

"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."

Course	THEORIES & METHODS OF FAMILY THERAPY II COUN 0774 1S & 2S
Date, Time, and Delivery Format	JANUARY 12 - APRIL 6, 2023 SECTION 1S: THURSDAYS, 8:15 – 11:05 AM SECTION 2S: THURSDAYS, 11:15 AM – 2:05 PM SYNCHRONOUS ONLINE
Instructor	INSTRUCTOR: DR. HERMAN CHOW, RP, RMFT, CCFT AAMFT/OAMFT Clinical Fellow and Approved Supervisor CAMFT RMFT Supervisor Certified EFT Therapist and Supervisor E-mail: hchow@tyndale.ca & hermanchow@rogers.com Telephone number for emergency: 416 953 4072
Class Information	The classes will be livestreamed at the designated time above. Office Hours: Thursdays TBA (by appointment only).
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca email account only.

I. COURSE DESCRIPTION

We will examine current theories of marital and family therapy (Solution Focused, Contextual, Experiential, Narrative, and Milan Therapy), along with appropriate intervention methods related to each theoretical orientation. The various therapeutic models are examined in terms of their history, philosophy, theoretical tenets, functional and dysfunctional effects on families, assessment, goals, treatment process, techniques, the role of the therapist, and evaluation.

This course is a continuation of Theories and Methods of Family Therapy I.

Prerequisites: COUN 0574 and 0677. Open only to Counselling majors or by permission of program coordinator. Offered annually.

For those interested in Clinical Membership with AAMFT/CAMFT, **it is your responsibility to check with them to see whether it will qualify and what category.**

NOTE: If a student is registered in "Counselling Major Internship (COUN 0701)," it would help to provide a copy of this syllabus to his/her/their supervisor at the beginning of the year.

II. LEARNING OUTCOMES

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

- critique the strengths and weaknesses of resources relevant to family therapy
- identify the distinctiveness of the family therapy approaches studied during the term
- assess the family via multiple lenses and develop appropriate treatment interventions
- construct an integrative treatment plan

III. COURSE REQUIREMENTS

A. REQUIRED READING

Book

- Nichols, M.P. & Davis, S. (2021). *Family therapy: Concepts and methods*. 12th ed. MA: Pearson Education Inc. (You can also get the 11th edition)

Chapters

- Thomas, Michele B. (1992). *An introduction to marital and family therapy – Counselling toward healthier family systems across the lifespan*. New York: Macmillan Publishing Co., p.275-283, 386-416.
**They are included in classes.tyndale.ca*

B. CRPO COMPETENCIES TAUGHT IN THIS COURSE

CRPO Entry-to-Practice Competencies¹
1.0 FOUNDATIONS
1.1 Integrate a theory of human psychological functioning and development *²
<i>1.1.2 Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.</i>

¹ Revised for Program Recognition mapping tool 2015 CRPO

² Asterisks (*) indicate these are competencies subjected to more detailed scrutiny by CRPO review

<i>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.</i>
1.2 Work within a framework based upon an established psychotherapeutic theory*
<i>1.2.1 Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation (e.g., knowledge of the impact of trauma on psychological functioning)</i>
<i>1.2.2 Integrate a theory of change consistent with the therapist's theoretical orientation.</i>
1.3 Integrate knowledge of comparative psychotherapy relevant to practice*
<i>1.3.3 Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.</i>
4.2 Establish and maintain an effective therapeutic relationship*
<i>4.2.1 Employ empathy, respect, and authenticity.</i>
<i>4.2.2 Establish rapport.</i>
<i>4.2.5 Assume non-judgmental stance.</i>
4.5 Structure and facilitate the therapeutic process*
<i>Structure the therapeutic process</i>
<i>4.5.1 Formulate an assessment.</i>
<i>4.5.2 Formulate a direction for treatment or therapy.</i>
<i>Facilitate the therapeutic process</i>
<i>4.5.10 Facilitate client exploration of issues and patterns of behaviour.</i>
5.0 PROFESSIONAL LITERATURE & APPLIED RESEARCH
5.1 Access and apply a range of relevant professional literature
<i>5.1.1 Access current professional literature relevant to practice area.</i>
<i>5.1.2 Analyze information critically.</i>
<i>5.1.3 Apply knowledge gathered to enhance practice.</i>
5.2 Use research findings to inform clinical practice

C. INTERACTIVE LIVESTREAM AND/OR HYBRID 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

D. GUIDELINES FOR INTERACTIONS

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

E. ASSIGNMENTS AND GRADING

1. Participation (10%)

This evaluation device encourages participation among the students in their understanding of the various family therapy models – including their distinctiveness, critiques, and application with families.

You are expected to have read the assigned chapters for each lecture and attend each class, including groups and case study discussions. The grade will be awarded for attendance, punctuality, willingness to contribute, critical thinking, and thoughtfulness as you interact with the professor and other students. The focus is on the quality of their participation and not on the quantity. While holding different opinions, it is expected that each person will express themselves and communicate with others clearly and respectfully.

2. Group Work: Case Study Discussion (25%)

Due Date: Feb 16 in class

This group assignment will help students learn how to conceptualize a case and examine appropriate interventions and referrals.

Each student will be assigned to a group of 5-7 people (depending on the class size) on a given date (see schedule). Each group will work on a case study about a distressed couple. The couple came to you for couple therapy. ***Their goal is to increase their connection.*** In your group, you are to discuss and record the following areas:

1) Conceptualization: Use multiple systems (individual, interactional, intergenerational, family life cycle, community system) to capture what is/are contributing to the problem of the couple’s disconnection. (For this assignment, you don’t need to include the research section – but you need to include it in your final Treatment Plan Paper). Because of time, you only need to discuss and record **3 conceptualizations** that are most relevant to the case. Be specific and give examples when appropriate. For example, when describing a triangulation, provide an example of the actual triad and the dynamics around the relationship.

2) Interventions: Apply only the 2 models (*Solution Focused and Contextual Therapy*) to offer **3 interventions** for the couple (based on your conceptualizations) to improve their connections. You can choose 2 interventions from one of the models and another intervention from a different model. For example, you can select 2 interventions from Solution Focused Therapy and 1 intervention from Contextual Therapy (or v.v). Be specific and give examples of your interventions. For example, if you offer a scaling question as an intervention, give 2-3 examples of your questions.

3) Referrals: Offer **3 appropriate referrals** to either address your conceptualizations or to enhance your interventions.

Please note: Between your interventions and referrals, you should have addressed all 3 conceptualizations.

Before the discussion

To prepare for your group experience, you should complete 3 tasks before arriving at class: 1) read the case study ahead of time, 2) be familiar with both *Solution-focused and Contextual therapy*, and 3) review the Powerpoint slides on the Treatment Plan.

During the discussion with your group

You will have **1 hour** to work with your group to prepare for this Presentation – use your time wisely. You need to record 3 conceptualizations (most relevant), 3 interventions from Solution-focused and Contextual Therapy, and 3 referrals. Between your interventions and referrals, you should have addressed all 3 conceptualizations.

Verbal Presentation

Each group should select a recorder, a speaker, and a time-keeper. Because of limited time, the speaker will only have **10 minutes** to present **2 conceptualizations with the 2 corresponding interventions and 2 referrals**. Please note: You have been asked to write down 3, but you only need to verbally present 2 conceptualizations, 2 interventions, and 2 referrals.

One point will be deducted for every minute you go over 10 minutes. The instructor will interact with each group and ask questions regarding the Presentation (this is not a part of the 10 minutes presentation). The speaker or any group members are expected to dialogue with the instructor's questions.

Written Submission

The recorder should prepare a 2-page summary paper to highlight the 3 conceptualizations, 3 interventions, and 3 referrals. This paper can be in point form – no APA citation is needed.

However, the paper should be clear and concise. **The instructor should see the connection between the conceptualizations and interventions/referrals.**

Introduction and conclusion are not necessary for this assignment. The paper should be 2 pages. It will be typed, ***single-spaced***, 12-point Arial font, with 1-inch margins, including a proper title page. The title page needs to include all the members' names. **The grader does not read beyond the page limit.**

Please save the file as: COUN0774_CS_last name_first name

Please email the paper to your instructor (hchow@tyndale.ca and hermanchow@rogers.com) after 1 hour is up. The instructor should receive your paper within the first 5-10 minutes of the break and will need your paper when you present your findings.

If you missed the group presentation ...

If you are away that day for a legitimate reason, you need to submit your 2-page summary paper to the professor on the same day (via hchow@tyndale.ca and hermanchow@rogers.com). The weight of the assignment will be based on your written Submission (there is no verbal presentation). ***If you don't have a legitimate reason, you will get 0% for this assignment.***

See the rubric for details of expectations.

3. Treatment Plan Paper (35%)

Due Date: Mar 30 at 11:59 pm

This assignment evaluates how well you can prepare an integrative treatment plan.

Using the movie "The Whale Rider" as the backdrop for a case study, you will create a treatment plan for the Apirana family.

You can access the movie using the following link: <https://tyndale.kanopy.com/>
If you are signed into your classes.tyndale.ca site, you should connect automatically.

Context: A few weeks after the end of the movie, Paikea, Koro, Nanny, and Porourangi came to you for family counselling. They expressed that ***their goal was to improve the family's connection***. You saw them for one session and gathered enough information (whatever you learned from the movie) to propose a treatment plan. The treatment plan should be **6 pages** in length (Submissions beyond the page limit will not be read).

Along with a title page, a reference page, and an appendix page, you should include the following three sections and a genogram (appendix):

a. Conceptualizations (3 pages)

You are to use system language to describe what contributes to the problem (i.e. what prevents the family's goal of connection). You should discuss with depth at least 4 conceptualizations. You can include from various systems: individual, interactional, inter-generational, family life cycle, community – whichever you feel are the most relevant to the case. You need to include examples pertaining to this family with each conceptualization, system language, and at least 2 research to support your treatment models/interventions and referrals. Please note: The research portion belongs to the conceptualization section of the paper. This section is about 3 pages.

b. Interventions (2.5 pages)

In this section, you will select only 2 of the family therapy approaches from this course (**Solution Focused, Contextual, Experiential, Narrative, and Milan Model**) as your treatment interventions. You should discuss in-depth how you will use at least 4 interventions from the 2 selected models to help with some or all of the mentioned conceptualizations in (a). You can choose 2 interventions from 1 model and 2 interventions from another model or choose 3 interventions from 1 model and 1 intervention from another.

You may choose to use your referrals (from c) to address some of the conceptualizations. You should have addressed all the conceptualizations between your interventions (b) and your referrals (c).

You need to include the following for this section: the choice of therapies used, specific interventions/techniques, and some examples of what the techniques will look like. Whenever possible, always incorporates depth and system language.

c. Referrals (0.5 page)

In this section, you are to offer at least 4 appropriate referrals for your family to further their goal of connection. You should have addressed all the conceptualizations between your interventions (b) and your referrals (c). Referrals can include: books, community resources, support groups, therapists, etc. You should convey clearly why these referrals are helpful pertaining to your conceptualizations.

Appendix: Genogram

You need to create at least a three-generation genogram (static and dynamic) of the family (along with relevant info and nodal events) and its relational patterns. A hand-drawn genogram is equally as good as a computer-generated genogram. A legend must be included. Please attach the genogram to your appendix (this is not part of the 6 written pages). No diagrams should be part of the body of writing.

Introduction and conclusion are not necessary for this assignment. However, I am expecting research and citations for this paper.

The paper is to be typed, double spaced, 12-point Arial font, with 1-inch margins. A detailed discussion of how to design the treatment plan will be presented during the lecture. Please note: You need to write this in paragraph form. No point form is allowed in this paper. There is no need to retell the story except what is necessary to describe the family patterns.

*Please note: when you email the assignment, make sure you email both parts in the same email – ideally, it is in the same document.

Please save the file as: COUN0774_TP_last name_first name

Please send the Reflection Paper to both:

- 1) The Instructor (both hchow@tyndale.ca) and
- 2) The Grader
 - a. 8:15 class: Jamie Sutherland at jndsuther@gmail.com
 - Or
 - b. 11:15 class: Nathan Kalk at nathan@newpagecounselling.ca

The grader will acknowledge the receipt of your paper – not the instructor. Please check in with them if you don't receive an acknowledgment from the grader.

See the rubric for details of expectations.

4. Critique Paper (30%)

Due Date: Apr 6 at 11:59 pm

This assignment evaluates how well you can critique and notice the distinctiveness of the various family therapy models studied in this course.

You need to write a personal critique paper on **two** of the family therapy models (You have to choose from: **Satir's Experiential Therapy, Narrative Therapy, and Milan Model**). With each model, critique how they fit or do not fit with you personally in 2 areas: 1) your clinical approach and 2) your personal value or faith system.

When appropriate, as you reflect on your clinical approach and your personal values or faith system, including **elements** such as,

- a) contextual factors (e.g. culture, gender, racism, religion, etc.),
- b) past experiences (e.g. family of origin experience, personal counselling experience, supervision experiences, etc.), and/or
- c) personal feelings (e.g. I feel ... surprise, confused, etc.) – Make sure you are using feeling words and not thoughts.

You should include at least 1 element in each of the models as you reflect on them.

There is ***no need for an introduction or conclusion*** for this assignment. The paper should be 4 pages. It will be typed, double spaced, 12-point Arial font, with 1-inch margins, including a proper title page. **I don't read beyond the page limit.**

Please save the file as: COUN0774_CP_last name_first name

Please send the paper to both:

- 1) The Instructor (both hchow@tyndale.ca) and
- 2) The Grader
 - a. 8:15 class: Jamie Sutherland at jndsuther@gmail.com
 - Or
 - b. 11:15 class: Nathan Kalk at nathan@newpagecounselling.ca

The grader will acknowledge the receipt of your paper – not the instructor. Please check in with them if you don't receive an acknowledgment from the grader.

See the rubric for details of expectations.

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Participation	10%
Group Work: Case Study Discussion	25%
Treatment Plan Paper	35%
Critique Paper	30%
Total Grade	100%

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Expected written standards:

Please pay attention to the following writing guidelines; marks will be allocated accordingly:

- Documentation and notes should be consistent with **APA guidelines** articulated in the Guidelines for Submission for the Counselling Department.
- ***Stay within the page limit: You will need at least the minimum number of pages to convey your points. Also, I do not read beyond the maximum number of pages.***
- The title page for all written work ought to include: the title of the paper, the name of the course, the professor's name, date of Submission, the name of the student and the class time. An abstract is not necessary.
- Number all your pages.
- The paper ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar.
- The paper needs to be written in a clear, organized, and straightforward academic manner. It should present a coherent position and arguments that support that position.
- Ensure that you have accurately and thoroughly documented sources used in your paper. You need to pay careful attention to matters of intellectual property, honesty and integrity. Plagiarism is to be avoided at all costs and will not be tolerated in any form whatsoever. See the attached policy on Academic Honesty for a comprehensive discussion of the Seminary's policy on plagiarism.

2. Submission and Return of Assignments:

All papers must be submitted via the instructor's (hchow@tyndale.ca) and the grader's email (BOTH). Your paper should be in **PDF format**. Assignments should not be considered submitted until you receive an email from the grader confirming that the document has been received. It is your responsibility to make sure the grader receives the paper. Keep an electronic copy of each assignment you hand in. Comments and grades will be emailed to you with each assignment.

3. Late assignments:

Papers handed in on or before the due date will get everything they deserve! Except for "extreme and extenuating circumstances," all late assignments (1 day to 1 week) will be deducted two-third grade point deduction (i.e., B to C+). No paper is accepted after one week past the due date.

4. Request for Extension on Assignments:

Request for an extension due to a medical diagnosis is usually made through the Accessibility Services at Tyndale. This is something you need to arrange with them. ***Please note: Your accommodation plan only allows up to 2 weeks of extension, but you are not guaranteed the entire 2 weeks. You need to submit in writing how many days you need and why. It is typically from a few days to a week. All extensions are negotiated and approved by the professor no later than 7 days before the original due date.***

All other requests for extension must be in writing, indicating the reason and how many extension days are requested. It is a case-by-case situation. Proper documentation (e.g. doctor

or counsellor's note indicating the time frame) is usually accompanied by your written request (whenever possible). *Please note: unusual circumstances such as a death in the family, medical emergency or prolonged illness requiring treatment by a physician are considered. Reasons such as too many assignments, vacations, and technology-related issues are insufficient grounds for requesting an extension.*

PLEASE REMEMBER TO BACK UP YOUR COPY IN CASE OF A SYSTEM CRASH.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

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

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants require ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

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

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is two 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

Jan 12: Introduction and Review

11th and 12th (Nichols, chapter 1-3, 10)

Jan 19: Solution Focused Therapy

11th (Nichols, chapter 11)

12th (Nichols, chapter 12)

Jan 26: Solution Focused Therapy

11th (Nichols, chapter 11)

12th (Nichols, chapter 12)

Feb 2: Contextual Therapy

(Thomas, p.275-283)

Feb 9: Contextual Therapy / Treatment Plan

(Thomas, p.275-283)

Feb 16: *Group: Case study discussion*

**** *Reading Week (Feb 23)* ****

Mar 2: Experiential Approaches

11th and 12th (Nichols, chapter 7)

Mar 9: Experiential Approaches

11th and 12th (Nichols, chapter 7)

Mar 16: Narrative Therapy

11th (Nichols, chapter 12)

12th (Nichols, chapter 13)

Mar 23: Narrative Therapy

11th (Nichols, chapter 12)

12th (Nichols, chapter 13)

Mar 30: Milan Model

(Thomas, p.386-416)

***Treatment Plan Paper**

Apr 6: Milan Model / Integration of Family Therapy

(Thomas, p.386-416)

11th (Nichols, chapter 13-14)

12th (Nichols, chapter 14-15)

***Critical Paper**

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](#).)

Other than Contextual Therapy and Milan Model, Nichols' book (our main text) offers a comprehensive bibliography list in his recommended readings and reference section for most of the discussed topics. Please refer to them for resources.

The following is a list of recommended resources for Contextual Therapy and the Milan Model.

Contextual Therapy

Boszormenyi-Nagy, I., Grunebaum, J., & Ulrich, D. (1991). Contextual therapy. In A.S. Gurman & D.P. Kniskern (Eds.), [Handbook of Family Therapy: Volume II](#) (pp. 200-238). New York: Brunner/Mazel.

Boszormenyi-Nagy, I. and Krasner, B. R. (1987). *Between give and take: A clinical guide to contextual therapy*. New York: Brunner/Mazel.

Boszormenyi-Nagy, I. and Spark, G. M. (1973). *Invisible loyalties: Reciprocity in intergenerational family therapy*. New York: Harper & Row.

Hargrave, T. D., & Pfitzer, F. (2003). *The new contextual therapy: Guiding the power of give and take*. New York: Brunner-Routledge

Kawar, C., Coppola, J., & Gangamma, R. (2019). [A contextual perspective on associations between reported parental infidelity and relational ethics of the adult children](#). *Journal of marital and family therapy*, 45(2), 354-363.

Soyez, V., Tatrai, H., Broekaert, E., & Bracke, R. (2004). [The implementation of contextual therapy in the therapeutic community for substance abusers: A case study](#). *Journal of Family Therapy*, 26, 286 – 305.

Milan Model

Campbell, D. (2003). [Fundamentals of theory and practice revisited; The mutiny and the bounty: The place of Milan ideas today](#). *Australian & New Zealand Journal of Family Therapy*, 24(1), 15-25.

Cecchin, Gianfranco (1987). Hypothesizing, circularity, and neutrality revisited: An invitation to curiosity. *Family Process*, 26(4), 405-413.

Diorinou, M. & Tseliou, E. (2014). [Studying circular questioning “In Situ”: Discourse analysis of a first systemic family therapy session](#). *Journal of Marital and Family Therapy*, 40(1), 106-121.

Tomm, K. (1984). [One perspective on the Milan systemic approach: Part 1. Overview of development, theory and practice](#). *Journal of Marital and Family Therapy*, 10(2), 113-125.

Tomm, K. (1984). [One perspective on the Milan systemic approach: Part II. Description of session format, interviewing style and interventions](#). *Journal of Marital and Family Therapy*, 10(3), 253-271.

VI. INSTRUCTOR AVAILABILITY

If you have any course-related concerns, please speak to me directly as soon as possible. I am available for brief chats before and after class. For issues that might require a more formal setting, please make an appointment during my office hours.

Email: hchow@tyndale.ca and hermanchow@rogers.com

Office hours: by appointment only

Emergency: Cell 416-953-4072

VII. CLASS ATTENDANCE

Regular attendance and punctuality for all classes (small groups) are expected. Out of respect for your colleagues, please try to be on time. If you have three or more unexcused absences, you may fail the course. (See Attendance Policy for details).