

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Semester, Year	Spring/Summer, 2025
Course Title	EMOTIONALLY FOCUSED THERAPY FOR COUPLES
Course Code	COUN 0651– 1S
Date	JUNE 6, 7, 13, 14, 2025 (FRIDAYS AND SATURDAYS)
Time	From 8:30AM To 6:30PM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Fridays and Saturdays from 8:30 AM – 6:30 PM.
Instructor	DR. HERMAN CHOW, RP, RMFT AAMFT/OAMFT Clinical Fellow and Approved Supervisor CAMFT RMFT Supervisor Certified EFT Therapist and Supervisor
Contact Information	Email: hchow@tyndale.ca
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course will examine emotionally focused therapy (EFT) for couples. EFT is an evidence-based, short term, experiential, and systemic model. The course will introduce the major concepts of adult love, attachment theory, and the 3 stages (and 9 steps) of EFT. There will be an emphasis on the clinical skills and interventions utilized in EFT. A variety of teaching methods will be employed: didactic teaching, case studies, videos, small group exercises and discussion, etc.

Please note: this course does not lead to EFT certification but will be useful in understanding and the application of EFT. See [ICEEFT](#) for EFT certification.

Prerequisite:

COUN 0772 Theories and Methods of Family Therapy I

COUN 0774 Theories and Methods of Family Therapy II

Recommended:

COUN 0773 Couples Therapy: An Integrative Perspective

For those interested in Clinical Membership with AAMFT, this course usually fulfills a requirement under “Marriage and Family Therapy”. However, **it is your responsibility to confirm with AAMFT if it will qualify.**

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

At the end of the course, students will be able to:

- Explore the basic concept of attachment theory, including how attachment injuries and traumas affect relationships
- Examine the theory and the application of EFT, including the 3 stages and the 9 steps
- Develop your competence in capturing the negative cycle of a distressed couple and in calming them down (stage 1)
- Identify one’s own emotions experientially
- Critique how EFT may or may not fit within their own value and clinical application

CRPO COMPETENCIES TAUGHT IN THIS COURSE AS RELATED TO CRPO

Foundation:

1.1 Integrate a theory of human psychological functioning

- a) Integrate knowledge of human development across the lifespan.
- b) Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.

1.2 Work within a framework based upon established psychotherapeutic theory.

- a) Integrate the theory or theories upon which the therapist's practice is based.
- b) Integrate knowledge of how human problems develop, from the viewpoint of the therapist’s theoretical orientation.
- c) Identify circumstances where therapy is contraindicated.
- d) Establish a therapeutic relationship informed by the theoretical framework.
- e) Integrate a theory of change consistent with the therapist's theoretical orientation.
- f) Integrate knowledge of the impact of trauma on psychological functioning.

1.4 Integrate awareness of self in relation to professional role.

- a) Integrate knowledge of the impact of the therapist's self on the therapeutic process.

Therapeutic process

4.2 Establish and maintain core conditions for therapy.

- a) Employ empathy, respect, and authenticity.
- b) Establish rapport.
- c) Assume non-judgmental stance.
- d) Explain theoretical concepts in terms the client can understand.
- e) Foster client autonomy.
- f) Maintain appropriate therapeutic boundaries.
- g) Define clear boundaries of response to client's requests or demands.
- h) Take all reasonable measures to safeguard physical and emotional safety of client during clinical work.
- i) Employ effective skills in observation of self, the client and the therapeutic process.

4.5 Structure and facilitate the therapeutic process.

- a) Communicate in a manner appropriate to client's developmental level and sociocultural identity.
- b) Identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources.
- c) Respond non-reactively to anger, hostility and criticism from the client.
- d) Respond professionally to expressions of inappropriate attachment from the client.
- e) Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management.
- f) Formulate an assessment.
- g) Develop individualized goals and objectives with the client.
- h) Formulate a direction for treatment or therapy.
- i) Focus and guide sessions.
- j) Engage client according to their demonstrated level of commitment to therapy.
- k) Facilitate client exploration of issues and patterns of behaviour.
- l) Support client to explore a range of emotions.
- m) Ensure timeliness of interventions.
- n) Recognize the significance of both action and inaction.
- o) Review therapeutic process and progress with client periodically, and make appropriate adjustments.
- p) Recognize when to discontinue or conclude therapy.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Johnson, Susan M. (2020). [*The Practice of Emotionally Focused Couple Therapy: Creating Connection*](#). 3rd Ed. New York: Routledge.

****Students taking this as a 4-day intensive course are required to have read “The practice of emotionally focused couple therapy: Creating connection (3rd edition)” before the start of the course. Late registrants are responsible for the consequences of partial preparation.***

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Furrow, J.L., Johnson, S.M., Bradley, B., Brubacher, L., Campbell, T.L., Kallos-Lilly, V., Palmer, G., Rheem, K., & Woolley, S. (2022). [*Becoming an Emotionally Focused Therapist: The Workbook*](#) (2nd ed.). New York: Routledge.
(Highly recommended)

Johnson, S. M. & Sanderfer, K. (2016). *Created for Connection: The “Hold me Tight” Guide for Christian Couples*. NY: Little, Brown and Company.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

1. Group Presentation (30% of grade)

Presentation Due: Last day of class (Jun 14)

Paper Due: 1 day before the last class (Jun 13)

Purpose: This assignment is to distinguish various EFT stage 1 works, emphasizing their interventions.

Assignment: In a group of 3-6 people (depending on the size of the class), you are to present an example of **stage 1 EFT work in a 15-minute role-play** of a couple that we have seen so far in the course (e.g. videos, case studies, live demonstrations if any, etc.). Each of you should take up one of the following roles: therapist, partner A, and partner B – and if there is a fourth or fifth person, he/she will be an observer. In this role play, **you are to demonstrate what stage 1 of EFT would look like**. You don't need to include all the 4 steps in stage 1 but you should at least demonstrate some attempts in helping the couple buy into the negative cycle and some kind of effort in de-escalating the couple by doing the Tango moves (at least the Tango move 1-

3). You will have at least 2 hours during the course to prepare for the presentation (i.e. 1 hour on both day 2 and day 3).

After the role-play, the group is to do a **20-minute presentation** with the class, answering the following questions.

- a. Describe the cycle of the couple. Who is the pursuer/withdrawer? Describe their perceptions, secondary and primary emotions, behaviors, attachment needs, etc.
- b. What kind of interventions were used in the role play? Give examples (e.g. Validation: "Of course, this is hard for you to hear this.")
- c. In what ways were the interventions (in b) useful in your stage 1 work?
- d. If you continue with therapy, what else would you like to see happen in order to complete or solidify stage 1?
- e. What would you need to do in stage 2 with this couple? What may be some of the obstacles in stage 2 for this couple?
- f. What was the experience like for the therapist, partner A, partner B, and observers during the role-play (e.g. thoughts, feelings, difficulties, etc.)?

Each group will choose their presenter(s). It is up to each group to decide.

After the presentation, the group should allow **10 minutes for feedback** from the class.

One day before the presentation, each group would need to provide the following (emailed to the professor): ***A short summary of the answers*** to the above questions (a-e) and the names of the couple. Question f will be answered during the presentation. The paper should be **2-3 pages**, double space, Arial, 12 point font, and 1-inch border. I don't read beyond the page limit.

Please send the paper to your professor: hchow@tyndale.ca

2. Reflective Journal (30% of grade)

Due date: 1 week after the last class (June 21)

Purpose: This paper is to critique your experience with EFT and to tune in to your own emotions in an experiential manner as you interact with EFT.

Assignment: You are to write a brief reflection on how the ideas raised in this course (e.g. readings, lectures, small group exercises, videos, presentation, etc.) might fit or not fit with your own approach to clinical work, your own values and beliefs/faith, and how you believe they might be experienced by your clients (or potential clients). ***Special attention: tune in to your own emotions***, describe what you felt, what you noticed about your reaction, what kind of emotional shift you experienced, what feels good/stuck for you in terms of the model. Do not repeat the lecture, simply interact with them. You will be evaluated by the quality (not quantity) of your reflection. Don't try to write about everything. Instead, select a few key pieces

that are significant to you. The paper should be **5-6 pages**, double space, Arial, 12 point font, and 1-inch border. I don't read beyond the page limit.

Please send the paper to your professor: hchow@tyndale.ca

3. Attachment History and Negative Cycle Paper (40% of grade)

Due: 3 weeks after the last class (July 5)

Purpose: This assignment is to help you grasp the basic concept of attachment theory and identify how your own attachment history affects you and your current significant relationship.

Assignment: You are to write a paper on your own attachment history. Using the questionnaire set out by Dr. Chow: [Attachment history questions-Herman Chow](#), you are to capture your attachment history:

- 1) your experience of "comfort" or "soothing" with your parents (or other key people that raised you)
- 2) your experience of how your parents (or significant people in your family of origin) handled conflict
- 3) your experience with your past and current romantic relationships
- 4) your experience with your past traumas

This portion of the assignment should be **3-4 pages** long, double space, Arial, 12 point font, and 1-inch border.

Next, using [Infinity loop cycle fill in form-Scott Wooley](#), you are to create a mapping of your negative cycle that you have with a significant person in your life (e.g. partner, parent, sibling, etc.) This portion of the assignment should be a **1-page** diagram of the infinity loop. Please add this to your appendix. This is not a part of the 8-page requirement. For an example of the infinity loop, you can use this: [Couple cycle example-Scott Wooley](#)

Lastly, you are also to reflect on how your attachment history affects your negative cycle with this significant person. This portion of the assignment should be **3-4 pages** long, double space, Arial, 12 point font, and 1-inch border.

Please note: The focus of your writing is not on the details of your history but on their impact on your current relationship.

The paper should be **7-8 pages in total (plus the 1-page infinity loop diagram in your appendix)**, double space, Arial, 12 point font, and a 1-inch border. I don't read beyond the page limit.

Please send the paper to your professor: hchow@tyndale.ca

SPECIFIC GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Class Attendance:

Regular attendance in and punctuality for all classes (small groups) is expected. Out of respect for your colleagues, please try to be on time. If you missed more than 1 day of class time, you may fail the course. (See Attendance Policy for details).

Expected written standards:

Please pay attention to the following writing guidelines, marks will be allocated accordingly:

- Documentation and notes should be consistent with **APA guidelines** as articulated in the Guidelines for submission for the Counselling Department.
- ***Stay within the page limit: You will need at least the minimum number of pages to convey your points. Also, I do not read beyond the maximum number of pages.***
- Unless otherwise indicated, each paper is to be typed, double spaced, 12 point font, Arial, and with 1 inch margins.
- The title page for all written work ought to include: the title of the paper, the name of the course, the name of the professor, date of submission, the name of the student and the class time.
- Number all your pages.
- The paper ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar.
- The paper needs to be written in a clear, organized, and straightforward academic manner. It should present a coherent position and arguments that support that position.
- Ensure that you have accurately and fully documented sources used in your paper. You need to pay careful attention to matters of intellectual property, honesty and integrity. Plagiarism is to be avoided at all costs and will not be tolerated in any form whatsoever. See the attached policy on Academic Honesty for a comprehensive discussion of the Seminary's policy on plagiarism.

Submission and Return of Assignments:

All papers are to be submitted via the instructor's email: hchow@tyndale.ca and hermanchow@rogers.com. Diagrams can be scanned or submitted as a picture and sent to the instructor's email. ***Assignments should not be considered as submitted until you receive an email from the instructor confirming receipt of your document(s).*** Keep an electronic copy of each assignment you hand in. **PLEASE REMEMBER TO BACK UP YOUR COPY IN CASE OF SYSTEM CRASH.**

Assignments will be graded including comments. They will be returned by email to students. Final grade will be given by the office.

Late assignments:

All assignments are due by 11:59 pm of the due date. Papers handed in on or before the due date will get everything they deserve! With the exception of "extreme and extenuating circumstances", all late assignments (1 day to 1 week) will be deducted one-third grade point deduction (i.e., B to B-). No paper will be accepted after one week past the due date.

Request for Extension on Assignments

Request for extension due to a medical diagnosis is usually done through the Accessibility Services at Tyndale. This is something you need to arrange with them. ***Please note: Your accommodation plan only allows up to 2 weeks of extension but you are not guaranteed the full 2 weeks. You need to submit in writing how many days you need and why. It is typically from a few days to a week. All extensions are negotiated and approved by the professor no later than 7 days in advance of the original due date.***

All other requests for extension must be in writing indicating the reason and how many days of extension are requested. It is a case-by-case situation. Proper documentation (e.g. doctor or counsellor’s note indicating the time frame) is usually accompanied by your written request (whenever possible). *Please note: unusual circumstances such as a death in the family, medical emergency or prolonged illness requiring treatment by a physician are considered. Reasons such as too many assignments due, vacations, and technology-related issues are all insufficient grounds for requesting an extension.*

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Group Presentation	30 %
Reflective Journal	30 %
Attachment History and Negative Cycle Paper	40 %
Total Grade	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Day	Topics	Readings
Pre-Work	<ul style="list-style-type: none"> Note: Read the required text prior to the start of Day 1 of the course. Watch Herman Chow’s interview with Sue Johnson on Attachment Theory 	<ul style="list-style-type: none"> Text: Required Reading: Johnson, Susan M. (2020). <i>The practice of emotionally focused couple therapy: Creating connection. 3rd Ed. New York: Routledge.</i> Watch video: Sue Johnson’s talk on attachment theory (Interview by Herman Chow)

Day	Topics	Readings
1	<ul style="list-style-type: none"> • The field of couple therapy: The place of EFT • Basics of EFT model: Experiential and Systemic • Theory of relationships: Adult Attachment Theory • Overview of the process of change: Stages and Steps 	<ul style="list-style-type: none"> • Text: Required Readings: Chapters 1-5 • PowerPoint Slides: Day 1
2	<ul style="list-style-type: none"> • Case presentations: Training Videos: Discussion • Assessment and Alliance in Stage 1 • Role play • Group work on presentation 	<ul style="list-style-type: none"> • Text: Required Readings: Chapters 6-7, 14 • PowerPoint Slides: Day 2
3	<ul style="list-style-type: none"> • Case presentations: Training Videos: Discussion • Tasks and Interventions • Change Events – Stage 2 • Role play • Group work on presentation 	<ul style="list-style-type: none"> • Text: Required Readings: Chapters 8-9, 15 • PowerPoint Slides: Day 3
4	<ul style="list-style-type: none"> • Group presentations • Consolidation – Stage 3 • Becoming an EFT Therapist • Forgiveness and Attachment Injuries 	<ul style="list-style-type: none"> • Text: Required Readings: Chapter 10-11, 13 • PowerPoint Slides: Day 4

V. SELECTED BIBLIOGRAPHY

Books

- Brubacher, L. (2018). *Stepping into Emotionally Focused Couple Therapy: Key Ingredients of Change*. New York: Routledge.
- Furrow, J. L., Palmer, G., Johnson, S.M., Faller, G., Palmer-Olsen, L. (2019). *Emotionally focused family therapy: Restoring connection and promoting resilience*. New York: Routledge.
- Furrow, J. L., Johnson, S. M. & Bradley, B. A. (2011). *The Emotionally Focused Casebook: New Directions in Treating Couples*. New York, NY: Routledge.
- Greenman, P. S., Young, M. Y., & Johnson, S. M. (2010) Emotionally focused therapy with intercultural couples. In M. V. Rastogi, & V. Thomas (Eds). *Multicultural couples therapy*. Thousand Oaks, CA: Sage.
- Johnson, S. M. (2019). *Attachment Theory in Practice: Emotionally Focused Therapy (EFT) with Individuals, Couples, and Families*. New York: The Guilford Press.
- Johnson, S. M. (2013). *Love Sense: The revolutionary new science of romantic relationships*. New York: Little, Brown and Company.
- Johnson, S. M. (2008). *Hold me tight: Seven conversations for a lifetime of love*. New York: Hachette Book Group.
- Johnson, S. M. (2020). *The practice of emotionally focused couple therapy: Creating connection*. 3rd Ed. New York: Routledge.
- Johnson, S. M. (2002). *Emotionally focused couple therapy with trauma survivors: Strengthening attachment bonds*. New York: Guilford Press.
- Furrow, J.L., Johnson, S.M., Bradley, B., Brubacher, L., Campbell, T.L., Kallos-Lilly, V., Palmer, G., Rheem, K., & Woolley, S. (2022). *Becoming an Emotionally Focused Therapist: The Workbook (2nd ed.)*. New York: Routledge.
- Johnson, S. M. & Sanderfer, K. (2016). *Created for connection: The "Hold me tight" guide for Christian couples*. New York: Little, Brown and Company.
- Para-Cardona, J. R., Cordova, D. et al., (2010). Culturally informed emotionally focused therapy with Latino/a immigrant couples. In M. Rastogi, & V. Thomas, (Eds.). *Multicultural couples therapy*. Thousand Oaks, CA: Sage.

Articles

- Bradley, B., & Furrow, J. L. (2007). Inside blamer softening: Maps and missteps. *Journal of*

Systemic Therapies, 26, 25-43.

Bradley, B., & Furrow, J. L. (2004). Toward a mini-theory of the blamer softening event: Tracking the moment-by-moment process. *Journal of Marital and Family Therapy*, 30, 233-246.

Cloutier, P., Manion, I., Walker, J., & Johnson, S. (2002). Emotionally focused interventions for couples with chronically ill children: A 2-year follow-up. *Journal of Marital and Family Therapy*, 28(4), 391-398.

Denton, W. H., Wittenborn, A. K. and Golden, R. N. (2012), Augmenting Antidepressant Medication Treatment of Depressed Women With Emotionally Focused Therapy for Couples: A Randomized Pilot Study. *Journal of Marital and Family Therapy*, 38, 23-38.

Furrow, J., Edwards, S., Choi, Y., & Bradley, B. (2012). Therapist presence in EFT. Blamer softening events: promoting change through emotional experience. *Journal of Marital and Family Therapy*, 38, 39-49.

Greenman, P. S. and Johnson, S. M. (2013), Process Research on Emotionally Focused Therapy (EFT) for Couples: Linking Theory to Practice. *Fam. Proc.*, 52, 46-61.

Greenman, P. S. and Johnson, S. M. (2012), United We Stand: Emotionally Focused Therapy for Couples in the Treatment of Posttraumatic Stress Disorder. *J. Clin. Psychol.*, 68, 561-569.

Johnson, S. M. (1998). Listening to the music: Emotion as a natural part of systems theory. *Journal of Systemic Therapies*, 17, 1-17.

Johnson, S. M., & Greenberg, L. S. (1988). Relating process to outcome in marital therapy. *Journal of Marital and Family Therapy*, 14, 175-183.

Johnson, S. M., Makinen, J. A., & Millikin, J. W. (2001). Attachment injuries in couple relationships: A new perspective on impasses in couples therapy. *Journal of Marital and Family Therapy*, 27, 145-155.

Johnson S. M., Moser M. B., Beckes L., Smith A., Dalgleish T., Halchuk R., et al. (2013) Soothing the Threatened Brain: Leveraging Contact Comfort with Emotionally Focused Therapy. *PLoS ONE*, 8(11): e79314.

Johnson, S. M., & Whiffen, V. E. (Eds.). (2003). *Attachment processes in couple and family therapy*. New York: Guilford Press.

Johnson, S. M., & Williams-Keeler, L. (1998). Creating healing relationships for couples dealing

with trauma: The use of emotionally focused couples therapy. *Journal of Marital and Family Therapy*, 24, 25– 40.

Johnson, S. M., & Talitman, E. (1997). Predictors of success in emotionally focused marital therapy. *Journal of Marital and Family Therapy*, 23, 135–152.

Kennedy, N.W., Johnson, S.M., Wiebe, S.A., & Tasca, G.A. (2018). "Conversations for Connection: An Outcome Assessment of the *Hold-Me-Tight Relationship-Education Program* for Couples, and Recommendations for Improving Future Research Methodology in Relationship Education." *Journal of Marital and Family Therapy*, 45(3), 431-446.

Makinen, J., & Johnson, S.M. (2006). Resolving attachment injuries in couples using EFT: Steps towards forgiveness and reconciliation. *Journal of Consulting and Clinical Psychology*, 74(6), 1055- 1064.

Nightingale, Marjorie, Awosan, Christiana Ibilola, & Stavrianopoulos, Katherine. (2019) Emotionally Focused Therapy: A Culturally Sensitive Approach for African American Heterosexual Couples, *Journal of Family Psychotherapy*, 30(3), 221-244,

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

Wiebe, S.A., Elliott, C., Johnson, S.M., Burgess Moser, M., Dalgleish, T.L., Lafontaine, M-F., & Tasca, G.A. (2019). "Attachment Change in Emotionally Focused Couple Therapy and Sexual Satisfaction Outcomes in a Two-year Follow-up Study." *Journal of Couple and Relationship Therapy*, 18(1), 1-21.

Wittenborn, A.K., Liu, T., Ridenour, T.A., Lachmar, E.M., Rouleau, E., & Seedall, R.B. (2018). "Randomized controlled trial of emotionally focused couple therapy compared to treatment as usual for depression: Outcomes and mechanisms of change." *Journal of Marital and Family Therapy*, 45, 395-409.

Zuccarini, D., Johnson, S. M., Dalgleish, T. L. and Makinen, J. A. (2013). Forgiveness and reconciliation in emotionally focused therapy for couples: The client change process and therapist interventions. *Journal of Marital and Family Therapy*, 39, 148–162.

Websites

<https://iceeft.com/>

This is the official website of The International Centre for Excellence in Emotionally Focused Therapy. It offers training, certification, and resources.

<https://tceft.ca/>

This is the official website of Toronto Centre for Emotionally Focused Therapy. It highlights EFT resources in the Greater Toronto area, including training events, EFT supervisors, EFT and therapists.

<https://www.hermanchow.com/resources-for-eft-therapists.html>

This site provides EFT resources for the different aspects of EFT, such as Stages 1 & 2, assessments, supervision, etc.

<https://www.hermanchow.com/products.html>

This site allows you to purchase the recordings of EFT workshops and demonstrations by Herman Chow via donation to Toronto Sick Kids Hospital.

<https://steppingintoeft.com/>

Lorrie Brubacher, an EFT trainer, presents a number of resources (videos, book, etc.) in her website.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each individual assignment.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism

(including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or

prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or [classes.tyndale.ca](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).