

*“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>Semester, Year</b>      | Spring/Summer, 2025   |
| <b>Course Title</b>        | <b>FAMILIES IN TRANSITION: DIVORCE, SINGLE PARENTING AND REMARRIAGE</b>   |
| <b>Course Code</b>         | <b>COUN 0693– 1S</b>  |
| <b>Date</b>                | From May 5, 2025 to May 9, 2025<br><b>MONDAY to FRIDAY (ONE WEEK)</b>   |
| <b>Time</b>                | From 9:00 AM to 4:00 PM   |
| <b>Delivery Format</b>     | SYNCHRONOUS ONLINE  |
| <b>Class information</b>   | The classes will be LIVESTREAMED on Monday to Friday from 9:00 am to 4:00 pm.   |
| <b>Instructor</b>          | <b>JENNIFER MYRIE, MSc, DMin, RP, RMFT</b>  |
| <b>Contact Information</b> | Email: <a href="mailto:jmyrie@tyndale.ca">jmyrie@tyndale.ca</a>   |
| <b>Office Hours</b>        | By appointment only.  |
| <b>Course Materials</b>    | Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> .<br>Course emails will be sent to your @MyTyndale.ca e-mail account only. |

## 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 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

See [Section IV](#) below for the complete list of readings. There is no required textbook to be purchased for this course. All required readings will be available at [classes.tyndale.ca](https://classes.tyndale.ca)

### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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. Livestream Class Participation. Days 1- 5. 10% of final grade. 2% per day x 5 days

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

The class is designed to utilize the unique contribution and diverse perspectives of each member. "Attendance" in this course is demonstrated by regular log-ins and active engagement in class learning activities.

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

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.

In the event that you will be late, absent, or need to leave early, please contact the instructor prior to class.

**2. Self-Reflection Journal: Due on May 12, 2025; 15% of final grade. Length: Minimum 4 pages – maximum 6 pages, double spaced, font size 12 pt. References not required.**

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

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 interactions and relationships with clients.

It is anticipated that coming in closer touch with your own transitional processes and your responses to transitions will help to increase your understanding and appreciation of your clients' experiences. The process of self-reflection will also serve as preparation for topics on Days 4 and 5 which focus on areas such as Resilience, Self-Care and SEUS.

This Journal provides an opportunity for students to engage in critical self-reflection on the transitions and related material discussed in class. On **4 of the 5** days write a brief, specific reflection on your response and learning regarding the material discussed. The reflection should demonstrate an ability to attend to your personal contexts, how you manage these, and ways in which they may influence your work with clients.

The Journal is to be written in one document. Identify each day's reflection as Day 1, Day 2, etc. Your Journal is personal and confidential. However, where appropriate, and if you feel comfortable, you may share your reflections in whole class or small group discussions.

This assignment will be graded using the following criteria:

Exemplary: 13-15 points. Exceptional exploration of own experience and their impacts. Excellent insight and application of course concepts. Very high evidence of self-awareness and self-reflexivity.

Proficient: 9-12 points. In-depth consideration of own experiences and their impacts. Thoughtful insights and application of course concepts. High evidence of self-awareness and self-reflexivity.

Developing: 5-8: Good consideration of own experiences and their impacts; Good insights and application of course concepts. Some evidence of self-awareness and self-reflexivity.

Emerging: 1-4 points. Little to no consideration of own personal experiences and their impacts. Little to no insights or application of course concepts. Little to no self-awareness and self-reflection.

The following questions are *suggestions* to help inform your personal reflection. It is not expected that any one student will answer all questions. Select ones that you find relevant or base your reflection on unique questions that arise for you.

Regarding the topic/issue/transition ....

- What is your instinctive response?
- Is this something you have personally experienced?
- Did your experience include particular benefits and/or challenges? Has your thinking shifted about these challenges and benefits over time?
- Are there aspects of your experience that remain unaddressed or unresolved?
- What skills/ abilities/personal attributes do you have that will support you in working with clients who face this issue?
- Are there ways in which you feel unprepared or unqualified to support clients through this issue?
- How might your experience with this transition/issue help you to work safely and effectively with clients?
- How might your experience with this transition/issue create blind spots or otherwise limit your ability to work safely and effectively with clients?
- Have you been effectively supported by a helper who approached your situation with sensitivity? What was this like for you?
- Have you experienced harm by a helper who lacked sensitivity towards your unique transition/situation? What was this like for you?

**Due:** June 12, 2025.

**3. Role Play – Working with Clients to Addressing a Transition Issue in Therapy. 25 % of total grade. In class on Days 4-5**

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

Groups of students will present a role play using a client scenario involving a major transition.

The objective of this assignment is to provide students with an opportunity to integrate theory and practice, provide experiential learning regarding specific family transitions, demonstrate an understanding of clinical approaches and appropriate interventions, and reflect sensitivity to the impacts of society and culture on clients' experiences and understanding of transitions. Further, the role plays will provide opportunity for students to practice giving and receiving feedback in a safe environment.

The instructor will prepare the scenarios with input from group members.

Timing: **Maximum** 30 minutes per group.

**Due Date:** Groups 1, 2, 3 May 8, 2023, AM & PM

Groups 4, 5, 6 May 9, 2023, AM & PM

Note: The actual number of groups (not to exceed 6), and group size will be determined by the class size.

The groups will be determined on the first day of class and time will be allowed during class to prepare for the role plays.

The format for each role play will be:

- Introduction of the client and their concerns
  - a. Summarize the presenting issue and client goals in therapeutic terms
  - b. Describe the applicable concepts and practices that you will use to support this client.
  - c. Identify the segment of the work you are demonstrating in the role play.
  - d. Identify systemic and contextual factors to consider when working with the client(s).
- Conduct the role play
- Group Debrief
- Class Feedback

This assignment will be graded using the following criteria:

- Thorough understanding of the issue demonstrated
- Demonstration of basic therapeutic skills
- Appropriate interventions used skillfully and consistently
- Excellent engagement with clients
- Clear, appropriate demonstration of sensitivity to the clients' needs, goals and unique situation.

Exemplary: 17-20 points. Outstanding performance in all areas

Proficient: 14-16 points. Proficient performance in all or most areas

Developing: 12-15 points. Partial or less skillful demonstration in multiple criteria.

Emerging: 0-11 points. Fail to meet some criteria and less skillful demonstration in some areas.

All group members are expected to participate in the preparation and presentation of the topic, and all will receive the same grade.

Groups are asked to adhere to the time limit for the presentation.

*The Instructor will support each group to determine # of clients and # of therapists as group size will depend on the number of students who are registered for the course.*

**4. Research Essay on a Family Transition Topic (50% of final grade) DUE: Sunday, June 8, 2025. Submitted to Moodle by 11:59 PM.**

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

This research paper focuses on a specific family transition. The objective is to provide an opportunity to demonstrate in writing, understanding of theoretical perspectives, 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 presented in your Role Play class project.

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

- Definitions, historical overview
- Theoretical perspectives are used to research, study, and explain the topic in literature.
- Process and impacts on individual and family life/family functioning, resilience and coping
- Socio-cultural considerations
- Clinical approaches or models that can be used to address this transition; therapeutic understanding; interventions

- External support (services and resources that are available in the community to assist clients facing this transition).
- 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. Each area is considered in grading the paper and points will be deducted for missing areas.

Please do not exceed the page limit.

*Check in with the instructor to ensure that your topic is appropriate for the course, by noon on May 9, 2029.*

**Penalty for late work:**

*For every week late, the grade will be reduced by 5 %, a half a letter grade (i.e. one week late: 82 % A- becomes 77 % B+; two weeks late, 82 % becomes 72 % B-, etc.). Please note that the deduction is accumulated weekly, not daily, and so a student will receive the same penalty whether the assignment is one or six days late.*

*Extensions will be considered only in cases such as a death in the family, the hospitalization of yourself or a member of your immediate family, or an illness for which you require treatment by a physician. Reference to heavy workload, other assignments, professional or ministry obligations, or holidays do not constitute legitimate grounds for an extension.*

*Requests for extensions must be submitted in writing to the instructor explaining the reason why the extension is needed. Such requests need to be submitted at least 72 hours prior to the due date.*

**D. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

|                                   |              |
|-----------------------------------|--------------|
| 1. Livestream Class Participation | 10%          |
| 2. Self-Reflective Journal        | 15%          |
| 3. Role Play                      | 25%          |
| 4. Research Essay                 | 50%          |
| <b>Total Grade</b>                | <b>100 %</b> |

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

### DAY 1 (May 5, 2025)

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#### Topics:

- Course Overview
- Introduction and Theoretical Perspectives
- Family Diversity in Canada
- Positioning Ourselves to Respond Appropriately to Family Transitions
  - Critical Self Reflection
  - Sociocultural Attunement
- Separation and Divorce

#### Introduction and Theoretical Perspectives

##### Required:

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

##### Supplementary:

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.

#### Family Diversity

##### Required:

Clark, S., Brauner-Otto, S.R., & AmaniChakani, M. (2024). Family Change and Diversity in Canada. Vanier Institute of the Family. [https://vanierinstitute.ca/wp-content/uploads/2024/06/2024-06-25\\_IB\\_Family-Change-and-Diversity-in-Canada.pdf](https://vanierinstitute.ca/wp-content/uploads/2024/06/2024-06-25_IB_Family-Change-and-Diversity-in-Canada.pdf)

#### Sociocultural Attunement

##### Required:

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.

#### Separation and Divorce

##### Required:

LeBow, J. L. (2023). Divorce Issues in couple therapy. In J.L. Lebow and D. K. Snyder, (Eds.). *Clinical Handbook of Couple Therapy*. (6th ed.), pp. 472-491. New York: Guilford Press.

Doherty, W. J., Harris, S. M., & Wilde, J. L. (2015). Discernment counseling for “mixed- agenda” couples. *Journal of Marital and Family Therapy*, 42(2), 246–255. <https://doi.org/10.1111/jmft.12132>.

##### Supplementary:



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.

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## DAY 2 (May 6, 2025)

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### Topics:

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

### Separation and Divorce

#### Required:

Edwards, C. (2021). The Integration of Discernment Counseling and Emotionally Focused Therapy: Attachment-Based Therapy with Mixed Agenda Couples. *Contemporary Family Therapy*. Pp. 45:186–194. <https://doi.org/10.1007/s10591-021-09610-9>

### 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.

### Step Parenting and Blended Families

#### Required:

Papernow, P. (2023). Therapy with Stepfamily Couples. In J.L. Lebow and D. K. Snyder, (Eds.). *Clinical Handbook of Couple Therapy*. (6th ed.), pp. 492-511. New York: Guilford Press.

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.

#### Supplementary:

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

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

### **Remarriage**

#### **Required:**

McGoldrick, M & Carter B. (2016). The remarriage cycle: Divorced, multi-nuclear and Recoupled families. 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:**

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

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## **DAY 3 (May 7, 2025)**

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### **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:**

Rees, E. ; Beeber, S. N., Sampson, R., & Lietz, J. P. (2023). Empowering single parents: Navigating socio-economic challenges and fostering resilience in family well-being. *Law and Economics*, 17:2, 131-150.

[https://www.researchgate.net/publication/375984059\\_Empowering\\_Single\\_Parents\\_Navigating\\_Socio-Economic\\_Challenges\\_and\\_Fostering\\_Resilience\\_in\\_Family\\_Well-being](https://www.researchgate.net/publication/375984059_Empowering_Single_Parents_Navigating_Socio-Economic_Challenges_and_Fostering_Resilience_in_Family_Well-being)

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:**

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/>

Swanson, S., Fisher, A.R. (2021). Adoptive Families. In: Lebow, J., Chambers, A., Breunlin, D.C. (eds) *Encyclopedia of Couple and Family Therapy*. Pp. 1-3. Springer Nature Switzerland AG 2021. [https://doi.org/10.1007/978-3-319-15877-8\\_1163-1](https://doi.org/10.1007/978-3-319-15877-8_1163-1)

*Supplementary:*

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.

**Foster Parenting/Kinship Care:**

*Required:*

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:*

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.

**Domestic Violence:**

*Required:*

Carlat, D. (2023). *Strategies for Treating Trauma in Intimate Partner Violence Survivors*. <https://www.thecarlatreport.com/articles/4490-strategies-for-working-with-trauma-in-intimate-partner-violence-survivors>.

Epstein, N. B., LaTaillade, J. J., & Werlinich, C. A. (2023). Couple therapy for partner aggression. In J. L. Lebow & D. K. Snyder (Eds.), *Clinical handbook of couple therapy* (6th ed., pp. 391–412). New York: The Guilford Press.

*Supplementary*

Boxall, H., Rosevear, L., & Payne, J. (2015). *Domestic violence typologies: What value to practice? Trends & issues in crime and criminal justice no. 494*. Canberra: Australian Institute of Criminology. <https://www.aic.gov.au/publications/tandi/tandi494>

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>

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

## DAY 4 (May 8 , 2025)

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### Topics:

- Illness
- Death and Loss
- Aging
- Multigenerational Families
- Incarceration
- Military Service
- Immigration

### 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 only.

### Death and Loss

#### Required:

Walsh, F. (2024). Loss, Grief, and Resilience: Finding Light Through the Darkness. *Family Therapy Magazine*, 23:6 (Nov/Dec).

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

#### Supplementary:

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

### Aging

#### Required:

Roberto, K. A., & Weaver, R.H. (2019). Late-Life Families. 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.). American Psychological Association. pp. 631-647. <http://dx.doi.org/10.1037/0000099-035>

#### Supplementary:

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>

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.

## **Multigenerational Families**

### *Required*

Essery, J. (2017). *Helping multigenerational families understand and communicate with their children*. <https://www.claritycgc.org/helping-multigenerational-families-understand-and-communicate-with-their-children/>

## **Incarceration**

### *Required:*

Jong, K. L. (2023). Mass Incarceration and Its Devastating Effects: Assessing the Ongoing Struggles of Prisoners, Families, and the Prison Environment. *Canadian Journal for the Academic Mind* . pp. 19-28.

[file:///C:/Users/16479/Contacts/Downloads/CJAM+1.1+PDF-31-41%20\(1\).pdf](file:///C:/Users/16479/Contacts/Downloads/CJAM+1.1+PDF-31-41%20(1).pdf)

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, Nov 2018. DOI: 10.1093/oso/9780198810087.001.0001. [https://www.academia.edu/42037989/The\\_Systemic\\_Invisibility\\_of\\_Children\\_of\\_Prisoners](https://www.academia.edu/42037989/The_Systemic_Invisibility_of_Children_of_Prisoners)

### *Supplementary*

Tadros, E. (2024). The need for both mental and physical health services for incarcerated women. *Family Therapy Magazine*. 23:4 (July/Aug).

Eman Tadros, E., Jared A. Durtschi, J.A. & Mullet, N. (2023). Trajectories of incarcerated coparenting: Examining differences across race and Ethnicity. *JMFT*, 49:2, pp. 499-516.

## **Immigration/Refugee Experiences**

### *Required:*

Falicov, C.J. (2016). Migration and the family life cycle. In McGoldrick, M., Garcia-Preto, N., & Carter, B. (Eds.), *The expanded family life cycle: Individual, family and social perspectives* (5th ed., Chapter 12). Massachusetts: Allyn & Bacon

### *Supplementary:*

Adam, Z. (2021). How psychologists can help refugees. *American Psychological Association CE Corner*, 52, 7. <https://www.apa.org/monitor/2021/10/ce-psychologists-help-refugees>

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

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

## **Military Service**

### *Required:*

DeVoe, E. R., Dondanville, K., & Blankenship, A. (2019). Contemporary Military Families: Service in the Post–September 11 Era. In *APA Handbook of Contemporary Family Psychology: Foundations, Methods, and Contemporary Issues Across the Lifespan*. Editors: by B. H. Fiese, M. Celano, K., Deater-Deckard, E. N. Jouriles, and M. A. Whisman. 2019 American Psychological Association. Pp. 779 to 795

### *Supplementary*

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.

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## **DAY 5 (May 9, 2025)**

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### **Topics:**

Sexuality

Resilience

Safe and Effective Use of Self

Self Care

### **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.

#### *Supplementary:*

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>

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.

### **Safe and Effective Use of Self**

#### *Required:*

Alva, M.H., Antony, S.P., & Kataria, K. (2024). Exploring the use of the therapist's self in therapy: A systematic review. *Indian Journal of Psychological Medicine*.

24:02537176241252363. doi: 10.1177/02537176241252363. Epub ahead of print. PMID: 39564272; PMCID: PMC11572587. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11572587/>

*Supplementary:*

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.

**Vicarious Trauma / Resilience / Self Care**

*Required:*

Ungar, M. (2021). Modeling Multisystemic Resilience: Connecting Biological, Psychological, Social, and Ecological Adaptation in Contexts of Adversity. In Michael Ungar (ed.) *Multisystemic Resilience: Adaptation and Transformation in Contexts of Change*. New York. 2021. online edn, Oxford Academic., 18 Mar. 2021. <https://doi.org/10.1093/oso/9780190095888.003.0002>.

*Supplementary:*

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>.

**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 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**

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/>

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.

*Required:*

### **Aging and Multigenerational Families**

- 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.
- 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=pcld>

### **Co-parenting**

- 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.

### **Covid 19 Pandemic Impacts**

- 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.
- Battams, N. & Hilbrecht, M. (2021). COVID-19 Impacts: Family Therapists Survey Final Report. Vanier Institute of the Family. (Focus on: Executive Summary, p. 5; Highlights, pages 12, 18, 31.p Full report: <https://vanierinstitute.ca/covid-19-impacts-family-therapists-report/>
- Hardy, N.R., Maier, C.A., & Gregson, T.J. (2021). Couple teletherapy in the era of COVID-19: Experiences and recommendations. *Journal of Marital and Family Therapy*, 47, 2. Pp. 225-243.
- Jaber, L. S., & Jennifer W. Cordeiro, J. W. (2021). A tale of two clinicians: The impact of COVID-19 on the provision of therapy. *Intersectionalities: A Global Journal of Social Work, Analysis, Research, Polity, and Practice*, 9, 1. Special Issue: Pandemic Social Work: Social Work Practice, Education, and Activism in the Time of COVID. pp. 179-187.  
<https://journals.library.mun.ca/ojs/index.php/IJ/article/view/2244/1864>.
- Lebow, J. L. (2020). 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). Helping families cope during the pandemic. (2020). *Family Therapy Magazine*, 19. Entire issue,



May-June.

- Lord, S. (2022). COVID Couple Therapy: Telehealth and Somatic Action Techniques. *Australian and New Zealand Journal of Family Therapy*, 43, pp. 197-209.-First published: 11 May 2022 <https://doi.org/10.1002/anzf.1487>
- McKee, G.B., Pierce, B.S., Tyler, C.M., Perrin, P.B., Elliott, T.R. (2021). The COVID-19 Pandemic's Influence on Family Systems Therapists' Provision of Teletherapy. *Family Process*. 2022 Mar;61(1):155-166. doi: 10.1111/famp.12665. Epub 2021 Apr 29. PMID: 33913526; PMCID: PMC8239780.
- Singh, R. & Sim, T. (2021). Families in the time of the pandemic: Breakdown or breakthrough? (2021) . *Australian and New Zealand Journal of Family Therapy*, 42, 84-97.

### **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**

- 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).
- Fenske, S, et al. (2024). It got me thinking: The impact of participating in a divorce decision-making interview. *Journal of Marital and Family Therapy*. pp. 867-881. First published: 21 August 2024 <https://doi.org/10.1111/jmft.12735>
- Halford, W. K. & Sweeper, S. (2013). Trajectories of adjustment to couple relationship separation. *Family Process*. 52, 2. 228.
- 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**

- 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.
- 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.
- Mazza M, Marano G, Del Castillo AG, Chieffo D, Monti L, Janiri D, Moccia L, Sani G. (2021). *Intimate partner violence: A loop of abuse, depression and victimization*. World J Psychiatry. 2021 Jun 19;11(6):215-221. doi: 10.5498/wjp.v11.i6.215. PMID: 34168968; PMCID: PMC8209536. <https://pmc.ncbi.nlm.nih.gov/articles/PMC8209536/#ref-list1>.
- 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.

### **Immigration**

Working with immigrant families. 2022). *Family Therapy Magazine*. March/April 2022. 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].
- 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

## 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. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- 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](https://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](https://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 ([aau@tyndale.ca](mailto:aau@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 this course 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](#).