

## **FRAN 6080 Special Topics in Couple and Family Therapy: Power Relations and Diversity in Therapy**

**Fall 2015 - Winter 2016**

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Class Times	Mondays 9.00 till 11.50am

### **Course Description**

This course provides a foundational review of current perspectives within the couple and family therapy (CFT) literature that relate to the intersection of culture and oppression. Culture is defined broadly to include socially constructed dimensions of human diversity (race, social class, ethnicity, gender, disability, etc). The complexities and contradictions of various discourses in the literature are addressed. Throughout the course participants will engage in critical reflection on their personal experience, values and positioning with respect to culture and oppression. Attention is given to the translation of knowledge about power relations and about diversity discourses into practice when working as a therapist with clients, and as a colleague with other professionals.

This foundational course which highlights issues of power and diversity more generally is designed to complement others in the CFT area curriculum that provide more detail regarding how specific socially constructed dimensions of diversity (e.g., race, social class, gender, sexual orientation, disability) relate to structural inequalities, family dynamics and the therapy process.

### **\*Format**

FRAN 6080 is offered in a unique format that requires ongoing student participation over a two-year period. Each term will have three 3-hour classes.

The rationale for this two-year, four-term format is to maintain a focus on issues of power and diversity throughout each person's training in the CFT Program. Different topics are covered over this two-year period. At the same time some on-going themes related to the course objectives will be pursued. As the course unfolds, participants will expand their initial understanding of these themes through dialogue enriched by the new voices of the entering cohort.

Over the period of two years, students will move forward in their learning in a "spiral" fashion. Course assignments are designed so that students get a chance to re-visit their learning, reflect upon their journey as they move through the materials, and build upon previous experiences.

### **Registration**

Students register for the course at the beginning of the winter term in the second year (January 2016 for students entering Fall 2014).

### **Objectives** (see page 5 for ESLOs]

- To expand knowledge of foundational perspectives on power relations and diversity in therapy. These will include liberal-humanist, structural, and narrative perspectives. To understand the construction of multiple and fluid identities. [ESLO 4a, ESLO 4b, ESLO 4c]

- To practice translating this knowledge into action that is relevant to therapy. [ESLO 4c, ESLO 4d]
- To understand as far as possible the experience of subjugation and the impact of marginalization and oppression on individual development, family process and the process of therapy. [ESLO 4c]
- To develop ability to reflexively and critically analyze power relations in interactions at the micro-level, including those interactions in which one is a participant. [ESLO 4b]
- To practice engaging in generative dialogues with others regarding power relations and diversity, including exploring and addressing these topics with those seeking therapy and those providing therapy services. [ESLO 4d]
- To critically review one's preferred professional identity (values, intentions, personal ethics) with respect to how this identity reflects one's understandings about power relations and diversity, including those understandings that relate to the legacy of one's personal history and those that are related to more recent experiences. [ESLO 4a]

### **Pedagogical Approach**

My intention as course instructor is to promote and support a *learning community* in which all members contribute positively to each other's development. A core assumption of this course is that generative dialogue among community members is an important avenue for learning that is related to diversity and power relations. In the first seminar of each academic year the class members (instructor and course participants) will jointly create a vision of what constitutes this learning community, and the guidelines for practice that are relevant to that vision. At any other point during the course the instructor or a course participant can request a review of the vision and practices.

The design of this course is based on the assumption that understanding the experience of others with respect to marginalization, privilege and culture is enhanced by exploring one's own experiences. The nature and extent of this exploration will be discussed in the first seminar of each academic year and revisited at other points in time. Grades for the course will not be contingent on disclosing specific personal information. Rather, the focus is on the ability to reflect upon and analyze one's own experiences and relate these to working as a therapist. Course participants are invited to discuss expectations with the instructor at any point during the course.

### **Required Activities (throughout the two years of the course)**

1. Reading of Written Texts and Viewing of Audio-visual Texts. Participants are expected to actively engage with the texts that have been selected for this course. Active engagement involves reading and viewing from the perspective of both head and heart; i.e., a "heartfelt thinking" point of view. Participants are also expected to take a "critical" perspective when reading and viewing texts. *Guidelines for Critical Reading of Texts* will be provided.

The intentions of this activity are: (a) to expand knowledge of foundational discourses in CFT that address power relations/diversity; (b) to be fully prepared for class-time dialogues and activities related to these texts; and (c) to have conceptual frameworks that can be transformed into practice, and then reflected upon.

2. In-class Dialogue Participation. Participants are expected to bring forward their active engagement with the written and audio-visual texts in the seminar dialogue.

The intentions of the in-class dialogue are: (a) to practice voicing one's knowledge and perspective with colleagues in a way that supports generative dialogue for everyone involved; and (b) to practice responding to others with generosity and respect for difference.

### Required Activities (Fall 2015)

3. E-dialogue- Participation. Groups of two or more course participants will engage in an email exchange, consisting of three posts per person, during the Fall term. Specific topics for the dialogue will be provided. Reading, video-viewing, or engaging in an experiential activity may be required prior to beginning the dialogue. *Guidelines for E-dialogue* will also be provided.

The intentions of this activity are: (a) to expand understanding of class material and the readings by critically examining these in written communication with others; (b) to practice generative collegial interaction; and (c) to learn how to effectively participate in this interaction using the internet which is the place where many of these kinds of dialogues between colleagues currently take place.

4(a). Turning Point Activity (First Year students): Students will write an account of a “Turning Point” in their lives. A “turning point” is an identifiable shift in meaning and beliefs. Students will choose a significant turning point in their personal lives related to any aspect of the topic of privilege or marginalization, reflect upon how this experience led to a change in how they think and feel and see themselves as a person, and then write an account about these changes. *Guidelines for the Turning Point activity* will be provided.

4(b). Statement of Intentions (Second Year students): Students will develop a written document that outlines a Statement of Intentions for incorporating analysis of power relations and diversity into their professional identity and practice with clients and colleagues. Students will draw upon their clinical work so far and their professional interactions with their colleagues and supervisors, and reflect upon the challenges they have faced in addressing power differences and diversity. Based on their experience, students will develop a statement of their intentions of how they intend to position themselves over the next 6 months of their time at CFT. *Guidelines for Statement of Intentions activity* will be provided.

### Required Activities (Winter 2016)

5. Intention into Action. This project will be done in pairs of one second year student with one first year student. It involves three steps: (1) The second year student will choose one example of action from their practice that is congruent with at least one of the intentions they outlined in their Fall paper. (2) The second year student will give an account of their action to the first year student and will discuss it with the first year student. This meeting will be video-taped for the instructor to review. (3) The first year student will write a “Narrative Letter” to the second year student as a witness to their account. *Guidelines for the Intention into Action activity* will be provided.

The intentions of this project are to: (1) to gain experience in transforming intention into action or practice with respect to therapy; (2) to reflect on the consequences and ethics of action; and (3) to practice writing a Narrative Witnessing account.

### Required Activities, Grading and Due Dates

NOTE: Written aspects of projects are to be submitted to the instructor as e-mail attachments.

Activity/Project	Links to ESLOs	% of Grade	Due Date
• Reading of written texts and viewing of audio-visual texts	4a, 4b, 4c, 4d	N.A.	Ongoing

• In-class dialogue	4a, 4b, 4c, 4d	5 (each term)	Ongoing
• E-dialogue Participation ( 3 posts each)	4a, 4b, 4c, 4d	10	E- dialogue: Before midnight, Nov 8 <sup>th</sup> , 2015.
• Turning Point Activity (1 <sup>st</sup> Yr students) (Between 5-7 pages typed, double-spaced)	4a, 4b, 4c, 4d	20	Before midnight Dec 1 <sup>st</sup> , 2015
• Statement of Intention Activity (2 <sup>nd</sup> yr students) (Between 7-10 pages typed, double-spaced )	4a, 4b, 4c, 4d	15	Before midnight Dec 1 <sup>st</sup> , 2015
• Intention into Action Activity  Video-taped Account(2 <sup>nd</sup> yr)  Narrative Letter(1 <sup>st</sup> yr)	4a, 4b, 4c, 4d	20  15	TBA

### Course/Instructor Feedback and Evaluation

Course participants are invited to provide evaluative comments at any point by making a time to meet with the instructor or arranging a phone conversation. Course participants will have an opportunity to provide written informal and anonymous course/instructor evaluation at the end of each or the two Winter terms. Formal evaluation for each cohort will take place at the end of the winter term of the second academic year. The formal evaluation includes not only FRAN Department evaluations but also CFT Program evaluations that relate to specified Expected Student Learning Outcomes and AAMFT Core Competencies (see below).

### Late or Missed Assignments

The instructor will not accept late assignments unless consideration is requested and negotiated in advance of the due date. Appropriate documentation of the reason for inability to meet specific course requirements may be required.

### Absences and Time

Attending all classes is a requirement. The course design emphasizes collaborative learning among participants. The involvement of each person in the learning community is highly valued. In the unlikely event that a class member is unable to participate, or knows in advance that they will be late, they are expected to leave a message on the instructor's phone mail. If a class member has to leave early, s/he is expected to let the instructor know in advance of the seminar meeting.

In the event that a student does not attend more than one class in a given term, and/or misses the 6 hour class, the instructor will require the student to complete additional assignments to demonstrate meeting course learning objectives.

### Academic Misconduct

Course participants are required to familiarize themselves with and follow the University of Guelph policies. Review the website: [https://www.uoguelph.ca/registrar/calendars/graduate/2015-2016/genreg/sec\\_d0e2386.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/2015-2016/genreg/sec_d0e2386.shtml)

## Educational Goals, Expected Student Learning Outcomes and AAMFT Core Competencies

FRAN 6080 has the following designated outcomes and competencies.

EDUCATIONAL GOALS (EG) AND EXPECTED STUDENT LEARNING OUTCOMES (ESLO)	
<b>SOCIAL CONTEXT AND POWER RELATIONS</b>	
<i><b>Educational Goal:</b> Students will integrate a sophisticated sensitivity to diversity into their professional identity as a couple and family therapist, privileging attention to social location/socio-cultural context and including an understanding of social justice issues and awareness of how direct and systemic marginalization, discrimination, and abuse may impact people's everyday lives.</i>	
<b>ESLO 4a.</b> Students will critically analyze how their social location, values and beliefs shape their professional identity.	
<b>ESLO 4b.</b> Students will develop abilities to critically and reflexively analyze power relations of a given situation and/or embedded in the construction of knowledge, including attention to one's own participation in these processes.	
<b>ESLO 4c.</b> Students will demonstrate awareness of and sensitivity to multi-dimensional aspects of diversity in the everyday lives of clients, including an ability to explore and articulate with clients the pertinence of potential social location issues on their experience of current concerns for therapy.	
<b>ESLO 4d.</b> Students will learn strategies to explore and address issues of diversity, marginalization, discrimination, and abuse in therapy with clients.	

**In this course, the following Core Competencies are considered at an introductory\* or more 'theoretical' level in many cases (i.e., how might these competencies be influenced by attention or inattention to power and diversity?); some are considered at a practice\*\* level (i.e., how might you adapt your practices in this area to take diversity or power more explicitly into account?). Your demonstration of these competencies is assessed primarily in various practica rather than in this course.**

CC #	Sub-domain	AAMFT CORE COMPETENCIES (CC)
1.1.3*	Conceptual	Understand the behavioral health care delivery system, its impact on the services provided and the barriers and disparities in the system.
1.2.1**	Perceptual	Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
1.3.1**	Executive	Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors.
1.3.6*	Executive	Establish and maintain appropriate and productive therapeutic alliances with the clients.
1.3.7*	Executive	Solicit and use client feedback throughout the therapeutic process.
2.1.6**	Conceptual	Assess family history and dynamics using a genogram or other assessment instruments.
3.4.5**	Professional	Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.
4.3.2**	Executive	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).
5.2.2*	Perceptual	Recognize ethical dilemmas in practice setting.
5.3.5*	Executive	Take appropriate action when ethical and legal dilemmas emerge.
5.4.1**	Evaluative	Evaluate activities related to ethics, legal issues, and practice standards.
5.4.2**	Evaluative	Monitor attitudes, personal well being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.

<b>The following core competencies should be demonstrated by each student throughout this course:</b>		
6.1.1	Conceptual	Know the extant MFT literature, research, and evidence-based practice.
6.3.1	Executive	Read current MFT and other professional literature.
6.3.3	Executive	Critique professional research and assess the quality of research studies and program evaluation in the literature.
6.4.1	Evaluative	Evaluate knowledge of current clinical literature and its application.

## Schedule of course topics and texts (Written and audio-visual)

Date	In-Class Topics and Activities	Author and Title of Required Text
Class 1 (5 Oct)	<ul style="list-style-type: none"> <li>• Story of your Name activity</li> <li>• Visioning a learning community</li> <li>• Review of course outline</li> <li>• Social location Activity</li> <li>• What is “anti-oppression”</li> </ul>	<p><u>To be read after first seminar and prior to beginning E-dialogue #1:</u></p> <p>Wyatt, R. C. (2008). <i>An interview with Ken Hardy</i>. Accessible at: <a href="http://www.psychotherapy.net/interview/kenneth-hardy">www.psychotherapy.net/interview/kenneth-hardy</a></p>
Class 2 (2 Nov)	<ul style="list-style-type: none"> <li>• Liberal Humanistic perspective</li> <li>• Being the "other", Being "othered" (Bridging Cultures Activity)</li> </ul>	<p>Falicov, C. (1995). Training to think culturally: A multidimensional framework. <i>Journal of Marital and Family Therapy, 34(4)</i>, 373-388.</p> <p>Lee, M. Y., &amp; Mjelde-Mossey, L. (2004). Cultural dissonance among generations: A solution-focused approach with East Asian elders and their families. <i>Journal of Marital and Family Therapy, 30(4)</i>, 497-515.</p>
Class 3 (9 Nov)	<ul style="list-style-type: none"> <li>• Cultural genogram</li> <li>• Structural Perspective on Power Relations and Diversity (application to therapy)</li> </ul>	<p>Hardy, K., &amp; Laszloffy, T.A. (1995). The cultural genogram: Key to training culturally competent therapists. <i>Journal of Marital and Family Therapy, 21</i>, 227-237.</p> <p>Four human rights pamphlets (disability, discrimination, LGTTTIQQ, racialization). Accessible at: <a href="http://www.uoquelp.ca/hre/hr/docs">www.uoquelp.ca/hre/hr/docs</a></p>
Class 4 (TBA)	<ul style="list-style-type: none"> <li>• “Intersectionality” Role Play activity</li> <li>• Video- 8<sup>th</sup> Fire</li> </ul>	<p>Watt-Jones, T.D. (2010). Location of self: Opening the door to dialogue on intersectionality in the therapy process. <i>Family Process, 49(3)</i>, 405-420.</p> <p>Laszloffy, T.A., &amp; Hardy, K.V. (2000). Uncommon strategies for a common problem: Addressing racism in family therapy. <i>Family Process, 39(1)</i>, 35-50.</p>

<p>Class 5 (TBA)</p>	<ul style="list-style-type: none"> <li>• “Critical genogram”</li> <li>• Critical Post-structural Perspective on Power Relations and Diversity (application to therapy)</li> </ul>	<p>Hernandez, P., Almeida, R., &amp; Dolan-Del Vecchio, K. (2005). Critical consciousness, accountability, and empowerment: Key processes of helping families heal. <i>Family Process, 44</i> (1), 105-119.</p> <p>Laird, J. (2000). Theorizing culture: Narrative ideas and practice principles. <i>Journal of Feminist Family Therapy, 11</i>(4), 99-114.</p>
<p>Class 6 (TBA)</p>	<ul style="list-style-type: none"> <li>• Social class and intersections of privilege</li> <li>• Economic cultures, Social capital  (Video)</li> </ul>	<p>Liu, W. M., Pickett, T., &amp; Ivey, A. (2007). White middle class privilege: Social class bias and implications for training and practice. <i>Journal of Multicultural Counseling and Development, 35</i>(4), 194-206.</p> <p>Garcia, M., &amp; McDowell, T. (2010). Mapping social capital: A critical contextual approach for working with low-status families. <i>Journal of Marital and Family Therapy, 36</i>(1), 96-107.</p>