



LEWIS

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

& CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

**MCFT 563-01: Treatment Issues in Family Therapy: Polyamory Fall 2017**

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Time & Day: Friday, 9am – 12:00pm,

Instructor: Justin Rock, MA LPC

Location: York Graduate Center, Room 115

Contact Information: [rock@lclark.edu](mailto:rock@lclark.edu) cell: 503.928.4258 (email is preferred)

Office Hours: By appointment

#### CATALOG DESCRIPTION

This class addresses clinical family therapy with polyamorous and non-monogamous family systems. Participants will explore polyamory terms and conditions, family therapy modalities and their application to polyamorous families, sexual ethics and issues of parenting and children in non-traditional family systems 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.

#### MCFT STUDENT LEARNING OUTCOMES

This course promotes the following MCFT program 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

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 humanistic counseling skill with polyamorous couples and families

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

REQUIRED TEXT

Barker, M. (2012). *Rewriting the Rules: An Integrative Guide to Sex, Love and Relationships.* New York and London: Routledge.

Articles listed below in Class Schedule

RECOMMENDED TEXTS

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.

ASSIGNMENTS

**Class participation:** 50 points (5 class meetings, 10 points each). Experiential learning and class discussions are made stronger by student participation. You will be asked to demonstrate your current understanding of polyamory family considerations in counseling and engage with the course and its material. Opportunities for class participation will be provided in large and small group discussions, role playing.

**Process Papers:** 50 points (5 papers, 1 per week). 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?

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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.

**Project:** 50 points (Final Class). 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.

### GRADING

The distributions of letter grades are outlined below. Letter "A" grades are reserved for outstanding work. Grades on the border may be determined by attendance and demonstration of completing readings prior to each class session.

93-100 = A  
90-92 = A-  
88-89 = B+  
83-87 = B  
80-82 = B-  
78-79 = C+  
73-77 = C  
70-72 = C

### ASSIGNMENT COMPLETION/GRADING

The projects are due and presented during the fifth class meeting. Students are expected to proactively communicate with the instructor (e.g., email, phone, schedule a meeting) if questions or problems arise. If an unexpected life event should occur that prevents a student from completing the assignments and/or attending the class meetings, it is expected that students will communicate in a professional and timely manner (e.g., as early as possible) with the instructor to discuss accommodations. Communicating concerns regarding assignments with the instructor at the time of a project deadline (e.g., during the second class meeting) or after the deadline will result in lost points and a reduced grade.

### CONFIDENTIALITY, SELF-DISCLOSURE AND ETHICS

This course requires role-playing and other experiential learning activities to enhance your understanding of the concepts discussed in class. During these activities you will be asked to "act" as a client and/or a therapist and review personal beliefs. In these role-play activities, experiential activities, readings, and assignments a colleague may say something personally important and/or confidential. It is your duty as a colleague and mental health professionals-in-training to maintain confidentiality and trust. Students are not required to share personal information as part of the classroom dynamics, or as a requirement for any evaluation or grading purposes. Therefore, students are asked to be intentional about what they choose to share in the class during classroom activities. Please adhere to the American Association of Marriage and Family Therapy code of ethics (AAMFT) or to the professional code of ethics of your allegiance.

### ACADEMIC INTEGRITY

Academic integrity is vital to preserve the mission of higher education. Students are responsible for ethical scholarship. Students who do not engage in ethical scholarship are missing the point of an

education and may also be referred to the College Honor Board. A tutorial for academic integrity is available at <http://library.lclark.edu/reference/plagiarism/>

**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.

**ACCESSIBILITY ACCOMMODATION**

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. In the event of course materials or classrooms discussions bring about extreme discomfort or distress, please inform your instructor and/or the Lewis and Clark Counseling Service at 503-768-7160 begin\_of\_the\_skype\_highlighting. end\_of\_the\_skype\_highlightingIf Counseling Service staff are not available, students in crisis may access help 24/7 through the Multnomah County Crisis Line at 503-988-4888end\_of\_the\_skype\_highlighting, or the National Hopeline at 1-800-273-TALK. begin\_of\_the\_skype\_highlighting. Campus Safety staff are also available 24/7 to respond to emergencies, and can be reached at 503-768-7777. In a life-threatening crisis, students may also call 911.

CLASS SCHEDULE

DATE	TOPIC	READING
Class 1: 9/29/2017	<p>Introduction to Polyamory          Social-Historical Context in the US          What brings polyamory to your office</p> <p><b>Due:</b> Reflection Paper</p>	<p>Barker, M. (2012). <i>Rewriting the Rules: An Integrative Guide to Sex, Love and Relationships</i>. New York and London: Routledge. (Introduction &amp; 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., &amp; 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., &amp; 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: 10/6/2017	Guest Speaker(s)	Barker, M. (2012). <i>Rewriting the Rules: An Integrative Guide to</i>

	<p><b>Due:</b> Reflection Paper</p>	<p>Sex, Love and Relationships. New York and London: Routledge. (Chapters 2-4)</p> <p>Knudson-Martin, C. (2015). When Therapy Challenges Patriarchy: Undoing Gendered Power in Heterosexual Couple Relationships. In C. Knudson-Martin, M. A. Wells, &amp; S. K. Samman (Eds.), <b>Socio-Emotional Relationship Therapy</b> (pp. 15–26). Springer International Publishing.</p> <p>Manley, M. H., &amp; Diamond, L. M. (n.d.). Polyamory, Monoamory, and Sexual Fluidity: A Longitudinal Study of Identity and Sexual Trajectories. <a href="https://doi.org/10.1037/sgd0000098">https://doi.org/10.1037/sgd0000098</a></p> <p>Zambrano, M. (1999). Paradigms of polyamory. <i>Journal of Lesbian Studies</i>, 3(1-2), 151–155.</p>
Class 3: 10/13/2017	<p>Forgotten Issues Issues of Power FT Modalities &amp; Polyamory</p> <p><b>Due:</b> Reflection Paper</p>	<p>Barker, M. (2012). Rewriting the Rules: An Integrative Guide to Sex, Love and Relationships. New York and London: Routledge. (Chapters 5-6)</p> <p>Anapol, D., Ph.D. author Polyamory in the 21st Century, &amp; The Seven Natural Laws. (2010). <b>Polyamory in the 21st Century: Love and Intimacy with Multiple Partners</b>. Rowman &amp; Littlefield Publishers. (Chapter 7)</p> <p>Girard, A., &amp; Brownlee, A. (2015). Assessment guidelines and clinical implications for therapists working with couples in sexually open marriages. <b>Sexual and Relationship Therapy</b></p>

		<b><i>Journal of the British Association for Sexual and Relationship Therapy, 30(4), 462–474.</i></b>
Class 4: 10/20/2017	Guest Speaker(s) Case Studies  <b>Due:</b> Reflection Paper	Barker, M. (2012). <i>Rewriting the Rules: An Integrative Guide to Sex, Love and Relationships</i> . New York and London: Routledge. (Chapters 7-9)  Berry, M. D., & Barker, M. (2014). Extraordinary interventions for extraordinary clients: existential sex therapy and open non-monogamy. <b><i>Sexual and Relationship Therapy: Journal of the British Association for Sexual and Relationship Therapy, 29(1), 21–30.</i></b>  Henrich, R., & Trawinski, C. (2016). Social and therapeutic challenges facing polyamorous clients. <b><i>Sexual and Relationship Therapy: Journal of the British Association for Sexual and Relationship Therapy, 31(3), 376–390.</i></b>
Class 5: 10/27/2017	Project  <b>Due:</b> Reflection Paper & Project	Barker, M. (2012). <i>Rewriting the Rules: An Integrative Guide to Sex, Love and Relationships</i> . New York and London: Routledge. (Chapter 10)  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. <b><i>Personality and Social Psychology Review: An Official Journal of the Society for Personality and Social Psychology, Inc, 17(2), 124–141.</i></b>