

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2023</b>
CC621-CL	Marriage and Family Therapy	<b>Prerequisite: CC501CL</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	Hybrid	<b>Instructor:</b>	Rev. Dr. Chun-An Wang (Barnabas)	<b>First Day of Classes:</b>	September 11
<b>Days:</b>	Monday	<b>Email:</b>	Barnabas.Wang@ambrose.edu	<b>Last Day to Add/Drop:</b>	September 18
<b>Time:</b>	6:30-9:30 pm	<b>Phone:</b>	647-9837077	<b>Last Day to Withdraw:</b>	November 21
<b>Room:</b>	A2212 Zoom (91330061659) p.w. (12345)	<b>Office:</b>	L 2063	<b>Last Day to Apply for Extension:</b>	December 1
<b>Lab/Tutorial:</b>	N/A	<b>Office Hours:</b>	By appointment	<b>Last Day of Classes:</b>	December 11
<b>Final Exam:</b>	No Final Exam	<b>Note:</b> Thanksgiving and reading week, no class			

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### Course Description

An introduction to systems theory and its application to Christian marriage and family counselling. The developmental stages of a family are examined in addition to didactic study of four to six major systems theorists. Approximately half of the course is devoted to utilizing the theoretical material in the context of Christian counselling both at a pastoral and professional counselling level.

### Expected Learning Outcomes

1. An understanding of the systematic approach to personal, family, and even church relations.
2. A comprehensive understanding of the major models of family therapies and their praxis
3. Explore the student's own development of self-differentiation and intimate connection.
4. Learn practical strategies of handling family and marriage issues in the church context.

Required and Recommended Textbooks and Readings

1. Balswick, Jack O., & Judith K., Balswick, The Family: A Christian Perspective on the Contemporary Home, 4<sup>th</sup> edition, Grand Rapid, 2014
2. Lin, Kuo-liang (林國亮) A Handbook for Exploring Your Family of Origin(家庭樹,生命樹:原生家庭探討完全手冊), Taipei: Christian Arts Press,2004
3. Martin Rovers, Healing the Wounds In Couple Relationships, Novalis, Saint Paul University, Ottawa, Canada, 2005(羅孚. 馬汀著, 黎盈、鄭玉英譯。 伴侶療傷: 從傷之舞到關係重建之舞。 上智。 2007
4. Bitter, James R., Theory and Practice of Family Therapy and Counseling, Brooks/Cole, 2022

Course Schedule

	topic	assignment
9/11	Contemporary Issue	<u>Case report (issue in church)</u>
9/18	Discovery of Your “Self”	<b>Reflection paper 1</b>
9/25	The Root of Self	<b>Reflection paper 2</b>
10/9	<b>Happy Thanksgiving</b>	No assignment
10/16	True Relationship	<b>Reflection paper 3</b>
10/23	From Individual to System Paradigm	<b>Reflection paper 4</b>
10/30	Structure Theory	<b>Genograms</b>
<b>11/6</b>	<b>Reading Week</b>	No assignment
11/13	Self-Differentiation	<b><u>Goals of Christianized Family (Reading)</u>Reflection paper 5</b>
11/20	Marriage Diagnosis	<b><u>Case report</u></b>
11/27	Marriage Counseling	<b><u>(prepare 11/27, Refer to Balswick, Part 3-4 )</u></b>
12/4	A counseling strategy for Christian parenting (class report)	<b>Turn in your class report</b>
<b>12/11</b>	Family Theology	Reading reports

**Requirements:**

1. This class will provide many opportunities for students to participate in discussions and share family and self-development experiences. Class attendance is strictly required no matter in person or on zoom (**online student have to show your focus to the class**).
2. Reflecting Paper X5 ...40%
3. Genogram (refer **A Handbook for Exploring Your Family of Origin**) ..... 20%
4. Case report and a class report (2) ..... 30%
5. Reading Reports..... 10% (Selecting books other than my essay)  
 Complete 2 reading reports from the textbooks and provided paper (~2 pages each)
  - **These assignments should be submitted online before the agreed due day. Assignments not submitted on the due date will be penalized with a loss of 10% each day they are late and to a maximum of 7 days unless an extension has been pre-approved.**

**Grade Summary:**

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
<b>B-</b>		<b>2.70</b>
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Ambrose University Important Policies & Procedures:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### **Ambrose Writing Services**

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

### **Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](https://ambrose.edu/crisissupport) for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

**Note:** Students are strongly advised to retain this syllabus for their records.