McMaster Divinity College

MS 3P1380/MS 5P1360 – Couples and Family Therapy

Winter Term 2026 | Wednesdays 9:00am – 10:50 am | Camelford Hall
In-person and Online (Synchronous)

The Mission of McMaster Divinity College is to develop effective evangelical Christian leaders for the Church, academy, and society through graduate-level education, spiritual development and vocational formation.

---

1. COURSE INSTRUCTOR: Kelvin F. Mutter, DTh **EMAIL: mutterk@mcmaster.ca**

2. TEACHING PHILOSOPHY:

The purpose of professional practice education is to train competent practitioners within a particular discipline, in this case the disciplines of psychotherapy and spiritual care. In short, this means engaging students in learning activities that support them in the quest to think and behave like a psychotherapist or spiritual care provider.

When viewed through the rubric of MDC's learning rubric of Knowing, Being, and Doing, professional competency in these domains may be defined as follows.

2.1. The ability to think like a psychotherapist or spiritual care provider as evidenced in the ability to use of two or more models of practice to assess a client's current struggles, decide on the key concern(s), select a treatment model, develop a suitable treatment plan that reflects the selected treatment model, and assess progress. [KNOWING

2.2. The learned capacity to be aware of and understand one's own subjective context and patterns of interaction as they inform their participation in the therapeutic relationship with a client; and the practitioner's self-reflective awareness of their personality, insights, perceptions and judgments and their ability to determine in-the-moment how these may either interfere with or assist the therapeutic process. [BEING]

2.3. The capacity to make clinical decisions that are consistent with the Standards of Practice and Code of Ethics of one's profession; the capacity to provide create a therapeutic relationship with clients; and, a coherent or integrated course of treatment that competently supports clients as they find ways to either live with or resolve challenges in their life situation. [DOING]

3. Course Description

This course provides students with an introduction to the difference between counselling individuals and counselling relational systems as well as an orientation to the flow and foci of counselling couples and families. Students will work in groups to research the theoretical tenets, views of family

Disclaimer: *This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make significant changes to course objectives and assignments up to and including the first day. No changes will made after the first day of class of class will be made without informing students of the change and why it is being made.*

functioning and dysfunction, methods of assessment, therapeutic goals, treatment process & techniques, role of the counsellor/therapist, as well as an evaluation of a selected model of family therapy.

Specializations: Counselling and Spiritual Care (CS), and Pastoral Studies (PS).

Students taking this course for Advanced Elective credit will be provided with a syllabus supplement outlining additional requirements they must meet to receive credit toward their degree. Advanced Elective students can expect their course requirements to include doctoral levels of reading and research-supported writing as well as a presentation of their research in a format appropriate to the class. For any questions about what to expect for Advanced Elective requirements in this particular course, contact the course instructor.

Note: The Syllabus Supplement will be made available no sooner than ten days after enrollment in the course. Advanced Elective students are encouraged to register for this course as early as possible to ensure they know their course requirements well in advance of the course start date.

4. Course Format

Class sessions will include didactic instruction, discussion, video presentations and case studies as appropriate. Reading material is assigned for all sessions. Students are expected to participate in discussions and to incorporate the class readings and lectures when discussing case studies.

5. Course Objectives

Course readings, instructional activities, and assignments are designed to contribute to the student abilities in the following CRPO Competency domains: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.2, 3.4, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, and 5.2.

Knowing

- To understand systemic thinking as it applies to marital and family relations (CRPO Competencies 1.1, 1.2, 1.3, 1.4, 1.5).
- To envision strategies for responding to the challenges of marital and family life (CRPO Competencies 1.1, 1.2, 1.3, 1.4, 1.5).
- To be able to reflect on marital and family life using at least one theory of couples and family therapy (CRPO Competencies 11.1, 1.2, 1.3, 1.4, 1.5).

Being

- To reflect on one's own experience of marriage and family, how this influences the student, and how it may impact the counselling relationship (CRPO Competencies 1.4 & 4.3).

Doing

- To be able to provide a relationship-centred approach to assessment and care that sensitively connects with people and engages them in the healing process (CRPO Competencies 3.4, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7).
- To be able to facilitate hope by strengthening relational connections within marital and family systems (CRPO Competencies 3.4, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7).
- To be able to support couples and families as they seek reconciliation, learn to resolve conflict, and experience forgiveness (CRPO Competencies 3.4, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7).
- To know when and how to make a referral to a qualified counsellor or therapist (CRPO Competencies 3.4, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7.)
- To utilize research findings to inform the student's practice of couple and family therapy (CRPO Competencies 5.1, 5.2).

6. Course Texts:

The required textbooks for this SPE Unit are available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, you may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours.

6.1. Required Texts

Patterson, J., et al. *Essential Skills in Family Therapy: From the First Interview to Termination*, 3rd Edition. New York: Guilford, 2018. ISBN: 9781462533435

6.2. Required Readings (articles and handouts)

Anonymous. "Rules to Build Genograms." Handout posted to Avenue to Learn.

6.3. Recommended Readings (articles and handouts)

Unless otherwise noted, the following recommended readings are available via the Journals @ Scholars Portal database available through the Mills Library. To access this, go to the Mills library website, click on "Articles/Databases" to access the relevant search screen, enter "Scholars Portal" and click on "GO."

Buckley, Elizabeth and Philip Decter "From Isolation to Community: Collaborating with children and families in times of crisis." *The International Journal of Narrative Therapy and Community Work* (2006) No. 2, 3–12. http://www.dulwichcentre.com.au/from-isolation-to-community.pdf

Chromy, Samantha. "A Solution-Based Approach to Couple Therapy*." Journal of Couple & Relationship Therapy*, 6 (2007), 71–84.

Gangamma, Rashmi, et al., "A Study of Contextual Therapy Theory's Relational Ethics in Couples in Therapy." *Family Relations*, 61(2012), 825–835.

Gottman, John M., et al. "Repair During Marital Conflict in Newlyweds: How Couples Move from Attack–Defend to Collaboration." *Journal of Family Psychotherapy*, 26 (2015), 85–108.

Johnson, Susan M., and Valerie E. Whiffen. "Made to Measure: Adapting Emotionally Focused Couple Therapy to Partners' Attachment Styles." *Clinical Psychology: Science and Practice*, 6(1999), 366–381.

Stavrianopoulos, Katherine, et al. "Emotionally Focused Family Therapy: Facilitating Change within a Family System." *Journal of Couple & Relationship Therapy*, 13 (2014), 25–43.

Trepper, Terry S. "Solution-Focused Brief Therapy with Families." *Asia Pacific Journal of Counselling and Psychotherapy*, 3 (2012) 137–148.

7. Course Schedule:

DATE	CLASS TOPIC AND LEARNING ACTIVITY	ASSIGNMENT DUE
Jan 7, 2026	Orientation to Course The Family Therapy: A Paradigm Shift in Psychology *Recommended Reading:* Patterson et al. ch. 1	
Guiding Principles for Working with Family Systems		
Jan 14, 2026	Basic Treatment Skills and Interventions *Required Reading:* Patterson et al. ch. 6	
Jan 21, 2026	Self of the Therapist *Required Reading*: "Rules to Build Genograms."	*Safe and Effective Use of Self* (All) **Due: 9:00 am, Jan 21, 2026.**
Jan 28, 2026	The First Interview *Required Reading:* Patterson et al. chs. 2 & 3	
Feb 4, 2026	Assessment *Required Reading:* Patterson et al. ch. 4	
Feb 11, 2026	Developing a Treatment Focus and Treatment Plan *Required Reading:* Patterson et al. ch. 5	
Feb 18, 2026	**READING WEEK**	
Feb 25, 2026	Working with Families and Children *Required Reading:* Patterson et al. chs. 7 & 8 *Recommended Reading:* Buckley & Decter, "From Isolation to Community" (article).	
Class Presentations[1]		
Mar 4, 2026	**Student Presentation**: Contextual Family Therapy *Recommended Article:* Gangamma, et al., "A Study of Contextual Therapy Theory's Relational Ethics in Couples in Therapy."	
Mar 11, 2026	**Student Presentation**: Gottman Method for Couples Therapy	Contextual Family Therapy essay and group participation logs **due: 9:00 am, Mar 11, 2026.**

[1] Recommended articles are intended to provide students with an introduction to the models which will be presented in class.

Disclaimer: *This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make significant changes to course objectives and assignments up to and including the first day. No changes will made after the first day of class of class will be made without informing students of the change and why it is being made.*

	Recommended Article: Gottman, John M., et al. "Repair During Marital Conflict in Newlyweds."	
Mar 18, 2026	**Student Presentation**: Solution-Focused Family Therapy *Recommended Articles:* Chromy, "A Solution-Based Approach to Couple Therapy;" Trepper, "Solution-Focused Brief Therapy with Families."	Gottman Method for Couples Therapy essay and group participation logs **due: 9:00 am, Mar 18, 2026.**
Mar 25, 2026	**Student Presentation**: Emotionally Focused Couple Therapy *Recommended Article:* Johnson & Whiffen. "Made to Measure;" Stavrianopoulos, et al. "Emotionally Focused Family Therapy."	Solution-Focused Family Therapy essay and group participation logs **due: 9:00 am, Mar 25, 2026.**
Finishing Well		
Apr 1, 2026	Getting Unstuck in Therapy *Required Reading:* Patterson et al. ch. 11	Emotionally Focused Couple Therapy essay and group participation logs **due: 9:00 am, April 1, 2026.**
Apr 8, 2026	Termination *Required Reading:* Patterson et al. ch. 12	Reading Log **due: April 8, 2026.**

8. Course Requirements:

Assignments		Percentage of grade
Participation • In-class discussion groups • Group Participation Log	 Weekly (10% of grade) Due as assigned (10% of grade)	20
Safe and Effective Use of Self	Due Jan 21, 2026	15
Group Project Output #1: Class Presentation Output #2: Class Handout Output #3: Major Paper	 Due as assigned (25% of grade) Due as assigned (15% of grade) Due as assigned (20% of grade)	50
Reading Log	Due Apr 8, 2026	15
	TOTAL	**100**

8.1. Participation (Knowing, Being, Doing)

Class sessions will include a mixture of lecture, discussion and case reflection. The participation grade will be assessed based on the student's engagement with class activities as well as the student`s ability to respect others in their interactions, to demonstrate familiarity with the readings and texts, and apply the course material in specific situations.

Disclaimer: *This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make significant changes to course objectives and assignments up to and including the first day. No changes will made after the first day of class of class will be made without informing students of the change and why it is being made.*

8.2. Reading & Reading Log (Knowing) (25% of course) Due: April 8, 2026

Taken as a whole, the reading requirements for this course is intended to advance student skills in the following CRPO Competency domains: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.2, 3.4, 4.1, 4.2, 4.3, 4.4, 4.6, and 4.7.

Intended Instructional Outcomes: i) Knowledge & Interpretation (discernment); and ii) Personal / Professional Formation.

- Students are expected to read the assigned readings as well as all sources read for the group project with comprehension.
- Students will use the template posted on A2L to maintain a reading log in which they track when they read each resource, the amount of time spent, and note one key insight gained from this reading [see also Appendix A].

Grading:

Completion of course readings supported by a meaningful insight or question based on each reading.	up to 5%
Record of project-related readings supported by a meaningful insight or question based on each reading.	up to 5%

8.3. **Genogram Assignment (Knowing, Being, Doing) (20% of course) Due: Jan 21, 2026**

This assignment is intended to develop student knowledge and skills in the following CRPO Competency domains: 1.4, 3.2, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7.

Intended Instructional Outcomes: i) Interpretation (discernment); and ii) Personal / Professional Formation (being, a.k.a. SEUS).

> ***Safe and Effective Use of Self*** refers to a professional's learned capacity to understand his or her own subjective context and patterns of interaction as they inform his or her participation in a ministry, counselling or therapeutic relationship. It also speaks to the professional's self-reflective use of his or her personality, insights, perceptions, and judgments to optimize interactions with those to who they counsel or minister to. (Definition adapted from the CRPO website).

INSTRUCTIONS

Length: 4-6 pages.

Goals: (1) For the student to become consciously aware of his/her own life experiences and how these have shaped his/her life. (2) For the student to reflect on how his/her own life experiences may affect the way s/he interacts with clients and client families. (3) To practice using genograms as a means of obtaining information about a couple or family.

Instructions:

1) Read: Rules to Build Genograms (on A2L).
2) Draw a draw a generation genogram of your family of origin (FofO) that includes your grandparents as well as your aunts and uncles. Include your spouse if you are married. Include your children if you have any. Obtain as much information about your family of origin as possible.
3) Use any four (4) of the six (6) foci listed below to reflect on your genogram.

- Family Structure: State who constitutes the current family of which you are a part. Are deceased members still a part of the emotional system? What about pets?
- Life Cycle Fit: Look at ages at transition periods such as leaving home, marrying, having children to see if they are normative or not for that culture or historical period. Discuss the fit between spouses, e.g., if one is much older or younger, etc.
- Pattern Repetition Across Generations: Look at level of needs, repeated relationship patterns or other patterns that are repeated such as having an offender, mental illness, heart attacks, ministers, teachers, military personnel, emotional cut-offs, or small or large families in each generation.
- Life Events and Family Needs: Track critical events and toxic issues to see if there are anniversary reactions, similar timing (in areas such as sexual abuse), the impacts of ecological events on family needs, coincidences, etc.
- Relational Patterns and Triangles: Look at dyads, triangles among parents and children, among siblings, in multigenerational context, in affairs, in divorced and blended families, etc.
- Family Balance and Imbalance: identify any potential differences between family groupings with respect to size of family, occupation, finances, and other resources, roles, functioning, etc.

4) Reflect on the information you have gathered. Are there any issues that remain unresolved? How have these experiences shaped your life? Is there anything that you find to be particularly challenging? How do you imagine these experiences might impact on your approach to working with couples or families who may be living with similar issues?

Written Format:

Submit a one-page 3 generation genogram along with a 4–5 double-spaced summary that draws on your answers to the above questions/topics. Identify salient themes and reflect on the ways your family experience has shaped a) your assumptions about healthy and dysfunctional families, and b) how these influences might influence the way you might seek to counsel couples and families.

Grading:

- Genogram includes parents, siblings, grandparents, as well as aunts and uncles. (20 pts)
- Reflection paper engages four of the six reflection foci noted above (each reflection focus is worth up to 15% of the assignment). (50 pts)
- Student identifies their current assumptions about healthy and dysfunctional families and how this might influence how they might counsel couples/families. (30 pts)

8.4. Group Projects: (40%) Due: as noted in the course outline and below

This multidimensional assignment is intended to develop student knowledge and skills in the following

Intended Instructional Outcomes:

1. Knowledge Acquisition & Interpretation (knowing / discernment), i.e., understanding and analysis of the theory (CRPO Competency domains: 1.1, 1.3, 1.5, 3.2).
2. Contextualization (knowing + doing), i.e., understanding of the uses, strengths, and limitations of the theory (CRPO Competency domains: 1.2, 1.3, 3.2, 3.4, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, and 5.2).
3. Personal / Professional Formation (being), i.e., development of collaboration skills (CRPO Competency domains: 1.4, 2.1, 2.2, 3.2, 3.4).

General Assignment Description:

1. During the first week of class, students will be assigned to work in small groups to research a specific model of Couples and/or Family Therapy.
2. Student groups are expected to produce **THREE** (3) group "outputs" and one individual output (see #6 below). The first output will be a presentation to the class on the assigned date. The second output will be a will be a 5000-word essay that summarizes what they have learned.
3. Students will organize themselves in an equitable way to accomplish the tasks of making a presentation to utilize the outline in Appendix B to make a presentation on the assigned date and to submit a group paper one week following the group's presentation.
   ***NOTE**: Due to the fact there is a large class enrollment, two groups will be assigned to each therapeutic model. One group will present the theory (35 minutes), the second group will present a case study that illustrates the use of the theory (35 minutes)*.
4. Reading expectation: 500 pp. (minimum).
   Students are expected to use at least one book written by the developer of the theory, as well as research articles that focus on the use of the theory.
   ***NOTE**: It is expected that each student in the group will have read the sources cited in the final paper.*
5. Students are expected to meet for 30 to 60 minutes each week to discuss what they are learning. If it is not possible for students to meet face-to-face, the group may meet electronically using a secure mode of communication, i.e., a McMaster Zoom account may be obtained through the McMaster University Technology Services.
6. Each students are expected to keep a log of their contribution to the project noting when they met with the rest of the group, their specific contribution to the research component of the project, their contribution to the final written product, and reflections on group process and how misunderstandings, etc. were resolved, if outside help was required, and a record of the dates and time involved for each activity (these logs are to be submitted the evening before the presentation).

NOTE: *Students are required to immediately notify the course instructor of significant interpersonal or group process concerns within the group.*

7. Project Deadlines:

Therapeutic Model	Founding Theorist(s)	Presentation Date	Due Date for Paper
Contextual Family Therapy	Ivan Boszormenyi Nagy, Barbara Krasner	Mar 4, 2026	Mar 11, 2026
Gottman Method for Couples Therapy	John Gottman, Julie Schwarz Gottman	Mar 11, 2026	Mar 18, 2026
Solution-Focused Family Therapy	Insoo Kim Berg	Mar 18, 2026	Mar 25, 2026
Emotionally Focused Couple Therapy	Susan M. Johnson	Mar 25, 2026	April 1, 2026

Instructions for Output One: Group presentation:

1. Students are expected to collaborate in the creation, as well as share in the delivery, of a fifty-minute presentation on the assigned topic (CRPO competencies 2.1 and 2.2).
2. It is expected that student presentations will incorporate themes and questions identified in APPENDIX B.

   ***NOTE**: If your group is the second group assigned to a particular therapeutic model, the group's presentation will focus on at least one case study that illustrates the use of this treatment model.*

3. To support their presentation, students will prepare a three-page handout (single-spaced), including bibliography, of five to ten essential sources that will be distributed to the class.
4. No later than 5:00 pm on the day before the presentation, a representative of the group will submit a copy of their handout to the course instructor who will post it to A2L.
5. No later than 5:00 pm on the day before the presentation, each group member will submit a copy of their log of their participation in this project to the course instructor.
6. Final written work is to conform to the MDC Style Guide.

Grading or Group Presentation:

- *Knowledge and understanding*: Does the content of the presentation reflect a reasonable understanding of the theory and practice of the therapeutic model? (50 pts)
- *Collaboration skills*: How effectively did the group handle the time limit and any group process concerns that may have occurred. (30 pts)
- *Time Management*: How effectively did the group manage their time? (20 pts)

Instructions for Outputs Two and Three: Class Handout and Final Paper

1. Each member of the group is expected to contribute to the writing of the handout and final paper.
2. It is expected that the final paper will incorporate themes and questions identified in APPENDIX B.

3. Maximum length of the final joint paper is **5000 words** (approx. 18 pages) including footnotes and bibliography.
4. Final written work is to conform to the MDC Style Guide.

Grading:

- Knowledge & Interpretation (knowing / discernment). Does the paper demonstrate understanding of the frameworks that inform this therapeutic model? (40 pts)
- Contextualization (knowing + doing). Does the paper describe the possibilities, strengths, and limitations of using this therapeutic model in practice? (30 pts)
- Collaboration skills: Does the group's summary of their contributions to this paper Indicate that it is a collaborative effort? (15 pts)
- Academic Style (spelling, grammar, and style guide concerns) (15 pts)

9. Course Administration:

Instructor Availability:

Throughout the course, Prof. Mutter will be available to meet with students before and after class, via email (mutterk@mcmaster.ca), ZOOM, and the discussion forum on Avenue to Learn.

A2L Statement:

Students are required to submit their written work by uploading it to Avenue to Learn. If you are unsure how to do this, please ask another student or the professor.

Students are reminded that it is *their responsibility* to log into the system regularly to check for announcement, course content, and course activities.

Personal Illness:

Students who are registered to attend class *in-person* are expected to inform the course instructor if they become ill. These students are expected to return to the classroom once they have recovered from their ailment.

Students who are registered to attend class via the live stream option are expected to inform the course instructor if they become ill and their illness prevents them from attending online.

Students are advised that classes will not be recorded. As a result, students are expected to check A2L for any course handouts and to obtain notes from their peers.

NOTE: Unless the student has been granted an accommodation for illness by the course instructor, any assignment due on a day the student is ill must be submitted on that day.

Inclement Weather Policy:

In the event of inclement weather, students are advised to check the McMaster University website to determine whether the university is open. If the university is closed then McMaster Divinity College will also be closed, the course instructor will adjust the teaching schedule accordingly. **NOTE:** Assignments that are due on a day the university is closed due to weather are still due on that day.

Disclaimer: *This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make significant changes to course objectives and assignments up to and including the first day. No changes will made after the first day of class of class will be made without informing students of the change and why it is being made.*

If the university is open and inclement weather prevents the student from travelling into Hamilton, students may attend online.

Written Work:

Gender Inclusive Language [updated Nov 23, 2023]

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as, for example, the following: NRSVue (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

College Style for Written Work:

All written work—unless informed otherwise by the professor—is expected to conform with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College website (https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/).

Length:

Students are expected to adhere to the assignment page / word count (cf. CRPO competency 2.1). If a paper exceeds the word count, grace will be given for the first 10%. However, a grade reduction of one-third of a letter grade for each additional 10% a paper exceeds the stipulated word count (e.g., B+ will be reduced to B).

Submission of Written Work:

All written work is to be submitted via Avenue to Learn (A2L).

Deadlines:

All assignments are due on the day and time indicated (cf. CRPO competency 2.1). A late penalty of 2% per day will be applied to all assignments submitted after the deadline unless an extension is granted by the instructor prior to the deadline.

Except for extenuating circumstances, papers that are 6 or more days late will not be accepted.

No assignments may be submitted after April 8, 2026 without prior written permission from the Office of the Registrar to submit an assignment after the last class.

Academic Honesty [updated June 3, 2024]

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one's own (regardless of the means of its production, including AI) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student's dishonesty; giving false

information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents.

A special note about AI: You are expected to do your own thinking and to write your own papers, etc., and not to have AI do this work for you. There may be value in using an AI tool to help you locate and collate resources or to help you "tidy up" your English grammar, usage, and mechanics, especially if English is not your native language. However, using AI to create content for you and then submitting that content as if you created it is considered plagiarism (i.e., submitting work that is not one's own as if it is one's own) and is a violation of the academic honesty policy.

AODA

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the content of this course is intended to be accessible to all students who are enrolled in the course, including those with disabilities. If a student requires accommodation to participate fully in this course, that student is to contact SAS at McMaster University, who will then work directly with the McMaster Divinity College Registrar to negotiate reasonably appropriate accommodation for the student. The MDC Registrar will communicate with faculty regarding necessary accommodations. Please note that an accommodation is not retroactive and must be requested in advance to allow sufficient time for implementation.

10. Supplemental Bibliography:

A supplemental bibliography of seminal works and other key resources will be posted to A2L.

Disclaimer: *This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make significant changes to course objectives and assignments up to and including the first day. No changes will made after the first day of class of class will be made without informing students of the change and why it is being made.*

Appendix A: Reading Log Template

Date	Author Name & Article/Book Title	Time spent (e.g., 1.5 hrs)	Insight or Question Based on Reading

Disclaimer: *This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make significant changes to course objectives and assignments up to and including the first day. No changes will made after the first day of class of class will be made without informing students of the change and why it is being made.*

APPENDIX B: Guide for Analyzing Models of Couples and Family Therapy

Therapeutic Model: _____

1) Definition:
Summarize the essential theme or emphasis of this model in one or two sentences.

2) Theory:
What is/are the foundational assumptions about couples/families, core beliefs, or understanding of couple/family process, or mechanisms of change that inform this model? (use as much space as you require)

3) Dysfunction-Normative Behaviour:

- Normative Behaviour (i.e., "*How does this model define "healthy" or normal behaviour couple / family dynamics?"*):

- Dysfunctional Behaviour (i.e., "*How does this model define "unhealthy" or normal behaviour couple / family dynamics?"*):

4) Therapeutic Goals:
What is/are the desired outcome(s) or goal(s) of therapy in this approach?

5) Counsellor Behaviour:
What is the role of the counsellor or therapist in this approach to couples / family counselling?

6) Evaluation and/or Reflection on of Therapeutic Model

- Research Studies in Effectiveness
  What is the evidence that there is a body of research to support the use of this model in practice?

- Theoretical Assessment of the Model:
  What are the theoretical strengths in this perspective?
  Do you perceive any theoretical limitations in this perspective?

- Personal Reflection Questions:
  Is there anything about this model that seems new or unusual to you? How do this model's assumptions differ from your previously held assumptions and beliefs about couples and family?

  Is there anything about this model that may seem familiar? Can you identify any subtle differences between this model's assumptions and your previously held assumptions and beliefs about couples and family?

Disclaimer: *This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make significant changes to course objectives and assignments up to and including the first day. No changes will made after the first day of class of class will be made without informing students of the change and why it is being made.*