



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6080 Power Relations and Diversity in Couple and Family Therapy

COURSE OUTLINE – WINTER 2021

1. GRADUATE CALENDAR DESCRIPTION

This course provides a foundational review of current perspectives within and outside of the couple and family therapy literature that relate to the intersection of culture (race, ethnicity, class, gender, sexuality, ability, etc.) and oppression. Attention is given to the translation of knowledge about power relations and diversity into practice when working as a couple and family therapist with clients and professional colleagues.

Credit Weight: 0.5 credits
Course Hours: 3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):
Co-Requisites(s):
Restriction(s):

2. 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 reflexivity on their social location, 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.

3. TIMETABLE

Lecture: Tuesday 1:00-3:50pm
Location: Virtually via Microsoft Teams (or Zoom as a back up)

4. INSTRUCTIONAL SUPPORT

Course Instructor: Sarah Ciotti
Email: ciottis@uoguelph.ca

Telephone: 519-824-4120 ext.
Office:
Office Hours: Tuesday's 4-5pm or by appointment

Teaching Assistant:

Email:

Office:

Office Hours:

5. LEARNING RESOURCES

Required Resource(s):

Assigned Readings will be available on ARES.

Recommended Resource(s):

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

Objectives (see 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]

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers
1	Introduction	

Week	Topics	Assigned Readings & Guest Speakers
2	Social Location & Reflexivity	<p>Banham, S. & Schweitzer, R.D. (2017). Therapeutic conversations: Therapists' use of observational language contributes to optimal therapeutic outcomes. <i>Psychology and Psychotherapy</i>, 90(3), 264–278.</p> <p>Etherington, K. (2017). Personal experience and critical reflexivity in counselling and psychotherapy research. <i>Counselling and Psychotherapy Research</i>, 17(2), 85–94. https://doi.org/10.1002/capr.12080</p>
3	Intersectionality	<p>Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. <i>Stanford law review</i>, 1241-1299.</p> <p>Bryant-Davis, T. (2019). The Cultural Context of Trauma Recovery: Considering the Posttraumatic Stress Disorder Practice Guideline and Intersectionality. <i>Psychotherapy (Chicago, Ill.)</i>, 56(3), 400–408. https://doi.org/10.1037/pst0000241</p>
4	Discrimination & Social Exclusion	<p>Khan, M., Ilcisin, M., & Saxton, K. (2017). Multifactorial discrimination as a fundamental cause of mental health inequities. <i>International journal for equity in health</i>, 16(1), 43. https://doi.org/10.1186/s12939-017-0532-z</p> <p>Knaak, S., Mantler, E., & Szeto, A. (2017). Mental illness-related stigma in healthcare: Barriers to access and care and evidence-based solutions. <i>Healthcare management forum</i>, 30(2), 111–116. https://doi.org/10.1177/0840470416679413</p>
5	Curriculum Presentation & Discussion Facilitation	
6	Curriculum Presentation & Discussion Facilitation	

Week	Topics	Assigned Readings & Guest Speakers
7	Curriculum Presentation & Discussion Facilitation	
8	Curriculum Presentation & Discussion Facilitation	
9	Curriculum Presentation & Discussion Facilitation	
10	Curriculum Presentation & Discussion Facilitation	
11	Curriculum Presentation & Discussion Facilitation	
12	Wrap up & review: Where we were, where we are, where we are going	

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
In-class Dialogue	4a, 4b, 4c, 4d	Weekly, ongoing	15%
Online Dialogue	4a, 4b, 4c, 4d	Weekly, ongoing	15%
Curriculum Presentation & Discussion Facilitation	4a, 4b, 4c, 4d	Weeks 5-11	35%
Reflexive Paper	4a, 4b, 4c, 4d	Week 12	35%
Total:			100%

9. COURSE STATEMENTS

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted

more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

10.UNIVERSITY STATEMENTS

E-mail communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the graduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Graduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

Academic misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Graduate Calendar.](#)

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendar](#) is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs.

Appendix A:

AAMFT Selected Core Competencies and CFT Program Expected Student Learning Outcomes

CFT Program Educational Goals (EGs) and Expected Student Learning Outcomes (ESLOs)	Incorporation & Assessment
ESLO 4a. Students will critically analyze how their social location, values and beliefs shape their professional identity.	In-class dialogue Online dialogue Dedication to Ethical Practice Statement Foundational Review Presentation & Discussion Facilitation Final Reflexive Paper
ESLO 4b. 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.	In-class dialogue Online dialogue Dedication to Ethical Practice Statement Foundational Review Presentation & Discussion Facilitation Final Reflexive Paper
ESLO 4c. 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.	In-class dialogue Online dialogue Dedication to Ethical Practice Statement Foundational Review Presentation & Discussion Facilitation Final Reflexive Paper
ESLO 4d. Students will learn strategies to explore and address issues of diversity, marginalization, discrimination, and abuse in therapy with clients.	In-class dialogue Online dialogue Dedication to Ethical Practice Statement Foundational Review Presentation & Discussion Facilitation Final Reflexive Paper