

Associated Canadian Theological Schools

MFT 670: Marriage and Family Therapy II

Spring 2012

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3 credit hours
Class Dates: January 9th - April 2, 2012
Class time(s): Mondays: 8:30 – 12:30;
Saturday January 21st: all day
March 6/7 violence workshop

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Office Hours: posted on office
door or by appointment

I. Course Description

An advanced course in Marital and Family Therapy, this course will focus on the systemic issues of divorce, remarriage, step family and blended family issues, severe illness and death, sexuality and intimacy as well as violence and sexual abuse. Issues that are related to diversity and power and privilege as they relate to the areas of age, gender, sexual orientation, health/ability, culture, SES, spirituality, and ethnicity will also be addressed.

Prerequisites include CLG 582: Theories of Counselling and CLG 553: Advanced Skills, CLG 660: Marriage and Family Therapy. Or by special permission.

II. Objectives

Upon completion of this course, students will be able to:

1. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context) to issues in developmental and situational crisis in the family.
2. Develop competency in a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches as they apply to the following topics in Marriage and Family therapy.
 - a. Divorce and Remarriage (The Story of Us)
 - b. Step-family and Blended families (Step Mom)
 - c. Severe Illness, Death and Bereavement (Up)
 - d. Family Violence
 - e. Sexual Abuse
 - f. Infidelity and Pornography (
 - g. Sexual Dysfunction and Therapy (all day workshop)

III. Outcomes

By the end of this course, each student should be able to:

1. Assess for gender and power imbalances in family relations.
2. Screen and develop adequate safety plans for child and elder maltreatment, couple violence, physical violence, suicide potential, and danger to self and others.
3. Demonstrate knowledge of legal child protective practices
4. Describe treatment modalities for adult survivors of family violence

5. Demonstrate ability to assess sexual history and relational stresses.
6. Differentiate and diagram the typical sexual response cycle for men and women
7. Describe three typical sexual disturbances for each, female and male, and responding clinical interventions.
8. Identify the impact of separation and divorce on family members and resulting therapeutic issues.
9. Delineate loss, potential conflict and readjustment issues for blended families.
10. Describe the cycles of death and bereavement within the family context.
11. Assess for the impact of severe physical and mental illness on relationships within the family.
12. Describe the different etiology for infidelity and demonstrate their respective treatments.
13. Demonstrate unique treatment modalities for specific topics.
14. Demonstrate the ability to effectively research a topic
15. Demonstrate the ability to use multimedia: including powerpoint to communicate concepts.
16. Demonstrate abilities to delineate knowledge to a clinical audience through effective presentation.

IV. Course Textbooks

Baucom, D.H., Snyder, D.K., & Gordon, K.C., (2009). Helping Couples Get Past the Affair: A Clinician's Guide. Guilford

Carter B. & McGoldrick, M. (eds.)(2011). The Expanded Family Life Cycle (4th ed.). Pearson: Allyn & Bacon. (earlier editions do not have the chapters needed)

Penner, C. & Penner, J. (1990). Counseling for Sexual Disorders Word

Schnarch, D. (2009). Intimacy and Desire: Awaken the Passion in Your Relationship. Beaufort Books

RECOMMENDED

Barnett, O., Miller-Perrin, C.L., & Perrin R.D. (2005). Family Violence Across the LifeSpan. SAGE.

Brown, E. (2001). Patterns of Infidelity and Their Treatment. Routledge

Firestone, R.W., Firestone, L.A. & Catlett, J. (2006). Sex and Love in Intimate Relationships. APA

Greenberg L.S. & Paivio, S.C.(1997). Working with Emotions in Psychotherapy. Guilford Press

Leiblum, S.R. (ed.)(2006). Principles and Practice of Sex Therapy 4th ed. Guilford

Penner, C. & Penner, J. (199). The Gift of Sex: A Guide to Sexual Fulfillment. Word

Wincze, J.P. & Carey, M.P. (2001) Sexual Dysfunction, Second Edition : A Guide for Assessment and Treatment. Guilford

V. Course Assignments

1. **Paper:** Students can pick one of five topics (Divorce and Remarriage: Step-family and Blended Families: Severe Illness: Death and Bereavement: Sexual Abuse: or Pornography and Infidelity unless the instructor is able to provide workshops in any of these topics) with permission of the instructor. Though the instructor will do his/her best to accommodate student preferences the topics will be distributed among the

students. The five topics will be chosen in the first class. Paper is due at the beginning of the class on your presentation day except for those who will present the first 3 topics. . Students who present first can hand in their paper a week later. Send it in electronic format so that it can also be posted on MyCourses. (30 marks)

Paper should include if applicable:

- a. Etiology: prevalence causes, etc.
- b. Assessment (if applicable)
- c. Treatment considerations including cultural issues, gender issues and contraindications for treatment.
- d. Standards of treatment from both an individual and systemic perspective.
- e. The relevant Learning Outcomes outlined above.

It is understood that different aspects of the above will be treated differently depending on the topic chosen.

2. **Presentation:** Students will present their paper topics in class. If more than one student is presenting on a particular topic, students will need to coordinate their presentations. In the role of guest lecturer, each student will be considered the expert on his/her topic. It is expected that students will have thoroughly researched their topics and will present them to class in a format conducive to learning. Papers and presentations must achieve the relevant outcomes stated above (Outcomes 14-16). Grading will reflect the usefulness of the presentation to student learning and application to client issues. Use of video clips, power point and other media will enhance your presentation. Please prepare a handout for students with room for written notes or send to the participants by email a few days before. Send the instructor handouts in time to be posted on MyCourses. (10 marks) (Outcome 14)
3. **Reading log:** The reading log must be handed in at the last day of class to receive any credit, please use the format below.
4. **Reflection Paper:** Students will compare and contrast the Penner approach vs the Schnarch approach to sexual fulfillment and therapy. What are the emotional and spiritual implications for each of these approaches? What implications, if any, would these two views have regarding their treatment of pornography addiction and/or marital infidelity? Read two articles on spirituality and sexuality that will add insight into these two approaches. Use Browning's model (see MFT I) to help you find a common language to compare the two points of view. Submit electronic copies of the articles for the instructor with your paper. (20 marks) (Outcomes 5,6,7) (8-10 pages)
5. **Final exam** will consist of 2 parts: Due February 6th, 2012 (30 marks)
 - a. The first part may be a multiple choice exam consisting of exam questions. It may also include short answer questions. (Outcomes 1-4, 8-13).
 - b. The second part will focus on a client case. Emphasis will be on sexual dysfunction and therapy, although the student must assess whether there are other factors exacerbating the presenting issues. (Outcomes 5,6,7)

Grading Scale

Letter Grade	Percentage	Grade Point	Letter Grade	Percentage	Grade Point
A+	97-100	4.30	B-	80-82	2.70
A	93-96	4.00	C+	77-79	2.30
A-	90-92	3.70	C	73-76	2.00
B+	87-89	3.30	C-	70-72	1.70

B	83-86	3.00	F	Below 70	0.00
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VI. Miscellaneous Notes/Policies

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. Please do not ask for extensions as a result of poor planning. Part of your learning experience in University also encompasses learning to plan as well as anticipate delays/hazards/mishaps that may occur in the course of everyday life.
2. Late assignments will be penalized 1% per day.
3. Those who experience extenuating circumstances that result in a delay in the completion of their work, are required to fill out the necessary paperwork and pay the \$50 fee at the registrar's office. An incomplete (INC) will be entered on a student's transcript until all work is completed (15 weeks maximum).
4. All work is due at the beginning of class time.
5. Students are expected to proof read all written assignments carefully and to turn in papers free of spelling and grammatical errors. All assignments are to be neatly typed. It is expected that at a Graduate level, all assignments have been edited several times so that one's thoughts are original, logical, and well organized (and in APA format). These factors will be taken into account in the calculation of the grade (poorly written papers may lose 10-20 percent of the assignment grade or asked to be rewritten with late penalty applied). Please refer to the Student Handbook for paper writing guidelines and utilize the Writing Centre if need be.
6. *Please clearly indicate the assignment and author(you) in your file name: e.g. JSmithSchnarchpp.doc, or JSmithDivorcepp.doc*

VII. [Tentative] Course Outline (changes may occur depending on instructors availability)

DATE	TOPIC	READINGS	ASSIGNMENTS
WEEK 1: January 9	Introduction to the course: Class time TBA:	McGoldrick ch. 1,2	Picking of topics
WEEK 2: January 16	No class Monday January 16 th . Class Saturday in lieu of Monday	Counseling For Sexual Disorders: Penner McGoldrick (ch 7 4th ed.) Recommended: The Gift of Sex: A Guide to Sexual Fulfillment	Sexual Disorder workshop all day Saturday January 22 Carlene VanTongeren MA and Chad VanTongeren MD
WEEK 3: January 23	Sexual Therapy Penner	Intimacy and Desire: Schnarch	Video: Penners
WEEK 4: January 30	On line exam.		Sexuality Exam: open from 27 th til Feb. 6th.
WEEK 5: February 6	No Class in lieu of Violence Workshop	28 (25 4th ed.) . Violence and the Family Life Cycle	Reflection Paper due

	March 6/7	Article: Jory, B. (2004). The Intimate Justice Scale: An Instrument to Screen for Psychological Abuse and Physical Violence in Clinical Practice. <u>Journal of Marital and Family Therapy</u> 30(1) pp.29-44.	
WEEK 6:	Divorce: February 13	22. The Divorce Cycle: A Major Variation in the American Family Life Cycle_ <u>DVD: Mrs Doubtfire</u> <u>Kramer vs. Kramer</u> 23/(19 4th ed). Divorce: An Unscheduled Family Transition, 24(20 4th ed.). Single-Parent Families: Strengths, Vulnerabilities, and Interventions 25 (21 4th ed.). Remarried Families	Research Paper due
WEEK 7:	Death/Bereavement February 20	11 (18 4th ed.). Death and the Family Life Cycle	Research Paper due Video: Family Rituals
WEEK 8:	February 27	<i>READING BREAK</i>	
WEEK 9:	Illness: March 5	DVD: <u>UP Ordinary People</u> 12. (28 4 th ed.). <u>Creating</u> Meaningful Rituals for New Life Cycle Transitions 26 (4 th ed.) 29 (23 4th ed.). Chronic Illness and the Family Life Cycle	<u>Workshop: Family Violence Fri March 6; 4-9 & Sat March 7; 9-4</u>
WEEK 10:	Remarriage: Blended family Step family: March 12	25 (21 4th ed.). Remarried Families DVD: <u>StepMom</u> <u>Cinderella</u>	Research Paper due
WEEK 11:	Infidelity: March 19	Patterns of Infidelity and Their Treatment.	Research Paper due
WEEK 12:	Sexual abuse:		Research Paper due

March 26	Pedophilia in the family:		
WEEK 13	Pornography:	Readings in Pornography?	Research Paper due
April 2nd	Alcohol and Drug Addictions:	http://www.youtube.com/watch?v=dK0olPvibFU DVD: Adult Entertainment: Disrobing an American Idol (Video 2007) http://www.drjudithreisman.com/archives/2010/12/adult_entertain_1.html Not a Love Story: A Film About Pornography (1981) http://www.imdb.com/title/tt0132367/ DVD: <u>Leaving Las Vegas</u> about out of control alcoholism. DVD: 28 days. When A Man Loves a Woman McGoldrick ch.(24: 4 th ed.) ch 29 (4 th ed.) skim	

VIII.Grading Rubric

Readings:

Books:	Percent retained (mix of concentration and thorough reading)	Percent Read up until this date. (i.e. not what you plan to read over the summer)	Mutipty together	
Baucom,Snyder	e.g. 100%	80%	80.00	no need to read if attended workshop
Penner	100%	100%	100.00	
Schnarch	100%	100%	100.00	
Carter & McGol (only those chapters assigned)	70%	80%	56.00	
Totals			336	Total divided by 40 = 8.4 Total score

Please fill out the following Reading Log (you can cut and paste onto word and send to me)

Books:	Percent retained	Percent Read	Multiply	
Baucom,Snyder				
Penner				
Schnarch				
Carter & McGol				
Totals				Total Score

30/30	A	B	C
<p>1. The main theories about the etiology of the disorder or history of the problem were explained.</p> <p style="text-align: right;">5</p>	<p>Relevant recent etiology, using Canadian statistics where able.</p>		
<p>2. Key terms were clearly defined and explained</p> <p>3. The demographics and risk factors of pertinent disorders were covered comprehensively.</p> <p>4. The paper reflected a multi-dimensional integrative perspective, and included information about role of biological, social, behavioral, cognitive, affective, developmental and spiritual factors.</p> <p>5. Major issues in assessment and diagnosis were covered.</p> <p>6. the progression of the issue was adequately covered</p> <p style="text-align: right;">5</p>	<p>Ways to assess for the issue including developed categories and/or severity if relevant. New innovative techniques for assessment are explored.</p>		
<p>6. Treatments and their implications were thoroughly explored including culture/ gender issues and contraindications for Treatment. Systemic and individual treatments were presented.</p> <p>7. Main points of the presentation were supported by citations from the research literature, and recent journal articles predominated.</p> <p>8. Unanswered problems</p>	<p>Recent changes in treatment ideas based on latest relevant research. E.g. brain research, or</p>		

<p>were identified, and directions for further research were suggested</p> <p style="text-align: right;">6</p>			
<p>The Paper was thorough in its presentation and represented an indepth presentation of the issues</p> <p>7</p>	<p>Researched within the last five years.</p>		
<p>The relevant Learning Outcomes outlined in syllabus.</p> <p style="text-align: right;">5</p>	<p>The topic was well covered and students have a good sense of the issues and their treatment such as they can replicate/treat the issues on their own.</p>		
<p>Presentation. 10/10</p> <p>10. Presentation was well organized and clear. Appropriate use of technology. The presentation maintained my interest throughout.</p>	<p>Demonstrate the ability to effectively research a topic Demonstrate the ability to use multimedia: including powerpoint to communicate concepts. Demonstrate abilities to delineate knowledge to a clinical audience through effective presentation.</p>		

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

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 <http://www.twu.ca/conditions> 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.

Students are strongly encouraged to use RefWorks (available through the library home page 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 www.dianahacker.com/resdoc/. 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.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the "student" side. A hard copy is given to incoming students in the fall.

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 <http://www.twu.ca/academics/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 academic calendar 2008-09, pp. 37-38). 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.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

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:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

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.