

*“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</b> COUN 0693
<b>Date and Time</b>	MAY 10 – 14, 2021 MONDAY TO FRIDAY 9:00 AM – 4:00 PM  5 Day Intensive, 35 hours  Course Dates & Times <ul style="list-style-type: none"> <li>• Day 1: Monday May 10, 2021 (9:00 a.m. – 4:00 p.m.)</li> <li>• Day 2: Tuesday May 11, 2021 (9:00 a.m. – 4:00 p.m.)</li> <li>• Day 3: Wednesday May 12, 2021 (9:00 a.m. – 4:00 p.m.)</li> <li>• Day 4: Thursday May 13, 2021 (9:00 a.m. – 4:00 p.m.)</li> <li>• Day 5: Friday May 14, 2021 (9:00 a.m. – 4:00 p.m.)</li> </ul>
<b>Instructor</b>	<b>JENNIFER MYRIE, MSc, DMin, RP, RMFT</b> Telephone/voice mail: Will be made available to students Email: <a href="mailto:jmyrie@tyndale.ca">jmyrie@tyndale.ca</a>
<b>Class Information</b>	The classes will be offered 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.

*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, effectively, and therapeutically with various forms of transitions and with a diverse clientele.
4. Recognize ways in which individual and family differences, as well as contextual factors, may intersect with clients' experiences of transitions and the relevance of these intersections to the practice of therapy.
5. 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.
6. Integrate a 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. Please note all of the readings will be provided on the course website on [classes.tyndale.ca](http://classes.tyndale.ca).

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

Supplementary readings are listed in [Section IV](#) 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. ASSIGNMENTS AND GRADING**

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

Participation will be both synchronistic (in real time via Zoom), and asynchronistic (writing using the online discussion forum).

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, 5 and 6.

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 are due by 6:00 pm each day.

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

### Instructions

- i. Select one required reading each day. Summarize the key points and briefly share what you agreed and/or disagreed with and why. Share the learning you derived from the reading and identify possible application(s) to couple and family therapy.
  - 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 10, 2021).
  - 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 and 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.

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 11, 2021, PM

Groups 2 & 3: May 12, 2021, AM & PM

Groups 4 & 5: May 13, 2021, AM & PM

Group 6: May 14, 2021, AM.

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

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 prepare for your presentation. Students are therefore required to read the article before the start of class.*

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, all will receive the same grade.

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

### **4. Self-Reflection Journaling (20%, based on 5 Reflections x 4% each)**

**Due:** May 11, 12, 13, 14 and 15 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.

Students will engage in personal self-reflection on the day's topics and write a brief reflection paper. A daily semi-structured opportunity will be provided to deepen and integrate new learning by personal self-reflection on family transitions.

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 reflection will also serve as preparation for the last topic of the course, Review and Reflection, which focuses on the Self-of-the-therapist.

Your self-reflection may include (but is not limited to) how the following can impact your response to the specific transitions covered each day (1-2 pages, double spaced):

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

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

On each of the 5 days, write a 1-2 page double spaced reflection clearly identifying Day 1, Day 2, etc. in a cumulative document which should not exceed 8 pages in total.

The completed Journal is to be submitted by 8:30 am on May 15, 2021 after which time the paper will be assessed.

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

## **5. Research Essay on a Family Transition Topic (35%)**

**Due:** Sunday, June 20, 2021. Submitted to the course resources page on [classes.tyndale.ca](https://classes.tyndale.ca) 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 pages, double spaced, excluding title page, references and appendices.

*Please advise the instructor of the topic chosen by noon on May 14, 2021.*

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

## **E. 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.

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

Evaluation is based upon the completion of the following assignments:

Attendance & Livestream Class Participation	10%
Forum Discussion	15%
Group Article Presentation	20%
Self-Reflection Paper	20%
Research Essay	35%
Total Grade	100%

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

Written assignments should include the student’s name and must be submitted electronically in MSWord format via Moodle.

In grading the paper, the following guidelines will be considered.

- 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.

Reports of psychological research should follow the rules set forth in the *Publication Manual of the American Psychological Association, 7<sup>th</sup> ed.* (2019). All parts of the report are typed double-spaced, and without justifying the right hand margin. Use a 12 point font (“Times New Roman” or “Courier” is preferred). The [APA Style Guide](#) is a helpful web site for all questions regarding APA style.

### 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 polices 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 ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## **H. 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-WORK**

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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 may 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

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### Topics:

- Course Overview
- Introduction and Theoretical Perspectives
- Positioning Ourselves to Respond Appropriately to Family 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*. (17<sup>th</sup> ed., pp. 1-11). Boston, Pearson.

### Theoretical Perspectives

#### Required:

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

### 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.

<https://onlinelibrary.wiley.com/doi/epdf/10.1002/anzf.1416>

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). <https://onlinelibrary.wiley.com/doi/epdf/10.1111/famp.12590>

#### Supplementary Readings

Helping families cope during the pandemic. (2020). *Family Therapy Magazine*, 19. Entire issue, May-June. <https://coamfte.org/documents/FTM/FTMMayandJune.pdf>

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

### 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).

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## DAY 2

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**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:*

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

*Supplementary:*

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.

**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.

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### DAY 3

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#### Topics:

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

#### Single Parenting:

##### Required:

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.

##### Supplementary:

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

#### Adoption

##### Required:

George, S. (2018). Working with foster and adoptive families through the lens of attachment. *Counseling 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/>

##### Supplementary:

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

#### 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.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5421550/pdf/nihms817145.pdf>

*Supplementary:*

Linares, L. O., Rhodes, J., & Amontalto, D. (2010). Perceptions of co-parenting in foster care. *Family Process*, 49, pp. 530-542. Accessed February 18, 2021.  
<https://practicasdecrianza.files.wordpress.com/2011/01/2010-linares-et-al-coparenting.pdf>

**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.

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

Campbell, M., Hilton, N.Z., Kropp, PR., 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*

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.

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**DAY 4**

**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.

Van Orden, K., Conwell, Y. (2011). Suicides in Late Life. *Current Psychiatry Reports* 13, 234–241.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3085020/>.

## **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,

<https://www.guilford.com/excerpts/rolland.pdf?t>. (Sample chapter)

## **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.

## **Aging and Multigenerational Families**

### **Required:**

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.

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:*

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=pclc>

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## DAY 5

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### Topics:

- Sexuality
- Resilience
- Therapist Self Reflection / Person of the Therapist
- Wrap Up and Review

### Sexuality

*Required:*

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>

Laszloffy, T. (2016). Sexuality and the Family Life Cycle. Chapter 6. In McGoldrick, M.; Preto, N.G. & Carter, B. *The expanding family life cycle: Individual, family, and social perspectives*. (5th ed., pp. 118-135). Boston: Pearson.

*Supplementary:*

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>

### 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:*

Karni Kissila, K., Renata 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.

*Supplementary:*

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

## **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 fuller understanding of the topics covered in class.*

### **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.

### **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.

### **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.

### **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**

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