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**LEWIS & CLARK COLLEGE GRADUATE SCHOOL OF  
EDUCATION AND COUNSELING**

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**MCFT 567: INTERNATIONAL FAMILY THERAPY - SPRING 2016**

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Credits: 2

Dates: 9:00am – 5:00pm; 2/6/16, 2/20/16, 3/12/16; Final day TBD after 3/30/16

Instructor: Teresa McDowell, EdD

Office: Rogers 313

CATALOGUE DESCRIPTION

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

COURSE OBJECTIVES

Students in this course will begin developing:

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

COURSE DESCRIPTION

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

GRADING

93-100 = A

83-87 = B

73-77 = C

90-92 = A-

80-82 = B-

70-72 = C-

88-89 = B+

78-79 = C+

## COURSE REQUIREMENTS AND EVALUATION

*Engagement and Participation:* Students must complete all assigned readings and/or media viewings prior to class to be ready to discuss and apply concepts with colleagues, and be active participants in class small group and large group discussions. While no points are given for class participation, in-class demonstration of a command of the course content and demonstration of ability to have open dialogue leading to increased awareness will be used to determine borderline grades.

### *International Social Issues and Family Therapy:*

Students taking this course will also be traveling to India (CPSY 902: Culture and Community: India). The goal of this assignment is to enhance understanding of a topic (e.g., poverty and child development; marriage rights; the impact of religious marginalization on family well being; treatment of victims of torture; human trafficking; comparative family structures and gender; traditional healing) from a transnational perspective that includes India. This way, students can investigate an area of interest and share findings/knowledge with each other. The final product includes a formal presentation in class. The presentation should include power point slides, handout(s), references, and a class activity. Students declare their topic on **2/06/16** and the presentation is due and shared on **3/12/16**. Each student will also share a reference from our library that all will read prior to 3/12/16 to provide background information for topics. Each student will send the reference to the instructor and colleagues by 3/5/16.

Reference provided for topic by 3/5/16	5 points
Comparison of topic across at least three countries	10 points
Brief analysis of the impact of globalization relative to topic	10 points
In-depth review of topic area within the target country (India)	20 points
Referencing of ideas	5 points
Effective delivery of topic in class	20 points

### *Collective Project*

The final class will take place after we return from India. The day will be spent debriefing our experience and completing a project for our Lewis & Clark community. Ideas for the project will be discussed in class meetings prior to travel and during our travel. Examples include: slide show documenting our travels, collective journaling about international awareness, collage from learning pieces gathered in India, etc.

Participation in this final project	30 points
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## 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 projects, and otherwise engaging with colleagues as fellow professionals. Becoming a professional involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to

prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning and all sessions include necessary information.

### CPSY DEPARTMENTAL ATTENDANCE POLICY

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

### NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

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

### SPECIAL ASSISTANCE

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

### COURSE SCHEDULE

#### **Day One: 2/6/16 - International Family Therapy**

##### *Readings*

McDowell, T. & Kabura, P. (in review/press). Humanitarianism, colonization and/or collaboration.

McDowell, T., Goessling, K., & Melendez, T. (). Transformative learning through international immersion: Building multicultural competence in family therapy and counseling. *Journal of Marital and Family Therapy*.

Piercy, F. et al. (2014). A cross-national study of family therapy training: A collaborative Pilot Project. *Contemporary Family Therapy* 36, 250-259.  
Doi 10.1007/s10591-014-9300-z

Piercy, F. et al. (2013). Cross-national research in family therapy: One encouraging collaborative approach, *Journal of Family Psychotherapy*, 24, 269-305.

Roberts, J. et al. (2014). Up close: Family therapy challenges and innovations around the world. *Family Process*, 53(3), 544-576. Doi: 10.1111/famp.12093

Wieling, E., & Mittal, M. (2002). Expanding the horizons of marriage and family therapists: Towards global interconnectedness. *Journal of Feminist Family Therapy*, 14(1), 53-62.

Suggested:

Ng, K. (2003). *Global perspectives in family therapy: Development, practice, trends*. New York: Brunner-Routledge.

## **Day Two: 2/12/16 - Family Therapy in India**

### *Readings*

Carson, D. & Chosdhury, A. (2000). Family therapy in India: A new profession in an ancient land? *Contemporary Family Therapy* 22(4), 387- 405.

Mittal, M. & Hardy, K. (2005). A re-examination of the current status and future of family therapy in India. *Contemporary Family Therapy* 27(3), 285-300. Doi: 10.1007/s10591-005-6210-0

Natran, R. & Thomas, V. (2002). Need for family therapy services for middle-class families in India. *Contemporary Family Therapy* 24(3), 483-503.

Nath, R. and Craig, J. (1999). Practising family therapy in India: How many people are there in a marital subsystem. *Journal of Family Therapy*, 21, 390-406.

Sax, W. (2014). Ritual healing and mental health in India. *Transcultural Psychiatry*, 51(6), 829-849.

Sonpar, S. (2005). Marriage in India: Clinical issues. *Contemporary Family Therapy* 27(3), 301-313.

Thomas, B. (2012). Treating troubled families: Therapeutic scenario in India. *International Review of Psychiatry*, 24(2), 91-98.

## **Day Three: 3/12/16 – Transnational Social Issues and Family Therapy Student Presentations**

### *Readings*

Each student will provide a reading for colleagues based on chosen topic.

## **Day Four: TBD – Collective Project**