality

#### *Required:*

Laszloffy, T. (2016). Sexuality and the Family Life Cycle. Chapter 6 in, *The Expanding Family Life Cycle: Individual, Family, and Social Perspectives*. 5th Edition. Monica McGoldrick, Betty Carter & Nydia Garcia Preto. Pp. 118-136.

Munro, L., Travers, R., & Woodford, M.R. (2019). Overlooked and invisible: Everyday experiences of microaggressions for LGBTQ adolescents. *Journal of Homosexuality*, 66, 10, pp. 1439-1471. <https://doi.org/10.1080/00918369.2018.1542205>

#### *Supplementary:*

Péloquin, K., Byers, S., Callaci, M., & Tremblay, N. (2019). Sexual portrait of couples seeking relationship therapy. *Journal of Marital and Family Therapy*, 45(1), 120-133.

### Resilience

#### *Required:*

Walsh, F. (2016). Family resilience: A developmental systems framework. *European Journal of Developmental Psychology*, 13, 3. 313-324. (Resilience in Developing Systems). <https://doi.org/10.1080/17405629.2016.1154035>.

#### *Supplementary:*

Ungar, M. (2016). Varied patterns of family resilience in challenging contexts. *Journal of Marital and Family Therapy*, 42, pp.19-31.

### Therapist Self Reflection

#### *Required:*

Kissila, K., Carneiro, R., & Aponte, H. J. (2018). Beyond duality: The relationship between the personal and the professional selves of the therapist in the person of the therapist training. *Journal of Family Psychotherapy*, 29(4), 4. 318–335.

Knudson-Martin, C., McDowell, T., & Bermudez, J. M. (2019). From knowing to doing: Guidelines for socioculturally attuned family therapy. *Journal of Marital and Family Therapy* 45, 47–60.



## V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

*The following readings are optional for the course but may be helpful as additional resources for class presentations and written papers, or for those who desire to have a broader understanding of the topics covered in class.*

### Adoption

Gorman, T. (2004 May-Jun). Resisting the deficit view of adoption. *Family Therapy Magazine*, pp. 24-25.

Grotevant, H. D. (2004). The challenges of adopted teens. *Family Therapy Magazine*, May-June 2004.

Weir, K.N. (2004). The many faces of adoption. *Family Therapy Magazine*. May-June 2004.

### Aging and Multigenerational Families

*Family Therapy Magazine*. November/December 2002. Entire Issue

Utz, R., Berg, C., & Butner, J. (2017). It's a family affair: Reflections about aging and health within a family context. *Gerontologist*, 2017, 57, 1, pp. 129-135.  
doi:10.1093/geront/gnw081.

Wu, Z. & Browning, S. (2015). A review of research on aging families: Emerging issues. *Population Change and Lifecourse Strategic Knowledge Cluster Discussion Paper Series*, 3: 1. Article 2. Retrieved from:  
<https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1010&context=plc>

### Co-parenting

McHale, J., Waller, M. R., & Pearson, J. (2012). Co-parenting interventions for fragile families: What do we know and where do we need to go next? *Family Process*, 51, 284–306.

Owen, J. & Rhoades, G. K. (2012). Reducing co-parenting conflict among parents in contentious child custody disputes: An initial investigation of the Working Together Program. *Journal of Marital and Family Therapy*, 38, pp. 542-555.

Linares, L. O., Rhodes, J., & Amontalto, D. (2010). Perceptions of co-parenting in foster care. *Family Process*, 49, pp. 530-542.

### Death and Loss

Lebow, J. (2012) Editorial: Experiencing sorrow and loss. *Family Process*, 51, 437–439.

Osgood, N. J. (2002). Late Life Suicide: Recognition and Intervention. *Family Therapy Magazine*, November/December. [online version].

Walsh, F. (2018). Approaching the end of life: Making the most of precious time. *Family Therapy Magazine*, 15(5), 10-14.

Weingarten, K. (2012) Sorrow: A therapist's reflection on the inevitable and the unknowable. *Family Process*, 51(4), 440-55.

Woolfelt, A. (2005). Why is the funeral ritual important? *Family Therapy Magazine*, March-April, 13-17.

### **Divorce**

Kanewischer, E. J. W., & Harris, S. M. (2014). Deciding not to un-do the "I do:" Therapy experiences of women who consider divorce but decide to remain married. *Journal of Marital and Family Therapy*. Online version, January 2014

Halford, W. K. & Sweeper, S. (2013). Trajectories of adjustment to couple relationship separation. *Family Process*. 52, 2. 228.

### **Domestic Violence**

Easton, C. J., Crane, C. A., & Mandel, D. (2018). A randomized controlled trial assessing the efficacy of Cognitive Behavioral Therapy for substance-dependent domestic violence offenders: An integrated substance abuse-domestic violence treatment approach (SADV). *Journal of Marital and Family Therapy*, 44(3), 483-498.

Karakurt, G. Whiting, K., van Esch, C., Bolen, S.D., & Calabrese, J. R. (2016). Couples therapy for intimate partner violence: A systemic review and meta-analysis. *Journal of Marital and Family Therapy*, 42(4), 567-583.

Katafiasz, H. (2020). A systemic conceptualization of intimate partner violence: Attachment and differentiation. *The Family Journal: Counseling and Therapy for Couples and Families* 28(3), 306-312.

### **Remarriage, Step Parenting and Blended Families**

Lucier-Greer, M. (2014). Relationship education for step couples reporting relationship instability: Evaluation of the Smart Steps Embrace Journey curriculum. *Journal of Marital and Family Therapy* [online version].

Shapiro, D. (2014). Stepparents and parenting stress: the roles of gender, marital quality, and views about gender roles. *Family Process*, 53, 97-108.

Zelezkinow, L. & Zeleznikow, W. (2015). Supporting blended families to remain intact. *Journal of Divorce and Remarriage*, 56, 317-335.

### **Sexuality and Gender**

Rodriguez, E.M., Etengoff, C., and Vaughan, M.D. (2019). A quantitative examination of identity integration in gay, lesbian, and bisexual people of faith. *Journal of Homosexuality*, 66, 1, pp. 77-99. <https://doi.org/10.1080/00918369.2017.1395259>.

### **Single Parenting**

Anderson, C. M. & Anderson, M. (2010). Single parent families: Strength, vulnerabilities and interventions. In B. Carter, M. McGoldrick & N. Garcia Preto (Eds.), *The expanded family life cycle: The individual, family, and social perspectives*. Boston: Allyn & Bacon.

Rober, P. (2010). The single-parent family and the family therapist. About invitation and positioning. *The Australian and New Zealand Journal of Family Therapy*, 31, pp. 221-231.

### **Theoretical Perspectives**

Goode, W.J. (2014). The theoretical importance of family. In, In A. S. Skolnick and J. H. Skolnick, (Eds.). *Family in Transition*. (17th ed., pp. 15-26). Boston, Pearson.

Hoyle, C. (2013). A critique of the life cycle model used within family therapy: A social work perspective. *Cumbria Partnership Journal of Research Practice and Learning*, 3, 5-9.

Knapp, S. J. & Wurm, G. J. (2017). Theorizing family change: A review and conceptualization. Theory Construction and Research Methodology Workshop. Working Paper. NCFR Workshop, Orlando, Fla, November 2017. Retrieved on January 5, 2020 from <https://www.ncfr.org/ncfr-2017/tcrm-2017-papers/007-02>

### **Virtual Therapy**

Botaitis, N., & Southern, S. (2020). Telehealth therapy for therapists: Barriers and benefits. *The Family Journal*, 28, 3, pp. 204-214.

Springer, P., Bischoff, R.J., Kohel, K., Taylor, N.C., & Farero, A. (2020). Collaborative care at a distance: Student therapists' experiences of learning and delivering relationally focused tele-mental health. *Journal of Marital and Family Therapy*, 46, 201-217