



**Tyndale Seminary  
Course Syllabus**

**SPRING SUMMER 2020  
FAMILIES IN TRANSITION: DIVORCE, SINGLE PARENTING AND RE-MARRIAGE  
COUN 0693**

**MAY 4 – 8, 2020  
MONDAY – FRIDAY, 9:00 AM TO 4:00 PM**

**INSTRUCTOR: JENNIFER MYRIE, MSC, DMIN, RP, RMFT**  
Telephone: 647 986 3344  
Email: [jmyrie@tyndale.ca](mailto:jmyrie@tyndale.ca)

Office Hours: By appointment

Access course material at <http://classes.tyndale.ca/>  
Course-related emails ONLY will be sent to your @MyTyndale.ca e-mail account.  
[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**

The emphasis will be on both the impact of transitions such as divorce, remarriage and single parenting on family relationships from a systemic approach as well as considering effective therapeutic interventions when working with such changing family systems. Transitions such as death of a spouse, foster parenting, or grandparents raising their grandchildren, and multigenerational families will also be presented to some degree. The goal of this course is to increase understanding of the systemic dynamics of families in transition and improve clinical skill in working with these families.

*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 couples and families who are experiencing various types of transitions.
2. Explain how to apply therapeutic approaches to working with couples and families who are experiencing various forms of transitions.
3. Demonstrate an understanding of how to work therapeutically with various forms of couple and family 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. 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**

Skolnick, A. & Skolnick, J. (2014). *Family in Transition*. (17<sup>th</sup> ed.) Boston: Pearson.

Additional Required Readings are listed in Section IV below.

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

##### **1. Attendance and Participation (10%)**

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

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

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

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

Student participation will be graded on a scale of 1 to 4: 1 (or D): present, not disruptive; responds when called on but does not offer much; infrequent involvement; 2 (or C): adequate preparation, but no evidence of interpretation of analysis; offers straightforward information; contributes moderately when called upon; 3 (or B): good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; 4 (or A): excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion

## **2. Case Presentation (25%)**

**Due Date:** As determined on the first day of class

**Presentation of a couple or family situation involving major transitions that demonstrates your integration of theory and practice.**

Groups may consist of 4 or 5 individuals, depending on size of class and will be formed on the first day of class.

- Present a client situation to the class and share how you would approach the therapy. The presentation should include:
  - Relevant aspects of the family situation, taking appropriate steps to ensure their confidentiality and anonymity.
  - Theoretical perspectives that inform your thinking about the couple or family situation (e.g. family life cycle, developmental theory).
  - A description of the applicable concepts, practices and interventions that you would utilize when working with this couple or family.
  - A description of what the initial meeting between therapist and family, might be like.
  - A summary of what the course of therapy might include.
  - The systemic and contextual factors that may be important to consider when working with this particular couple or family.
  - Some reflection on what this therapy experience might be like from the clients' and also from the therapist's perspective.

This assignment is related to Outcomes # 2 and 4.

## **3. Exploring Your Own Family Transitions (25%)**

**Due Date: June 1, 2020**

The objective of this assignment is to critically explore your own family's development and transitions. It is anticipated that coming in closer touch with your own family's transitional

processes and impacts, will help to increase your understanding and appreciation of the experiences of others.

Time will be provided in class to engage in dyadic conversations regarding your own family transitional processes. *Students are advised to: a) share only what feels safe, and also to personally reflect on what was not shared and their reasons for not sharing.*

These conversations will inform your written summary. The summary will include changes noticed in your family at pivotal or major transitional points, impacts on the behaviours of family members, responses to the addition of new family members, responses to various forms of family discontinuity (death, separation, divorce, migration, etc.), any disruptions in family life, resilience and recovery processes. As far as possible, include three generations (e.g. two generation before you or, one generation before and one after you).

This paper should be 6 - 8 pages, double spaced, 12 point.

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

#### **4. Major Paper (40%)**

**Due Date: June 28, 2019**

**A research paper on a particular type of family transition.**

The objective of this assignment is to provide students with an opportunity to demonstrate in writing, a critique and understanding of the process, impacts, clinical approaches and appropriate interventions with families facing transition. The paper should also 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 case presentation.

At a minimum, the paper should include the following:

- Definitions, historical overview
- Theoretical perspectives
- Process and impacts on individual and family life/family functioning
- Social and cultural considerations
- Resilience and coping
- Clinical approaches or models used
- Therapeutic understanding and interventions
- External supports
- Recent developments / Future outlook
- Your personal reflections on working with clients facing this type of transition (areas of competence and challenge you would anticipate, your professional positioning /role,

and what this work may be like for you)

The paper should be 10-12 pages, excluding references and appendices.

This assignment is related to Outcomes # 1 and 3.

Please advise the instructor of the topic chosen by noon on May 8, 2019.

#### **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:

Attendance and Participation	10 %
Case Presentation	25 %
Exploring Your Own Family Transitions	25 %
Major (Research) Paper	40 %
Total Grade	100 %

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

Written assignments are to be submitted electronically in .pdf format. The electronic time stamp will be considered the submission time/date. The instructor will confirm receipt of the assignment.

Please keep a copy of each document you submit.

All papers should be prepared with due attention to grammar, spelling, documentation and referencing. Paper should include the student's name and be printed, double spaced, 12 point Times New Roman font with one-inch margins. Pages are to be numbered. Title page, supplementary materials and bibliographies are not counted in the required number of pages.

For proper citation style, consult the [Chicago-Style Quick Guide](#) (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](#).

#### **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 Services](#).

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 Office (Room B302; [aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

## **G. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The 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.**

Note: Students are expected to read the material prior to each class and to come prepared for discussion.

### **Course Text**

Skolnick, A. & Skolnick, J. (2014) *Family in transition*. (17th ed.). Boston: Pearson.

## **Class Schedule and Readings**

### Day 1

Course Overview and Introduction

Theoretical Perspectives

Positioning Ourselves to Respond Appropriately To Family Transitions

Separation and Divorce

### **Introduction**

#### *Required*

Giele, J. Z. (2014). Decline of the family: Conservative, liberal and feminist views. Course Text, Reading 4.

Skolnick, A. & Skolnick, J. (2014). Course Text, Introduction.

### **Theoretical Perspectives**

#### *Required*

McGoldrick, M.; Preto, N.G., & Carter, B. (2016). [The Life Cycle in its Changing Context: Individual, Family and Social Perspectives](#). In M. McGoldrick & N. Garcia Preto and B. Carter, (Eds.), *The expanding family life cycle: Individual, family, and social perspectives* (pp. 376-391). Boston: Pearson.

Giddens, A. The global revolution in family and personal life. Course Text, Reading 2.

Goode, W. J. The theoretical importance of family. (2014). Course Text, Reading 1.

#### *Supplementary*

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>

### **Separation and Divorce**

#### *Required*

Ahrons, C. R. (2016). Divorce: An unscheduled family transition. In M. McGoldrick & N. Garcia Preto and B. Carter, (Eds.), *The expanding family life cycle: Individual, family, and social perspectives* (pp. 376-391). Boston: Pearson.

Friedman, L. (2014). Divorce: The silent revolution. Course Text, Reading 11.

Rutter, V. (2014). Divorce in Research vs. Divorce in Media. Course Text, Reading 12.

## Day 2

### Separation and Divorce

#### Remarriage, Step Parenting and Blended Families

#### Co-parenting

### Separation and Divorce

#### Required:

Amato, P.R. (2014). [The consequences of divorce for adults and children: An update](#).

DOI: 10.1111/j.1741-3737.2000.01269.x.

Greene, S. M., Anderson, E. R.; Hetherington, E. R. Anderson, M.; Forgatch, M. S., DeGarmo, D. S., & Hetherington, M. (2012). Risk and resilience after divorce. In F. Walsh (Ed.), *Normal family processes: growing diversity and complexity*. (pp. 102-127). New York: Guilford.

#### Supplementary:

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

### Remarriage, Step Parenting and Blended Families

#### Required:

Mason, M. A. (2012). The modern American stepfamily: Problems and possibilities. Course Text, Reading, 13.

Sayre, J. B., McCollum, E. E., & Spring, E.L. (2010). [An outsider in my own home: Attachment injury in step couple relationships](#). *Journal of Marital and Family Therapy*, 36, 403–415.

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

#### Supplementary:

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

### Co-parenting

#### Required:

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, 542-555.

Waller, M. R. (2013). [Cooperation, conflict, or disengagement? Co-parenting styles and father involvement in fragile families](#). *Family Process*, 51(1), 325–342.

#### Supplementary:

Fagan, J., & Lee, Y. (2014). [Longitudinal associations among fathers' perception of co-parenting, partner relationship quality, and paternal stress during early childhood](#). *Family Process*, 53(1), 80-96.

## Day 3

Single Parenting

Adoption

Foster Parenting

Domestic Violence

### **Single Parenting**

#### *Required:*

Anderson, C. (2012). Diversity, strengths and challenges of single parent households. In Froma Walsh (Ed.), *Normal Family Processes*. (4th Ed., pp. 128-148). New York: Guilford.

Edin, K. & Kefalas, M. (2014). Unmarried with children. In A. Skolnick J. H. Skolnick (Eds.) *Family in Transition*. (17<sup>th</sup> Ed., pp. 468-473). Pearson: Boston.

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.

#### *Supplementary:*

Goldscheider, F. & Kaufman, G. (2006). Single parenting and the double standard. *Fathering*, 4, 191-208.

### **Adoption**

#### *Required:*

Gorman, T. (2004). Resisting the deficit view of adoption. *Family Therapy Magazine*, May-June.

Rampage, C., Eovaldi, M., Ma, C., Weigel Foy, C, Bloom, L., & Samuels, G. M. (2012). Adoptive Families. In Froma Walsh (Ed.), *Normal Family Processes*. (4th Ed., pp. 222-248). New York: Guilford.

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

### **Foster Care**

#### *Required:*

Rusby, James S. M. (2010). [Effect of childhood age in foster care on the incidence of divorce in adulthood](#). *Journal of Family Psychology*, 24(1), 101–104.

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

### **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, 476-499.

Kurz, D. (2014). Violence against women or family violence? Current debates and future direction. In A. Skolnick, J. H. Skolnick (Eds.) *Family in Transition*. (17<sup>th</sup> Ed., pp. 474-485). Pearson: Boston.

## Day 4

Domestic Violence

Death and Loss

Sexuality

Resilience

### Domestic Violence

#### Required:

- Meltzer, H., Doos, L., Vostanis, P., Ford, T., Goodman, R. (2009). The mental health of children who witness domestic violence. *Child and Family Social Work, 14*, 491–501.
- Stith, S. McCollum, E., Amanor-Boadu, Y. & Smith, D. (2012). [Systemic perspectives on intimate couple violence treatment](#). *Journal of Marital and Family Therapy, 38*, 220-240.

### Death and Loss

#### Required:

- McGoldrick, M., & Walsh, F. (2013). Bereavement: a family life cycle perspective. *Family Science, 4*, 20-27,
- McGoldrick, M., & Walsh, F. (2011). Death, loss, and the family life cycle. In M. McGoldrick, B. Carter, & N. Garcia Preto (Eds.), *The expanding family life cycle*. (4th ed., pp. 278–291). Boston, MA: Allyn & Bacon.
- Weingarten, K. (2012) [Sorrow: A therapist's reflection on the inevitable and the unknowable](#). *Family Process, 51*(4), 440-55.
- Osgood, N. J. (2002). Late Life Suicide: Recognition and Intervention. *Family Therapy Magazine*, November/December. [online version].

#### Supplementary:

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

### Resilience

#### Required:

- Kotzé E., Hulme T., Geldenhuys T., & Weingarten, K. (2013). [In the wake of violence: Enacting witnessing and hope among people](#). *Family Process, 52*, 355-367.
- Walsh, F. (2012). Family resilience: strengths forged through adversity. In Froma Walsh (Ed.), *Normal Family Processes*. (4th Ed., pp. 399-427). New York: Guilford.
- Ungar, M. (2016). [Varied patterns of resilience in challenging contexts](#). *Journal of Marital and Family Therapy, 42*(1), 19-31.

### Sexuality and Gender

#### Required:

- Ashton, D. (2010). Lesbian, gay, bisexual and transgender individuals and the family life cycle. In McGoldrick, M.; Carter, B. & Preto, N.G. *The expanded family life cycle: Individual, family, and social perspectives* (pp. 115-132). Boston: Allyn & Bacon.
- 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.

Day 5
Illness
Other Family Transitions
Grand-parenting and Multigenerational Families
Review and Reflection

### **Illness**

#### *Required:*

- Rolland, J. S. (2012) Mastering family challenges in serious illness and disability. In Walsh, F. *Normal Family Processes*. (4<sup>th</sup> ed., pp. 452-482). New York: Guilford Press.
- Shield, C.G., Finely, M.A. Chawla, N., and Meadows, P. (2012). [Couple and family intervention in health problems](#). *Journal of Marital and Family Therapy*, 38, 265-280.
- Williams, J. C. (2014). One sick child away from being fired. Course Text, Reading 22.

### **Other Family Transitions**

#### *Required:*

- Gangamma, R. & Shipman, D. (2018). [Transnational intersectionality in family therapy with Resettled refugees](#). *Journal of Marital and Family Therapy*, 44(2), 206-219.
- Nesteruk, O. (2018). [Immigrants coping with transnational deaths and bereavement: the influence of migratory loss and anticipatory grief](#). *Family Process*, 57(4), 1012-1028.
- Ratcliff, D.A., Frame, R. & Moll, D. (2012) Military family issues: Redeployment and reintegration. *Family therapy Magazine*, Nov – Dec, pp. 15-18
- Travis, J. (2014). Prisoners' families and children. Course Text, Reading 29.

### **Grand-parenting and Multigenerational Families**

#### *Required:*

- Bookman, A. & Kimbrel, D. (2014). Families and elder care in the twenty-first century. Course Text, Reading 28.
- Silverstein, M. & Giarrusso, R. (2010). [Aging and family life: A decade review](#). *Journal of Marriage and the Family*, 72(5), pp. 1039-1058.
- 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.

#### *Supplementary*

- Harnett, P. H., Dawe, S. & Russell, M. (2012). An investigation of the needs of grandparents who are raising grandchildren. *Child & Family Social Work*, 10, 1-10.
- Riley, L. & Bowen, C. (2005). [The Sandwich Generation: Challenges and Coping Strategies of Multigenerational Families](#). *The Family Journal*, 13, 52-58.

## **Review and Reflection**

### *Required*

- Hardy, K. (2018). The self of the therapist in epistemological context: A multicultural relational perspective. *Journal of Family Psychotherapy*, 29, 17-29.
- Lazloff, T., & Davis, S.D. (2018). [Nurturing nature: Exploring ecological self-of-the therapist issues](#). *Journal of Marital and Family Therapy*, 45(1), 176-183.
- Knudson-Martin, C., Mcdowell, T., & and J. Maria Bermudez, M.J. (2019). [From knowing to doing: Guidelines for socioculturally attuned family therapy](#). *Journal of Marital and Family Therapy*, 45(1), 47-60.

## **V. OPTIONAL READINGS**

(Tyndale Library supports this course with [e-journals and e-books](#). 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.*

### **Adoption**

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

### **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.
- 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

### **Domestic Violence**

- 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.

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.

### **Grand-parenting and Multigenerational Families**

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

### **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].

### **Sexuality and Gender**

APA. (2012). [Guidelines for psychological practice with lesbian, gay and bisexual clients](#). *American Psychologist*, 67, 10-42.

### **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.

### **Theoretical Perspectives**

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.

McGoldrick, M. & Ashton, D. (2012). Culture: A challenge to concepts of normality. In Froma Walsh (Ed.), *Normal Family Processes*. 4th Ed. Growing Diversity and Complexity (pp. 249-272). New York: Guilford.