



“We are a community that commits itself to diversity
and sustainability as dimensions of a just society”

- *Mission Statement, Lewis & Clark College*

MCFT 511-01, 02, & 03 EQUITY IN FAMILY THERAPY FALL 2021

Time & Day:	Section 1—Tues 9:00-12:15 9/7/21-12/7/21 Section 2—Tues 1:00-4:15 9/7/21-12/7/21 Section 3—Fri 1:00-4:15 9/10/21-12/17/21
Place:	All class meetings will be online via Zoom—instructor to send link
Instructor:	Courtney Dandy-Fralick LMFT, LCADC
Office Hours:	via Zoom—email instructor to schedule
E-Mail:	TBD
Phone:	N/A (cell) office: N/A

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 global and multicultural contexts, including becoming aware of their own beliefs, biases, and prejudices relative to culture, race, ethnicity, gender, age, sexual orientation, socioeconomic status, physical or mental ability, religion or spirituality, health or legal status, or nation of origin, or other marginalized and underserved communities.

Prerequisite: None

Credit: 3 semester hours (45 contact hours)

MCFT STUDENT LEARNING OUTCOMES

This course promotes the following student learning outcomes:

SLO 1.1: Students recognize the impact of power on individuals, families, and communities.

SLO 1.2: Students recognize the interconnections among biological, psychological, social systems in people’s lived experience.

SLO 2.1: Students self-reflect on the implications of own and others’ social location in clinical practice.

SLO 2.2: Students’ clinical practice demonstrates attention to social justice and cultural democracy.

SLO: 4.3 Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.

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, etc.) that are relevant to client experience.
2. Consider the impact of larger societal systems (e.g., legal system, social services, schools, medical systems, etc.) on clients' health and well-being.
3. Develop awareness necessary to deliver interventions in ways that are 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).
4. Begin to develop awareness of how to empower clients and their relational systems to establish effective relationships with each other and larger systems.
5. Assess personal response to own history and social location and its impact on interpersonal relationships and clinical practice.

A note about the nature of this course: Given the sensitive and challenging nature of the material discussed in class, it is important that we develop an atmosphere of trust and openness in the classroom. The instructor will seek to foster an environment in which each class member is able to hear and respect each other, drawing on the guidelines for a relational approach to social justice. It is critical that each class member show respect for all worldviews expressed in class; however experiencing discomfort is also part of the process of consciousness-raising. 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 instructor 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.

LEARNING IN THE CONTEXT OF COVID-19

We are in this together. We are coming together to learn and develop as family therapists-in-training in an unprecedented time. We did not sign up for sickness, social distancing, the sudden end of our collective lives together on campus, and online classes, yet we face these conditions. Our current global situation requires we adapt physically, behaviorally, mentally and emotionally and be attentive to our relationships with one another, knowing that the resources and privileges available to each of us as we navigate this crisis from our unique intersecting identities vary considerably. It is crucial that we do our best to approach our learning with grace and understanding for ourselves and of each other; that we do not disengage and give up, and instead creatively find and develop our personal and collective sources of resilience.

We remain professional. Responding to the COVID crisis makes visible new challenges and opportunities for the professional practice of family therapy. Like most mental health services during the pandemic, this course will primarily be online via Zoom. This will enable us to achieve the best possible professional development experience while adhering to public health safety precautions. Though gathering from our personal spaces (formerly private), when we

gather on Zoom we are entering professional space. Each of us needs to be responsible regarding our surroundings, how we present ourselves, and how we engage--as in any professional venue.

Engaging across virtual space. Like most therapists in the field, we long to meet face-to-face, to connect and engage with each other through all our senses. Engaging across virtual space takes more intentionality. Because our cameras do not move when our eyes/bodies move, we will not always be able to tell who is about to speak or have the experience of direct eye contact. We will need to attend more fully to others and take responsibility for participating in group discussions in ways that expand our prior classroom styles. Like good family therapists, you will need to look for possibilities that this new way of engaging affords--to see and welcome new opportunities for growth arising from our situation.

Guidelines for this Zoom course. Each instructor structures online learning somewhat differently. In this class:

- You may log into the “classroom” early. Come five or ten minutes early and chat with each other. Instructor will not listen to your pre-class conversation, even if logged in.
- Open your video so we can all see each other.
- Mute your sound when you are not speaking, except in small breakout groups.
- Use the gallery view in Zoom during class discussion. When the instructor or a student is presenting, switch to speaker view.
- Wave your hand when you want to speak. Feel free to assist the instructor in noticing if someone wants to speak and has been missed.

Requirements for online learning. For the best shared learning experience you will need:

- A quiet space as private as possible given your circumstances
- A computer - PC or Macintosh- with a stable Internet connection. Higher speed Internet connections (cable modem, DSL) are strongly recommended.
- A camera built in or attached to your computer.
- The most current version of the browser Firefox or Chrome.
 - Download Firefox <http://www.mozilla.org/en-US/firefox/new/>
 - Download Chrome <https://www.google.com/chrome/browser/desktop/index.html>
- The most current version of Zoom downloaded as an application on your computer
 - Download Zoom <https://zoom.us/download>
 - Sign in with your Lewis & Clark email account
 - For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>
- Computer skills - email, surf the Internet, create basic word processor files, upload and download documents.
- Microsoft Office 2010 or higher (Must include Word and PowerPoint).
- A "technology back-up" plan.

TEXT/READINGS

Required Books

*Free electronic access available through Watzek library

Brown, L. S. (2008). *Cultural competence in trauma therapy: Beyond the flashback*. (Intro & chaps 2, 4, 7, & 10) Washington, DC: American Psychological Association.

Cooper, B. (2018). *Eloquent rage: A black feminist discovers her superpower*. St. Martin's Press. (pp 1-124 & 201-275)

*Fricker, M. (2007). *Epistemic injustice: Power and the ethics of knowing* (chap 1 & 7). New York, NY: Oxford University Press.

Greene, M. (2018). Little #METOO Book for Men. New York, NY: ThinkPlay Partners (purchase on Amazon or use PDF on Moodle)

*Lareau, A. (2011). *Unequal childhoods: Class, race, and family life*. Berkeley, CA: University of California Press. (Chap 1, 2, 6, 7, & 12)

*McDowell, T. (2015). *Applying critical social theories to family therapy practice*. AFTA SpringerBriefs in Family Therapy. New York, NY: Springer.

McDowell, T., Knudson-Martin, C., & Bermudez, J. M. (2018). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice*. New York, NY: Routledge. (also used in MCFT 504)

Mock, J. (2014). *Redefining realness: My path to womanhood, identity, love & so much more*. New York, NY: Atria.

Stone, D. J., & ChenFeng, J. L. (2019). *Finding your voice as a beginning marriage and family therapist*. New York, NY: Routledge.

Required Video

Unnatural causes: Is inequality making us sick? Episode 1. In *sickness and in wealth*. California Newsreel. (link provided on Moodle)

Required Articles (articles may be downloaded through the library except as noted)

Arora, K., & Bava, S. (2018). An unknown, unnamable journey: Family therapists in complex conversations as Muslim and Sikh immigrants. In D. Trimble (Ed.). *Engaging with spirituality in family therapy: Meeting in sacred space* (pp. 33-48). New York, NY: Springer.

Baima, T., & Sude, M. E. (2020). What White Mental Health Professionals Need to Understand About Whiteness: A Delphi Study. *Journal of Marital & Family Therapy*, 46(1), 62–80. <https://doi-org.proxy.seattleu.edu/10.1111/jmft.1238>

- Brave Heart, M. Y. H., & DeBruyn, L. M. (1998). The American Indian holocaust: Healing historical unresolved grief. *American Indian and Alaska Native Mental Health Research*, 8(2), 56. (to access go to [googlescholar.com](https://scholar.google.com) and type in American Indian Holocaust. A PDF will be available to download)
- Combs, G. (2019). White privilege: What's a family therapist to do? *Journal of Marital and Family Therapy*, 45(1), 61–75. <https://doi.org/10.1111/jmft.12330>
- D'Arrigo-Patrick, J., D'Arrigo-Patrick, E., & Hoff, C. (2018). Colliding discourses: Families negotiating religion, sexuality, & identity. In E. Esmiol Wilson & L. Nice (Eds.). *Socially just spiritual and religious interventions: Ethical uses of therapist power* (pp. 37-49). New York: NY: Springer.
- D'Arrigo-Patrick, J., Hoff, C., Knudson-Martin, C., & Tuttle, A. R. (2017). Navigating critical theory and postmodernism: Social justice and therapist power in family therapy. *Family Process*, 56, 574-588.
- DiAngelo, Robin (2012). Intersecting Identities: A case example. In R. D'Angelo. *What does it mean to be white? Developing white racial literacy. Counterpoints, Vol 398*, 191-198. (at Watzek library, search first for Counterpoints, then access vol 398, chap 11)
- DiAngelo, Robin (2012). Popular white narratives that deny racism. In R. D'Angelo. *What does it mean to be white? Developing white racial literacy. Counterpoints, Vol 398*, 221-242. (at Watzek library, search first for Counterpoints, then access vol 398, chap 13)
- Esmiol Wilson, E. (2018). From assessment to activism: Utilizing a justice-informed framework to guide spiritual and religious clinical interventions. In E. Esmiol Wilson & L. Nice (Eds.). *Socially just spiritual and religious interventions: Ethical uses of therapist power* (pp. 1-14). New York: NY: Springer.
- Fraenkel, P. & Cho, W. (2020). Reaching up, down, in, and around: Couple and family coping during the corona virus pandemic. *Family Process*
- Giammattei, S. V. (2015). Beyond the binary: Trans-negotiations in couple and family therapy. *Family Process*, 54, 418-434.
- Hines, P. (2018). The gift that keeps on giving: Culturally relevant integration of spirituality in therapy with African American Families. In D. Trimble (Ed.). *Engaging with spirituality in family therapy: Meeting in sacred space* (pp. 49-65). New York, NY: Springer.
- Knudson-Martin, C. (2017). Gender in Couple and Family Life: Toward Inclusiveness and Equality. In S. Kelly. *Issues in couple and family life: Toward inclusiveness and equality* (pp. 153-180). New York, NY: Praeger. (Instructor will post on Moodle)
- McDowell, et al. (2013). Social Class in Family Therapy Education, *Journal of Marital and Family Therapy*, 39, 72-86.

- McDowell, T., Knudson-Martin, C., & Bermudez, M. (in press). Socioculturally attuned ethics in family therapy practice. In K. Brown (Ed). *AAMFT Ethics Handbook*. (on Moodle)
- Okun, T. White Supremacy Culture. **dRworks** . www.dismantlingracism.org (posted on Moodle.)
- Pandit, M., Kang, Y. J., Chen, J., Knudson-Martin, C., & Huenergardt D. (2014). Practicing socio-cultural attunement: A study of couple therapists. *Journal of Contemporary Family Therapy*, 36, 518-528
- Snyder, L., McIntosh, S., & Gosnell, F. (2016). Learning to speak social justice talk in family therapy. In S. St. George & D. Wulff (Eds.). *Family therapy as socially transformative practice: Practical strategies* (pp. 57-68). New York, NY: Springer.
- Tatum, B. (1997). Why are all the black kids sitting together in the cafeteria? (Part I: pp. 22-29) New York, NY: Basic books.
- Watson, M., Bacigalupe, G., Daneshpour, M., & Parra-Cardona, R. (2020). COVID-19 interconnectedness: Health inequity, the climate crisis, and collective trauma. *Family Process*,

Recommended

- Eliot, L. (2009). *Pink brain, blue brain: How small differences grow into troublesome gaps—and what we can do about it*. New York, NY: Houghton Mifflin Harcourt
- Fine, C. *Delusions of gender: How our minds, society, and neurosexism create difference*. New York, NY: Norton.
- Irving, D. (2014). *Waking up white: Finding myself in the story of race*. Cambridge, MA: Elephant Room Press.
- Kessler, Lauren. (2005). *Stubborn Twig: Three Generations in the Life of a Japanese American Family*. Oregon State University Press.
- Kimmel, Michael (2009). *Guyland: The perilous world where boys become men*. New York, NY: Harper.
- Rojas, M. (2009). *Women of color and feminism*. Berkeley, CA: Seal Press.
- Shipler, D. K. (2004). *The working poor: Invisible in America*. New York, NY: Knopf.
- Watson, M. F. (2013). *Facing the black shadow*. Author.

COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFRTB task statements	Evaluated by
1. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, etc.) that are relevant to client experience.	SLO 1.1 SLO 1.2	CC 1.2.1 CC 1.2.2 CC 1.3.1 CC 2.2.3 CC 2.3.1 TS 01.04 TS 02.08	Final Self Assessment— Criterion 1 Case presentation-- Attune
2. Consider the impact of larger societal systems (e.g., legal system, social services, schools, medical systems, etc.) on clients' health and well-being.	SLO 1.1 SLO 1.2	CC 1.2.1 CC 1.2.2 CC 1.3.1 CC 2.2.3 CC 2.3.1 TS 01.04 TS 02.08	Final Self Assessment— Criterion 2 Case presentation-- Attune
3. Develop awareness necessary to deliver interventions in ways that are 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).	SLO 2.2	CC 1.2.1 CC 1.3.1 CC 2.3.1 CC 2.3.7 CC 4.3.2 CC 4.5.3 TS 01.04 TS 02.06 TS 02.08 TS 03.11	Final Self Assessment— Criterion 3 Immersion Experience paper Case presentation— Name, Value, Intervene
4. Begin to develop awareness of how to empower clients and their relational systems to establish effective relationships with each other and larger systems.	SLO 2.2 SLO 4.3	CC 1.3.1 CC 2.3.8 CC 4.3.8 TS 02.18 TS 03.23 TS 05.09	Final Self Assessment— Criterion 4 Case presentation— total ANVIET Participation rubric
5. Assess personal response to own history and social location and its impact on interpersonal relationships and clinical practice.(CC 1.2.1; 3.4.5)	SLO 2.1	CC 3.4.5 CC 5.5.2 TS 06.04	Final Self Assessment— Criterion 5 Life map paper & presentation Participation rubric

CLASS ASSIGNMENTS

A note about writing: All written submissions for this course should be typed, in 12-point size, Times New Roman font, and double-spaced. **Do not exceed listed page length.** The ability to express yourself and think critically through writing is important to your professional development. Please proof read your writing and be coherent with your writing style.

1. **Participation** (25 points)

This course emphasizes shared reflection on the personal and professional implications of the assigned readings and the implications of these for the practice of marriage, couple, and family therapy. Toward this end, you are expected to:

- Attend and participate in **all** class meetings. In the event of illness or other emergency, please email the instructor in advance of class. Missed classes will be made up by written reflections on the required readings for the day.
- Come to class prepared (having read the assignments for the day).
- Give attention to the instructor and/or other students when they are speaking. **Do not access other electronic devices (phone, email, etc.).**
- Contribute to in-class discussion based on the topics of discusses and assigned readings.
- Participate in small group discussions and role-plays.
- Take a **relational approach to social justice**
 - Learn through mutual dialogue (rather than debate)
 - Share and receive one another's stories
 - Value the uniqueness of each voice
 - Be open to changing your perspective
 - Practice reflective self-awareness
 - Discern the influence/limits of own context
 - Be mindful of impact on others—accountability
 - Clarify values and their source
 - Seek complexity
 - Engage the personal, the emotional
 - Embrace both/and
 - Nepantla—entering into multiple, often conflicting sociopolitical worlds
 - Take risks
 - Engage differences
 - Imagine alternatives (this is a form of resistance)
 - Active engagement=vulnerability
 - Take responsibility
 - For your actions
 - For unearned privilege
 - For being proactive about repair

Your participation in class activities will be evaluated according to the following:

CLASS PARTICIPATION EXPECTATIONS	Possible points	Points demonstrated
Prompt and dependable presence in the class.	5	
Prepares for class by immersing self in course readings and reflecting on their application to personal practice.	5	
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in the practice of MCFT.	5	
Contributes to the reflection of other class members and the group project as a whole.	5	
Helps to create an atmosphere of safety and mutual respect among all class members.	5	
TOTAL	25	

- 2) **ANVIET Case presentation.** (25 points). In groups of 3 or 4, apply concepts from the readings for the day to a case (case can be a family from any TV show that all group members have access to viewing). The goals are (a) to identify how larger societal processes such as power and privilege associated with gender, race, culture, socio-economic status and other social locations and identities may relate to clients' concerns or problems and (b) to consider how family therapists may address them using the ANVIET guidelines.

Create a 30-minute presentation that illustrates the clinical application of issues addressed in the readings for the day. This is NOT a summary of all the ideas in the readings. Instead, your challenge is to distill key points especially relevant to the practice of socioculturally attuned and equitable marriage, couple, and family therapy. You may share your screen for a powerpoint or other graphic to support your presentation. The presentation should include:

- A brief overview of the key ideas that are relevant to equity in the practice of family therapy and why they are important. This should be no more than 10 minutes. In advance, send the instructor a brief, to-the-point handout 24 hours in advance. She will post it on Moodle for the class to access.
- A case example that illustrates the identified issues. The case may be one that you adapt/expand upon from one of the course readings, one you are aware of from your work or community, one from fiction (e.g., book or movie), or one you make up. If a real case, please protect confidentiality by changing names and significant identifiers.

- Using the ANVIET guidelines from McDowell et al chapter 14 identify how social justice and cultural equity issues would be present and addressed in this case (20 minutes):
 - *Attune to sociocultural context and power*—to what sociocultural experiences would therapists need to be attuned? For example, what would therapists need to “get” about how the clients’ sociocultural context affects what clients think, feel, expect, and do?
 - *Name injustice*. What kinds of justice and equity issues would be important to identify and name?
 - *Value what is minimized*—what client values and skills are likely to be overlooked or marginalized in the dominant culture?
 - *Intervene in power dynamics*—What societal power dynamics will therapists seek to position their work to interrupt?
 - *Envision just alternatives*—What kinds of just alternatives might the therapist help the clients envision?
 - *Transform to make the imagined a reality*—What will therapists need to do to help clients make imagined third order change real?
- Following your presentation, the class will discuss how therapy might proceed with the case.

Your presentation will be evaluated according to the following rubric:

ANVIET Case Study	Points possible	Points demonstrated
A. Presentation identifies key social justice issues from the readings and explains how they are relevant to MCFT practice.	5	
B. The case example helps the class understand the socio-contextual experience of the people portrayed and how these relate to their issues or concerns.	10	
C. Case example demonstrates implications for how the case is approached using ANVIET guidelines.	10	
TOTAL	25	

3) Immersion experience (28 points). Due Oct 15. The intent is to be aware of your own process of seeking to sensitivity engage with cultures different from your own. The assignment has been changed in response to social distancing precautions during the COVID pandemic.

A. You will be assigned another classmate to pair with in this assignment. To the extent possible, the instructor will match you with someone whose social locations are considerably different than yours.

B. While abiding by all social distance requirements of the pandemic (wearing masks, maintaining at least 6 feet between people, etc.), spend at least 5 hours with each other (in

person or virtual). During this time each person must engage with each other in ways that help you apprehend the other's sociocultural experience, including:

- Your partner's significant others and community—meet them if this is safely possible
- Cultural, family, religious values and what they mean to your partner
- Sociocultural expectations regarding work, family, and other life choices that your partner experiences.
- A felt sense of your partner's experiences of marginalization and privilege.
- The resources available to your partner and what these mean in your partner's lived experience.

C. **On taskstream**, submit a 3-4 page written summary and reflection of your immersion experience before class Oct 15. Come to class prepared to share. Your reflection will be evaluated on your reflective responses to the following:

Cultural Emersion Experience	Possible Points	Points Demonstrated
A. What you did and your goals. (How you approached your time together, what you hoped to accomplish given the differences between the two of you and the focus on your own process of engagement in this assignment)	7	
B. Your internal process of seeking to engage with and understand another culture (i.e., what feelings and thoughts we triggered and how you responded to them).	7	
C. What you learned about yourself and what you need to do be able to engage across cultural differences and see through the lens of others.	7	
D. How your experience relates to the concepts covered in the classroom.	7	
TOTAL	28	

4. Life map. 50 points. Paper Due Nov 23—upload to Moodle

This assignment includes a life map presentation and a paper. It involves describing your sociocultural life story through symbols and analyzing aspects of your life story through the lens of your intersecting social locations and societal power contexts. It builds on the critical genogram that you created in MCFT 504.

- A) Create a life map. A life map 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 are stand out along the path of life. You may use a large piece of paper (or other medium) and use

any materials you would like – pictures from magazines, colored pens, photos – to show your socio-contextual story. This personal presentation is NOT appropriate as a powerpoint presentation (which tends to be more disembodied). However, you may use video, music, or other art forms to support/enhance your presentation of your life map.

- B) Include (a) your journey relative to your experience, attitudes, and awareness of how gender, class, race, sexual orientation, spirituality/religion, nation of origin, migration, physical and mental abilities, and other social and contextual issues intersect in your life; (b) specific and concrete ways these intersecting social locations afforded you privilege as well as lack of privilege in your day to day life; (c) how these sociocultural contexts framed significant events in your life and the resources/strengths that helped you overcome difficult times, and (d) the impact of these sociocultural contexts on your journey toward becoming a family therapist and what you bring to your new profession.
- C) You will share your life map with the class (15-20 minutes). The group will have approximately 10 minutes to share their reflections on how your life map impacted them (the thoughts or feelings that they experiences). Only reflections that communicate human connection and are non-judgmental may be shared. (similar to reflection teams that are used in MCFT practice).
- D) Write a 7-10 page paper in which you integrate material from course readings with reflections based on your life map. **References to related course readings are required.** The paper will be graded according to the following:

Self-of-the-Therapist Reflection (Life Map)	Possible Points	Points Demonstrated
(a) Presentation of the life map you created and what it shows overall regarding how your intersecting social locations impact your personal and professional development.	6	
b) Paper discusses your journey relative to your experience, attitudes, and awareness of how gender, class, race, sexual orientation, spirituality/religion, nation of origin, migration, physical and mental abilities, and other social and contextual issues intersect in your life.	10	
(c) Paper includes specific and concrete ways in which you have privilege in everyday life, as well as ways you lack privilege (access & opportunity in everyday life).	6	
d) Paper addresses how your intersecting sociocultural contexts impacted your experience of significant life events and the resources/strengths that helped you overcome difficult times.	6	
(f) Paper describes how the above contribute to your what you bring to your role as family therapist. Consider how they shape and limit what you see and expect, what is emotionally charged, and potential strengths.	6	
(g) Paper is well written, with appropriate use of APA style.	6	

(h) Course readings are cited and integrated with analysis of your personal life experience.	10	
TOTAL	50	

5. Final Self-assessment paper. 72 points – (10-12 pages, not including abstract and references).

The purpose of this assignment is for you to reflect upon and demonstrate what you have learned in this class. In this paper, discuss what you have learned in relation to each of the five course objectives. Use either Brittny Cooper or Janet Mock’s life story as a case example to illustrate how you might apply what you are learning if you were their family therapist. (Pick a time in their life and make up a reason they sought therapy—must include family member(s)/intimate partner). Your paper should also include your awareness of what you still need to learn to achieve these goals and proposed action plans to do this. Assigned course readings must be integrated and proper APA style must be used. The rubric at the end of the syllabus will be used to evaluate your paper. *The focus of the paper is you, rather than the case; the case is a vehicle for you to reflect upon and demonstrate what you are learning and your awareness of what you still need to learn.*

Upload this assignment on **Taskstream** no later than **9 am Friday Dec 11**. **The points on the rubric will be tripled when your grade in the course is calculated.**

EVALUATION & GRADING

Participation	25 pts
Case Presentation	25 pts
Life map & paper	50 pts
Immersion paper	28 pts
Final self-assessment	72 pts
TOTAL	200 pts

186-200 = A	180-185.5 = A-	176-185 = B+
166-175.5 = B	160-165.5 = B-	156-159.5 = C+
146-155.5 = C	140-144 = C-	

According to Graduate School policy, grades lower than B- may not apply to graduation. Students earning a C+ or lower will need to repeat the course.

Late papers will be reduced 10% per day. Papers not within the listed page limits will also be reduced 10% per page over or under.

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.

DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

LINKS TO LEWIS & CLARK GRADUATE SCHOOL ESSENTIAL POLICIES

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

COURSE SCHEDULE

<u>Week of:</u>	Topic	Readings due	Assignment/ Activity due
Sept 5	Course Overview & Relational Approach to Social Justice	McDowell (2015) Chap 1 Stone & ChenFeng Chap 1 & 2	
Sept 12	Identities, social location, & power	Tatum pp. Part I (pp. 22-39) Brown intro & chap 2 Stone & ChenFeng 5&6 Brave Heart & De Bruyn	
Sept 19	Socioculturally Attuned/ Equitable Practice	McDowell et al (2018) chap 1, 2, & 14 Pandit Watson et al (2020)	
Sept 26	Culture, Critical Race Theory & White Privilege	McDowell (2015) chap 4 Brown chap 7 Combs (2019) DiAngelo (2012) chap 11, 13 Okun (on Moodle) <u>Suggested</u> (esp. for White students): DiAngelo vol. 398 Counterpoints: What does it mean to be White? (esp chap 4-9)	
Oct 3	Heteropatriarchy	Knudson-Martin (2017) McDowell (2015) chap 3 Greene (all)	
Oct 10	Queer theory & Epistemic Injustice	McDowell (2015) Chap 5 Fricker Chap 1 & 7 Giammettei	
Oct 17	Immersion experience	McDowell (2015) Chap 2 Lareau Chap 1, 2, 6, 7, & 12 McDowell 2013 article Watch video: "Unnatural Causes"	Immersion Paper Due on Taskstream <u>before class</u> Life Maps Group A

Oct 24	Class, Socioeconomic status Intersections of Power	Cooper (pp 1-124 & 201-275) McDowell (2015) chap 6	Life Maps Group B
Oct 31	Life Maps	Esmiol Wilson Arora & Bava Hines D'Arrigo-Patrick (2018)	Life Maps Group C
Nov 7	Spirituality, justice, & empowerment	Fraenkel & Cho (2020) DiAngelo (2012) chap 11 Brown chap 4, 7, & 10	Life Maps Group D
Nov 14	Coping and Resilience Life Maps	Mock (whole book)	Life Map Papers due on Moodle Monday Nov 23 9am The Sunday before this week's class Nov 14
Nov 25	Thanksgiving	No class	
Nov 28	Trauma, disabilities, & social class Empowerment	Stone & ChenFeng Chap 7 & 8 McDowell et al (in press)	Case Application Groups A & B
Dec 5	Self of the Therapist, Contextual Accountability, & Ethics Developing equitable practice	Synder et al D'Arrigo-Patrick (2017)	Case Application Groups C & D Final Paper due on Taskstream Friday Dec 5 9am Sunday Dec 5

Guiding questions to prepare for MCFT 511 class discussion

As you do the assigned readings, reflect on the following questions and make notes on your responses. Be prepared to share your perspectives in class.

1. From what perspectives (personal, academic, and clinical locations) are the authors writing? How does this shape their work and contributions to equity in family therapy?

2. What ideas/concepts in this reading
 - a. Resonate with my previous knowledge and experience?
 - b. Stimulate new thoughts or questions for me?

3. How is my response to this reading informed by my personal experience within my intersecting social locations?

4. What specific practice implications are relevant to me given my social location, privilege/marginalization, and process of professional development?

**Grading Rubric for Self-Assessment Paper—Total possible points: 24
(score will be tripled for grade)**

Course Objectives	Marginal (1pt)	Emerging (2 pts)	Proficient (3 pts)	Accomplished (4 pts)
Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, etc.) that are relevant to client experience.	Minimally aware of how sociocontextual processes impact interpersonal relationships: identifies variables but makes no connection with what these mean in people's lives.	Somewhat aware how sociocontextual processes impact interpersonal relationships: names relevant factors with limited illustration of their felt experience in people's lives.	Generally aware of how sociocontextual processes impact interpersonal relationships: identifies relevant factors and describes a sense of how people experience these in their lives.	Consistently aware of how sociocontextual processes impact interpersonal relationships: identifies relevant factors and illustrates how people experience these in their lives.
Consider the impact of larger societal systems (e.g., legal system, social services, schools, medical systems, etc.) on clients' health and well-being	Minimally aware of the ways larger systems (medical, legal, etc) impact clients' lives. Identifies systems without articulating their connection and impact on health and well-being.	Somewhat aware of the ways larger systems (medical, legal, etc) impact clients' lives. Identifies a limited sense of their connection to and impact on health and well-being.	Generally aware of the ways larger systems (medical, legal etc) impact clients' lives. Identifies their connection to clients' personal/relational health and well-being.	Consistently aware of the ways larger systems (medical, legal etc) impact clients' lives. Identifies their connection to clients' personal /relational health and well-being.
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).	Limited recognition of how therapist interventions can be sensitive to clients' unique socio-contextual experiences and thus likely to inadvertently reinforce societal inequities.	Emerging understanding of own and others' sociocultural contexts and their salience to the clinical experience. Describes some openness to engaging across differences and interest in learning experiences to build knowledge, skills, intercultural engagement.	Emerging understanding of own and others' sociocultural contexts and their salience to the clinical experience. Describes openness to engaging across differences and identifies needed learning experiences to build knowledge, skills, intercultural engagement.	Demonstrates understanding of own and others' sociocultural contexts and their salience to the clinical experience. Not only comfortable but excited about growth and looks forward to working addressing issues of privilege and oppression. Identifies specific areas for continued development.
Begin to demonstrate awareness of how to empower clients and their relational systems to establish effective relationships with each other and larger systems.	Minimal identification of issues of privilege and oppression, cultural differences, or differentiation between cultural values and to be respected and issues of power and privilege.	Emerging identification of issues of privilege and oppression, cultural differences, and differentiation between cultural values and to be respected and issues of power and privilege. Limited application to clinical empowerment.	Identification of issues of privilege and oppression, cultural differences, and differentiation between cultural values and to be respected and issues of power and privilege. Developing application to clinical empowerment.	Identification of issues of privilege and oppression, cultural differences, with clear differentiation between cultural values to be respected and issues of power and privilege. Demonstrated application to clinical empowerment.
Self-assessment of personal response to own history and social location and its impact on personal relationships and clinical practice.	Minimal curiosity and willingness to examine own personal history and biases, social location and accountability; limited recognition of how issues of power play out in interpersonal relationships and practice and/lacks humility.	Some curiosity and willingness to examine own personal history and biases, social location and accountability; emerging recognition of how issues of power play out in interpersonal relationships and practice and/or beginning to show humility.	Developing curiosity and willingness to examine own personal history and biases, social location and accountability; Growing recognition of how issues of power play out in interpersonal relationships and practice and/or reflecting humility.	Consistently curious and willing to examine own personal history and biases, social location and accountability; Demonstrated recognition of how issues of power play out in interpersonal relationships and approaches practice with humility.
Paper is clearly written and organized, well-referenced, and conforms to APA style.	Style of writing is hard to follow and poorly organized without focused introduction and conclusion. References are limited and there are significant errors in APA style.	Writing is sometimes hard to follow with some organization problems. References are limited and/or there are errors in APA style.	Writing is generally clear and easy to follow. Paper is organized and most points are well articulated. Paper is appropriately referenced with minimal APA errors.	Writing is exceptionally clear and easy to follows. Major points are well articulated and organization provides an excellent overview of the issues and conclusions. Paper is well referenced with no APA errors.