

MFTH 7050 Class, Gender, & Ethnic Issues
Summer 2013
Valdosta State University
Marriage & Family Therapy Program
Thursdays, 10:00 am – 2:00 pm

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Office hours: Wednesdays 10 – 3 (appointment required to assure availability)

“Knowing thy own culture is perhaps the most difficult aspect of conducting effective cross cultural therapy” (Lappin, 1983, p.135).

Course Description

This course will offer an in-depth study of the sensitivities that family therapists and other social science practitioners need to have concerning the various ways in which issues of social class, gender, and ethnicity intersect both in the larger society as well as individual lived experience. The focus will be on creating meaningful multicultural experiences rather than simply disseminating multicultural content from a disengaged position. Lectures and readings will address the interface between professional responsibilities and ethics as well as the social and political context of treatment. Students will be introduced to various theories related to class, gender, and ethnic issues. However, emphasis will be placed on fostering cultural sensitivity; and therefore, students will be strongly encouraged to engage in personal exploration about their own intersecting identities, as well as becoming respectfully curious and appreciative about others.

Student Learning Outcomes (SLOs):

- SLO1.** Practice from a culturally sensitive lens.
- SLO2.** Practice from a systemic lens.
- SLO3.** Be prepared to obtain entry-level employment in mental health agencies.
- SLO4.** Claim the professional identity of Marriage and Family Therapist.

Syllabi Specific Learning Outcomes linked to SLOs:

Upon successful completion of this course students will:

1. Develop self-reflexivity to issues related to the conduct of culturally sensitive family therapy, including an understanding of otherness and othering (MFT SLOs: 1, 2, 4)
2. With respect to issues of social class, gender, ethnicity, and social and cultural status demonstrate sensitivity to the ways individual and cultural narratives shape each other. (MFT SLOs: 1, 2, 3, 4)
3. Demonstrate an understanding of the relationship between language, stories, the social construction of knowledge, and cultural narratives, especially in relation to embracing otherness, and examining one’s own socio-cultural positionality (MFT SLOs: 1, 2, 3, 4)

Assignments for this course linked to SLOs

Journal	SLO 1: Practice from a culturally sensitive lens SLO 2: Practice from a systemic lens
FamilyWorks Service Learning & Outreach	SLO 1: Practice from a culturally sensitive lens SLO 2: Practice from a systemic lens SLO 3: Be prepared to obtain entry-level employment in mental health agencies SLO 4: Claim the professional identity of Marriage and Family Therapist.
Cultural Genogram	SLO 1: Practice from a culturally sensitive lens SLO 2: Practice from a systemic lens
Group Conversations	SLO 1: Practice from a culturally sensitive lens SLO 2: Practice from a systemic lens
Reflection Paper	SLO 1: Practice from a culturally sensitive lens SLO 2: Practice from a systemic lens

Use of Grading Rubrics:

A grading rubric will be used for all major assignments. When a rubric is not included in your syllabus or on the web-based learning portal for this class, the *MFT Program Academic Assignment Evaluation Tool* will be used for papers, poster or presentations. For written exams, the *MFT Exam Evaluation Tool* will be used. Both rubrics can be found and downloaded on the *Resources for Students* page of the MFT website.

Access Office for Students with Disabilities

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall – South, 1500 N. Patterson Street, Valdosta, GA 31698-0280. The phone numbers are: 229-245-2498 (V/VP), 229-219-1348 (TTY), and 229-245-3788 (Fax). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu. Also, please discuss this need with the instructor at the time of the first class.

Student Success Center

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. They provide free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. You can reach them at 229-333-7570 or email them at ssc@valdosta.edu.

Respect for Diversity

In order to thrive and excel, a culture must hone the rights, safety, dignity, and well-being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, national origin, religious beliefs, or physical or cognitive ability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment.

Required Texts

- Berry, W. (1989). *The hidden wound*. Berkeley, CA: North Point Press. ISBN: 0-86547-358-7
- Thorne, B. (2005). *Gender play: Girls and boys in school*. New Brunswick, NJ: Rutgers University Press.
ISBN: 0-8135-1923-3
- Knudson-Martin, C., & Mahoney, A.R. (2009). *Couples, gender, & power: Creating change in intimate relationships*. New York: Springer Publishing Company. ISBN: 978-0-8261-1521-8.
- Falicov, C. J. (1998). *Latino families in therapy: A guide to multicultural practice*. New York: The Guilford Press. ISBN: 1-57230-593-2
- McGoldrick, M., & Hardy, K.V. (2008). *Re-visioning family therapy (2nd ed.): Race, culture, and gender in clinical practice*. New York: Guilford Press. ISBN: 1593854277

Recommended Texts

- Bateson, M. C. (1972). Our own metaphor. Washington, DC: Smithsonian
- Berry, W. (1990). What are people for? San Francisco: NorthPoint Press.
- Berry, W. (1992). Sex, economy, freedom, and community. New York: Pantheon.
- Fontes, L.A. (2008). Child abuse and culture: Working with diverse families.
- Gil, E., & Drewes, A.A. (2006). Cultural issues in play therapy.
- Gubrium, J. & Holstein, J. (1990). What is family? Mountain View, CA: Mayfield Publishing. Kincheloe, J. L., Steinberg, S., Rodriguez, N. & Chennault, Ronald E. (Eds.) (1998). *White Reign: Deploying Whiteness in America*. NY: St. Martin's Press.
- Hardy, K.V., & Laszloffy, T.A. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21(3), 227
- Kozol, J. (1991). *Savage inequalities*. New York: Crown Publishers.
Institution Press.
- Mathis, D. (2002). *Yet a stranger: Why black Americans still don't feel at home*. New York: Warner Books.
- Monette, P. (1988). *Borrowed time: An AIDS memoir*. New York: Avon Books.
- Monk, G., & Gerhart, D. R. (2003). Sociopolitical activist or conversational partner? Distinguishing the position of the therapist in narrative and collaborative therapies. *Family Process*, 42(1), 19-30.

Recommended Videos

- Spike Lee – When the Levees Broke

- Two Spirits
- Miss Representation
- Out in America
- I Love You Man
- Traces of the Trade: A Story from the Deep North
- Ophelia

Assignments & Grading Scale

Assignment	Points	Due Date
FamilyWorks Service Learning	25 points	Group B: Wednesday, June 5 th – Friday, June 28 th . Group A: Monday, July 1 st – Tuesday, July 23 rd
Outreach	15 points	Continuous throughout semester
Cultural Genogram & Reflection Questions	30 points	June 27 th
Group Conversations	25 points	Groups A & B: June 27 th Groups C & D: July 11 th
Final Assignment: Weekly Journal OR Reflection Paper	35 points	Wednesday, July 24th
Total	130 points	90-100 = A 80-89 = B 70-79 = C 60 – 69 = D 50 – 59 = F

Assignments

1. Attendance & Participation – 0 pts

You will NOT be assigned an attendance and participation grade. **However, due to the brief nature of this summer semester course, TIMELY AND CONSISTENT ATTENDANCE IS EXTREMELY IMPORTANT. Missing more than 1 class (excluding emergency situations) will likely result in a failing grade.** This strict attendance policy complies with the VSU policy, which states: “Any student who misses more than 20% of the scheduled classes of a course may be subject to receive a failing grade.”

Cell phone policy: Please put your cell phones on silent mode or vibrate mode to reduce the distraction to your classmates and instructor. **Do not view text messages during class.** If you need to view a text message or a missed call, please step out of the classroom to handle your personal business. If you are anticipating the need to take a call during the class period, please talk to me before class about how to monitor your communication device. On-going use of cell phones during class will negatively reflect in your attendance and participation grade.

2. FamilyWorks Service Learning – 25 points

The class will be split into two groups: A & B. Group B will perform FamilyWorks Service Learning from Wednesday, June 5th – Friday, June 28th. Group A will perform their service learning from Monday, July 1st – Tuesday, July 23rd. You are not required to work on days that the university is closed (such a national or school holidays). If your service learning falls on one of these days, this counts as you working your hours.

Refresher Training. A training “refresher” for Service Learning will be conducted during the week of June 5th by clinic manager, Anthony Potter, and is required for any student that has conducted two or fewer intakes. It will be your job to sign up for a time to get trained. Group B will need to be trained immediately (week of June 5th), while Group A will be trained two weeks prior to switching with Group B (start training week of June 17th). If you are in Group A, DO NOT sign up early for the training refresher.

Two-hour Shifts. Service Learning at FamilyWorks will include working a two-hour shift weekly. During this time, you will be learning clinical skills and how a clinic functions. You will be learning and practicing phone skills, conducting intakes, helping clients and therapist interns coordinate sessions, greeting clients, maintaining clinic activity records, and managing the recordkeeping needed to keep the clinic running.

*****You will work the same regularly scheduled hours each week. Please note that we have prioritized the covering of practicum hours.**

Keep in mind that daytime shifts will give you more experience with intake and phone contact vs evening shifts which will provide you with more client contact (i.e., greeting clients or spending time with children while their parents are in session).

Missing Shifts. If you know you must miss a scheduled shift, you are required to find someone in advance to switch shifts with you. If this is not possible, contact me in advance to discuss because

you will need to make up these hours before or soon after you miss your shift. Four points will be deducted for missed hours that are not made up within five days. You MAY swap shifts with a classmate at any time, however I must be notified. If you absolutely cannot work one of the allotted consecutive shifts due to pre-existing scheduling conflicts (i.e., external Graduate Assistantships), please notify me immediately to discuss alternative options.

Service Learning Email Summaries. During the last 5-10 minutes of your weekly shift, you need to send an email to the FamilyWorks email address as well as ALL professors: Dr. Jennifer Lambert-Shute, Dr. Martha Laughlin, Dr. Kate Warner, & Dr. Lana Kim. The subject line for this email should read: "Last name, Service Learning, Day, Time". In the body of the email, list the activities you did during your shift that day (no attachments please 😊).

Service Learning Reflection. In order to receive full points for this assignment, you also need to complete a reflection about your Service Learning experience. Your FamilyWorks Service Learning Reflection should be completed under the designated "Discussion" section in D2L (new Blazeview site). Please do this last step after you have completed your series of Service Learning shifts.

3. Outreach – 15 points

Community outreach activities will include pairing with a classmate and visiting community agencies, organizations, or offices to raise awareness about the FamilyWorks and our services. Each student is required to work 3-4 hours and must go with a partner unless permitted otherwise. This is more than just delivering brochures. You should work with your partner to develop strategies to engage agency personnel in conversations about FamilyWorks and Family Therapy. Any team that gets themselves invited back to an agency, for instance, to talk to staff during a staff meeting about FamilyWorks and our services, and successfully conducts a follow-up visit, **WILL NOT** have to write a reflection paper about their community outreach experience.

Each week that you are working in the community, at the end of your shift, you'll send an email to the FamilyWorks email address, Dr. Jennifer Lambert-Shute, Dr. Laughlin, Dr. Kate Warner and me that lists your activities for the day in the body of the email. The subject line should read: "Last name, Community Outreach, Day, Time."

Reflection for Community Outreach:

To get full points for this assignment you also need to complete a reflection paper that is 2-4 pages in length. Part of the paper will explore what you have learned during this process about working with the public and their perceptions of therapy and marriage and family therapists. The paper will also need to include outside sources which explore marketing and private practice strategies, marketing and nonprofit agencies, and marketing and for profit agencies.

* AS A REMINDER: Any team that gets themselves invited back to an agency, for instance, to talk to staff during a staff meeting and describe the FamilyWorks and our services, and successfully conducts a follow-up visit, **WILL NOT** have to write a reflection paper about their community outreach experience.

4. Cultural Genogram (Hardy & Laszloffy, 1995) – 30 points

The purpose of this assignment is to raise cultural awareness and cultivate cultural sensitivity – inherent qualities for learning to practice family therapy from a position of social justice. This project will also be an exercise in becoming more familiar with culturally constructed realities. According to Hardy & Laszloffy (1995), cultural awareness is primarily a cognitive function, while cultural sensitivity is primarily an affective function. These unique and separate functions dovetail and inevitably nuance each other. “Awareness involves a conscious sensitivity while sensitivity involves a delicate awareness” (Hardy & Laszloffy, 1995, p. 227).

For this assignment, you will be required to construct a three-generation cultural genogram and thoughtfully answer the questions posed by Hardy & Laszloffy (1995). You will turn in a copy of your answers to the list of questions (June 27th).

The goals of this assignment are two-fold: (1) To help you gain greater insight and appreciation for the ways in which culture impacts your own and others’ experiences, and (2) To learn how to use this awareness to inform your role as a future therapist and consider how applying a culturally sensitive lens may influence the therapeutic process and clients’ lives.

Please refer to D2L for a list of instructions as well as a list of the questions to ponder.

5. **Group Conversations – 25 points**

The purpose of this assignment will be to engage in self-reflection, in a group setting, upon your experience constructing your cultural genogram. These conversations will be instructor facilitated. For this exercise, you will be required to have already completed your cultural genogram and have answered the related process questions from the Hardy & Laszloffy (1995) article. See D2L for the list of questions to answer.

You will be divided into four groups: A, B, C, and D. During the fourth week (June 27th) of the semester, groups A & B will meet for the last two hours of class to participate in group conversations. During the fifth week (July 11th), groups C & D will meet.

Points will be awarded based on the student’s thorough completion of the cultural genogram and reflection questions, as well as his or her demonstration of thoughtful and active engagement, respectful curiosity, and punctual attendance for the group conversation.

6. **Final Assignment – 35 points** **(A) Turn in Weekly Journal OR** **(B) Reflection Paper**

EVERYONE IS REQUIRED TO KEEP A WEEKLY JOURNAL. HOWEVER, YOU CAN CHOOSE WHETHER TO TURN IN YOUR WEEKLY JOURNAL FOR YOUR FINAL ASSIGNMENT OR A REFLECTION PAPER ABOUT YOUR WEEKLY JOURNAL LEARNINGS. WE WILL DISCUSS THIS

FURTHER IN CLASS.

(A) JOURNAL: Your journal should describe your experiences of class meetings, readings, experiences outside of class, and conversations with colleagues, family, and friends that relate to the course material. Discuss what is new, insightful, frustrating, illuminating, fascinating, puzzling, alarming, delightful, life-affirming, frightening, or anything else that you deem relevant and important.

Each weekly entry should include:

- **Readings:** A reflection on the assigned readings
- **Experience in class:** A reflection on your experience of the class meeting
- **Related experiences outside of class:** Any experiences you had that related to what we were learning
- **Self-reflection:** A personal reflection about how you have been influenced or impacted by the readings, experiences in class, related experiences outside of class, perceptions, etc.
- **Clinical Integration:** A reflection regarding how what you have learned shapes your conceptualization of therapy and your ability to practice from a culturally sensitive lens.
- Each reflection should be between 2-4 double spaced pages.

(B) REFLECTION PAPER: Write a reflection paper based on your weekly journal entries. This paper should explore and describe your experiences and insights over the duration of the course. Discuss your understanding of the ways in which individual and cultural narratives (underpinned by issues of race, class, gender, ethnicity, and other cultural variables) shape each other. Your reflection paper should comprehensively summarize each of the five subsections from your weekly journal entries. (8-10 page length maximum).

***5 of your 35 points will be based on your writing skills alone (i.e., grammar, spelling, organization, clarity, coherence, etc.). Submissions that are riddled with grammatical errors and writing issues will lose points. All written work must adhere to APA style. Per APA style, all written work should include a cover sheet and references.

Late Policy & Grading Policy

Please do not ask me to make exceptions to grading policies. In fairness to those students who meet the requirements and time parameters as defined in the syllabus, I am unlikely to make exceptions.

- All assignments are expected to be submitted on time, no later than 15 minutes after class begins on the day the assignment is due. Work that is turned-in after this time loses 5% of the total possible points. An additional 5% will be deducted for each day that the assignment is late.
- The grade of "A" is reserved for work that is outstanding. A grade of "B" reflects fully sufficient and adequate work. A "C" reflects below average graduate-level work, indicating inadequacy in some aspects combined with adequacy in other domains. The grade of "D" will be given to work that is insufficient in many dimensions. The grade of "F" will be given to work that is insufficient in most dimensions.

Academic Integrity

I expect that all students are aware of VSU's policies regarding academic dishonesty and plagiarism. All students are expected to do their own work and to uphold a high standard of academic ethics. Cheating involves violation of integrity and the Academic Code of Ethics.

Examples include, but are not limited to the following:

- Taking or procuring or attempting to take or procure an unauthorized copy of a test, exam.
- Copying from another student's exam, test, or class exercise.
- Communicating with others during an exam, test, or exercise.
- Taking or modifying an instructor's grade book.
- **Plagiarizing on a paper or class exercise.**
 - 1) Using another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context. As a rule of thumb, taking a passage of eight or more words without providing a citation is a violation of federal copyright laws.
 - 2) Paraphrasing another writer's words and presenting the revised version as your own work.
 - 3) Presenting another's ideas as your own-even if you use totally different words to express those ideas.

Whether the student involved is an active participant in the above, or the passive agent to the above makes no difference. In other words, assisting with and allowing the above to occur is also a violation of the Academic Code of Ethics.

The act of student cheating dishonors the student, the student's peers, the faculty, and the entire academic enterprise. According to the departmental policy on cheating, "faculty feel strongly that academic cheating violates the integrity of the classroom environment." **Also, as outlined in the VSU Student Handbook, students who cheat will receive "a grade of "F" in the course."** Also, the instructor may decide that further action is warranted, and the case "may be referred to the Dean of Students where [more severe] official charges may be drawn up."

Students should consult with the instructor if there are any questions regarding academic honesty or dishonesty.

Library

Students are expected to be proficient in using the library system to obtain resources for papers. If you are unfamiliar or need a refresher you can schedule a consultation. Consultations are designed for in-depth or difficult research beyond what is typically possible at the Reference Desk. It provides VSU students, faculty, and staff with the opportunity to work one-on-one with a member of Odum Library's Reference team. During a consultation, you have opportunities for uninterrupted, focused sessions, training in advanced search techniques for specific electronic databases, in-depth discussion of your specific research needs, learning how and where to access appropriate databases, building skills in interpreting citations, and exploring various options for obtaining library materials. To make an appointment with a Reference Librarian phone (229) 333-7149 or <http://www.valdosta.edu/library/forms/consult.php>

Topics, Reading, Media, & Assignment Schedule

* The following list of readings is required for this course. The instructor reserves all rights to modify & add readings as needed.

Date	Topics, Readings, In-class Media	Assignments
Week 1 - June 6	<p>Introduction Public Selves, Private Selves & The Creation of Racial Belief In class video: The color of fear</p> <p>Reading:</p> <ul style="list-style-type: none"> • (Berry) Hidden Wound – Entire book <p>From 'Revisioning Family Therapy'.</p> <ul style="list-style-type: none"> • (Lawless) – Chapter 16: Transforming a Racist Legacy 	<ul style="list-style-type: none"> • Journal entry on Berry's 'Hidden Wound' (2-4 pages)
Week 2 - June 13	<p>Intersectionality, Social Location, Power, & Privilege</p> <p>Reading:</p> <ul style="list-style-type: none"> • (McGoldrick, Giordano, & Garcia-Preto) – Chapter 1: Overview Ethnicity & Family Therapy • (Falicov) – Chapter 2: MECA: A Meeting Place for Culture and Therapy <p>From 'Re-Visioning Family Therapy'</p> <ul style="list-style-type: none"> • (Laszloffy) – Chapter 4: Social Class. Implications for Family Therapy • (Hardy) – Chapter 6: Race, Reality, & Relationships. Implications for the Re-Visioning of Family Therapy 	<ul style="list-style-type: none"> • Journal entry
Week 3 - June 20	<p>Gender Identity Development</p> <p>Reading:</p> <ul style="list-style-type: none"> • Yahoo! article – Gender prescriptions • (Eliot) – Chapter 1: Pink and Blue in the Womb • (Eliot) – Chapter 2: Under the Pink or Blue Blankie • (Eliot) – Chapter 3: Learning through Play in the Preschool Years • (Thorne) – Chapter 1: Children & Gender (selected pages) • (Thorne) – Chapter 4: Gender Separation: Why and How 	<ul style="list-style-type: none"> • Journal entry

<p>Week 4 June 27</p>	<p>Gendered Discourses & Clinical Applications Reading:</p> <ul style="list-style-type: none"> • (Thorne) – Chapter 5: Creating a Sense of “Opposite Sides” • (Thorne) – Chapter 6: Do Girls and Boys Have Different Cultures? • (Thorne) – Chapter 7: Crossing the Gender Divide • (Knudson-Martin & Mahoney) Entire book 	<ul style="list-style-type: none"> • Cultural Genogram & Reflection Questions • Journal entry • Group Conversations (Group A)
<p>July 4 Holiday</p>	<p>NO CLASS</p>	
<p>Week 5 July 11</p>	<p>Racial & Ethnic Discourses (Migration, Lived Experiences, Power, & Privilege) Reading:</p> <ul style="list-style-type: none"> • (Falicov) Chapter 4: Journeys of Migration: Opportunity and Continuity • (Falicov) Chapter 5: Journeys of Adaptation: Options for Change • (Falicov) Chapter 6: The Impact of Racism and Discrimination • (Falicov) Chapter 9: Family Organization: The Safety Net of Close and Extended Kin 	<ul style="list-style-type: none"> • Journal entry • Group Conversations (Group B)
<p>Week 6 July 18</p>	<p>Developing Reflexivity Reading: All readings from “Re-Visioning Family Therapy”</p> <ul style="list-style-type: none"> • (Walsh) – Chapter 5: Spirituality, Healing, & Resilience • (McGoldrick) – Chapter 8: Finding a Place Called “Home” • (MaryAnna Domokos-Cheng Ham) – Chapter 19: Biracial Legitimacy. Embracing Marginality • (Nealy) – Chapter 25: Working with LGBT Families 	<ul style="list-style-type: none"> • Journal entry • Reflection Paper or Journal Due
<p>July 24 Exam Week</p>	<p>NO CLASS Final Deadline for Reflection Papers or Journals (Submit paper copy by 12 pm – noon)</p>	

