

*“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>Course</b>	<b>FAMILIES IN TRANSITION: DIVORCE, SINGLE PARENTING AND RE-MARRIAGE</b> COUN 0693 1S
<b>Date, Time, and Delivery Format</b>	MAY 1 – 5, 2023 MONDAY TO FRIDAY, 9:00 AM – 4:00 PM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>JENNIFER MYRIE, MSc, DMin, RP, RMFT</b> Telephone/voice mail: available to students Email: <a href="mailto:jmyrie@tyndale.ca">jmyrie@tyndale.ca</a>
<b>Class Information</b>	The classes will be offered via Zoom from 9:00 AM – 4:00 PM. Students may participate in live-streamed office hours as posted.  Office Hours: 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> . 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 READINGS

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 on [classes.tyndale.ca](https://classes.tyndale.ca).

### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

See [Section IV](#) below for the complete list of readings. All supplementary readings will be available on [classes.tyndale.ca](https://classes.tyndale.ca).

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. 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. Livestream Class Participation: 10% of final grade. 2% per day x 5 days.**

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

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.

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 engagement in class learning activities, including discussions.

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

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

### **2. Self-Reflection Journal: Due on May 8, 2023; 15% of final grade**

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 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 is intended to provide 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.

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 situation? What was this like for you?

**Due:** June 8, 2023.

**Length:** Maximum: 5 pages, double spaced, font size 12 pt.

### 3. Group Presentation & Summary (25%)

Class presentation of a client situation involving a major transition that demonstrates integration of theory and practice. Facilitated by a small group.

**Due Date:** Groups 1, 2, 3 May 4, 2023, AM & PM

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

Note: Number of groups and group size to be determined by class size.

The objective of this assignment is to provide students with an opportunity to demonstrate an understanding of clinical approaches and appropriate interventions with families facing transitions. The presentation should reflect sensitivity to the impacts of society and culture on clients' experiences of transitions.

Prior to the start of class, a sign up sheet posted for students to assign themselves to a group. The groups will be finalized on the first day of class. The group size will be determined by the size of the class. There will be 6 presentations to be scheduled on Days 4 and 5.

*Time will be provided on Day 1 to begin preparation for the group presentation. Students are therefore encouraged begin reading on their chosen topic before the start of class. Additional time will be provided on Days 2 and 3 for preparation. It is also anticipated that groups will need to meet outside of class time to complete their preparation for the presentation.*

Each group will be given 30-40 minutes. This will include a brief introduction of the group members, a 20 to 25-minute presentation, plus interactive learning.

- Present the relevant aspects of clients' situation, taking steps to ensure their confidentiality and anonymity.
- Role play a brief segment of a session to demonstrate how you would approach working with the client (e.g. using a particular intervention, or asking questions using a particular approach to therapy). The group may choose to video tape the role play prior to the presentation and show it in class.
- Summarize the presenting issue and client goals in therapeutic terms
- Describe the applicable concepts and practices that would be used to support this client--the therapy plan.
- Identify systemic and contextual factors to consider when working with this client system.
- Share your thoughts about how this therapy experience may be like from the clients' and the therapists' perspectives.

- Engage class in a brief reflection on the topic and the therapy process.

A template will be provided for the presentation summary. Prior to the presentation, the group will submit this document to the instructor along with any other material or handout used .

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 limits for the presentation.

*Note: 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.*

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

#### **4. Research Essay on a Family Transition Topic (50% of final grade)**

Due: Sunday, June 4, 2023. Submitted to Moodle by 11:59 PM.

This research paper focuses on a specific family transition. The objective is to provide an opportunity to demonstrate in writing, understanding of the 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 discussed in your group presentation.

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

- Definitions, historical overview
- Theoretical perspectives used to research, study, explain the topic.
- Process and impacts on individual and family life/family functioning
- Social and cultural considerations
- Resilience and coping
- Clinical approaches or models that can be used to address this transition, including therapeutic understanding and interventions
- External supports (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.

*Please check in with the instructor to ensure that your topic is appropriate for the course, by noon on May 5, 2023.*

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

## **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:

Attendance	10%
Self-Reflection	15%
Group Presentation	25%
Research Essay	50%
Total Grade	100 %

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

1. Your work should demonstrate the following characteristics:

- Written assignments should include the student's name and must be submitted electronically in MSWord format via Moodle.
- Pages are to be numbered and should not exceed the specified maximum.
- Use double-spaced, 12-point Times New Roman or Calibri font with one-inch margins.
- The paper should use language that is clear and concise, be logically organized and free of stylistic and mechanical errors.
- All sources should be documented.

For proper citation style, consult the [tip sheet, "Documenting Chicago Style"](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially Ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, "How to Cite Sources in Theology"](#).

### **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 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.

## **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**

##### **PRE-WORK**

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Due to the short time frame of the intensive course, pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

- Add a brief post to the Discussion tab introducing yourself.
- Read the article(s) for your Group Presentation prior to Day 1. This is important as all group members are expected to contribute equally and will receive the same grade. Time will be provided on Day 1 to start preparation for the presentation. Additional time will be provided on Days 2 and 3. It is likely that the group will need to connect outside of class hours to complete your preparation.
- Read the required articles for each day of class and come prepared to participate in class discussions.

##### **DAY 1**

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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
- Pandemic Related ( and other Current) Transitions
- 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**

Vanier Institute of the Family. Centre Annual Report, 2121-2022.

<https://vanierinstitute.ca/annual-reports-and-financials/>

### **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.

### **Pandemic Impacts**

*Required:*

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/>

*Supplementary:*

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>

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.

### **Separation and Divorce**

*Required:*

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.

*Supplementary:*

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).

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## DAY 2

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### Topics:

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

### Separation and Divorce

*Required:*

Doherty, W. J., Harris, S. M. & Wilde, J. I. (2015). Discernment counseling for “mixed-agenda” couples. *Journal of Marital and Family Therapy*, 42, 246-255.

### 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:*

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

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.

### **Remarriage**

*Required:*

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**

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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:*

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*. Springer, Cham.

[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:*

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.chilyouth.2016.09.002

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.

### **Domestic Violence:**

#### *Required:*

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>

#### *Supplementary*

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

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.

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.

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## **DAY 4**

### **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:*

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:*

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.

#### *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>

### **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:*

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: November 2018. DOI:  
10.1093/oso/9780198810087.001.0001.

### **Immigration/Refugee Experiences**

#### *Required:*

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

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>

#### *Required:*

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

### **Military Service**

#### *Required:*

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**

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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.

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>

*Supplementary:*

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:*

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>. accessed 28 Dec. 2022.

*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 are optional for the course but may be helpful as additional resources for class presentations and written papers, or for those who desire to have a broader understanding of the topics covered in class.*

### Adoption

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.

### Aging and Multigenerational Families

*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.  
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