



**LEWIS & CLARK GRADUATE SCHOOL OF
EDUCATION AND COUNSELING
MCFT 511 Equity in Family Therapy
FALL 2014**

Time & Day:	Section 1—Wednesday 9:00-12:15 Section 2—Wednesday 1:00-4:15 Section 3—Thursday 9:00-12:15
Place:	York Graduate Center, Room 115/ Rogers 220 (Thursday)
Instructor:	Carmen Knudson-Martin, PhD
Office Hours:	Tuesdays 1:00-2:00; Wednesdays 4:15-6:15; Thursdays 1:00-2:00 and by arrangement (please schedule appointments in advance)
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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) (TS 1.04; KS 45, 53; CC 1.2.1)
2. Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services). (CC 1.2.2)
3. Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches. (CC 4.1.1, 4.1.2, 4.3.2)
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). (TS 1.04; KS 45, 53)
5. Develop awareness of how to empower clients and their relational systems to establish effective relationships with each other and larger systems. (PM; CC 4.3.8)

TEXT/READINGS

Required Books

- Freire, P. (1970/2000). *Pedagogy of the oppressed, 30th Anniversary Ed.* New York: Continuum.
- Knudson-Martin, C. & Mahoney, A. (2009). *Couples, gender, and power: Creating change in intimate relationships.* Springer.
- McGoldrick, M. & Hardy, K. (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice, 2nd Ed.,* Guilford)
- Tatum, Beverly (2003). *Why are all the Black Kids Sitting Together in the Cafeteria? And Other Conversations about Race.* Basic Books.

Required Articles (articles may be downloaded through the library)

- Garcia, M., & McDowell, T., (2010). Mapping social capital: A critical contextual approach for working with low-status families. *Journal of Marital and Family Therapy, 36,* 96–107
- Knudson-Martin, C. (2013). Why power matters: Creating a foundation of mutual support in couple relationships. *Family Process, 52,* 5-18.
- 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
- Lev, A. I. (2010). How queer!—The development of gender identity and sexual orientation in LGBTQ-headed households. *Family Process, 49,* 268-290).
- Malpas, J. (2011). Between pink and blue: A multidimensional family approach to gender nonconforming children and their families. *Family Process, 50, 4,* 453-470.
- McDowell, et al. (2012). Social Class in Family Therapy Education, *Journal of Marital and Family Therapy,* doi: 10.1111/j.1752-0606.2011.00281.x
- McDowell, et al. (2012) Exploring social class: Voices of Inter-class Couples. *Journal of Marital and Family Therapy.* doi: 10.1111/j.1752-0606.2011.00276.x
- Tuttle, A. R., Knudson-Martin, C., & Kim, L. (2012). Parenting as relationship: A framework for assessment and practice. *Family Process, 51,* 73–89.
- Weingarten, K. (2010). Reasonable hope: Construct, clinical applications, and supports, *Family Process, 49,* 5–25.

Recommended (read at least 2)

Adichie, Chimamanda (2013). *Americanah*. Anchor Books.

Ehrenreich, Barbara. (2011) *Nickel and Dimed: On (not) Getting by in America*. Picador;

Eliot. Lise (2010). *Pink Brain Blue Brain: How Small Differences Grow into Troublesome Gaps*. Mariner Books

Fadiman, Anne. (2000). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of two Cultures*. Farrar. Straus & Giroux

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*. Harper.

Sandberg, Sheryl (2013). *Lean In: Women, Work, and the Will to Lead*. Knopf.

CLASS ASSIGNMENTS

1. **Participation** (20 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 assignment for the day).
- Give attention to the instructor and/or other students when they are speaking or making a presentation. No electronic devices may be used, except to access readings or make notes.
- Demonstrate ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class.
- Demonstrate ability to be open about discussing the impact of your comments on your peers.
- Contribute 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.
- Engage in group discussions with attention and energy.

- Ask questions of the instructor and/or other students regarding the material examined in that class.
- Provide examples to support or challenge the issues talked about in class.
- Make comments or give 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.
- Deal with other students and/or the instructor in a respectful fashion.
- Practice 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.
- Follow up on requests that the instructor may make to improve assignments.

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

CLASS PARTICIPATION COMPETENCIES	Possible points	Points demonstrated
Prompt and dependable presence in the class.	4	
Prepares for class by immersing self in course readings and reflecting on their application to personal practice.	4	
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in the practice of MCFT.	4	
Contributes to the reflection of other class members and the group project as a whole.	4	
Helps to create an atmosphere of safety and mutual respect among all class members.	4	
TOTAL	20	

2. **Life map** (20 points) Due Nov 12/13

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. 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 course readings and topics.

- 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. 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 in which you integrate material from course readings with your own life experience. References to readings are required for full points. The paper will be graded according to the following:

Self-of-the-Therapist (Life Map) Competencies	Possible Points	Points Demonstrated
(a) Describe the life map you created and what it shows overall.	2.5	
b) Discuss your social location relative to factors such as ethnicity, class, sexual orientation, gender identity, ability & religion.	2.5	
(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.	2.5	
(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).	2.5	
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.	2.5	
(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.	2.5	
(g) Paper is well written, with appropriate use of APA style.	2.5	
(h) Course readings are integrated with analysis of your personal life experience.	2.5	
TOTAL	20	

3) Immersion experience (10 points) Due Oct 29/30. 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 engaging with “other cultures.” The intent is to increase your sensitivity to cultures that are different from your own.

- A. Select an experience that is qualitatively different from that of your own culture.
- B. On or before Sept 23/24 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. The 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

- your 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 3-4 page written summary and reflection of your immersion activity on October 29/30. Your reflection will be evaluated on your reflective responses to the following:

Cultural Sensitivity Emersion Activity	Possible Points	Points Demonstrated
A. What you did and your goals/	2.5	
B. Your experience of seeking to engage with and understand another culture.	2.5	
C. What you would need to know, ask, or do to more fully understand the culture you visited.	2.5	
D. How your experience relates to the concepts covered in the classroom.	2.5	
TOTAL	10	

4. **Two Applied book reviews with case demonstration.** 20 points (10 each).

In this assignment you will draw on the diverse experiences represented in selected books.

- A. Together with several other class participants, sign up to apply two of the books from the list provided on the syllabus.
- B. Read the book with the goal of identifying how larger societal processes such as power and privilege associated with gender, race, culture, socio-economic status and other social locations and identities are part of people's life experience.
- C. Create a 1 hour case presentation based on the issues in the book. For each presentation:
- Prepare a one-page summary of the key issues that are relevant to equity in the practice of family therapy.
 - Develop an interview role play with a therapist and one or more family members
 - Ask questions that help the rest of the class understand the issues regarding diversity, equity, and larger social context that the book addresses.
 - Do not try to demonstrate changing anything for the family. The purpose of the role play is to understand the socio-emotional experience of the people you are portraying and how it is influenced by their social location. Try to use a questioning style that facilitates sociocultural attunement and expands the conversation to "get" their experience
 - End with a summary and discussion period with the rest of the class.

Your applied book review and demonstration will be evaluated according to the following rubric:

Applied Book Review and Demonstration	Points possible	Points demonstrated
A. Hand out summarizes key ideas from the book	3	
B. Role play helps the class understand the socio-emotional experience of the people portrayed	3.5	
C. Role play helps the class understand the links between social location and people's relational and health issues.	3.5	
TOTAL	10	

5. Research Experience (6 points)

The purpose of this assignment is to introduce you to equity issues in conceptualizing and researching marital, couple, and family therapy. The emphasis is on understanding how epistemological perspectives shape research and practice. For this assignment, you have your choice of two options. Which option you choose is completely voluntary.

Option 1. Students in this class have an opportunity to participate in a study interested in understanding how you experience the process of learning the broad spectrum of epistemologies or paradigms in a family therapy program. This is important because modern, postmodern/social constructionist, and critical theory concepts in family therapy can be confusing for teachers, supervisors, and students alike, but have implications for equity in family therapy research and practice.

If you choose to participate, you will be asked to be part of two 60-90 minute focus groups conducted by Chris Hoff, a marital and family therapy doctoral student at Loma Linda University. You will be asked a series of questions that will invite you to reflect on your learning experience as you are introduced to these varying approaches in your graduate program. The focus groups will be at a convenient time, such as right before or after a regularly scheduled class. The first focus group will be held approximately mid-term (October 9 or 9); the second will be at the end of the term (December 10 or 11). The researchers do not believe there are any right or wrong answers to these questions; however your experience will help family therapy educators and supervisors improve training. You may also find the opportunity to reflect on your learning process interesting or helpful to you.

If you are interested in participating in the focus groups, please list your name, e-mail, and phone number on the sign-up sheet available after class. I will send the list to Chris Hoff and he will contact you regarding times for the focus groups and send you additional information about the study and a copy of the informed consent document.

To receive credit for the focus groups, Chris Hoff will send me the list of people who participated.

Option 2. (Due Dec 10/11). Select a journal article about a research study of interest to you. Read the article with the following questions in mind:

- What particular ideas shaped the questions for this study?
- What assumptions about what is normal or healthy informed this study?
- What types of knowledge were the forms interested in? (i.e., which forms of knowledge are privileged?)
- Who held the expertise in this study?
- How are issues related to social location such as gender, race, class, ethnicity, sexual preference, age, and abilities addressed or accounted for in this study?
- Which groups are most likely to benefit from this study?
- What ethical concerns related to equity and social justice should a practitioner keep in mind when applying the results of this study?

Write a short paper (2-3 pages) summarizing your thoughts on each of the above questions, with special attention to the final question about application of the study findings.

6. Self-assessment (24 points – *Due Dec 3/4*) 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 the nature of your 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 identified deficits as well as take advantage of the strengths developed. It should also integrate the readings assigned in class and use APA style. The rubric on the next page will be used to evaluate your self-assessment.

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.

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.

Grading Rubric for Self-Assessment Paper			
Criteria	Marginal (1pt)	Proficient (2 pts)	Accomplished (3-4 pts)
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).	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.
Considers health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).	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.
Comprehends a variety of individual and systemic therapeutic models and their application	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.
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).	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
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; 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.
Self-assessment	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.

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/

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

Participation	20 pts
Life map & paper	20 pts
Immersion paper	10 pts
Applied book review/demonstration	20 pts
Research experience	6 pts
Self-assessment	24 pts

93-100 = A 90-92.5 = A- 88-89.5 = B+
 83-87.5 = B 80-82.5 = B- 78-79 = C+
 73-77.5 = C 70-72 = C-

“A” grades will be reserved for particularly outstanding work.

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

	Topics	Readings due	Assignment/ Activity due
Week 1 Sept 3/4	Course overview; Why epistemology matters. Cultural equity v. multiculturalism in MCFT; Intersectionality; preparation for life maps		Form A and Form B
Week 2 Sept 10/11	Developing a Critical Contextual Consciousness	M & H chap 1, Frierre intro, chap 1-2	Awareness activity
Week 3 Sept 17/18	Racism; Power & Privilege	M & H chap 6, 7, 15, 16, 19, & 36 Tatum, chap 1-2	Kessler, <i>Stubborn Twig</i> _____ _____ _____
Week 4 Sept 24/25	Class, Socioeconomic status	M & H Chap 4, 33 Garcia article McDowell articles	Ehrenreich, <i>Nickel & Dimed</i> _____ _____ _____
Week 5 Oct 1/2	Transnational families, immigration, multicultural identities,	M & H chap 2,3, 8, 9,10, 14, 18, & 27	Adichie, <i>Americanah</i> _____ _____ _____
Week 6 Oct 8/9	Cultural equity; spirituality, resilience, clinical applications	Weingarten article M & H Chap 5, 7, 23, 29, 31, 34	Fadiman, <i>Spirit Catches</i> _____ _____ _____ Focus Group
Week 7 Oct 15/16	Construction of Gender identity	Malpas article M & H chap 23 KM & M chap 15-17	Eliot, <i>Pink Brain</i> _____ _____ _____

Week 8 Oct 22/23	Gender, Power, and Intimacy	KM & M chap 1- 6 Knudson-Martin articles on power	Kimmel, <i>Guyland</i> _____ _____ _____
Week 9 Oct 29/30	Gendered Power in Cultural Contexts	K-M & M chap 11-14	Share immersion experiences Immersion Reflection paper due
Week 10 Nov 5/6	Gender, Parenting, & Caregiving	KM & M chap 7-10 Tuttle article	Sandberg, <i>Lean In</i> _____ _____ _____
Week 11 Nov 12/13	Justice oriented practice: racial identity	Tatum, chap 3-8	Share life maps _____ _____ _____ _____ All Life Map Papers Due
Week 12 Nov 19/20	Justice oriented practice: heterosexism & LGBTQTI	M & H chap 25-26 Lev article	Share life maps _____ _____ _____ _____
Week 13 Dec 3/4	Justice oriented practice: confronting privilege	M & H 20-22	Share life maps _____ _____ _____ _____ Self assessment paper due
Week 14 Dec 10/11			Wrap up and 2 nd focus group/research assignment