



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

**MCFT 563-02/CPSY 598-02 Place, Time, & Environmental Justice
SPRING 2021**

Time & Day: Saturday, January 30 & Saturday February 27, 2021; 9:00am-5:30pm

Place: Online (Zoom)

Instructor: Carmen Knudson-Martin, PhD

Office Hours: email to arrange virtual meeting

Phone: 503-768-6092 (office message); 909-262-7725 (cell)

E-Mail: carmen@lclark.edu

CREDITS: 1 semester unit

COURSE DESCRIPTION

This course integrates critical geography into the practice of family therapy/counseling focusing on the impact of space and place; offering "family cartography" as a therapeutic tool. Participants explore 1) privacy, personal space, social interactions, 2) safety in community and social life, 3) relationships between social class and mobility, 4) dynamics of boundaries and resistance, and (5) relevance of these for case conceptualization and treatment planning.

COURSE OBJECTIVES

Participants will

1. Gain a better understanding of the impact of space on mental and relational health;
2. Expand their understanding of the dynamics of power and privilege in relationship to quality of space,
3. Have working knowledge of environmental justice in relationship to therapeutic practice, and
4. Explore using at least one practical tool for critically examining the relationship between space, place, and social justice.

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 2.2: Students' clinical practice demonstrates attention to social justice and cultural democracy.

Required Readings—Accessible via Watzek Library**January 30—AM**

McDowell, T. (2015). *Applying critical social theories to family therapy practice*, chapter 6, Pace, place, and just practice. AFTA Springer Briefs in Family Therapy, Springer.

McCulloch, A. (2001). Social environments and health: Cross sectional national survey. *BMJ*, 323, 208-9.

Bateson, G. (1972). *Steps to an ecology of mind: Collected essays in anthropology, psychiatry, evolution, and epistemology*. (pp. 494-501: The roots of ecological crisis). London, UK: Jason Aronson Inc. (on Moodle)

January 30—PM

Dominelli, L., (2013). Environmental justice at the heart of social work practice: Greening the profession. *International Journal of Social Welfare*, 22, 431-439

Laszloffy, T. A. (2019). Evaluating how mental, physical, and relational health are tied to ecological issues. In Laszloffy, T. A., & Twist, M. L.C. (Eds.). *Eco-informed practice: Family therapy in an age of ecological peril* (pp. 21-32). AFTA Springer Briefs in Family Therapy, Springer.

Magistro, C. (2014). Relational dimensions of environmental crisis: Insights from Boszormenyi-Nagy's Contextual Therapy. *Journal of Systemic Therapies*, 33(3), 17-28

February 27—AM

Carvalho, D. S., & Platt, J. (2019). Indigenous healing: Mental health and the path of the condor. In Laszloffy, T. A., & Twist, M. L.C. (Eds.). *Eco-informed practice: Family therapy in an age of ecological peril* (pp. 87-100). AFTA Springer Briefs in Family Therapy, Springer.

Fraenkel, P. & Cho, W. (2020). Reaching up, down, in, and around: Couple and family coping during the corona virus pandemic. *Family Process*, 59, 825-831.

Hechter, S. A., & Fife, S. T. (2019). Children and nature. In Laszloffy, T. A., & Twist, M. L.C. (Eds.). *Eco-informed practice: Family therapy in an age of ecological peril* (pp. 45-58). AFTA Springer Briefs in Family Therapy, Springer.

Lee, W. Y. (2020). The musings of a family therapist in Asia when COVID-19 struck. *Family Process*, 59, 1018-1023.

February 27—PM

Killian K. D. (2016). Time, trauma, and ambiguous loss. In L. L. Charlés & G. Samarasinghe (2016). *Family therapy in global humanitarian contexts* (pp. 77-90). AFTA Springer Briefs in Family Therapy, Springer.

Woodbury, Z. (2019). Climate trauma: toward a new taxonomy of trauma. *Ecopsychology*, 11, 1-7.

COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFRTB task statements	Evaluated by
1 Gain a better understanding of the impact of space on mental and relational health.	SLO 1.1 SLO 1.2	CC 1.2.1 CC 1.2.2 CC 2.3.1 TS 02.08 TS 05.09	Class Participation Integration Paper
2. Expand their understanding of the dynamics of power and privilege in relationship to quality of space.	SLO 1.1 SLO 1.2	CC 1.2.1 CC 2.2.3 TS01.04 TS 02.06 TS 02.11	Class Participation Family Cartography Integration Paper
3 Have working knowledge of environmental justice in relationship to therapeutic practice.	SLO 2.2	CC 4.1.1 CC 4.3.2 CC 4.3.8 CC 4.5.3 TS 01.04 TS 03.11	Integration Paper
4. Explore using at least one practical tool for critically examining the relationship between space, place, and social justice.	SLO 2.2	CC 2.2.3 CC 2.3.1 CC 4.4.1 CC 4.3.2 CC 4.3.8 TS 01.04 TS 03.11	Family Cartography Integration Paper

LEARNING IN THE CONTEXT OF COVID-19

We are in this together. We are coming together to learn and develop as family therapists-in-training in an unprecedented time. We did not sign up for sickness, social distancing, the sudden end of our collective lives together on campus, and online classes, yet we face these conditions. Our current global situation requires we adapt physically, behaviorally, mentally and emotionally and be attentive to our relationships with one another, knowing that the resources and privileges available to each of us as we navigate this crisis from our unique intersecting identities vary considerably. It is crucial that we do our best to approach our learning with grace and understanding for ourselves and of each other; that we do not disengage and give up, and instead creatively find and develop our personal and collective sources of resilience.

We remain professional. Responding to the COVID crisis makes visible new challenges and opportunities for the professional practice of family therapy. Like most mental health services during the pandemic, this course will be online via Zoom. This will enable us to achieve the best possible professional development experience while adhering to public health safety precautions. Though gathering from our personal spaces (formerly private), when we gather on Zoom we are entering professional space. Each of us needs to be responsible regarding our surroundings, how we present ourselves, and how we engage--as in any professional venue.

Engaging across virtual space. Like most therapists/counselors in the field, we long to meet face-to-face, to connect and engage with each other through all our senses. Engaging across virtual space takes more intentionality. Because our cameras do not move when our eyes/bodies move, we will not always be able to tell who is about to speak or have the experience of direct eye contact. We will need to attend more fully to others and take responsibility for participating in group discussions in ways that expand our prior classroom styles. Like good clinicians, you will need to look for possibilities that this new way of engaging affords--to see and welcome new opportunities for growth arising from our situation.

Guidelines for this Zoom course. Each instructor structures online learning somewhat differently. In this class:

- Open your video so we can all see each other.
- Mute your sound when you are not speaking, except in small breakout groups.
- Use the gallery view in Zoom during class discussion. When the instructor or a student is presenting, switch to speaker view.
- Wave your hand when you want to speak. Feel free to assist the instructor in noticing if someone wants to speak and has been missed.
- Please do NOT use the chat feature in this class.

Requirements for online learning. For the best shared learning experience you will need:

- A quiet space as private as possible given your circumstances
- A computer - PC or Macintosh- with a stable Internet connection. Higher speed Internet connections (cable modem, DSL) are strongly recommended.
- A camera built in or attached to your computer.
- The most current version of the browser Firefox or Chrome.
 - Download Firefox <http://www.mozilla.org/en-US/firefox/new/>
 - Download Chrome <https://www.google.com/chrome/browser/desktop/index.html>
- The most current version of Zoom downloaded as an application on your computer
 - Download Zoom <https://zoom.us/download>
 - Sign in with your Lewis & Clark email account
 - For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>
- A "technology back-up" plan.

COURSE REQUIREMENTS

1. Participation and Class Preparation (20 points)

- A. Attend and participate in **the entire** class meetings. Missing class is not an option.
- B. Prepare for class discussion by reading the required articles and identifying at least two questions or reflections for each that you would like to share with the class.
- C. Respectfully engage with other students and/or the instructor in a spirit of openness and curiosity.

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

CLASS PARTICIPATION COMPETENCIES	Possible Points	Points demonstrated
Prompt and engaged presence in the class.	10	
Comes to class prepared with questions and/reflections on course reading and observations of clinical videos	5	
Engages in course activities with a spirit of openness and curiosity and helps to create an atmosphere of safety and mutual respect among all class members.	5	
TOTAL	20	

2). **Family of Origin Cartography.** (10 points)

During the first day of class you will begin to create your family cartography map. On the second day you will share your map with a small group. Be prepared to describe what you learned and answer questions. The instructor will visit each group to document that each person has completed this assignment.

Guidelines for creating the map will be provided in class. Questions for reflection and sharing include:

- Describe the setting – physical environment, town and neighborhood - in which you grew up.
- What kinds of social interactions were available to you in this setting? Where were you and your family able to go and not go in this setting? How safe did you feel? What level of privacy and personal space did this setting provide?
- How did this setting affect your family life? You as an individual?
- Describe the power dynamics in this setting. Include race, class, gender, sexual orientation, abilities, nation of origin, language and any other signifiers that are relevant.
- How did these power dynamics affect you and your family? In what ways did you and/or your family members participate in the oppression or marginalization of others? How were you and your family oppressed or marginalized?
- Describe the physical environment and climate in the area in which you were raised.
- How did the climate affect your family life? You as an individual?
- Describe the home in which you lived.
- What kinds of social interactions were available to you in and around your home? In what areas of the home did you spend the most time and why? Where were you able to go and not go in your home and why? How safe did you feel in various spaces in your home? What level of privacy and personal space did this setting provide?
- Who was in your family? Who had the most power? How was the power enacted?
- How do these power dynamics reflect the broader power dynamics in your community?
- Describe the climate(s) in your family. Who controlled the climate and how?

- How did this climate affect relationships in the family? How did this climate affect you as an individual?
- What spaces on your map reflect sites of oppression? Describe the relationships in these sites.
- Where are sites of resistance? Describe the relationships in these sites.
- How did you and/or your family resist oppression? Where, what and how did you learn to resist oppression?
- What types of resiliency did you develop as a result of this geography?

3) **Personal Integration paper.** (5-8 pages + references, double-spaced)

Upload to Moodle. **Due Wednesday March 10.** (70 points)

The purpose of the personal integration paper is for each student to reflect on the course readings and activities in light of their own professional roles and practice. The paper should include:

- Personal Family of Origin Cartography. Summarize your take-aways regarding the impact of issues related the physical environment, space, power outside and within the family, sites of resistance, and sources of resilience as they relate to self of the therapist/counselor.
- Principles to guide your eco-informed practice. The principles that you are taking from this class and how you envision integrating them into your practice. Please make citations to course readings.
- A Case Example. Share an example to illustrate how you would conceptualize a case in terms of time, place, and environmental justice and how you would work with this case. The case can be a real case that you have access or one you create.

Personal Integration Paper	Possible points	Points demonstrated
Summary of cartography discusses the impact of the physical environment, space, power outside and within the family, sites of resistance, and sources of resilience as they relate to self of the therapist/counselor.	20	
Discusses the principles you are taking from this class and how you envision integrating them into your practice.	20	
Case example conceptualizes a case in terms of time, place, and environmental justice and describes a plan for how to work with these issues in this case.	20	
Paper is well written in APA style and includes references to course readings.	10	
TOTAL	70	

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/ACCOMMODATIONS

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.

CTSP 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.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

LINKS TO LEWIS & CLARK GRADUATE SCHOOL ESSENTIAL POLICIES

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

EVALUATION AND GRADING

Grades for this course will be determined as follows:

Participation	20 pts
Family Cartography	10 pts
Personal Integration paper	70 pts
Total	100 pts

94-100 = A	90-93.5 = A-	88-89.5 = B+
83-87.5 = B	80-82.5 = B-	78-79 = C+
73-77.5 = C	70-72 = C-	

LATE PAPERS AND PAGE LIMITS

Late papers will be reduced 10% per day. Papers not within the listed page limits will also be reduced 10% per page over or under.

COURSE SCHEDULE

	Topics	Readings & Assignments
January 30--AM	Foundations of Critical Geography, Environmental Justice, and Health	McDowell (2015) McCulloch (2001) Bateson (1972)
January 30—PM	Assessing and Mapping Impact of Time, Place, and Space	Dominelli (2013) Laszloffy (2019) Magistro (2014)
February 27—AM	Environmental Justice in Clinical Practice;	Carvalho & Platt (2019) Fraenkel & Cho (2020) Hechter & Fife (2019) Lee (2020)
February 27—PM	Environmental Justice and Trauma.	Killian (2016) Woodbury (2019)
March 10 (Wednes day)	Personal integration of course readings and activities	Integration Paper due on Moodle by end of the day.