



INSTRUCTOR	
Justin D. Henderson, Ph.D., NCC, <i>Licensed Psychologist</i> Assistant Professor of Professional Mental Health Counseling Director of Lewis & Clark Community Counseling Center	
Office:	Lewis & Clark Community Counseling Center 4445 SW Barbur Blvd., Suite 205
E-mail:	justinhenderson@lclark.edu
Office Hours:	By appointment

COURSE DESCRIPTION
This course is required for completion of the L&C Eating Disorders Certificate. L&C students may also take the course as an elective. Additionally, the course may be taken for continuing education through L&C Center for Community Engagement. The class focuses on the impact of body politics on our everyday lives, including: the processes of privilege and oppression associated with the social construction of ideal bodies; the social control and self-policing of our physical selves; and role of systems and institutions have on the body. Class time will be spent in a variety of activities including brief lectures, group discussion, role-plays, and other forms of engaged learning.

OBJECTIVES
The participant will: <ol style="list-style-type: none">1. Gain a better understanding of how looks, body size, race, age, abilities, and gender politics impact relationship to self, intimate partners, families, and social relationships;2. Raise awareness of contextual self-of-the-counselor in relationship to our own bodies and the impact of our biases on therapeutic processes;3. Develop a deeper understanding of the relationship between body politics and disordered eating, and4. Understand the impact systems (e.g., healthcare, politics, media, food industry) has on bodies and embodied experiences of clients5. Practice using at least one method for raising critical awareness around bodies and power with clients in therapy.

CTSP DEPARTMENT 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 (i.e., 1.5 hours for a 15 hour class; 1 credit) may result in failure to complete the class. 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.

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.

EVALUATION

Classroom Discussion and Participation (20 points)

This course is heavily participatory and requires students to engage in both dyadic and experiential training methods. Students are expected to attend class in order to participate in exploring the topics in class. It is also expected that students have done the assigned readings prior to that class meeting. Classroom discussions are an opportunity to bring up questions about the assigned readings, deepen one's understanding of the issues under study, and integrate course material with one's own personal and professional experience.

Asynchronous Learning Requirements (20 points)

Part of this course will be delivered asynchronous through Moodle using video lectures and online discussion. There will be three topical areas that will be covered, including:

1. Introduction to Body Politics
2. Body Politics & The Media
3. Body Politics & COVID Pandemic

You will be required to watch each video and then complete the discussion prompt given.

“The Story of My Body” Interview and Paper (80 points)

Class participants will work in pairs or triads in the first class session to practice asking others about their experiences relative to body politics. After class, each participant will continue to work on their own to develop a critical understanding of their experience relative to their body, privilege, power, oppression, and marginalization. Participants are to complete a 5 to 8 double-spaced page paper describing their experience, addressing the following questions (10 points each):

(DUE one week after the live class):

1. Describe the context in which you grew up. Describe the power dynamics in this setting. Include physical environment, cultural and racial context, social class, etc.
2. Describe your family dynamics in general and then relative to power and bodies. How did things like looks, body size, abilities, and skin tone play out in family dynamics?
3. Describe the home in which you lived relative to access to food and eating relative to power in and out of the family. For example, who ate first, who had the right to eat more, who's eating was being watched, etc. What messages did you get about eating and your body?
4. Describe your experiences outside the family – at school, extended family, and community relative to your body.
5. How safe did you feel in these various contexts? How did you feel about your body at various ages from early memories to present? How did/do important others feel/think about your body?
6. Describe the impact of your body experiences on dating, education, career, and other important aspects of your adult life.
7. How did dominant discourses about body size, beauty, masculinity/femininity, abilities, athleticism, skin tone, etc. affect your family and other important relationships? In what ways did you and/or your family members participate in the oppression or marginalization of others relative to body politics? How were you and/or your family members oppressed and/or marginalized?
8. Reflect on the impact of your experience may have on your work as a counselor/therapist. What steps do you need to take in this area to be prepared to work with clients struggling with body image and/or disordered eating?

SUMMARY OF POINTS

Class Attendance	20 points
Asynchronous Learning.	20 points
Story of My Body Paper	80 points
TOTAL	120 points

COURSE GRADING SCALE

95-100% = A
90-94% = A-
87-89% = B+
84-86% = B
80-83% = B-
77-79% = C+
74-76% = C
70-73% = C-
≤ 69% = F

CLASS STRUCTURE AND SCHEDULE

Class Session	Topics	Readings & Assignments
Live Class	-Power Dynamics, Systems, and the Body	Szymanski, Moffitt, & Carr (2011)

<p>via Zoom</p>	<ul style="list-style-type: none"> -Food Politics & The Body -Appearance Politics & The Body -Theories of Body Image - Objectification and Surveillance -Gender, Sexuality, Race, Color, Age, Size, and Ability -Deconstructing Socialization -Body Shame -Creating a space for Empowered Embodiment -Mindfulness and Compassion for the Body -Interface of Somatic and Image -Bodies in Therapy -Clinical Application 	<p>Sexual Objectification of Women: Advances to Theory and Research. <i>The Counseling Psychologist</i>, 39(1), 6–38.</p> <p>Brewster, M. E., Sandil, R., DeBlaere, C., Breslow, A., & Eklund, A. (2017). “Do you even lift, bro?” Objectification, minority stress, and body image concerns for sexual minority men. <i>Psychology of Men & Masculinity</i>, 18(2), 87-98. http://dx.doi.org.library.lcproxy.org/10.1037/men0000043</p> <p>Rhode, D. L. (2010) <i>The Beauty Bias: The Injustice of Appearance in Life and Law</i>. Oxford University Press. Chapter 2</p> <p>The Story of My Body Interviews</p>
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**Note: This schedule is a general outline of topics covered and may change at the instructor’s discretion*