

“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.”

Semester, Year	FALL, 2026
Course Title	GENDER AND SOCIOECONOMIC PERSPECTIVES IN MARRIAGE AND FAMILY THERAPY
Course Code	COUN 0777 1S
Date	From September 14, 2026 to December 11, 2026 Every Wednesday
Time	From 8:15 to 11:05 AM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be livestreamed on Wednesdays from 8:15 to 11:05 am.
Instructor	NATHAN SZETO, PhD (Cand.) Email: nszeto@tyndale.ca
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Considers the influence of gender and socioeconomic factors in relation to the development and practice of psychological theories in general, and the theories and practice of marriage and family therapy in particular. Emphasis is also given to the student's personal reflection in terms of both gender and socioeconomic awareness and the influence of these factors on their understanding of family systems.

Prerequisites: COUN 0574 and COUN 0674 or equivalent.

II. LEARNING OUTCOMES

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

1. Distinguish and articulate the influence of gender and socioeconomic status on personal and professional development.

2. Demonstrate an understanding of how gender and socioeconomic status may impact the therapeutic relationship with counseling clients who may have similar or unique experiences of gender and socioeconomic status
3. Demonstrate an awareness of the role of gender and socioeconomic status in the development and maintenance of family systems.

CRPO COMPETENCIES ADDRESSED:

- 1.1.3 Integrate knowledge of the psychological significance of various kinds of human development, such as spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.
- 1.4.1 Integrate knowledge of the impact of the therapist's self on the therapeutic process.
- 1.4.2 Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.
- 1.5.1 Recognize how oppression, power and social injustice may affect the client and also the therapeutic process. Recognize barriers that may affect access to therapeutic services.
- 1.5.2 Adapt the therapist's approach when working with culturally diverse clients, using culturally-relevant resources.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Sweet, Holly B. (Ed.). (2012). *Gender in the Therapy Hour: Voices of Female Clinicians Working with Men*. New York, NY: Routledge. ISBN-10: 0415885523. ISBN-13: 978-0415885522

Yarhouse, Mark & Sadusky, Julia. (2020). *Emerging Gender Identities: Understanding the Diverse Experiences of Today's Youth*. Grand Rapids, MI: Brazos Press. ISBN-10: 1587434342 ISBN-13: 978-1587434341

Articles:

Auwarter, A. E., & Aruguete, M. S. (2008). [Counselor perceptions of students who vary in gender and socioeconomic status](#). *Social Psychology of Education*, 11, 389–395.

Baños, R. M., & Miragall, M. (2024). [Gender Matters: A Critical Piece in Mental Health](#). *The Spanish Journal of Psychology*, 27, e28.

Dougall, J. L., & Schwartz, R. C. (2011). [The influence of client socioeconomic status on psychotherapists' attributional biases and countertransference reactions](#). *American Journal of Psychotherapy*, 65(3), 249-265.

Eaton, N. R., Keyes, K. M., Krueger, R. F., Balsis, S., Skodol, A. E., Markon, K. E., Grant, B. F., Hasin, D. S. (2012). [An Invariant Dimensional Liability Model of Gender Differences in](#)

- [Mental Disorder Prevalence: Evidence from a National Sample](#). *Journal of Abnormal Psychology*, 121(1), 282–288.
- Esmiol, E., Knudson-Martin, C. & Delgado, S. (2012). [Developing a contextual consciousness: Learning to address gender, societal power and culture in clinical practice](#). *Journal of Marital and Family Therapy*, 38(4), 573-588.
- Finegan M, Firth N, Wojnarowski C, Delgadillo J. [Associations between socioeconomic status and psychological therapy outcomes: A systematic review and meta-analysis](#). *Depress Anxiety*. 2018 Jun;35(6):560-573.
- Hudson, C. (2005). [Socioeconomic status and mental illness: Tests of the social causation and selection hypotheses](#). *American Journal of Orthopsychiatry*, 75(1), 3-18
- Nadelson, C. C., Notman, M. T., & McCarthy, M. K. (2005). [Gender Issues in Psychotherapy: Adapted from “Gender Issues in Psychiatry”](#). Oxford Textbook of Psychotherapy. Oxford, England: Oxford University Press. pp. 14, 15, 18.
- Niemeyer, H., & Knaevelsrud, C. (2023). [Socioeconomic status and access to psychotherapy](#). *Journal of Clinical Psychology*, 79(4), 937–953.
<https://doi.org/10.1002/jclp.23449>
- Pope, J. F., & Arthur, N. (2009). [Socioeconomic status and class: A challenge for the practice of psychology in Canada](#). *Canadian Psychology*, 50(2), pp. 55–65.
- Raphael, D., Bryant, T., Mikkonen, J., & Raphael, A. (2020). *Social Determinants of Health: The Canadian Facts*. Oshawa: Ontario Tech University Faculty of Health Sciences and Toronto: York University School of Health Policy and Management.
- Seidler, Z. E., Rice, S. M., Ogrodniczuk, J. S., Oliffe, J. L., & Dhillon, H. M. (2018). [Engaging Men in Psychological Treatment: A Scoping Review](#). *American Journal of Men’s Health*, 12(6), 1882–1900. <https://doi.org/10.1177/1557988318792157>
- Wolgast, M., Despotovski, D., Olsson, J. L., & Wolgast, S. (2022). [Socioeconomic status and the therapeutic alliance: An empirical investigation using structural equation modeling](#). *Journal of Clinical Psychology*, 78(6), 1058–1073.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

American Psychological Association: Society for the Psychological Study of Men and Masculinities.

American Psychological Association: Society for the Psychology of Women

American Psychological Association: Socioeconomic Status

Tyndale recommends [STEPBible](#) – 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. Self-Reflection Paper – Socioeconomic Status: Due on September 30, 2026 @ 11:59 PM – 20% of final grade

Each student will submit a paper of 5 to 6 pages (plus a title page) on their personal reflection regarding socioeconomic status. With this paper the student is attempting to answer the questions, “How has my experience of SES contributed to who I am” and “How might my experience of SES impact me as a psychotherapist”? Therefore, this paper is a personal reflection on the student’s experience of SES in significant areas of their life, such as family of origin. A consideration of one’s own emotional response to SES issues and possible biases is especially important. References are not required. APA format is required.

2. Self-Reflection Paper – Gender: Due on November 4, 2026 @ 11:59 PM – 20% of final grade

Each student will submit a paper of 5 to 6 pages (plus title page) on their personal reflection regarding gender. With this paper the student is attempting to answer the questions “How has my experience of gender contributed to who I am?” and “How might my experience of gender impact me as a psychotherapist”? Therefore, this paper is a personal reflection on the student’s experience of gender in significant areas of their life, such as family of origin. A consideration of one’s own emotional response to gender issues and possible biases is especially important. References are not required. APA format is required.

3. Book Review: Due on November 18, 2026 @ 11:59 PM – 20% of final grade

Each student will provide a careful and thorough examination of the basic issues in “Gender in the Therapy Hour: Voices of Female Clinicians Working with Men” by Holly Sweet. The student will critically evaluate the relative strengths and weaknesses of the themes presented by the authors. Please be specific. Do not merely summarize but rather seek to express the dominant issues and argument of the work and what impact that may have had on you. Include any ways in which the material contained in the book might have exposed one’s own personal biases. The review must be 5 to 6 pages plus a title page. References are not required. APA format is required.

4. Research Essay: Due December 9, 2026 @ 11:59 PM – 40% of final grade.

Students will submit a 10-page paper (plus title page and references) on a topic of their choice (topics will be included in a separate assignment document that will be posted on the course Moodle). The student may also research/write on other topics with the approval of the instructor. The content of this paper should clearly exhibit a scholarly effort to interact with, challenge and be challenged by the current thinking on the topic, in other words, it must include an analysis and evaluation rather than just a survey of the topic. The paper must include a title page, citations, and a reference page and a minimum of 10 references from peer reviewed academic journals. APA format is required.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due Dates	% final grade
1. Self-Reflection Paper – Socioeconomic Status	September 30	20 %
2. Self-Reflection Paper – Gender	November 4	20 %
3. Book Review	November 18	20 %
4. Research Essay	December 9	40 %
Total Grade		100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1: September 16 – Introduction to SES

Week 2: September 23 – SES Definitions

Reading: Levi et al. (2018); Pope & Arthur (2009)

Week 3: September 30 – SES and Health

Reading: Hudson (2005); Raphael et al. (2020)

Assignment: Self-Reflection Paper – Socioeconomic Status

Week 4: October 7 – SES and Psychotherapy

Reading: Dougall & Schwartz (2011); Wolfgast et al. (2022);

Week 5: October 14 – SES and Psychotherapy

Reading: Finegan et al. (2018); Niemeyer & Knaevelsrud (2023)

Week 6: October 21 – Introduction to Gender: Gender Definitions

Reading: Baños & Miragall (2024); Yarhouse (2020) ch. 1

October 27-November 1 – Reading Break – No Class

Week 7: November 4 – Gender Dysphoria

Reading: Nadelson et al. (2025); Yarhouse (2020) ch. 2

Assignment: Self-Reflection Paper – Gender

Week 8: November 11 – Biology of Gender

Reading: Eaton et al. (2012)

Week 9: November 18 – Socialization of Gender

Assignment: Book Review

Week 10: November 25 – Masculine, Feminine, Gender Scripts, Culture

Reading: Auwarter & Aruguete (2008); Seidler et al. (2018)

Week 11: December 2 – Gender in the Therapy Session

Reading: Esmiol et al. (2012); Yarhouse (2020) ch. 3

Week 12: December 9 – Gender Specific Therapy

Assignment: Research Essay

V. SELECTED BIBLIOGRAPHY

Compton, M. T., & Shim, R. S. (2015). [*The social determinants of mental health \(First edition\).*](#)

American Psychiatric Publishing, a division of American Psychiatric Association.

Cottone, J. G., Drucker, P. & Javier, R. A. (2002). [*Gender Differences in Psychotherapy Dyads: Changes in Psychological Symptoms and Responsiveness to Treatment During 3 Months of Therapy.*](#) *Psychotherapy: Theory, Research, Practice, Training*, 39(4), 297–308.

Felmingham, K. L. & Bryant, R. A. (2012). [*Gender Differences in the Maintenance of Response to Cognitive Behavior Therapy for Posttraumatic Stress Disorder.*](#) *Journal of Consulting and Clinical Psychology*, 80(2), 196–200.

Jackson, J. B., Miller, R. B., Oka, M. & Henry R. G. (2014). [*Gender Differences in Marital Satisfaction: A Meta-analysis.*](#) *Journal of Marriage and Family*, 76(1), 105–129.

Jokela, M., Batty, G. D., Vahtera, J., Elovainio, M., & Kivimäki, M. (2013). [*Socioeconomic Disparities in Common Mental Disorders and Psychotherapy Treatment in the UK between 1991 and 2009.*](#) *The British Journal of Psychiatry*, 202(2), 115-120.

McDowell, T., Brown, A. L., Cullen, N., & Duyn, A. (2013). [*Social Class in Family Therapy Education: Experiences of Low SES Students.*](#) *Journal of Marital and Family Therapy*, 39(1), 72–86.

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

Van Leeuwen, M. (2006). [*Gender and Grace: Love, Work and Parenting in a Changing World*](#). Downers Grove, IL: InterVarsity Press. ISBN-10: 0830812970; ISBN-13: 978-0830812974

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (SYNCHRONOUS ONLINE COURSE ONLY)

- Livestream attendance for the entire duration of the class 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
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. 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.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

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 (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

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

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or [classes.tyndale.ca](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).