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**LEWIS & CLARK COLLEGE**

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**GRADUATE SCHOOL OF EDUCATION AND COUNSELING  
CPSY 567: INTERNATIONAL FAMILY THERAPY**

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CREDITS: 2

DATES:

01/18/2013-01/18/2013 Lecture Friday 09:00AM - 05:30PM

02/15/2013-02/15/2013 Lecture Friday 09:00AM - 05:30PM

03/15/2013-03/15/2013 Lecture Friday 09:00AM - 05:30PM

04/05/2013-04/05/2013 Lecture Friday 09:00AM - 05:30PM

Rogers Hall, Room 220

Instructors: Pilar Hernandez-Wolfe, Ph.D.

Office: Tuesdays 2-5pm or by appointment

CATALOGUE DESCRIPTION

This course introduces students to family work world-wide, including the emerging professionalization of family therapy in many countries. Foci include international family therapy education and clinical practice; transferability of family therapy knowledge across national contexts; and issues of power, resources, and colonization in transnational work.

COURSE OBJECTIVES

Students in this course will begin developing:

1. Knowledge of international professional associations and opportunities for working internationally;
2. An understanding of potential impact of global power dynamics and resource distribution on international collaboration;
3. An anti-colonial perspective that demonstrates awareness of issues of transferability of professional knowledge and deep respect for cultural differences while maintaining commitment to promoting just practice across all contexts;
4. Greater awareness and willingness to challenge ethnocentrism, nationalism, language discrimination, etc. in development of self-of-the-therapist, and
5. Plans for engaging in professional international collaboration and training.

COURSE DESCRIPTION

This course helps students prepare for international coursework and possible placement in another country during their final semester of clinical work. The course includes readings, lectures and discussions aimed at furthering students' knowledge of international family therapy practice and training as well as awareness of issues specific to international practice and collaboration. Students work independently and together throughout the course to prepare for their anticipated international experience.

### GRADING

93-100 = A	83-87 = B	73-77 = C
90-92 = A-	80-82 = B-	70-72 = C-
88-89 = B+	78-79 = C+	

### COURSE REQUIREMENTS AND EVALUATION

1. *Engagement and Participation (20 pts):* Students must complete all assigned readings and/or media viewings prior to class to be ready to discuss and apply concepts with colleagues, and be active participants in class small group and large group discussions. The following examples illustrate what is meant by engagement and participation in this course:

- Giving attention to the instructor and/or other students when they are making a presentation.
- Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class.
- Demonstrating ability to be open about discussing the impact of your comments on your peers.
- Coming to class prepared (having read the assignment for the day)
- Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.
- Engaging in group discussions with attention and energy.
- Asking questions of the instructor and/or other students regarding the material examined in that class.
- Providing examples to support or challenge the issues talked about in class.
- Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.
- Dealing with other students and/or the instructor in a respectful fashion.

- Active listening. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.
  - *Participation in skype meetings with the faculty of the Javeriana University in Cali and the Afro-Colombian group on site.*
2. *International Family Therapy (40 pts):* This assignment requires students to choose a country or region to investigate relative to the practice of family therapy, including: researching cultural practices relative to solving mental health and family problems; and professional associations, conferences, and training opportunities in the chosen area. This semester the focus is Latin America, specifically Colombia. Students may choose a country in Latin America or focus specifically on learning about Colombia. This assignment includes a 15-20 page paper and short report to colleagues; it is due on 3/15/13. Comprehensive investigation and reporting on all required areas: 30 points  
Sharing paper with colleagues: 10 points.

And ONE of the following (40 pts):

*International Training Module.* This option is required for students who will be collaborating with faculty to provide training in family therapy via enrollment in CPSY 902: Culture and Community. At the beginning of the course, students identify the country they will be visiting through a family therapy program international immersion course. Students are given a set of 8-10 articles about the chosen country relative to family life, common social problems, and therapy practices. Students integrate these materials with knowledge of family therapy to develop an international training module. Instructions for how to develop and format the training module outline, including topics, timing, delivery of content and application exercises are reviewed in detail in class. Students provide the instructor with a draft of their training module mid-way through the course and a completed plan by the end of the term. Students are required to present their module in front of their peers as well. Students declare their topic by the second week of class and the assignment is due at the beginning of the 9<sup>th</sup> week of class. The assignment is worth 80 points and evaluated as follows:

- a. Organization and clarity of lesson plan = 15 points
- b. Correct conceptualization and use of family therapy knowledge = 15 points
- c. Integration of culturally relevant frameworks = 15 points
- d. Referencing of ideas = 5 points
- e. Effective use of learning exercise = 10 points
- f. Effective delivery of module in class = 20 points

These projects will be developed in conjunction with the AfroColombian women group on site and the faculty at the Javeriana University in Cali.

OR

*International Topic Focus.* This option is required for students who plan on enrolling in a CPSY 902: Culture and Community in which the focus is to learn from colleagues in

another country. At the beginning of the course, students identify the country they will be visiting through a family therapy program international immersion course. Students are given a set of 8-10 articles about the chosen country relative to family life, common social problems, and therapy practices. In addition, students are offered a list of topics that will be highlighted by professionals who will be providing lectures and learning opportunities during their international. Under this option, students will study a topic (e.g., poverty and child development; marriage rights; the impact of religious marginalization on family well being; treatment of victims of torture; human trafficking; comparative family structures and gender) from a transnational perspective. The final product includes a paper up to 10 pages and delivery of the paper in class. Students declare their topic by the second week of class and the assignment is due at the beginning of the 9<sup>th</sup> week of class. This paper must include and will be evaluated on the following:

- a. Overall definition of the area of study = 5 points
- b. Comparison of topic across at least five countries = 15 points
- c. Brief analysis of the impact of globalization relative to topic = 15 points
- d. In-depth review of topic area within the target country = 20 points
- e. Referencing of ideas = 5 points
- f. Effective delivery of topic in class = 20 points

### PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a professional involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning and all sessions include necessary information.

### CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

## NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

## SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

## TEXTS AND MATERIALS

Escobar, A. (2008). *Territories of Difference: Place, Movements, Life, Redes (New Ecologies for the Twenty-First Century)*. North Carolina: Duke University press.

Additional readings may be assigned in class.

## COURSE SCHEDULE

- DAY 1: Overview and Introduction to International Family Therapy; coloniality/modernity paradigm.  
Readings: *Territories of Difference* (preface, introduction & chapter 1)
- DAY 2: Borderlands epistemology; education and colonization; education and Decolonization;  
Readings: *Territories of Difference* (preface, introduction & chapter 2,3,4)
- DAY 3: Healing and colonization; healing and decolonization; Ethics of international Collaborations, power and privilege  
Readings: *Territories of Difference* (preface, introduction & chapter 5,6)
- WEEK 4: Preparing for International Work: Faculty consultation and small group work on topic areas and in consultation with AfroColombian group.