

*“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.”*

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| <b>Course</b>                          | <b>GENDER AND SOCIOECONOMIC PERSPECTIVES IN MARRIAGE AND FAMILY THERAPY</b><br>COUN 0777 1S  |
| <b>Date, Time, and Delivery Format</b> | JANUARY 11 – APRIL 4, 2024<br>THURSDAYS 2:15 – 5:05 PM<br>SYNCHRONOUS ONLINE<br>No class during reading days i.e. February 22, 2024  |
| <b>Instructor</b>                      | <b>DAVID COLPITTS, PhD, RP</b><br>Email: <a href="mailto:dcolpitts@tyndale.ca">dcolpitts@tyndale.ca</a>  |
| <b>Class Information</b>               | The classes will be held on Thursdays 2:15 PM–5:05 PM. This class is synchronous online. Classes may also include group discussions online during class hours.<br><br>Office Hours: Thursdays 5:05 – 5:20 PM or at a separate time by appointment. |
| <b>Course Material</b>                 | Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> .<br>Course emails will be sent to your @MyTyndale.ca e-mail account only.                                  |

## I. COURSE DESCRIPTION

This course considers the influence of gender and socio-economic 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 socio-economic 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

### Required Articles:

**To be read by January 18, 2024**

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. (Posted at [classes.tyndale.ca](http://classes.tyndale.ca))

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. (Posted at [classes.tyndale.ca](http://classes.tyndale.ca))

Levi U, Laslo-Roth R, Rosenstreich E. Socioeconomic Status and Psychotherapy: A Cognitive Affective View. *J Psychiatry Behav Health Forecast*. 2018; 1(2): 1008. . (Posted at [classes.tyndale.ca](http://classes.tyndale.ca))

**To be read by February 1 ,2024**

Mikkonen, J. & Raphael, D. (2010). *Social Determinants of Health: The Canadian Facts*. Toronto: York University School of Health Policy and Management. pp. 1-63. (Posted at [classes.tyndale.ca](http://classes.tyndale.ca))

Hudson, C. (2005). Socioeconomic status and mental illness: Tests of the social causation and selection hypotheses. *American Journal of Orthopsychiatry*, 75(1), 3-18 (Posted at [classes.tyndale.ca](http://classes.tyndale.ca))

**To be read by February 8, 2024**

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. (Posted at [classes.tyndale.ca](http://classes.tyndale.ca)).

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. (Posted at [classes.tyndale.ca](http://classes.tyndale.ca)).

**To be read by February 29, 2024**

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. (Posted at [classes.tyndale.ca](http://classes.tyndale.ca))

**To be read by March 14, 2024**

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. (Posted at [classes.tyndale.ca](http://classes.tyndale.ca))

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

American Psychological Association: Society for the Psychological Study of Men and Masculinities. <http://www.apa.org/about/division/div51.aspx>

American Psychological Association: Society for the Psychology of Women  
<http://www.apa.org/about/division/div35.aspx>

American Psychological Association: Socioeconomic Status  
<http://www.apa.org/topics/socioeconomic-status/>

### **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](https://classes.tyndale.ca).

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

#### **1. Self-Reflection Paper – Socioeconomic Status: Due on Thursday, January 25, 2024 @ 23:59 EST. (20% of final grade)**

Each student will submit a paper of 1600 -1800 words (plus a title page) on their personal reflection in regard to socioeconomic status. Simplistically, with this paper the student is attempting to answer the question, “How has my experience of SES contributed to who I am”? This paper is a personal reflection on the student’s experience of SES in significant areas of their life, such as family of origin, and should also consider how their experience of SES might impact them as a psychotherapist. Interpretation of relevant events is more significant than simply

listing them. A consideration of one's own possible biases and blind spots is especially important. References are not required. APA format is required.

**2. Self-Reflection Paper - Gender: Due on Thursday, February 15, 2024 @ 23:59 EST. (20% of final grade)**

Each student will submit a paper of 1600 -1800 words (plus title page) on their personal reflection in regard to gender. Simplistically, with this paper the student is attempting to answer the question "How has my experience of gender contributed to who I am?" This paper is a personal reflection on the student's experience of gender in significant areas of their life, such as family of origin, and should also consider how their experience of gender might impact them as a psychotherapist. Interpretation of relevant events is more significant than simply listing them. A consideration of one's own possible biases and blind spots is especially important. References are not required. APA format is required.

**3. Book Review. Due on Thursday, March 7, 2024 @ 23:59 EST. (20% of final grade)**

Each student will provide a careful and thorough examination of the basic issues at stake in one of the required reading textbooks. The student can choose which book they review. Evaluate critically the relative strengths and weaknesses of the themes presented by the authors. 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 should be 1600 -1800 words plus a title page. References are not required. APA format is required.

**4. Research Essay: Assigned topic. Due Thursday, April 4, 2024 @ 23:59 EST (40% of final grade).**

Students will submit a paper of 3000 words (plus title page and references) on a topic of their choice from the list below. 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, preferably from peer reviewed academic journals. APA format is required.

Research Essay Topics:

- Women and Self-Esteem
- Gender and the Therapeutic Alliance
- Social Class and the Therapeutic Alliance

Psychotherapy with the Low SES Client  
Generational Poverty  
Gender and Depression  
Homelessness  
SES and Mental Health  
Gender and Suicide  
Hyper Masculinity

## 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:

|                        |       |
|------------------------|-------|
| SES Self-reflection    | 20%   |
| Gender Self-reflection | 20%   |
| Book Review            | 20%   |
| Research Essay         | 40%   |
| Total Grade*           | 100 % |

\*All four assignments must be submitted to receive a passing grade in this course.

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

Your work should demonstrate the following characteristics:

Papers must be submitted by email in a “MS Word” document as an attachment to [dcolpitts@tyndale.ca](mailto:dcolpitts@tyndale.ca). No emailed documents contained in the cloud will be accepted. No hard copies will be accepted. No pdf documents will be accepted. Each paper must be received by 23:59 EST on the due date. The late penalty is a 10% deduction for the first day or part of a day after the due date and a 1% deduction for each day or part of a day thereafter. With the exception of extreme and extenuating circumstances, **no papers will be accepted past two weeks after the due date**. Any request for extensions must be received prior to the due date. Please also be aware that a deduction in grade may be made for papers that do not meet the minimum word count requirement.

All assignments must be completed and submitted in order to receive a credit in this course. Please take note that written submitted work must be presented in APA format. Each work submitted must be in a Times New Roman 12 font, 1 inch margins for top, bottom, right and left sides of each page; double spaced text in the body of the paper; single spaced references with a double space between each new reference. Marks may be deducted for the failure to follow appropriate APA formatting. As well, please note that the final paper must include a reference section. The reference section will include only those sources which are cited in the body of the paper. Any source that was researched for the paper but not cited should not appear in the reference section. References should primarily consist of articles from academic peer reviewed journals. For further information on APA format please reference: American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

### **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.

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

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

### **Research Ethics**

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

### **Request for Extension on Assignments**

Request for extension due to a medical diagnosis is usually done through the Accessibility Services at Tyndale. Please note: Your accommodation plan only allows up to 2 weeks of extension but you are not guaranteed the full 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 in advance of the original due date. All other requests for extension must be in writing indicating the reason and how many days of

extension are requested. It is a case-by-case situation. Please note: unusual circumstances such as a death in the family, medical emergency or prolonged illness are considered. Reasons such as too many assignments due, vacations, and technology-related issues are all insufficient grounds for requesting an extension.

### **Turnitin Text-Matching Software**

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca). When you submit your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

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

## **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 2 weeks; after the evaluation period has ended, it cannot be reopened. Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## **IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS**

| <b>Date (2024)</b> | <b>Lecture Content</b>                  | <b>Readings/Assignments</b> |
|--------------------|---|-----------------------------|
| January 11         | Syllabus Review,<br>Introduction to SES | No readings or assignments  |
| January 18         | SES Definitions                         | Read Assigned Articles      |
| January 25         | SES and Health                          | SES Self-Reflection Due     |



|             |   |                            |
|-------------|---|----------------------------|
| February 1  | SES and Psychotherapy                           | Read Assigned Articles     |
| February 8  | SES and Psychotherapy                           | Read Assigned Articles     |
| February 15 | Introduction to Gender:<br>Gender Definitions   | Gender Self-Reflection Due |
| February 22 | Reading Week - No Class                         | No readings or assignments |
| February 29 | Gender Dysphoria                                | Read Assigned Articles     |
| March 7     | Biology of Gender                               | Book Review Due            |
| March 14    | Socialization of Gender                         | Read Assigned Articles     |
| March 21    | Masculine, Feminine,<br>Gender Scripts, Culture | No readings or assignments |
| March 28    | Gender in the Therapy<br>Session                | No readings or assignments |
| April 4     | Gender Specific Therapy                         | Research Essay Due         |

## 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](#).)

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.

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. doi: 10.1111/j.1752-0606.2011.00232.x

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, February). Gender Differences in Marital Satisfaction: A Meta-analysis. *Journal of Marriage and Family*, 76, 105–129.

Jokela, M., Batty, G. D., Vahtera, J., Elovainio, M., & Kivimaki, 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. *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* (6<sup>th</sup> ed.). Nashville, TN: Thomas Nelson Publishing. ISBN-10: 0718037049; ISBN-13: 978 0718037048

Suarez-Pace, M. M. & Sandberg, J. G. (2012). Emotion and Family Therapy: Exploring Female and Male Clinicians' Attitudes About The Use Of Emotion In Therapy. *Journal of Systemic Therapies*, 31(1), 1–21.

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