



"We are a community that commits itself to diversity and sustainability as dimensions of a just society" --*Lewis and Clark Mission Statement*

LEWIS & CLARK GRADUATE SCHOOL OF  
EDUCATION AND COUNSELING  
**MCFT 511 Equity in Family Therapy**  
FALL 2016

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|------------------------|---|
| <b>Time &amp; Day:</b> | Section 1—Wednesday 9:00-12:15<br>Section 2—Wednesday 1:00-4:15                                       |
| <b>Place:</b>          | York 101  |
| <b>Instructor:</b>     | Carmen Knudson-Martin, PhD  |
| <b>Office Hours:</b>   | Tuesdays 1:00-3:00; Wednesdays 4:15-6:15 and by arrangement (please schedule appointments in advance) |
| <b>E-Mail:</b>         | <a href="mailto:carmen@lclark.edu">carmen@lclark.edu</a>  |
| <b>Phone:</b>          | 909-262-7725 (cell)      office: Rogers 319   |

### 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

### MCFT STUDENT LEARNING OUTCOMES

This course promotes the following student learning outcomes:

SLO1.1: Students recognize the impact of power on individuals, families, and communities.

SLO1.2: 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. (TS 1.04; KS 45, 53; CC 1.2.1)
2. Consider the impact of larger societal systems (e.g., legal system, social services, schools, medical systems, etc.) on clients' health and well-being. (CC 1.2.2)
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). (TS 1.04; KS 45, 53)
4. Begin to develop awareness of how to empower clients and their relational systems to establish effective relationships with each other and larger systems. (CC 4.3.8)
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)

**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 instructor 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 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.

## TEXT/READINGS

### Required Books

Freire, P. (1970/2000). *Pedagogy of the oppressed, 30<sup>th</sup> Anniversary Ed.* New York, NY: Continuum.

Knudson-Martin, C. & Mahoney, A. (2009). *Couples, gender, and power: Creating change in intimate relationships.* New York, NY: Springer Publishing Co.

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

McGoldrick, M. & Hardy, K. (2008). *Re-visioning family therapy: Race, culture, and gender in clinical practice, 2<sup>nd</sup> Ed.,* New York, NY: Guilford )

**Required Articles** (articles may be downloaded through the library)

- Almeida, R., Hernández-Wolfe, P., & Tubbs, C., (2011). Cultural equity: Bridging the complexity of social identities with therapeutic practices. *The International Journal of Narrative Therapy and Community Work*, 3, 43-56.
- Brown, L. S. (2008). Living with disabilities in the context of trauma. *Cultural competence in trauma therapy* (pp. 181-196). Washington, DC: American Psychological Association. (Instructor will email this reading)
- Garcia, M., Košutić, I., & McDowell, T. (2015) Peace on earth/war at Home: The role of emotion regulation in social justice work, *Journal of Feminist Family Therapy*, 27,1, 1-20, DOI: 10.1080/08952833.2015.1005945
- Giammattei, S. V. (2015). Beyond the binary: Trans-negotiations in couple and family therapy. *Family Process*, 54, 418-434.
- Knudson-Martin, C. (in press). Gender in Couple and Family Life: Toward Inclusiveness and Equality. In S. Kelly. *Issues in couple and family life: Toward inclusiveness and equality*. New York, NY: Praeger. (Instructor will provide this reading)
- 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).
- Maciel, J. A. & Knudson-Martin, C. (2014). Don't end up in the fields: Identity construction among Mexican adolescent Immigrants, their parents, and socio-contextual processes. *Journal of Marital and Family Therapy*, 40, 484–497
- 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
- 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

### Recommended (read at least 2)

- Fine, C. (2010). *Delusions of gender: How our minds, society, and neurosexism create difference*.
- Folbre, N. (2001). *The invisible heart: Economics and family values*. New York, NY: The Free Press.
- 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.
- Loewen, J. W., (2005). *Sundown towns: A hidden dimension of American racism*. New York, NY: Simon & Schuster
- Pascoe, C. J. (2007). *Dude you're a fag: Masculinity and sexuality in high school*. Berkeley, CA: University of California Press.
- Serano, J. (2007). *Whipping girl: A transsexual woman on sexism and the scapegoating of femininity*. Berkeley, CA: Seal Press.
- Shipler, D. K. (2004). *The working poor: Invisible in America*. New York, NY: Knopf.
- Tatum, Beverly (2003). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. New York, NY: Basic Books.

### 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. The ability to express yourself and think critically through writing to your professional development. Please proof read your writing and be coherent with your writing style.

#### 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 assignments 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.**
- Contribute to in-class discussion based on the topics of discusses and the readings assigned.
- Relate to other students and/or the instructor in a respectful fashion.
- Recognize the impact of your comments and actions on your peers and class process.
- Be open about discussing the impact of your comments on your peers.
- Practice active listening.
- Participate in small group discussions and role-plays.
- Follow up on requests 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               |                     |
| <b>TOTAL</b>  | <b>20</b>       |                     |

## 2. **Life map** (40 points) Due Nov 16

This assignment builds on the critical genogram that you created in MCFT 504. It involves describing your socio-contextual life story through symbols and 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 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 (or other medium) and use any materials you would like – pictures from magazines, colored pens, photos – to show your socio-contextual 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, physical and mental abilities, and other social and contextual issues, (b) the impact of these on your journey toward becoming a family therapist and what you bring to your new profession, and (c) how these social locations framed significant events in your life and the resources/strengths that helped you overcome difficult times.
- B) You will share your life map with the class (15-20 minutes). Share only what you are comfortable disclosing. Selected class members 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).
- C) Write a 10 page paper in which you integrate material from course readings with you're the information from your life map. References to readings are required for full points. The paper will be graded according to the following:

| <b>Self-of-the-Therapist Reflection (Life Map) Competencies</b>   | <b>Possible Points</b> | <b>Points Demonstrated</b> |
|---|------------------------|----------------------------|
| (a) Presentation to the class of the life map you created and what it shows overall regarding how your social location impacts personal and professional development.         | 10                     |                            |
| b) Paper discusses your social location relative to factors such as ethnicity, class, sexual orientation, gender identity, ability & religion.                                | 4                      |                            |
| (c) Paper describes areas of privilege in regards to these locations and ten or more concrete ways in which you have privilege in everyday life.                              | 4                      |                            |
| (d) Paper describes areas of marginalization in regards to these locations and ten or more concrete ways in which you lack privilege (access & opportunity in everyday life). | 4                      |                            |
| e) Paper describes how the above contributed to your journey toward becoming a family therapist and what you bring to your new profession.                                    | 4                      |                            |
| (f) Paper addresses how your social location impacted your experience of significant life events and the resources/strengths that helped you overcome difficult times.        | 4                      |                            |
| (g) Paper is well written, with appropriate use of APA style.   | 5                      |                            |

|  |    |  |
|--|----|--|
| (h) Course readings are cited and integrated with analysis of your personal life experience. | 5  |  |
| TOTAL  | 40 |  |

**3) Immersion experience (28 points).** *Due Nov 2.* 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 through cross-cultural engagement with marginalized or underserved communities. The intent is to be aware of your own process of seeking to sensitivity engage with cultures different from your own.

- A. Select an experience that is qualitatively different from that of your own culture.
- B. On or before Sept 28 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 and why you selected it.
  - a brief description of your goals for the experience (what do you want to learn about yourself in interaction with others different from you?)
- 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 experience on Nov 2. 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.   | 7               |                     |
| B. Your <b>internal</b> 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. **Two Applied book reviews with clinical application.** 40 points (20 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; i.e. how they may relate to clients' concerns or problems and how we and others view them.

C. Create a 30 minute presentation that illustrates the clinical application of the issues addressed in the book. Your challenge is to distill from the books what is especially relevant to the practice of marriage, couple, and family therapy. For each presentation:

- Present a brief overview of the key issues that are relevant to equity in the practice of family therapy. This should be no more than 10 minutes. A brief, to-the-point handout would be helpful.
- Develop a case example that illustrates these issues (about 10 minutes).
- Reflect on the social justice and cultural equity issues that would be present in this case and what would be important to consider about these when developing clinical goals and interventions. (10 minutes). (A good way to do this is for your presentation group to have a conversation among yourselves about the case with the class listening in).
- Following your presentation, the class will discuss how therapy might proceed with the case.

Note: Do **not** try to demonstrate changing anything for the clients. The purpose is to understand the socio-contextual experience of the people you are portraying, how their experience is influenced by their social location, and how therapists may best conceptualize/understand their presenting issues.

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

| <b>Applied Book Review and Case illustration</b>   | <b>Points possible</b> | <b>Points demonstrated</b> |
|--|------------------------|----------------------------|
| A. Presentation identifies key social justice issues from the book and explains how they are relevant to MCFT practice.                                  | 10                     |                            |
| 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. | 5                      |                            |
| C. Presenters thoughtfully reflect on the equity issues raised in the case example and reflect on implications for how the case is approached.           | 5                      |                            |
| <b>TOTAL</b>   | <b>20</b>              |                            |

## **6. Self-assessment** (72 points – *Due Dec 7*) (10-12 pages).

The self-assessment should demonstrate how you are applying the content of this course to your approach to MCFT as related to each of the five objectives for this course. It should also include your awareness of what you still need to learn 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 self-assessment. **The values on the rubric will be tripled when your grade in the course is calculated. In order to receive credit for the course, students must earn at least 17 points on the final assessment evaluation (i.e., 51 points when tripled).**

### **NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE**

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

### **PARTICIPATION IN THE LEARNING COMMUNITY**

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missing 3 or more hours of a 1 credit course may result in a failing grade. For this course, any absence of more than one hour requires a makeup assignment. If you must be absent or late, please email the instructor at least several hours prior to class.

### **SPECIAL ASSISTANCE**

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructors as soon as possible. It is the responsibility of the student to make his or her disability and needs known in a timely fashion and to provide appropriate documentation and evaluations to support the

accommodations the student requests. Requests for accommodations should be routed through the Student Support Services office in Albany 206. Please review the L&C policy at: [http://www.lclark.edu/offices/student\\_support\\_services/rights/disability\\_policy/](http://www.lclark.edu/offices/student_support_services/rights/disability_policy/)

### **CPSY DEPARTMENTAL ATTENDANCE POLICY**

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

### **EVALUATION & GRADING**

|                                   |                |
|-----------------------------------|----------------|
| Participation                     | 20 pts         |
| Life map & paper                  | 40 pts         |
| Immersion paper                   | 28 pts         |
| Applied book review/demonstration | 40 pts         |
| Final self-assessment             | 72 pts*        |
| <b>TOTAL</b>                      | <b>200 pts</b> |

|               |                |                |
|---------------|----------------|----------------|
| 186-100 = 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-   |                |

Students must attain at least 51 points on the final self-assessment to receive credit for the course—regardless of grades on the other assignments.

### **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

|                   | Topic  | Readings due  | Assignment/<br>Activity due  |
|-------------------|--|---|--|
| Week 1<br>Sept 7  | Course overview: Why epistemology matters.                     |   |  |
| Week 2<br>Sept 14 | Developing a Critical Contextual Consciousness                 | M & H chap 1,<br>Frierre intro, chap 1-2<br><br>McDowell Chap 1<br>Kostic et al article   |  |
| Week 3<br>Sept 21 | Racism; Power & Privilege                                      | M & H chap 6, 15, 16, 19, & 36<br><br>McDowell, Chap 4  | Tatum. <i>Why are all the Black Kids Sitting Together?</i><br>_____<br>_____<br><br>Irving. <i>Waking up White</i><br>_____<br>_____ |
| Week 4<br>Sept 28 | Class, Socioeconomic status                                    | M & H Chap 4, 33<br><br>McDowell, Chap 2<br><br>McDowell articles<br><br><b>Submit paragraph describing proposed immersion experience</b> | Folbre, <i>Economics and Family Values</i><br>_____<br>_____<br><br>Shipler, <i>The Working Poor</i><br>_____<br>_____               |
| Week 5<br>Oct 5   | Transnational families, immigration, multicultural identities, | M & H chap 2,3, 10, 11, 14, 18, & 27<br><br>Maciel & K-M article  | Kessler, <i>Stubborn Twig</i><br>_____<br>_____  |
| Week 6<br>Oct 12  | spirituality, resilience, trauma, & disabilities               | M & H Chap 5, 7, 29, 31, 34<br><br>Brown article  | Loewen, <i>Sundown Towns</i><br>_____<br>_____   |
| Week 7<br>Oct 19  | Construction of Gender identity                                | KM in press article<br><br>McDowell chap 3<br><br>Giamattei article   | Fine, <i>Delusions of gender</i><br>_____<br>_____<br><br>Serano, <i>Transsexual woman on sexism</i><br>_____<br>_____               |

|                   |  |   |  |
|-------------------|--|---|--|
| Week 8<br>Oct 26  | Gender, Power, and Intimacy                      | KM & M chap 4- 6 & 15-17  | Kimmel, <i>Guyland</i><br>_____<br>_____<br>Pascoe, <i>Dude You're a Fag</i><br>_____<br>_____ |
| Week 9<br>Nov 2   | Gendered Power in Cultural Contexts              | K-M & M chap 11-14<br>M& H chap 23                                | Share immersion experiences<br><br><b>Immersion Reflection paper due</b>                       |
| Week 10<br>Nov 9  | Gender, Parenting, & Caregiving                  | KM & M chap 7-10<br>Lev article                                   | Instructor life map  |
| Week 11<br>Nov 16 | Justice oriented practice                        | McDowell chap 6 & 7<br>Almeida article                            | Share life maps<br>_____<br>_____<br>_____<br><b>All Life Map Papers Due</b>                   |
| Week 12<br>Nov 23 | No class meeting.                                | Create a draft of final assessment paper                          |  |
| Week 13<br>Nov 30 | Justice oriented practice: self of therapist     | M & H 20-22<br>Pandit article<br>Garcia article                   | Share life maps<br>_____<br>_____<br>_____   |
| Week 14<br>Dec 7  | Justice oriented practice: heterosexism & LGBTQI | M & H chap 25-26<br>McDowell, chap 5<br>Malpas article M&H chap 9 | Share life maps<br>_____<br>_____<br>_____<br><b>Self assessment paper due</b>                 |
| Week 15<br>Dec 14 | <b>Attendance absolutely required</b>            |   | Share life maps<br>_____<br>_____<br>_____<br><br>Wrap up                                      |

### Grading Rubric for Self-Assessment Paper

| Course Objectives  | Marginal (1pt)  | Emerging (2 pts)  | Proficient (3 pts)  | Accomplished (4 pts)   |
|--|---|---|---|--|
| <b>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.</b>  | Minimally aware of the ways in which contextual and systemic dynamics impacting interpersonal relationships: identifies variables but makes no connection with personal and social issues                         | Somewhat aware of the ways in which contextual and systemic dynamics impacting interpersonal relationships: names variables limited illustration of their impact on personal and family issues.           | Generally aware of the ways in which contextual and systemic dynamics impacting interpersonal relationships: identifies variables, describes a sense of their interconnectedness and impact in personal, family and community life.   | Consistently aware of the ways in which contextual and systemic dynamics impacting interpersonal relationships: identifies variables, understands their interconnectedness and impact in personal, family and community life.  |
| <b>Consider the impact of larger societal systems (e.g., legal system, social services, schools, medical systems, etc.) on clients' health and well-being</b>  | Minimally aware of the ways in which various systems (medical, legal, etc) impact clients' lives. Identifies systems without articulating their connection and impact.  | Somewhat aware of the ways in which various systems (medical, legal, etc) impact clients' lives. Identifies systems, articulating a sense of their connection and impact.                                 | Generally aware of the ways in which various systems (medical, legal etc) impact clients' lives. Identifies systems, articulating their connection and impact and begins to Integrate issues of context and identity in the ways these systems impact a therapeutic system. | Consistently aware of the ways in which various systems (medical, legal, etc) impact clients' lives. Identifies systems, articulating their connection and impact. Integrates issues of context and identity and details the ways these systems impact a therapeutic system. |
| <b>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).</b> | Limited recognition of how therapist interventions can be sensitive to clients unique socio-contextual experiences and thus likely to inadvertently reinforce societal inequities.                                | 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       | Emerging reflective practice, responds effectively, Demonstrates comfort with and commitment to working on addressing issues of privilege and oppression, generally effective in role play practice   | Reflective practice, responds effectively; Not only comfortable but excited about growth and looks forward to working addressing issues of privilege and oppression, effective in role play practice   |
| <b>Begin to demonstrate awareness of how to empower clients and their relational systems to establish effective relationships with each other and larger systems.</b>  | Minimal identification of issues of privilege and oppression; cultural differences; the role of a cultural broker; differentiation between cultural values and to be respected and issues of power and privilege. | Identification of issues of privilege and oppression; cultural differences; the role of a cultural broker; differentiation between cultural values and to be respected and issues of power and privilege. | Identification, integration and articulation of issues of privilege and oppression; cultural differences; the role of a cultural broker; Emerging ability to differentiate between respect for cultural values and issues of power and privilege.                           | Identification, integration and articulation of issues of privilege and oppression; cultural differences; the role of a cultural broker; Consistently able to differentiate between respecting cultural values and issues of power and privilege.                            |
| <b>Self-assessment of personal response to own history and social location and its impact on personal relationships and clinical practice.</b>   | Minimal curiosity and willingness to examine own personal history and biases, social location and accountability; recognition of how issues of power play out in interpersonal relationships; humility.           | Some curiosity and willingness to examine own personal history and biases, social location and accountability; recognition of how issues of power play out in interpersonal relationships; humility.      | Generally curious and willing to examine own personal history and biases, social location and accountability; emerging recognition of how issues of power play out in interpersonal relationships; 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; humility.  |

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|---|---|--|--|--|
| <p><b>Paper is clearly written and organized, well-referenced, and conforms to APA style.</b></p> | <p>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.</p> | <p>Writing is sometimes hard to follow with some organization problems. References are limited and there are some errors in APA style.</p> | <p>Writing is generally clear and easy to follow. Paper is organized and most points are well articulated. Paper is appropriately referenced with very minimal APA errors.</p> | <p>Writing is exceptionally clear and easy to follow. Major points are well articulated and organization provides an excellent overview of the issues and conclusions. Paper is appropriately referenced with no APA errors.</p> |
| <p><b>Total</b></p> <p><b>24 possible</b></p>   |   |  |  |  |