



**LEWIS & CLARK GRADUATE SCHOOL OF  
EDUCATION AND COUNSELING  
CPSY 556 Equity in Family Therapy  
FALL 2013**

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**Time & Day:**

09:00AM - 05:00PM 09/11/2013  
 09:00AM - 05:00PM 10/02/2013  
 09:00AM - 05:00PM 10/23/2013  
 09:00AM - 05:00PM 11/06/2013  
 09:00AM - 05:00PM 11/20/2013  
 09:00AM - 05:00PM 12/04/2013

**Place: York Graduate Center, Room 115**

**Instructor:** Teresa McDowell, Ed.D.

**Office Hours:** Tuesdays 3-6, Call CPSY office 503-768-6060 for appointment

**E-Mail:**teresamc@lclark.edu

**CATALOG DESCRIPTION**

Development of diversity awareness and knowledge necessary to practice family therapy from liberation and social justice based frameworks. This includes interrogating multiple embedded systems of power and privilege relative to interconnections of identity and social position. Focus is on helping students become capable family therapists in diverse contexts, including becoming aware of their own beliefs, biases, and prejudices relative to culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability.

**Prerequisite:** None

**Credit:** 3 semester hours

**COURSE OBJECTIVES**

The following objectives are in keeping with the AAMFT Core Competencies. At the end of this course, students are expected to:

- 1) Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
- 2) Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).
- 3) Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.
- 4) Develop awareness necessary to deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
- 5) Develop awareness of how to empower clients and their relational systems to establish effective relationships with each other and larger systems.

## TEXT/READINGS

Monk, G., Winslade, J. & Sinclair, S. (2008). *New horizons in multicultural counseling*. CA, Los Angeles: Sage. (chapters 1-4; 9-12; 15; 17-18)

Brown, Laura, S. (2008). *Cultural competence in trauma therapy*. Washington DC: APA. (introduction, chapters 1, 5,6,7,8,9,10,11)

McGoldrick, M. , Gerson, R. & Petry, S. (2008). *Genograms*. NY, NY: W.W. Norton. (chapters 1-8)

Kostic, I., Garcia, M., Graves, T., Barnett, F. Hall, J., Haley, E., Rock, J., Bathon, A. & Kaiser, B. (2009). The critical genogram: A tool for promoting critical consciousness. *Journal of Feminist Family Therapy*, 21 (3) 151-176. DOI: 10.1080/08952830903079037

Weingarten, K. (2010). Reasonable hope: Construct, clinical applications, and supports, *Family Process*, 49, 5–25.

## CLASS ASSIGNMENTS

### 1. *Participation and disposition (25 points)*

- You may not miss any of the course days. Full attendance is required to pass the class.
- 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.
- Following up on requests that the instructor may make to improve assignments.
- The program competency requirements for completion of the program will also be used as a guide to assess participation. These competency requirements will be distributed in class.

2. *Life map (25 points) Due 10/2*

This assignment involves two parts: (A) describing your life story through symbols; (B) analyzing aspects of your life story relative to the content of this course.

- A) A life map (Hodge, 2005) is one way of expressing our histories – where we came from, where we are now, and where we are headed. Symbols, pictures, and drawings are used to represent important events, transitions, learning moments, and so on that stand out for along the path of life. You may use a large piece of paper and use any materials you would like – pictures from magazines, colored pens, photos – to show your story. Briefly include (a) your journey relative to your experience, attitudes, and awareness of gender, class, race, sexual orientation, spirituality/religion, nation of origin, migration and other social and contextual issues, (b) your journey toward becoming a family therapist – what has led you to make the decision as well as what you bring with you that will help you in your new profession, and (c) significant trials as well as resources/strengths that helped you overcome difficult times. (5 points) Share only what you are comfortable disclosing. You will share your life map with several other participants in class.
- B) Write a 10 page paper (a) describing your map (3 points); (b) discuss your social location relative to factors such as ethnicity, class, sexual orientation, gender identity, ability & religion (3 points); (c) describe areas of privilege in regards to these locations and list ten or more concrete ways in which you have privilege in everyday life (3 points); (d) describe areas of marginalization in regards to these locations and list ten or more concrete ways in which you lack privilege (access & opportunity in everyday life) (3 points); (e) describe your journey toward becoming a family therapist – what has led you to make the decision as well as what you bring with you that will help you in your new profession (3 points), and (f) identify significant trials as well as resources/strengths that helped you overcome difficult times and reflect on how your social location shaped these experiences (3 points). Use Brown and McGoldrick et al's readings for this assignment and integrate them throughout your paper; use APA style (2 points). The requirements above are used to grade your paper and life map.
- C) On the first day of class you will sign up to share your life map with the class on one of four class meeting days. In addition to witnessing your journey and getting to know each other more deeply, we will pay particular attention to aspects of your life map that resonate with that day's readings and topics.

3) *Immersion experience (25 points) Due Nov 20.* Each of you will be responsible for actively investigating multicultural and equity issues in the “real world,” outside of the classroom. This immersion project involves experiential learning about “other cultures.” The intent is to increase your knowledge and sensitivity to cultures that are different from your own.

- A. Select at least two experiences. Make sure that each experience is qualitatively different from that of your own culture. You may focus on one culture for each of the activities or you may select activities that will expose you to several cultures that are different from your own.
- B. On 10/2 submit a brief statement of intent to the instructor before engaging in the activity for the purpose of this assignment. Your statement of intent should include the following:
- a brief description of the activity you have chosen
  - a brief description of your goals for the experience (what do you want to learn?)
- C. After approval of your statement of intent, you may carry out the activity. Each activity must involve both observation and interaction with another culture. In other words, you must observe but you may not limit the activity to passive observation. Make sure that each activity involves interaction with members of the culture, either through active participation in the activity itself or through conversations with members of the culture.
- D. Submit a 6 page written summary of your immersion activities on Nov 20 via email including a description of:
- the activity you engaged in (5 points)
  - your goals for the activity (5 points)
  - your feelings and reactions to the experience (5 points)
  - what you learned from the experience (5 points)
  - how your experience relates to the concepts covered in the classroom (5 points)
- E. Use APA style
3. *Self-assessment (25 points -Due 12/4 via email)* of your ability to address issues of diversity and equity in family therapy, and action plan for continued training (10-12 pages). The self-assessment should integrate the role of your previous history and experiences related to all dimensions of social location; your personal characteristics (personality, interpersonal style, goals, values, etc.); and nature of the student's professional goals. Although important to reflect on what is known, what skills have been developed, and the formation of constructive attitudes, it is also important to reflect on areas of continued growth (e.g., what is not known). The self-assessment should propose action plans that are feasible to address the deficits identified in the self-assessment as well as take advantage of the strengths developed. It should also integrate the readings assigned in class and use APA style.

A note about writing in this course: All written submissions for this course should be typed, in 12-point size, Times New Roman font, and double-spaced. Attention to writing style and expression is important. The ability to express yourself and think critically through writing is an important skill in your professional development. Thus, please proof read your writing and be coherent with your writing style.

Grading Rubric for Self-Assessment Paper			
Criteria	Marginal (1pt)	Proficient (2 pts)	Accomplished (3-4 pts)

<b>Recognizes contextual and systemic dynamics impacting interpersonal relationships (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).</b>	Minimally aware of the ways in which contextual and systemic dynamics impacting interpersonal relationships: identifies variables but makes no connection with personal and social issues	Somewhat aware of the ways in which contextual and systemic dynamics impacting interpersonal relationships: names variables and understands their individual impact	Aware of the ways in which contextual and systemic dynamics impacting interpersonal relationships: identifies variables, understands their interconnectedness and impact in personal, family and community life
<b>Considers health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).</b>	Minimally aware of the ways in which various systems (health, mental, etc) impact clients' lives. Identifies systems without articulating their connection and impact.	Somewhat aware of the ways in which various systems (health, mental, etc) impact clients' lives. Identifies systems, articulating their connection and impact.	Aware of the ways in which various systems (health, mental, etc) impact clients' lives. Identifies systems, articulating their connection and impact. Integrates issues of context and identity in the ways these systems impact a therapeutic system.
<b>Comprehends a variety of individual and systemic therapeutic models and their application</b>	Begins to identify therapeutic models and their potential application considering social context and identity	Identifies therapeutic models and their potential application considering social context and identity	Identifies therapeutic models and applies them to specific cases considering social context and identity.
<b>Awareness necessary to deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).</b>	Recognition and attempt to implement strategies but still afraid to do much, may use other resources such as faculty or students	Deeper understanding of own and others' cultures, identifies salience, more comfortable in attending to others, seeks out learning experiences to build knowledge, skills, intercultural engagement	Reflective practice, responds effectively, Not only comfortable but excited about growth and looks forward to working addressing issues of privilege and oppression, effective in role play practice
<b>Awareness of how to empower clients and their relational systems to establish effective relationships with each other and larger systems.</b>	Minimal identification of issues of privilege and oppression; cultural differences; the role of a cultural broker; differentiation between cultural values and to be respected and issues of power and privilege.	Identification of issues of privilege and oppression; cultural differences; the role of a cultural broker; differentiation between cultural values and to be respected and issues of power and privilege.	Identification, integration and articulation of issues of privilege and oppression; cultural differences; the role of a cultural broker; differentiation between cultural values and to be respected and issues of power and privilege.
<b>Self-assessment</b>	Minimal curiosity and willingness to examine own personal history and biases, social location and accountability; recognition of how issues of power play out in interpersonal relationships; humility.	Some curiosity and willingness to examine own personal history and biases, social location and accountability; recognition of how issues of power play out in interpersonal relationships; humility.	Curiosity and willingness to examine own personal history and biases, social location and accountability; recognition of how issues of power play out in interpersonal relationships; humility.

### A NOTE about the nature of this course:

Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. The instructors will foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some

of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let the instructors know if something said or done in the classroom is particularly troubling. Some students find it helpful to journal their thoughts and feelings as they explore these sensitive issues.

## **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.

## **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 therapist 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 to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missing 3 or more hours of a 1 credit course may result in a failing grade. For this course, any absence of more than one hour requires a makeup assignment. If you must be absent or late, please email the instructor at least several hours prior to class.

## **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 instructors as soon as possible. It is the responsibility of the student to make his or her disability and needs known in a timely fashion and to provide appropriate documentation and evaluations to support the accommodations the student requests. Requests for accommodations should be routed through the Student Support Services office in Albany 206. Please review the L&C policy at:

[http://www.lclark.edu/offices/student\\_support\\_services/rights/disability\\_policy/](http://www.lclark.edu/offices/student_support_services/rights/disability_policy/)

## **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 maybe seen as an absence that requires make-up work.

Due to the experiential nature of this course, missing a class would be detrimental to the learning process. If a student is unable to make a class in its entirety, the class can be taken the next time it is offered (fall of the following year). Please feel free to contact us with any more questions or concerns.

## **EVALUATION & GRADING**

Attendance, participation & disposition	25 pts
Life map & paper	25 pts
Immersion paper	25 pts
Self-assessment	25 pts

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

“A” grades will be reserved for particularly outstanding work. Grades on the border may be determined by attendance and demonstration of completing readings prior to each class session.

## **OPTIONAL READINGS**

American Psychological Association (2000) Guidelines for psychotherapy with lesbian, gay and bisexual clients. Available at: <http://www.apa.org/pi/lgbc/publications/guidelines.html>

American Psychological Association (2002a) Enhancing your interactions with people with disabilities. Available at: <http://www.apa.org/pi/cdip/enhancing.html>

American Psychological Association (2006). Multicultural guidelines. Available at: <http://www.apa.org/pi/multiculturalguidelines.pdf>

**COURSE SCHEDULE**

	<b>Topics</b>	<b>Readings due</b>	<b>Assignment due</b>
Day 1 Sept 11	Course overview; Community building; Cultural equity v. multiculturalism in MCFT; Intersectionality; preparation for life maps		
Day 2 Oct 2	Witnessing	Monk et al - 1,2,3,4	*Life Maps/Papers Due  *Immersion Plan Due  Life maps & presentations part 1
Day 3 Oct 23	Gender identity, ability, ethnicity, religion, class; sexual orientation; globalization	Monk et al - 9-12; 15	Life maps & presentations part 2
Day 4 Nov 6	Trauma & resilience in context	Brown- 1, 5,6,7,8,9,10,11	Life maps & presentations part 3
Day 5 Nov 20	Genograms & family legacies; case analysis	McGoldrick et al - 1,2,3,4,5,5,6,7,8  Kostic et al article	Immersion Papers Due  Life maps & presentations part 4
Day 6 Dec 4	Cultural equity; clinical applications	Weingarten Family Process article  Monk et al - 17, 18	*Self-Assessment Due via email