



CO 606 Marriage and Family Therapy Fall 2024

Professor: Courtney Wiebe, RMFT-SQ, RCT, CCC

Email: cwiebe@briercrest.ca

Course Dates: September 16-20, 2024; 8:30am – 4:30pm (SK) (see page 6 for details)

Course Delivery Method: Online

3 Credit Hours

COURSE DESCRIPTION

The course will provide a comprehensive survey and a broad understanding of the major models of couple, marriage, and family therapy, as well as diverse family systems.

Prerequisite: CO 603 Foundations of Marriage and Family Therapy

COURSE INTEGRATION

This course is a counselling theory class intended to build students' knowledge of Marriage and Family Therapy models, interventions, and systems-orientated perspectives. This course requires students to examine their understanding of marriage, family, and human relationships from both a systemic and biblical perspective.

COURSE TEXTS

McGoldrick, M., & Hardy, K. v. (Eds.). (2019). *Re-visioning Family Therapy: Addressing Diversity in Clinical Practice* (3rd ed.). Guilford Publishing.

Nichols, M. P., & Davis, S. (2021). *Family Therapy: Concepts and Methods* (12th ed.). Pearson. PP 1-464 & 569-596) *Available as an e-text at [Pearson eText Family Therapy: Concepts and Methods](#) and **NOT** available at Briercrest Bookstore

Derrick, J. M. (2021). My World Is Not Your World: Sit and Listen and We Can Learn Together. *Journal of Intercultural Studies*, 42(3), 281–299.

Truth and Reconciliation Commission of Canada: Calls to Action. (2015).

Recommended Reading

Boyd-Franklin, N. *Black Families in Therapy: Understanding the African American Experience*. (2006) Guilford Press.

Dattilio, F. (2013). *Cognitive-behavioral Therapy with Couples and Families: A Comprehensive Guide for Clinicians*. Guilford Press.

Dattilio, F. M., & Goldfried, M. R. (2001). *Case Studies in Couple and Family Therapy: Systemic and Cognitive Perspectives*. Guilford Press.

Holyoak, D., Johnson, W., Garcia, M., & Johnson, D. J. (2020). I See You: Addressing Diversity in Clinical Practice Through Therapist's Way-of-Being. *Contemporary Family Therapy*, 42(2), 131–139.

Falicov, C. J. (2015). Latino Families in Therapy. In *Latino Families in Therapy*. Guilford Press.

Furman, A. S., Lebow, J. L., & Snyder, D. K. (Eds.). (2015). *Clinical Handbook of Couple Therapy: Fifth Edition*. Guilford Press.

Minuchin, Patricia., Colapinto, Jorge., & Minuchin, Salvador. (2006). *Working with Families of the Poor*. Guilford Press.

Patterson, J., Edwards, T. M., & Grauf-Grounds, C. (2018). *Essential Skills in Family Therapy: From the First Interview to Termination* (3rd ed.). Guilford Press.

Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (Eds.). (2009). *Readings in family therapy: from theory to practice*. SAGE.

Taibbi, R. (2017). *Doing Couple Therapy: Craft and Creativity in Work with Intimate Partners*. Guilford Press.

Ting-Toomey, S., & Tenzin, D. (2018). *Communicating Across Cultures*. Guilford Press.

Yarhouse, Mark. A., & Sells, James. N. (2017). *Family Therapies: A Comprehensive Christian Appraisal* (2nd ed.). InterVarsity Press.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in-store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>) and their myBriercrest.ca email account.

COURSE OUTCOMES

1. Cognitive
 - a. The student will gain an awareness of family systems theory.
 - b. The student will grow in their awareness of various Marriage & Family models.
 - c. The student will grow in their awareness of diverse family systems and considerations when working with these families.

2. Affective
 - a. The student will experience growing confidence in understanding Marriage and Family Therapy theory used when counseling multiple clients at once.
 - b. The student will experience growing confidence in understanding the needs of diverse family systems.
3. Skills
 - a. The student will be able to articulate various counselling theories used in Marriage and Family Therapy and the considerations when working with diverse family systems.

COURSE OUTLINE AND CONTENT

1. Introduction to Marriage and Family Therapy
2. Biblical Integration Review
3. Marriage and Family Therapy Models
4. Diverse Family Systems

ASSIGNMENTS

Please submit all written assignments to Canvas in APA 7 format.

Pre-Course Assignments:

All required texts listed above must be read in completion before the start of class.

1. Read McGoldrick & Hardy's *Re-visioning Family Therapy*. Write a 3-page paper including:
 - a. A summary of the text, including key themes.
 - b. Key learnings for you, ideas that challenged you, and why.
 - c. One diverse population in the text you hope to work with and what you learned in this text that might help you in that work.
 - d. Biblical/theological engagement with the text.

Due: September 13, 2024

Value: 10%

2. Prepare and upload to Canvas a 5-minute PowerPoint presentation with voice recordings on one of the following *which has been assigned to you* in Canvas, posted under announcements:

Structural Family Therapy, Strategic Family Therapy, Emotionally Focused Couples Therapy, Psychoanalytic Family Therapy, Cognitive Behavioral Couples Therapy, Cognitive Behavioral Family Therapy, Narrative Family Therapy, Solution Focused Family Therapy, Bowen Family Systems Therapy, Gottman Method for Couples, Polyvagal Theory for Couples, Scott Sells- Treating Traumatized Families, Satir Transformational System Therapy, Milan Systemic Family Therapy, Psychodynamic Family Therapy, Family-Centered Treatment Model, Frankfurt Multi-Family Therapy, Functional Family Therapy, Internal

Family Systems for Families, Internal Family Systems for Couples, Alternatives for Families: Cognitive Behavioral Therapy (AF-CBT) -24, Attachment-Based Family Therapy

The presentation should focus on facts from reliable sources, including course texts, recommended reading, course bibliography, and other journal articles and counselling texts. Presentations should include where this theory is situated within systemic therapy models, a brief historical context and key figures, an explanation of the model, key interventions, and the therapy's theory of how change occurs. Please list references at the end of the presentation.

On Canvas, watch every student's presentation. Choose three to comment on. You will integrate your course readings with the presentation and comment on:

1. Things you learned or were challenged by.
2. How the theory does/does not resonate with your worldview or perspectives on modern counselling.
3. Your curiosities about how the theory may engage with diverse populations.

Due Date for submission of presentation: September 3, 2024

Due Date for watching presentations and comments: September 15, 2024

Value: 10%

Post-Course Assignments:

1. Integration Research Paper (8-10 pages)

Choose a diverse population from the list below and write an integration paper exploring working with this couple or family system from a systemic couple/family therapy method. Please include a biblical integration, including what biblical/theological concepts can help us understand these family systems. Please explore principles that we can draw from the Bible that connect to the evidence-based interventions we learned in class.

- Stepfamilies
- Single-parent families
- Families with adopted children
- 2SLGBTQ+ families
- Immigrant families
- Transnational families
- Families with exceptional needs
- Families involved with social services
- Families experiencing poverty
- Clergy & Missionary families

**If you would like to focus on a diverse family system not listed above, please seek permission from your professor before beginning.

Due: November 15, 2024

Value: 40%

2. Working with Indigenous Families (8-10 pages)

Students will prepare a research paper including the following components:

- a. Indigenous history in Canada with a focus on family through a systemic lens. Please include a history of residential schools and their impact on socio-cultural trauma in family systems.
- b. Current issues for Canadian culture related to Indigenous families through a systemic lens.
- c. The recommendations of the Truth & Reconciliation Commission Calls to Action and how this applies to our work as Marriage and Family Therapists.
- d. How our understanding of Indigenous history and current cultural issues in Canada influence our engagement with Indigenous families in treatment.
- e. Self-reflection: reflect upon how this knowledge informs your professional identity and practice. Please consider how you can integrate what you learned about traditional Indigenous systems and families into your work as a Marriage and Family Therapist.

*** Note: This paper will provide the basis for a required component of your CAMFT application upon graduation.*

Due: November 15, 2024

Value: 40%

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the

student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Modular classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI without instructor authorization violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

BIBLIOGRAPHY

Boyd-Franklin, N. *Black Families in Therapy: Understanding the African American Experience*. (2006) Guilford Press.

Callaway, K., Whitney, W.B. (2022). *Theology for psychology and counselling: An invitation to holistic Christian practice*. Baker Academic.

Capuzzi, D., Stauffer, M.D. (2016). *Counseling and psychotherapy: Theories and interventions*, 6th ed. ACA.

Dattilio, F. (2014). *The family therapy treatment planner*, 2 ed. Wiley

Dattilio, F. (2013). *Cognitive-Behavioral Therapy with Couples and Families: A Comprehensive Guide for Clinicians*. Guilford Press.

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Patterson, J., Edwards, T. M., & Grauf-Grounds, C. (2018). *Essential Skills in Family Therapy: From the First Interview to Termination* (3rd ed.). Guilford Press.

Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (Eds.). (2009). *Readings in Family Therapy : From Theory to Practice*. SAGE.

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Truth and Reconciliation Commission of Canada: Calls to Action. (2015).

Vazquez, V., Knabb, J., Lee-Johnson, C., and Hayes, K. (2023). *Healing conversations on race: Four key practices from Scripture, and psychology*. IVP Academic.

Wedding, D., Corsini, R. (2014). *Current Psychotherapies*, 10thed. Cengage.

Yarhouse, Mark. A., & Sells, James. N. (2017). *Family Therapies: A Comprehensive Christian Appraisal* (2nd ed.). InterVarsity Press.