

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: MFT 660

Course Name: Marriage and Family Therapy

Semester and Year: Spring 2023

Instructors: Danielle Vriend-Fluit Ph.D., RP, RMFT

Contact Information: E-mail: Danielle.Fluit@twu.ca

Office Hours: Tuesdays and Thursdays, also by appointment, please email

Co-requisites or Pre-requisites: MFT 582: Theories of Counselling and MFT 553: Advanced Skills.

Semester Hours: 3

Course Dates: 10 January to 13 April

Class Days & Times: Thursdays, 12 pm to 3 pm

Course Description

An advanced course in Marital and Family Therapy, the course will focus on theories of family therapy, practical application of theory to therapy situations, clinical skill building and spiritual issues as they relate to Marriage and Family Therapy. It is assumed that students have had prior learning of Systems Theory. Students will be required to actively participate in the learning modules. Students will be required to apply the concepts learned to personal and group projects. 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.

Course Objectives

1. To deepen advanced skills in assessment and treatment of intrapsychic events:
 - a. To be measured by one's performance on the first test
2. To further develop competency in working with relational issues in family, couples, and individuals.
3. To deepen advanced micro skills in the assessment and treatment of inter relational events
 - a. To be measured by the quality of responses in the EFT workbook.
4. To demonstrate an understanding and integrative application of EFT including the following skills:
 - Assess couples' suitability for EFT
 - Work through the three stages and 9 steps of EFT
 - Demonstrate skill with the use of the Tango
 - Elicit and work with emotion as it occurs in session
 - Develop specific interventions to help couples reprocess negative affect and foster a more secure bond
 - Work through blocks in therapy.
 - a. To be measured by the quality responses in the EFT workbook and responses to

demonstrations, role-play and questions in class.

5. To increase self-awareness as to how one's own family of origin issues may impact work with "difficult" clients
 - a. linked to the response to the opportunity for self-exploration regarding one's own internal reaction to issues in therapy.
 - a. Linked to the quality and depth of critical thinking and application to the genogram assignment.
 - b. Linked to the student's journal entries and the student's personal recognition of and experiential engagement with therapy.
6. Respond to the unique needs of clients, including diversity issues related to gender, ethnicity, race, religion, sexual orientation, and ability.
 - a. To be measured by the depth of conceptualization on various assignments.
7. To develop a professional approach to the counselling therapy profession and reflected in the participation grade.
 - a. Linked to preparation and starting lab times
 - b. Linked to responding to course instructions and feedback in a timely manner.
 - c. Linked to professional reception and response to feedback

Course Learning Outcomes

TWU Graduate Student Learning Outcomes	Course Learning Outcomes	Assessment Strategies
<p>Knowledge and its Application</p> <ul style="list-style-type: none"> • Demonstrate in-depth knowledge of a particular field of study and/or profession • Demonstrate ability to apply knowledge and discipline specific methodology to solve unique problems • Demonstrate superior ability to identify and interpret new ideas and research in a specific discipline • Demonstrate superior skills in academic research, writing, and act as skilled practitioners to move beyond knowledge into practice 	<ol style="list-style-type: none"> 1. Students will be able to demonstrate application of object relations theory to client issues 2. Students will be able to demonstrate advanced skills in assessment and treatment of intrapsychic events. 3. Students will be able to demonstrate advanced micro skills in the assessment and treatment of inter-relational events. 4. Students will be able to demonstrate skills in the assessment and application of EFT competencies. 5. Students will be able to Assist clients in moving toward change reflected in research-based assessment and interventions 	<ol style="list-style-type: none"> 1. To be measured by the performance on the midterm test 2. To be measured by the performance on the midterm test To be measured by the quality of the case conceptualization in the E: Final Live Observation & Video Process Assignment. 3. To be measured by the students responses on the midterm test, the EFT workbook, and various components of the genogram assignment e.g. discussions about triangulation, the use of self, and the application of EFT. 4. To be measured by the quality responses in the EFT workbook and responses to demonstrations, role-play and questions in class. 5. To be measured by the quality of the clinical assessment and the ability to articulate a research based model of change.
<p>Cognitive Complexity</p> <ul style="list-style-type: none"> • Show ability to carry out discourse and research as an active member of the counselling and psychotherapy community • Demonstrate the ability 	<ol style="list-style-type: none"> 1. Students will demonstrate the ability to synthesize research and theoretical orientation towards creating change in the client. 2. Respond to the unique needs of clients, including 	<ol style="list-style-type: none"> 1. To be measured by responses on the genogram and the object relations test. 2. To be measured by the student's response to diversity represented in the classroom

<p>to “undertake inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and risk taking”</p>	<p>diversity issues related to gender, ethnicity, race, religion, sexual orientation, and ability.</p>	<p>assignments and with clients.</p>
<p>Inter-and intra-personal Wellness.</p> <ul style="list-style-type: none"> • Demonstrate increased professional capacity and autonomy • Demonstrate superior organizational and time management skills • Demonstrate academic and personal integrity. 	<ol style="list-style-type: none"> 1. Demonstrate self-awareness and self-exploration regarding one’s own internal reaction to issues in counseling. 2. Students will demonstrate appropriate handling of countertransference and family of origin issues as they arise throughout the course of the semester. 3. Students will demonstrate a professional approach to the counselling therapy profession 4. Students will develop familiarity with the experience of hearing, giving, and receiving constructive feedback. 5. 	<ol style="list-style-type: none"> 1. Linked to the student’s engagement and in-depth understanding of one’s family of origin issues in the genogram. 2. As measured by engaging with the professor/mentor as issues arise and engagement in personal therapy as needed. 3. Linked to: <ul style="list-style-type: none"> • preparation and starting class times • responding to course instructions and feedback in a timely manner. • Following instructions laid out in the syllabus and Supervised handbooks. • professional reception and response to feedback • superior writing skills • time management of course requirements. 4. To be measured by the student’s attendant response to receiving feedback and synthesizing and applying feedback to one’s self and one’s work with clients.
<p>Aesthetic Expression and Interpretation</p> <ul style="list-style-type: none"> • consider and practice creative engagement and interdisciplinary thinking • demonstrate the ability to engage in a dynamic 	<ol style="list-style-type: none"> 1. Students will demonstrate creativity in the ability to synthesize research and theory and apply it towards change in the client. 2. 	<p>To be measured by the students ability to articulate a theory of change in discussions in the classroom, as well as on tests and genogram work.</p>

<p>educational environment within which intellectual and imaginative products are brought into relation with the most pressing human issues of our time</p>		
<p>Spiritual Formation</p> <ul style="list-style-type: none"> • demonstrate greater understanding of and connection to God’s work in the world • utilize spiritual practices for self-reflection and the helping of others • exemplify a Christian ethic in pursuit of truth, reconciliation, compassion and hope 	<ol style="list-style-type: none"> 1. Students will demonstrate a biblical understanding of the helping profession including development of a theological and research-based defensible integrated focus. 2. Students will demonstrate Christian professional ethic 	<ol style="list-style-type: none"> 1. As reflected in (an assignment here)? 2. Linked to: <ul style="list-style-type: none"> • grammatically correct and properly cited written work • respectful dialogue, curiosity and compassion for others including diversity issues related to gender, ethnicity, race, religion, sexual orientation, and ability.
<p>Social Responsibility and Spiritual Formation</p> <ul style="list-style-type: none"> • Demonstrate the ability to analyze, appraise and evaluate their discipline in a social context • Develop the ability to become socially responsive agents with a commitment to understanding global issues • Demonstrate greater understanding of and connection to God’s work in the world • Utilize spiritual practices for self-reflection and the helping of others • Exemplify a Christian ethic in pursuit of truth, reconciliation, compassion and hope. 	<ol style="list-style-type: none"> 1. Students will demonstrate Christian professional ethic 2. students will develop an integration of a model of change that parallels theology. 3. Students will learn a common language to which theology and psychotherapy can speak to each other. 4. 	<ol style="list-style-type: none"> 1. Linked to demonstration of Respectful dialogue, curiosity and compassion for others including diversity issues related to gender, ethnicity, race, religion, sexual orientation, and ability. 2. Linked to integration paper buying Browning model too theory of change.

<p>Spiritual Formation</p> <ul style="list-style-type: none"> • demonstrate greater understanding of and connection to God’s work in the world • utilize spiritual practices for self-reflection and the helping of others • exemplify a Christian ethic in pursuit of truth, reconciliation, compassion and hope 	<p>Students will demonstrate a thoughtful reflection of the</p>	
<p>Leadership</p> <ul style="list-style-type: none"> • demonstrate high level innovative expertise, collaborative knowledge and the capacity to inspire others and achieve results • demonstrate academic proficiency to communicate effectively and to enter into conversation and constructive dialogue with others • demonstrate integrity and humility in all matters 		

Required Texts and Materials

Brubacher, L. (2018).  Stepping into Emotionally Focused Couple Therapy: Key Ingredients of Change. Karnac. www.karnacbooks.com

Johnson, S.M. (2019). *Attachment Theory in Practice: EFT with Individuals, Couples, and Families*. Guilford. www.guilford.com

Johnson, S.M., Bradley, B., Furrow, J., Lee, A., Palmer, G., Tilley, D., and Woolley, S. (2005). *Becoming an Emotionally Focused Couple Therapist: The Workbook*. Routledge. (350 pp total)

Richardson, R. (2011). *Family Ties that Bind*. Self-Counsel Press.

Tatkin, S. (2012). *Wired for Love: How Understanding Your Partner's Brain Can Help You Diffuse Conflict*. New Harbinger.

Verseveldt, J.P. (2006). Emotionally Focused Couple's Therapy: An Examination Using Browning's (1987) Model. *Journal of Psychology and Christianity*, 25, 3.

<https://ezproxy.student.twu.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=23012230&site=ehost-live>

Viorst, J. (1986). *Necessary Losses*. Ballantine Books. (Read p. 1-80 available on Moodle)

Weeks, G.R., & Fife, S.T. (2014). *Couples in Treatment: Techniques & Approaches for Effective Practice* (3rd Ed.). Routledge.

Recommended

Gottman, J. S., & Gottman, J. M. (2015). *10 Principles for Doing Effective Couples Therapy*. Norton.

Greenberg, L.S., & Paivio, S.C. (1997). *Working with Emotions in Psychotherapy*. New York, NY: Guilford Press.

Gurman, A. S. (Ed). (2008). *Clinical Handbook of Couple Therapy*. (4th Ed.). Guilford.

Johnson, S.M. (2019). *Attachment Theory in Practice: EFT with Individuals, Couples, and Families*. Guilford

Johnson, S.M., Sanderfer, K. (2016). *Created for Connection: The "Hold Me Tight" Guide for Christian Couples*. Little Brown.

Lerner, J.G. (1985). *The Dance of Anger: A Woman's Guide to Changing the Patterns of Intimate Relationships*. New York, NY: Harper and Row.

McGoldrick, M., & Gerson, R. (2008). *Genograms in Family Assessment*. New York, NY: W.W. Norton & Co. *(especially chapter 2).

Minuchin, S., & Fishman, H.C. (1981). *Family Therapy Techniques*. Cambridge, MA: Harvard University Press.

Solomon, M. & Tatkin, S. (2011). *Love and War in Intimate Relationships: A Physiobiological Approach to Couple Relationships*. Norton.

Wile, D.B. (1993). *After the Fight*. New York, NY: Guilford Press.

Wile, D.B. (1993). *Couple Therapy: A Nontraditional Approach*. Hoboken, NJ: Wiley-Interscience.

Course Activities/Requirements

1.FAMILY GENOGRAM & PAPER (40%)

This assignment requires that you construct a four-generation (minimum) genogram with relationships and key events and dates. (See instructions re: **genopro** and **genogram guidelines** below.) Moreover, there is a written portion of this assignment. (See instructions re: **written guidelines** below.)

Genopro

We have a license with “genopro” for your use in this assignment. For access, please follow the instructions in italics below.

*Thank you again for purchasing GenoPro. Your site license is ready for download at <http://www.genopro.com/download/SiteLicense/InstallGenoPro.TWU.exe>. Your site license registration key for GenoPro 2016 is **3-2RJM-AAWJ-BsBA-TWU** however this key is optional, since your custom download includes your registration key. Faculty staff members, professors, students and clients of TWU are welcome to install this version of GenoPro at home for work/school and/or personal projects such as genealogy.*

The easiest way to install GenoPro is distributing the link

<http://www.genopro.com/download/SiteLicense/InstallGenoPro.TWU.exe> to professors and students. Since you have purchased a site license, you do not need to enter your registration key if you download and install <http://www.genopro.com/download/SiteLicense/InstallGenoPro.TWU.exe>. If you have already installed GenoPro, and wish not to re-install, choose from one of the following two options:

Activating your copy of GenoPro is easy and does not require re-installation. Choose from one of the following two options:

- 1. From within GenoPro, select Help->About GenoPro, then copy & paste your registration key (**3-2RJM-AAWJ-BsBA-TWU**) into the registration key field.*
- 2. From the Registration dialog box, copy and paste your registration key (**3-2RJM-AAWJ-BsBA-TWU**) into the registration key field and click the [**Activate GenoPro**] button.*

If you are having difficulty entering your registration key, please visit <http://www.genopro.com/registration/> for step-by-step instructions.

A note about Genopro: *Students may save their genogram and open it at any time. There is no need to subscribe to open, view, print or generate reports on genograms, regardless of the size. If a student purchased GenoPro, or you use the school license, then the license is perpetual for the version that was purchased.*

Family Ties that Bind

Moreover, please keep in mind that your reading in Family Ties that Bind (2011) is an important component of this assignment and therefore is to be read to help you formulate questions. Also, Weeks and Fife (2014), (p.15-18) and several handouts on the course Moodle site also provide worthwhile questions. (Outcomes 2.3.6; 2.3.7; 2.3.9)

Genogram Guidelines: See instructional video: <https://www.youtube.com/watch?v=nGXEnLr3EY>

- 1. In GenoPro:** Trace your lineage on both your parents’ side for at least four generations back (your great-grandparents). This includes uncle, aunts, cousins, siblings, etc. as you are able. If

you are married, with children, include your children as the fifth generation. Only include your parent's aunts and uncle's children if they have been in significant relationship with your family.

- a. Indicate with symbols or write in (see chapter 2 in Genograms for Family Assessment in Bibliography):
 - i. Deaths (dates, causes)
 - ii. Divorces (dates, causes)
 - iii. Separations (dates, causes)
 - iv. Geographic Locations
 - v. Ages
 - vi. Adoptions, still births, miscarriages
 - vii. Jobs, professions
 - viii. Significant happenings in life (trauma, rewards, changes, conversions, crisis)
 - ix. Any problem areas: delinquency, jobless, alcohol/drugs, handicaps, any other significant information.
 - x. Write down significant stories on your genogram in the boxes provided.
- b. Indicate with appropriate colors the dynamics of the family such as:
 - i. Intact households
 - ii. Alliances
 - iii. Triangles or Triangulation
 - iv. Parallels, coincidences similarities
 - v. Over-involvements
 - vi. Conflictual situations
 - vii. Estrangement's or cutoffs
 - viii. Distant relationships
 - ix. Patterns of anger, conflict, affection, communication
 - x. Any other important dynamics in your family
- c. Give a one-to-two (1-2) sentence description of all nuclear and family of origin persons in your family who are currently playing a major role in your life. Put emphasis on how you experience them.

Note: Please include a legend for any non-standard symbols so that the reader knows what they mean.

Note: When obtaining information from family members, remember this is not a therapy session. Make it a time of sharing roots and past family stories. (E.g. "Dad, what was life like for you when I was just born? What were the stresses you were experiencing?")

Guidelines for the written portion of your paper:

Explanation of Dynamics (12-15 pages): This section will be a written explanation of what you notice in your genogram. It is important to discuss the impact of the dynamics on you as an individual as well as the dynamics on your immediate family. Examples include but are not limited to:

- a. Issues of power, money, values, taboos, myths, marital patterns, anger conflict affection, and communication: (see q in W&T, p.15)
- b. Sexuality and Intimacy: (see W&T, p. 16ff) and separate handout entitled Exploring Family Intimacy on MyCourses.
- c. See also Kottler Genogram Questions on MyCourses.

- d. Issues of gender: how did your relationship with your mother and/or father effect how you deal with females and or males.
- e. Self-fulfilling prophecies/projection/: what her messages that people are told all their life and thus became? E.g. “you’re just like your father”
- f. Triangles: discuss your position, function, and tendencies in the triangles. Reflect on the inner tension (e.g. anxiety, fear, anger) that these roles engendered in you. E.g. Why were/are you in that place? And then discuss what interventions will you attempt to prevent triangulation in the future? (Draw at least three triangles in your paper and explain your role in each of them.)
- g. Parallels: down through the generations, everything has meaning (e.g. reason for father’s detachment to daughter may be because he lost three sisters). Discuss any hypotheses that you may have about what you see in the genogram.
- h. Use our class discussions to stimulate your thoughts for the genogram.
- i. Give evidence of your reading in Family Ties that Bind (i.e. cite frequently)

Note: Although you have spent a lot of time gathering stories and information (these belong on GenoPro), the purpose of the written section is not to recite a running biography of your family. The information gleaned is for you and is a hidden foundation for the written assignment. Your assignment is to interpret/speculate/ connect/understand the dynamics from what you have gleaned from your family history.

Description of Nodal events (2-5 pages)

- This is a list of noteworthy events that have an impact on the system into which you were born. (e.g. deaths, births, marriages, divorces, separations, reconciliations, illegitimate births, major illnesses and hospitalizations, episodes with the family with alcohol/drugs, adoptions, major cut offs in family, important experiences with family members and peers, trauma, etc.)
- List them in **the years** that they occur starting with significant occurrences before your parent’s or grandparent’s marriage. (e.g. immigration, war experiences, etc.). Don’t forget your own birth (:-)), and the significant events of your life.
- **Star those** nodal events that relate particularly to triangles and issues that you will discuss in other parts of your paper. Discuss in a few paragraphs what you notice about the impact of these nodal events on your childhood, your personhood as well as your family culture (e.g. outlook, beliefs, fears, etc.). What has been the impact on family process?

<u>Date</u>	<u>Nodal Event</u>	<u>Importance</u>
	My birth! yaay!	Uhm

Personal Reflections Paper (5-7 pages) This section is a personal reflection on how your spiritual, moral and emotional issues will impact your calling as a therapist.

You are asked to examine the issues that need further reflection, supervision, and challenge to help you become, not just a qualified therapist, but a competent and skilled therapist. In other words, what do the intergenerational *dynamics* (not history) that you have discovered mean? For example: How do the dynamics of gender roles or relationships with certain members of your family affect how you conduct therapy? How has or will your family’s history or demonstration of intimacy impact your connection with your clients?

Also, consider the following questions in your answers:

- j. What are some of the issues that you need to grapple with in your Family of Origin? (E.g. handling anger, comfort with emotion, setting boundaries, etc.)
 - k. What are some of the relational dysfunctions and how will you overcome them? (Keep in mind attitudes toward gender, sexuality, power, status, money, etc...)
 - l. Using Object Relations and **differentiation of self** (or the real self vs. false self) indicators discussed in class describe your own level of differentiation. What do you notice about projections that will be difficult for you?
 - m. From an **EFT perspective**, develop a conceptualization and explain what interventions would you use to create growth-producing change?
 - n. From your genogram where do you see the need for greatest growth, how will you challenge, stretch yourself in these areas? This section asks you to incorporate the readings, the class discussion and the genogram as you grapple with the issues.
2. **EFT WORKBOOK: (30%)** Read and complete the exercises in *Becoming an Emotionally Focused Couple Therapist: the workbook*,
You may type and upload all (or some of) the exercises to Moodle and/or hand in the Workbook.
3. **INTEGRATION PAPER: (15%)** Using your readings in EFT: Give a description of the central *philosophical presuppositions* of this theory (do not reiterate the theory and research of EFT; assume the reader knows theory and research) and how they intersect with a Christian world and life view. Show in your arguments that you **have read and understand** the article by Verseveldt (2006). Reference throughout your paper your sources (10 pages).
Include the following:
- a.) Central Philosophical presuppositions of EFT (10)
 - b.) Intersection with your particular world and life view. That is, how your spirituality intersect with the central tenants of EFT? etc.) (10)
 - c.) Application (demonstrated understanding) of principles of Browning: using your 'theological' language and how that intersects with the 'theological' language of Johnson. (15)
 - d.) Metaphor
 - e.) Moral obligation (5)
 - f.) Action Tendency 5
 - g.) References (5)
 - h.) Grammar (-5)

Course Evaluation

Requirement	% Requirement is Worth
Genogram (depth of evaluation)	40%
EFT workbook	30%
Participation	15%
Professional response in the classroom (e.g. on time, etc.)	3%
Theory of change	5%
Strong thoughtful integrative focus	2%
Response to diversity	2%
Respectful dialogue, curiosity and compassion for others	2%
Advanced communication with professor with concerns	1%
Integration Paper	15%
TOTAL	100%

Grading System

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

Course Outline (*May be Subject to Change)

DATE	TOPIC	READINGS (subject to new texts)	ASSIGNMENTS
WEEK 1: January 12	Intro to MFT I: Emotions Review, Integration	Verseveldt (2006) article (on Moodle)	
WEEK 2: January 19	Object Relations: A Developmental Perspective	Richardson, Viorst ch. 2 (on Moodle)	
WEEK 3: January 26	Content v.s. Process, Circular Questioning, Change with Couples	Weeks & Fife, ch. 19	
WEEK 4: February 2	Couples Therapy: Evidence Based Practices and Overview, Gottman	Weeks & Fife, ch. 1-4	
WEEK 5 February 9	What Can Go Wrong? Resistance, Triangulation, Mixed Agendas	Weeks & Fife, ch. 5-9	Integration Paper
WEEK 6: February 16	Couples Therapy: PACT, Tatkin	Weeks & Fife, ch. 17, 18, 20	Gottman Reflection
WEEK 7: February 23	READING BREAK		
WEEK 8: March 2	Couples Therapy	Weeks & Fife, ch. 16	
WEEK 9: March 9	Family Therapy	Weeks & Fife, ch. 10-15	Genogram Paper Due
WEEK 10: March 16	NO CLASS	Johnson	
WEEK 11: March 23	NO CLASS	Johnson	
WEEK 12: March 30	EFT / EFFT cont.	Johnson	
WEEK 13: April 6	EFT cont.	Johnson	
Week 14: April 13	EFT cont.	Johnson et al.	EFT Workbook Due

Course Policies/Statements

1. The MCS-MFT is a program gearing students for Professional Life. Therefore, students are expected to budget their time and anticipate due dates for assignments. Extenuating circumstances will/do happen. Please learn time management skills, create margin in your life, and plan for them. In addition, late assignments create a backlog that effects the timely return of other student papers
 - a) All work is due by 11:59 PM the day it is due.
 - b) Late assignments will be deducted 1% per day. Assignments received after a week after exams (12:00 p.m.) will receive an F.
 - c) Only medical emergency or other extreme circumstances will be acceptable excuses for late assignments. Those who have extenuating circumstances delaying their work are required to fill out the necessary paperwork and pay the \$50 fee at the registrar. An incomplete (INC) will be entered on your transcript until all work is completed (15 weeks maximum).
 - d) Talk with your professor about any difficulties, missed classes or potentially late assignments.
 - e) All assignments are to be dropped into Moodle. If technology is a challenge, please find someone to help you out: e.g. reduce file size, or ...
2. I, in turn, will do my best to budget my time and return your assignments within 2 weeks of the due date. There are some times, when I am on other traveling assignments and your papers may take longer to be returned. Well written papers require much less time to grade so please do your part in handing in well written papers.
3. For philosophical, ethical, and professional reasons, only hand in your best work. Students at a Graduate level are expected to:
 - a) Carefully proof read all written assignments and to turn in papers free of spelling and grammatical errors.
 - b) Edit your papers several times so that your thoughts are logical and well organized.
 - c) Understand and utilize APA style for all submitted work
 - d) Submit papers electronically to the professor with your name and assignment clearly indicated on the subject line of your drop box submission on Moodle as well as the file name (e.g. JSmithFinalProcess). Students should use the “.doc” file extension when submitting papers so that you have no trouble receiving the written feedback in your paper.
 - e) Add your email address to the title page.These factors will be incorporated into the assignment grade and participation grade. Papers who do not meet the minimum standards will be returned unmarked with a grade of F. Make use of the Writing Centre to ensure you are handing in good work.
4. **A word about feedback:** Some assignments will require more feedback than others. Some feedback will take the form of in class discussion. If you have a concern about the amount of feedback, please contact me.
5. **A word about what you should know:** Everything you need to know for successful completion of your studies and Graduation is contained in the 2 student handbooks (Program Guide and Practice Handbook). Please make sure you thoroughly read and absorb the information. “I didn’t know about that” will not be an acceptable excuse for not fulfilling requirements. Students will be asked to sign a statement that they have read the student handbook within their first semester of study.

[[Graduate Syllabus Policies/Statements](#)] to the policies.

ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student’s responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

ACCESSIBILITY STATEMENT

Students with a disability who need assistance are encouraged to contact the Centre for Accessible Learning upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Once documented with the Centre for Accessible Learning, a letter will be sent to the student's professor recommending appropriate accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Centre for Accessible Learning outlined on the website at <https://www.twu.ca/academics/learning-commons/centre-accessible-learning>.

HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

ACADEMIC FREEDOM

With our charter, mission, and identity as a Christian university, Trinity Western University is committed to academic freedom, affirming and supporting it as defined and described in the statements of Universities Canada and the Tri-Council Research Granting Agencies provided in full at the following link: <https://www.twu.ca/academic-freedom-trinity-western-university>. Students should familiarize themselves with both the academic freedom statement and policy found at the Academic Freedom website. In this course, the academic freedom of both the course instructor and students is to be respected. Trinity Western University welcomes a diversity of academic perspectives, both in class discussion and submitted course work, provided they are thoughtfully and respectfully presented. Hate speech will not be tolerated.

The following policies are optional but recommended, to allow you to efficiently respond to student challenges to the syllabus. *Click on these fields and press delete if you do not wish to use them:*

CAMPUS CLOSURE AND CLASS CANCELLATION POLICY

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

FINAL EXAMINATIONS

Click here and type or use the following excerpt from the *Academic Calendar* below.

A student who is absent from a final examination without an acceptable excuse will be assigned a zero for that examination. Absence due to illness must be supported by a medical certificate indicating the nature of the illness. If an examination is missed for any reason, including illness, the student must notify the faculty member prior to the examination and the Office of the Registrar within 48 hours of the missed examination, giving written documentation explaining the absence."

TWU WRITING CENTRE

The Writing Centre is available to assist all students with their academic writing assignments in any subject at any stage of the writing process from brainstorming to editing. Live, online writing appointments are available throughout the week by appointment and take place within the Learning Commons appointment booking system. To make an appointment, visit www1.twu.ca/writingcentre. For more information, visit <https://www.twu.ca/writing-centre> or contact writingcentre@twu.ca.

CLG 660 - Emotionally Focused Therapy for Couples: Assignment Completion form

Student Name: _____ Date Submitted: _____

To receive a grade, the following must be uploaded to Moodle

Reading List Completed (please indicate which readings completed)

Brubacher, L. (2018). *Stepping into Emotionally Focused Couple Therapy: Key Ingredients of Change*. Karnac Books.

Furrow, J.L., Johnson, S. M. & Bradley, B.A. (2011). *The Emotionally Focused Casebook: New Directions in Treating Couples*. Routledge.

Johnson, S.M. (2019). *Attachment Theory in Practice: EFT with Individuals, Couples, and Families*. Guilford

Johnson, S.M., Bradley, B., Furrow, J., Lee, A., Palmer, G., Tilley, D., and Woolley, S. (2005). *Becoming an Emotionally Focused Couple Therapist: The Workbook*. Routledge.

Tatkin, S. (2012). *Wired for Love*. New Harbinger.

Verseveldt, J.P. (2006). Emotionally Focused Couple's Therapy: An Examination Using Browning's (1987) Model. *Journal of Psychology and Christianity*, 25,3.

Weeks, G. R. & Fife, S. T. (2014). *Couples in Treatment: Techniques and Approaches for Effective Practice*. Routledge (3rd Ed).

Block B

EFT Workbook: copies of some of the assignments can be uploaded to MyCourses OR the book can be handed in to Susan Mattam at the TWS office in Fosmark.

Integration Paper

Genogram of Family of Origin and Paper

Gottman Reflection

