I. **Course Description**

This course introduces the classic and post-modern family systems concepts and theories. Multiple models of family systems therapy will be presented to provide a framework for conceptual integration and application to clinical practice. Throughout the course students will be encouraged to assess and integrate family therapy theories with a Christian worldview. This course also provides opportunities for professional development through personal reflection and the construction of an integrated therapeutic perspective on the process of change and care within family therapy.

Additional Note:
This course will lay foundations for the rest of your studies as you develop as MFTs in training, and requires a large amount of reading. The books have been chosen because they have value as reference tools during the remainder of your studies. Please bring the weekly assigned texts to class to discuss.

**Course Fee**: $25

II. **Goals**

1. To introduce classic and postmodern family systems concepts and theories.
2. To apply theory-based assessment and interventions to individual and relational therapeutic situations.
3. To introduce students to a basic framework for the integration of clinical theory and practice with a Christian theological perspective.
III. Course Objectives

By the end of this course, each student should be able to:
1. Differentiate between individual–oriented and family systems theory models as they apply to family structure and process.
2. Delineate the key concepts of classic and post-modern family systems theories.
3. Use systemic information to formulate comprehensive clinical assessments.
4. Articulate how “the person of the therapist” connects with chosen theoretical models.
5. Apply family systems concepts to their own personal and family process.
6. Articulate a preliminary personal integrated therapy approach that is theologically sound and informed by a clear faith perspective.

IV. Required Course Materials

Please use only revised, most current editions.

Theoretical and Integrative Foundations


Exploring Specific Theories


Film

Membership in the Christian Association for Psychological Studies (CAPS)
In order to facilitate the learning of integration issues that are facing Christian family therapists today, students are required to join the Christian Association for Psychological Studies (CAPS). CAPS provides students access to various resources in the area of integration and students can join their student membership online at www.caps.net at a nominal fee.

Recommended


V. Course Assignments/Expectations

1. *Ordinary People* Case Analyses  (x 3 @ 15 pts)  Due Sept. 24, Oct. 15, Nov. 5.
   After reading the assigned theory, write a 3-5 page case conceptualization, assessment and treatment plan of the family in the film *Ordinary People*. Pay attention to how key assumptions of the theory influence the clinical assessment of this case, how comprehensive the assessment is, and its strengths & weaknesses.

2. Life Story Application Paper.  25 points  Due November 22
   Write a 12-15 page paper that applies two counselling theories to your own life story. The paper should include at least 5 reference entries that include quality articles or chapters from journals and books, and you are expected to read 50-100 additional pages from authoritative sources (e.g. journal articles) in order to have a more in depth understanding of the theory you are applying.

   The paper will be organized with the following subheadings:
   1) My Life Story: A thumbnail sketch of your life story. Include date of birth, a brief description of family of origin, significant life events, losses, crises, significant others, stress factors. 1-2 pages.
   2) Significant Life Issue: An in-depth description of one selected issue that has significantly impacted you. 1-2 pages.
   3) Theory 1 Perspectives: A thorough interpretation of the selected issue from a chosen family systems perspective. 3-4 pages
   4) Theory 2 Perspectives: A thorough interpretation of the selected issue from a chosen family systems perspective. 3-4 pages.
5) Personal Reflections: A comparative evaluation of the helpfulness and limitations of each theory to your life issue, from a personal and spiritual perspective. Not less than three pages.

3. Personal Theory of Counselling Paper  

Using course texts, lectures and other materials students are expected to prepare a personal theory of counselling summary paper which outlines preferred theoretical perspectives and integrates them with a Christian worldview. The expected length of the integration paper is 12-15 pages. NOTE: See Appendix I for a detailed outline of this paper.

Note: This should be a well-crafted APA style document, which will form the basis for your ongoing development as a therapist in the MFT program. As you take more advanced classes in both MFT and theological disciplines and enter into supervised practice, it will be revised and expanded, building towards your final graduating essay.

4. Attendance  

Students are expected to have done the reading and assignments as required, to discuss in class.

VI. Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due</th>
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<tbody>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>5</td>
<td>Missed class = -2.5</td>
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<tr>
<td>Ordinary People Case Conceptualizations:</td>
<td></td>
<td></td>
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<tr>
<td>Bowen Family Systems</td>
<td>15</td>
<td>September 24</td>
</tr>
<tr>
<td>Satir Model</td>
<td>15</td>
<td>October 15</td>
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<tr>
<td>Emotion-Focused Therapy</td>
<td>15</td>
<td>November 5</td>
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<tr>
<td>Life Story Application Paper</td>
<td>25</td>
<td>November 22</td>
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<tr>
<td>Personal Theory of Counselling Paper</td>
<td>25</td>
<td>December 10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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Grading Scale

1. Students are expected to budget their time and anticipate due dates for assignments. Only medical emergency or other extreme circumstances will be acceptable excuses for late assignments. The student is responsible to request an extension before the due date.

2. Those students who have extenuating circumstances delaying their work are required to fill out the necessary paperwork and talk to the registrar. An incomplete mark (INC) will be entered on the student transcript until all work is completed (15 week maximum).

3. It is the student’s responsibility to get the assignment to the instructor.

4. Students are expected to edit all written assignments to check for spelling grammatical
errors and coherence. All assignments must be typed and APA format is required. These factors will be incorporated into the grade.

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<thead>
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<th>Letter Grade</th>
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<th>Grade Point</th>
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<td>A</td>
<td>93-96</td>
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<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>83-86</td>
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<tr>
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# VII. Tentative Course Outline

<table>
<thead>
<tr>
<th>Class</th>
<th>Readings/media</th>
<th>Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept 10</td>
<td>Entwhistle intro, 1&lt;br&gt;Yarhouse &amp; Sells 1</td>
<td>Christianity &amp; Psychology&lt;br&gt;Christian Understanding of MFT&lt;br&gt;History of Psychological theory</td>
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<td>2</td>
<td>Sept 17</td>
<td>Entwhistle 2&lt;br&gt;Yarhouse &amp; Sells 3&lt;br&gt;Kerr booklet&lt;br&gt;Watch Ordinary People</td>
<td>Faith &amp; Science&lt;br&gt;Bowen Family Systems</td>
</tr>
<tr>
<td>3</td>
<td>Sept 24</td>
<td>Entwhistle 3&lt;br&gt;Yarhouse &amp; Sells 5&lt;br&gt;Watch Minuchin video online&lt;br&gt;<a href="https://www.youtube.com/watch?v=9DXghgwr_Dl">https://www.youtube.com/watch?v=9DXghgwr_Dl</a></td>
<td>The Soul of Psychology&lt;br&gt;Minuchin’s Structural Therapy&lt;br&gt;<a href="https://www.youtube.com/watch?v=cJ5H-ZWix2M">https://www.youtube.com/watch?v=cJ5H-ZWix2M</a></td>
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<td>4</td>
<td>Oct 1</td>
<td>Entwhistle 4&lt;br&gt;Yarhouse &amp; Sells 8&lt;br&gt;Satir 1-5</td>
<td>Worldviews&lt;br&gt;Experiential Theories MFT&lt;br&gt;Satir Model I</td>
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<tr>
<td>5</td>
<td>Oct 8</td>
<td>Entwhistle 5&lt;br&gt;Satir 6-10&lt;br&gt;Watch Satir video online&lt;br&gt;<a href="https://www.youtube.com/watch?v=XZTgp4Wzvzl">https://www.youtube.com/watch?v=XZTgp4Wzvzl</a></td>
<td>Epistemology&lt;br&gt;Satir Model II&lt;br&gt;Satir DVD Person of Therapist</td>
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<td>6</td>
<td>Oct 15</td>
<td>Entwhistle 6&lt;br&gt;Yarhouse &amp; Sells 9-10</td>
<td>Metaphysical issues&lt;br&gt;Cognitive Behavioral Therapies&lt;br&gt;Solution-Focused DVD&lt;br&gt;Gottman Model</td>
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<td>READING BREAK</td>
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<td>7</td>
<td>Oct 29</td>
<td>Entwhistle 7&lt;br&gt;Greenberg 1-3</td>
<td>What is a human being?&lt;br&gt;Emotion-Focused Therapy I&lt;br&gt;Guest Lecture EFFT</td>
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<tr>
<td>8</td>
<td>Nov 5</td>
<td>Entwhistle 8&lt;br&gt;Greenberg 4-6</td>
<td>Understanding models&lt;br&gt;Emotion-Focused Therapy II&lt;br&gt;EFT videos from online</td>
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<tr>
<td>9</td>
<td>Nov 12</td>
<td>Entwhistle 9&lt;br&gt;Yarhouse &amp; Sells 11</td>
<td>Antagonistic Models&lt;br&gt;Post-modern Family Therapies:&lt;br&gt;Narrative Family Therapy&lt;br&gt;NT: More than externalizing DVD</td>
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<tr>
<td>10</td>
<td>Nov. 19</td>
<td>No class – work on Life Story Application Paper - Due Friday, November 22.</td>
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<tr>
<td>11</td>
<td>Nov 26</td>
<td>Entwhistle 10&lt;br&gt;Yarhouse &amp; Sells 12</td>
<td>Intermediate Models&lt;br&gt;Motivational Interviewing</td>
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<td>12</td>
<td>Dec. 3</td>
<td>Entwhistle 11-13&lt;br&gt;Yarhouse &amp; Sells 21</td>
<td>Integrative Models&lt;br&gt;Integration focus</td>
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<tr>
<td>13</td>
<td>Dec. 10</td>
<td></td>
<td>Personal Theory of Counselling Paper Due</td>
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</tbody>
</table>
Supplement: Important Academic Notes from ACTS

Web Support – Student Portal  https://www.twu.ca/students/current-students

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure
In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (http://www.twu.ca – also see https://www.twu.ca/campus-notification for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting
Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses. Please refer to the TWU Citations Style Guides page (https://www8.twu.ca/library/style_guides.html) for information on different styles. Students are strongly encouraged to use RefWorks (available through the library home page https://www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or http://www.macmillanlearning.com/catalog/static/bsm/hacker/resdoc/home.htm. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. http://www.apastyle.org/pubmanual.html.
For free online programs that will enable you to create properly formatted bibliography citations, go to http://www.calvin.edu/library/knightcite/ ("Chicago stands for "Turabian") or
http://www.citationmachine.net/. Please check with your professor to see which one he/she recommends you use!!

**Course Evaluations**
Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

**Research Ethics**
Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at https://www.twu.ca/research/research-services/research-ethics. Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

**Academic Integrity and Avoiding Plagiarism at TWU**
As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see 2016-17 Student Handbook, pp. 48-50). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.actsseminaries.com) at the following link: http://www.actsseminaries.com/wp-content/uploads/2014/11/ACTS-Catalogue-2014-15-Final-14-10-03.pdf. Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

https://docs.google.com/presentation/d/10ujmBKDRdb53SZ3XHRoXJF6M52Uhu-kr2CV8l654XeA/edit#slide=id.p4
http://williambadke.com/Plagiarism_Spectrum_US_8.5x11.pdf
https://prezi.com/dcbl-pnzuv9i/whats-the-big-deal-about-plagiarism/

**Equity of Access**
It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student’s learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.
APPENDIX I
Personal Theory of Counselling Paper Format
Adapted from section 4.3 MA-MFT Student Handbook.

I. INTRODUCTION (4-6 pages)

1. Parameters of paper
2. Define following terms in context of your discussion:
   a. Psychology & family systems theory
   b. Theology, religion, spirituality
      i. E.g., Define “spirituality” as used in psychology and make a brief evidenced based argument for including it as an important dimension of human experience in therapy.
3. Epistemology – How do we know?
   a. Define epistemology, modernism and post modernism.
   b. Briefly explain how epistemology relates to a. counselling and b. Christian faith.
   c. Give your answer to two questions about epistemology:
      i. Is there and objective reality?
      ii. To what degree can we accurately connect with it?
4. Description of selected family therapy theory
   a. Name(s) of leading figures associated with theory
   b. Historical context & key elements
   c. Reasons for your choice
5. Particular theological assumptions and key beliefs
   a. What is your faith tradition, and what are key Biblical themes or doctrines that inform your counseling approach?

II. INTEGRATION DOMAIN (4-6 pages)

1. What is the relationship between Faith and Science?
   a. Explain the concepts of General and Special Revelation and how this informs your understanding of the relationship between Christianity and Psychology
2. What is your Model of Relating Christianity and Psychology?
   a. Using Entwhistle as a guide, select one model of integration and explain the key features, how it relates to your above theological assumptions, and beliefs about the relationship between science and faith, and what its strength and weaknesses are.
   (Note: For the final version of this project you will use Eric Johnson’s Christianity and Psychology: five views).
3. Anthropology – Who are we?
   a. Who are human beings? What determines human character and actions? What is the role of environment vs. learning? What is the relationship between affect, cognition and behavior?
      i. Christian worldview perspective
      ii. Chosen theoretical model perspective
      iii. Similarities
iv. Differences/limitations (and what will you do with that?)

4. Health and Well-being – What is wholeness in theological and therapeutic terms?
   a. What does a well functioning person look like? What general goals do you have for clients given your view of human nature and wholeness?
      i. Christian worldview perspective
      ii. Chosen theoretical model perspective
      iii. Similarities
      iv. Differences/limitations (and what will you do with that?)

5. Pathology/Sin – What goes wrong?
   a. What are the processes and pitfalls that work against human wholeness?
      i. Christian worldview perspective
      ii. Chosen theoretical model perspective
      iii. Similarities
      iv. Differences/limitations (and what will you do with that?)

6. Change Process/Redemption – How does it work?
   a. Given the above assumptions about human beings, how does change occur? What is the interplay between affect, behavior and cognition in effecting change? What techniques or methods will you use? Will you focus on the past, present or future with clients?
      i. Christian worldview perspective
      ii. Chosen theoretical model perspective
      iii. Similarities
      iv. Differences/limitations (and what will you do with that?)

7. Therapeutic Response – What does it look like?
   a. What is your role? Who are your clients? To what degree will you work with individuals vs. families?
      i. Christian worldview perspective
      ii. Chosen theoretical model perspective
      iii. Similarities
      iv. Differences/limitations (and what will you do with that?)

III. CONCLUSION (3 pages)

1. Summarize your integrated approach
2. Strengths & weaknesses?
   a. Flaws of its focus?
   b. Why it works & how it doesn’t
3. Questions remaining?
4. Personal Conclusions
   a. How do the strengths outweigh the weaknesses?