



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

- *Mission Statement, Lewis & Clark College*

MCFT 563-05 Polyamory

FALL 2023

Time & Day: Tuesday, 9:00am - 12:00pm, 9/12/23 - 10/10/23
Place: York Graduate Center, Room 116
Instructor: Justin Rock, MA LPC
Office Hours: By arrangement (please email instructor)
E-Mail: rock@lclark.edu
Phone: 503-310-6217 (cell)

CATALOG DESCRIPTION

Applications of family systems approach to treatment of families in crisis and transition. Topics include issues such as substance abuse, domestic violence, sexual abuse, trauma and loss, poverty, and chronic illness. A portion of this course emphasizes clinical case conceptualization and treatment planning.

COURSE DESCRIPTION

This course seeks to expand students' understanding and treatment of polyamorous families in the field of Marriage, Couple and Family Therapy (MCFT). From a social justice and humanistic perspectives, we will evaluate family therapy modalities when working with polyamorous families. Examination of the role of the therapist as ally and advocate to the Polyamorous community will be a central theme of the course with attention to emotional and interpersonal aspects (e.g., safety, support). The course also examines the current socio-historic context that situates Polyamorous Families. Finally, students will engage in the study of topics of their choice related to Polyamorous Families. This course emphasizes clinical case conceptualization and experiential learning.

Prerequisite: None

Credit: 1 semester hour (15 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, and social systems in people's lived experience.

SLO 1.3 Students apply systems/relational theories to clinical case conceptualization.

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.

COURSE OBJECTIVES

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

1. Expand competencies with polyamorous families in therapy.
2. Recognize and explore issues of privilege situating polyamorous families.
3. Understanding the diversity of family structures within the polyamorous model of families.
4. Develop fluency with discussing polyamory issues as an emerging professional, ally, and advocate.
5. Develop an awareness of historical and current events related to polyamory youth, adults, couples and families.
6. Practice clinical skills with polyamorous couples and families utilizing a systemic lens.
7. Identify resources, including local and national agencies and organizations, providing support for polyamorous families.
8. Understand unique legal issues impacting polyamorous families including local, state, and national laws

TEXT/READINGS

Required Book

Barker, M. (2018). *Rewriting the Rules: An Integrative Guide to Sex, Love and Relationships* (2nd ed.). New York and London: Routledge.

Required Articles

Articles listed below in Class Schedule

Recommended Articles

Anapol, D. (1997). Polyamory: The new love without limits. IntiNet Resource Center, San Rafael, CA.

Anapol, D., Ph.D. author Polyamory in the 21st Century, & The Seven Natural Laws. (2010). Polyamory in the 21st Century: Love and Intimacy with Multiple Partners. Rowman & Littlefield Publishers.

Foucault, M. (1978). The history of sexuality, volume I. New York: Vintage.

Hardy, J. W., & Easton, D. (2017). The Ethical Slut, Third Edition: A Practical Guide to Polyamory, Open Relationships, and Other Freedoms in Sex and Love. Potter/TenSpeed/Harmony.

Richards, C., & Barker, M. (2013). Sexuality and Gender for Mental Health Professionals: A Practical Guide. SAGE.

Veaux, F., Hardy, J., & Gill, T. (2014). More Than Two: A Practical Guide to Ethical Polyamory. Thorntree Press, LLC.

CLASS ASSIGNMENTS

1. **Participation** (40 points)

This course emphasizes shared engagement with the assigned readings and clinical competencies. 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 assignment for the day) and contribute to in-class discussion/activities based on the topics of discusses and the readings assigned.
- Respectfully engage with other students and/or the instructor in a spirit of openness and curiosity

Rubric for Participation

Attendance - 10 pts

Prepared for Class: completed reading, punctuality, reflection paper complete - 10 pts

Engagement in Class - 20 pts

2) **Process Papers** (50 points - 10 points per paper)

Prior to each class meeting each participant is to write up to one page reflection paper. The topics are defined by the week. The topics will be given in each class for the following week. For the first class, students will turn in a reflection on the topic: What is love, relationship, marriage, commitment, and family?

These are not academic papers. The paper is to be written as a process piece that is meant for each participant to put down values, meanings, and beliefs around the core aspects of what makes a family as a self exploration as a therapist.

Rubric for grading process papers:

Weekly topic explored subjectively by student - 8 pts

Paper turned in on time - 2 pts

3) **Final Project** (50 points). Presented Last Class (Oct. 26th)

Students will pick a specific area within the scope of the course to create a project to further elucidate that specific area. The project and topic is specific to the student and will be discussed in detail the first class. The goal of the project is that it provide a method unique to the student to facilitate a deeper understanding of the topic area of polyamory.

Rubric for Final Project:

Project applicable to course - 10 pts

Project provides personal growth for student - 20 pts

Student's growth is demonstrated through project how their growth is applicable to becoming a therapist - 20 pts

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.

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.

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 creditcourse 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.

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.

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.

EVALUATION & GRADING

Process Papers	40 pts
Participation	50 pts
Final Project	50 pts
Total	140 pts

94%-100% = A	90%-93.5% = A-	88%-89.5% = B+
83%-87.5% = B	80%-82.5% = B-	78%-79% = C+
73%-77.5% = C	70%-72% = C-	

COURSE SCHEDULE

	Topics	Readings & Assignments
Class 1	<p>Introduction to Polyamory</p> <p>Socio-Historical Context in the US</p> <p>What brings polyamory to your office?</p>	<p>DUE: Reflection Paper</p> <p>Barker, M. (2018). <i>Rewriting the Rules: An Integrative Guide to Sex, Love and Relationships</i>. New York and London: Routledge. (Introduction & Chapter 1)</p> <p>Barker, M. (2011). Monogamies and non-monogamies: a response to “The challenge of monogamy: bringing it out of the closet and into the treatment room” by Marianne Brandon. <i>Sexual and Relationship Therapy: Journal of the British Association for Sexual and Relationship Therapy</i>, 26(3), 281–287.</p> <p>Blumer, M., Haym, C., Zimmerman, K., & Prouty, A. (2014). What’s one got to do with it? Considering monogamous privilege. <i>Family Therapy Magazine</i>, 13(2), 28–33.</p> <p>Brandon, M. (2011). The challenge of monogamy: bringing it out of the closet and into the treatment room. <i>Sexual and Relationship Therapy: Journal of the British Association for Sexual and Relationship Therapy</i>, 26(3), 271–277.</p> <p>Williams, D. J., & Prior, E. E. (2015). Contemporary Polyamory: A Call for Awareness and Sensitivity in Social Work. <i>The Social Worker</i>, 60(3), 268–270.</p>
Class 2	<p>Parenthood</p>	<p>DUE: Reflection Paper</p> <p>Barker, M. (2018). <i>Rewriting the Rules: An Integrative Guide to Sex, Love and Relationships</i>. New York and London: Routledge. (Chapters 2-4)</p> <p>Knudson-Martin, C. (2015). When Therapy Challenges Patriarchy: Undoing Gendered</p>

		<p>Power in Heterosexual Couple Relationships. In C. Knudson-Martin, M. A. Wells, & S. K. Samman (Eds.), <i>Socio-Emotional Relationship Therapy</i> (pp. 15–26). Springer International Publishing.</p> <p>Manley, M. H., & Diamond, L. M. (n.d.). <i>Polyamory, Monoamory, and Sexual Fluidity: A Longitudinal Study of Identity and Sexual Trajectories</i>. https://doi.org/10.1037/sgd000009 8</p> <p>Zambrano, M. (1999). Paradigms of polyamory. <i>Journal of Lesbian Studies</i>, 3(1-2), 151–155.</p>
Class 3	<p>Issues of Power</p> <p>FT Modalities & Polyamory</p>	<p>DUE: Reflection Paper</p> <p>Barker, M. (2018). <i>Rewriting the Rules: An Integrative Guide to Sex, Love and Relationships</i>. New York and London: Routledge. (Chapters 5-6)</p> <p>Anapol, D., Ph.D. author <i>Polyamory in the 21st Century, & The Seven Natural Laws</i>. (2010). <i>Polyamory in the 21st Century: Love and Intimacy with Multiple Partners</i>. Rowman & Littlefield Publishers. (Chapter 7)</p> <p>Girard, A., & Brownlee, A. (2015). Assessment guidelines and clinical implications for therapists working with couples in sexually open marriages. <i>Sexual and Relationship Therapy: Journal of the British Association for Sexual and Relationship Therapy</i>, 30(4), 462–474.</p>
Class 4 Oct. 4th	Case Studies	<p>Due: Reflection Paper</p> <p>Barker, M. (2018). <i>Rewriting the Rules: An Integrative Guide to Sex, Love and</i></p>

		<p>Relationships. New York and London: Routledge. (Chapters 7-9)</p> <p>Berry, M. D., & Barker, M. (2014). Extraordinary interventions for extraordinary clients: existential sex therapy and open non-monogamy. <i>Sexual and Relationship Therapy: Journal of the British Association for Sexual and Relationship Therapy</i>, 29(1), 21–30.</p> <p>Henrich, R., & Trawinski, C. (2016). Social and therapeutic challenges facing polyamorous clients. <i>Sexual and Relationship Therapy: Journal of the British Association for Sexual and Relationship Therapy</i>, 31(3), 376–390.</p>
Class 5	Project Presentations	<p>Due: Reflection Paper & Project</p> <p>Barker, M. (2018). <i>Rewriting the Rules: An Integrative Guide to Sex, Love and Relationships</i>. New York and London: Routledge. (Chapter 10)</p> <p>Conley, T. D., Ziegler, A., Moors, A. C., Matsick, J. L., & Valentine, B. (2013). A Critical Examination of Popular Assumptions About the Benefits and Outcomes of Monogamous Relationships. <i>Personality and Social Psychology Review: An Official Journal of the Society for Personality and Social Psychology, Inc.</i>, 17(2), 124–141.</p>