



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

- *Mission Statement, Lewis & Clark College*

## MCFT 511-01 & 02 EQUITY IN FAMILY THERAPY FALL 2018

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<b>Time &amp; Day:</b>	Section 1—Monday 9:00-12:15 (9/10-11/12) and 9-4 Thur 10/11 & 10/25 Section 2—Monday 1:00-4:15 (9/10-11/12) and 9-4 Thur 10/11 & 10/25
<b>Place:</b>	Rogers 219 (Mondays) South Chapel (Thursdays)
<b>Instructor:</b>	Carmen Knudson-Martin, PhD
<b>Office Hours:</b>	Tuesdays 2:00-3:30; Wednesdays 11-12:30 (please phone the CPSY office 503-763-6060 to schedule an appointment)
<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 important that we develop an atmosphere of trust and openness in the classroom. The instructor will seek to foster an environment in which each class member is able to hear and respect each other, drawing on the guidelines for a relational approach to social justice. It is critical that each class member show respect for all worldviews expressed in class; however experiencing discomfort is also part of the process of consciousness-raising. 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**

- Lareau, A. (2011). *Unequal childhoods: Class, race, and family life*. Berkeley, CA: University of California Press.
- McDowell, T. (2015). *Applying critical social theories to family therapy practice*. AFTA SpringerBriefs in Family Therapy. New York, NY
- Mock, J. (2014). *Redefining realness: My path to womanhood, identity, love & so much more*. New York, NY: Atria.
- Smith, M. D. (2016). *Invisible man, got the world watching: A young black man's education*. New York, NY: Nation Books.

McDowell, T., Knudson-Martin, C., & Bermudez, J. M. (2018). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice*. New York: NYH: Routledge.

**Required Digital Course Pack (purchase through bookstore)**

1. McGoldrick, M & Hardy, K. V. (2008). Introduction In M. McGoldrick & K. V. Hardy (Eds). *Revisioning Family therapy: Race, culture, & gender in clinical practice*, 2<sup>nd</sup> ed. (pp. 3-24). New York, NY: Guilford Press
2. Adams et al. (2018). Core concepts for social justice education. In M. Adams et al. Reading for diversity and social justice (pp. 1-21).
3. Tatum, B. (1997). Why are all the black kids sitting together in the cafeteria? (pp. 3-28) New York, NY: Basic books. 978-0465083619
4. McIntosh, P. (2008). White privilege and male privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies M. In McGoldrick & K. V. Hardy (Eds). *Revisioning Family therapy: Race, culture, & gender in clinical practice*, 2<sup>nd</sup> ed. (pp. 238-249). New York, NY: Guilford Press.
5. Folbre, N. (2002). *The invisible heart: Economics and family values* (53-80). New York, NY: The New Press.
6. Nealy, E. C . (2017). Top 10 life-affirming practices for adults and the lives of trans kids. In *Transgender children and youth: Cultivating pride and joy with families in transition* (pp. 319-326). New York, NY: W.W. Norton and Company,
7. Abudabbeh, N. (2008). My evolving identity from Arab to Palestinian to Muslim. In McGoldrick & K. V. Hardy (Eds). *Revisioning Family therapy: Race, culture, & gender in clinical practice*, 2<sup>nd</sup> ed. (pp. 204-212). New York, NY: Guilford Press.
8. Garcia-Preto, N. (2008). Latinas in the United States: Bridging two worlds. In McGoldrick & K. V. Hardy (Eds). *Revisioning Family therapy: Race, culture, & gender in clinical practice*, 2<sup>nd</sup> ed. (pp. 261-274). New York, NY: Guilford Press.
9. Fricker, M. (2007). Testimonial injustice. In *Epistemic injustice: Power and the ethics of knowing* (pp. 9-29). New York, NY: Oxford University Press.
10. Fricker, M. (2007). Hermeneutical Injustice. In *Epistemic injustice: Power and the ethics of knowing* (pp. 147-175). New York, NY: Oxford University Press.
11. Hines, P. M. (2008). Climbing up the rough side of the mountain. In McGoldrick & K. V. Hardy (Eds). *Revisioning Family therapy: Race, culture, & gender in clinical practice*, 2<sup>nd</sup> ed. (pp. 367-377). New York, NY: Guilford Press.
12. Brown, L. S. (2008). Trauma, culture, phenotype, and ethnicity. In *Cultural competence in trauma therapy: Beyond the Flashback* (pp. 153-167). Washington, DC: American Psychological Association.

13. Brown, L. S. (2008). Living with disabilities in the context of trauma In *Cultural competence in trauma therapy: Beyond the Flashback* (pp. 181-196). Washington, DC: American Psychological Association.

**Additional Required Articles** (articles may be downloaded through the library except as noted)

Brave Heart, M. Y. H., & DeBruyn, L. M. (1998). The American Indian holocaust: Healing historical unresolved grief. *American Indian and Alaska Native Mental Health Research*, 8(2), 56. (to access go to googlescholar.com and type in American Indian Holocaust. A PDF will be available to download)

D'Arrigo-Patrick, J., Hoff, C., Knudson-Martin, C., & Tuttle, A. R. (2016). Navigating critical theory and postmodernism: Social justice and therapist power in family therapy. *Family Process*. doi: 10.1111/famp.12236. Instructor will supply.

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. (2017). Gender in Couple and Family Life: Toward Inclusiveness and Equality. In S. Kelly. *Issues in couple and family life: Toward inclusiveness and equality* (pp. 153-180). New York, NY: Praeger. (Instructor will provide this reading)

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

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

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.**

Eliot, L. (2009). *Pink brain, blue brain: How small differences grow into troublesome gaps—and what we can do about it*. New York, NY: Houghton Mifflin Harcourt

Fine, C. *Delusions of gender: How our minds, society, and neurosexism create difference*. New York, NY: Norton.

- 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.
- Rojas, M. (2009). *Women of color and feminism*. Berkeley, CA: Seal Press.
- Shipler, D. K. (2004). *The working poor: Invisible in America*. New York, NY: Knopf.
- Watson, M. F. (2013). *Facing the black shadow*. Author.

## 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 is important to your professional development. Please proof read your writing and be coherent with your writing style.

### 1. **Participation** (50 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.
- Participate in small group discussions and role-plays.
- Follow up on requests the instructor may make to improve assignments.
- Take a **relational approach to social justice**
  - Learn through mutual dialogue (rather than debate)

Share and receive one another's stories  
 Value the uniqueness of each voice  
 Be open to changing your perspective

- Practice reflective self-awareness
  - Discern the influence/limits of own context
  - Be mindful of impact on others—accountability
  - Clarify values and their source
- Seek complexity
  - Engage the personal, the emotional
  - Embrace both/and
  - Nepantla—entering into multiple, often conflicting sociopolitical worlds
- Take risks
  - Engage differences
  - Imagine alternatives (this is a form of resistance)
  - Active engagement=vulnerability
- Take responsibility
  - For your actions
  - For unearned privilege
  - For being proactive about repair

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

CLASS PARTICIPATION EXPECTATIONS	Possible points	Points demonstrated
Prompt and dependable presence in the class.	10	
Prepares for class by immersing self in course readings and reflecting on their application to personal practice.	10	
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in the practice of MCFT.	10	
Contributes to the reflection of other class members and the group project as a whole.	10	
Helps to create an atmosphere of safety and mutual respect among all class members.	10	
<b>TOTAL</b>	<b>50</b>	

2) **Immersion experience (28 points).** *Due Oct 25.* This 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 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 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 people in a sociocultural context different than your own. 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 2-3 page written summary and reflection of your immersion experience on Oct 25. Your reflection will be evaluated on your reflective responses to the following:

<b>Cultural Emersion Experience</b>	<b>Possible Points</b>	<b>Points Demonstrated</b>
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	
<b>TOTAL</b>	<b>28</b>	

**3. Life map. 50 points. Due Nov 5**

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 your intersecting social locations.

- 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 are stand out 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 how gender, class, race, sexual orientation, spirituality/religion, nation of origin, migration, physical and mental abilities, and other social and contextual issues intersect in your life; (b) specific and concrete ways these intersecting social locations afforded you privilege as well as lack of privilege in your day to day life; (c) how these sociocultural contexts framed significant events in your life and the resources/strengths that helped you overcome difficult times, and (d) the impact of these sociocultural contexts on your journey toward becoming a family therapist and what you bring to your new profession.

B) You will share your life map with the class (15-20 minutes). The group 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 5-6 page paper in which you integrate material from course readings with your reflections regarding 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)</b>	<b>Possible Points</b>	<b>Points Demonstrated</b>
(a) Presentation of the life map you created and what it shows overall regarding how your intersecting social locations impact your personal and professional development.	6	
b) Paper discusses your journey relative to your experience, attitudes, and awareness of how gender, class, race, sexual orientation, spirituality/religion, nation of origin, migration, physical and mental abilities, and other social and contextual issues intersect in your life.	6	
(c) Paper includes specific and concrete ways in which you have privilege in everyday life, as well as ways you lack privilege (access & opportunity in everyday life)	6	
d) Paper addresses how your intersecting sociocultural contexts impacted your experience of significant life events and the resources/strengths that helped you overcome difficult times.	6	
(f) Paper describes how the above contribute to your what you bring to your role as family therapist.	6	
(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	
<b>TOTAL</b>	<b>50</b>	



**6. Final Self-assessment.** *72 points – Due Nov 19* (5-7 pages).

Use either Mychal Smith or Janet Mock’s life story as a case example from which to complete a self-assessment of 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.

Upload this assignment on Taskstream no later than Nov 15. **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).**

### EVALUATION & GRADING

Participation	50 pts
Life map & paper	50 pts
Immersion paper	28 pts
Final self-assessment	72 pts*
TOTAL	200 pts

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.

**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.

**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.

## COURSE SCHEDULE

	<b>Topic</b>	<b>Readings due</b>	<b>Assignment/ Activity due</b>
Sept 10	Course Overview & Relational Approach to Social Justice	McGoldrick & Hardy CP1 McDowell Chap 1	
Sept 17	Identities, social location, & power	Adams et al CP2 Tatum CP3 McIntosh CP4	
Sept 24	Heteropatriarchy	McDowell, Chap 3 & 5 Knudson-Martin Giammettei	<b>Submit paragraph describing proposed immersion experience</b>
Oct 1	Hermeneutic Injustice	Fricker CP 9 & 10	
Oct 8	Intersections of power	Smith (whole book, esp chapters 4-conclusion)  McDowell, chap 4	
Thursday Oct 11  9-4	Class, Socioeconomic status	McDowell Chap 2 Folbre CP5 Lareau chap 1, 2, & 13 and assigned chapter  McDowell 2012 article	
Oct 15	Socioculturally attuned practice	McDowell et al (2018) chap 14  D'Arrigo-Patrick  McDowell, chap 6	
Oct 22	Transforming life stories	Mock (entire book)  Nealy CP 6	Life Maps  _____  _____
Oct 25 Thursday 9-4	Multicultural identities, sociocultural attunement, & witnessing	Abudabbeh CP7 Garcia-Preto CP8 Maciel article Pandit article	<b>Emersion Reflection Paper Due</b>

Oct 29	Historical Injustice, spirituality,	Brave Heart & De Bruyn Hines CP11	Life Maps _____ _____
Nov 5	trauma, & disabilities	Brown CP 12 & CP13	Life Map Papers due Life Maps _____ _____
Nov 12	Developing equitable practice	McDowell, K-M, & Bermudez chap 3  McDowell Chap 7  Garcia et al.	Life Maps _____ _____
Nov 19	Application and Self-Evaluation (no class meeting)		Final Paper due on Taskstream

### **Guiding questions to prepare for MCFT 511 class discussion**

As you do the assigned readings, reflect on the following questions and make notes on your responses. Be prepared to share your perspectives in class.

1. From what perspectives (personal, academic, and clinical locations) are the authors writing? How does this shape their work and contributions to equity in family therapy?
  
2. What ideas/concepts in this reading
  - a. Resonate with my previous knowledge and experience?
  - b. Stimulate new thoughts or questions for me?
  
3. How is my response to this reading informed by my personal experience within my intersecting social locations?
  
4. What specific practice implications are relevant to me given my social location, privilege/marginalization, and process of professional development?



### 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.

<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>				