

Lewis and Clark College  
Graduate School of Education and Counseling  
Department of Counseling Psychology

CPSY 553  
Feminist Therapies  
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The final syllabus will be prepared in conjunction with the course participants after the first scheduled class meeting. Students will assist in developing the content and expectations for the course. Students met the first week of class and approved this syllabus.

Contact Information: Email: [arees@lclark.edu](mailto:arees@lclark.edu) I attempt to answer email within 2 work week days, if you have not received a response in that time, please email me again with “Second Email.” While I sometimes check email on weekends, it is not guaranteed.

For an appointment during my advising times please call 503-768-6060 to schedule.

Course Texts:

Evans, K.M, Kincade, E.A, & Seem, S.R. (2011) *Introduction to Feminist Therapy: Strategies for Social and Individual Change*. Sage.

Enns, C. Z., & Williams, E. N. (Eds.). (2012). *The Oxford Handbook of Feminist Multicultural Counseling Psychology* (1st ed.). Oxford University Press, USA.

Note: this is an expensive text new, I have a copy on reserve at the library with a 3 day checkout. I will assign several chapters, and students will choose chapters for the class to read (see assignments). This is an excellent text that you may want to purchase and keep for future reference. You can find a few copies used online.

Other materials for the course will be chosen in collaboration with the students based on interest and need (background coursework/experience included). These readings will be available on the Moodle website for the class. I also post numerous readings in a “Resources” section that are optional readings or articles you may want to keep for later reading.

Catalog Description:

Feminist therapy is a broad, diverse area of practice. Within it are multiple theoretical perspectives and methods sharing a focus on addressing the impact of gender socialization and cultural expectations on individuals and society. This course provides an overview of multiple types of feminist therapies focusing on diversity, ethics, and advocacy. Feminist counseling with women, men, and families is covered. Taught from a feminist pedagogical framework, students assist in the development of course content.

## Course Objectives:

Students will :

- Gain an understanding of the variety of approaches/theoretical perspectives in feminist therapy
- Understand the role of feminist theory and therapy within other therapeutic frameworks/theories/methods
- Develop an understanding of multicultural feminist approaches
- Learn to approach diagnosis from a critical feminist standpoint
- Gain an understanding of feminist ethics and ethical decision making
- Learn to apply feminist theories and methods in counseling with women, men, and families

## Course Content/Requirements

This is an interactive seminar course designed to introduce students to feminist theory and therapies. Feminist practitioners within psychology and counseling hold a variety of perspectives. The course content will be developed in collaboration with students to contain the following components:

### Required

- 1) Conference proposal: Students will write a 1-2 page conference presentation proposal for a national conference. Students can prepare a proposal for the American Counseling Association Conference, Association for Women in Psychology, or another conference of interest. You will be strongly encouraged to submit your proposal. Breathe – it's easy and I'll provide examples!
- 2) Due each class as assigned (see Moodle) , a reaction journal (1-2 pages per week) with your thoughts about the readings and prior week's class discussion. All readings will have discussion questions to stimulate thinking, but you are not required to address those specific questions or to ONLY address those questions. The final journal entry will be a summary of how this course has impacted your worldview, theoretical perspectives, and counseling practice. (6 total)
- 3) Class assignment for November 3: Attend part of the Oregon Counseling Association conference OR watch videos about feminist therapy – titles to be determined in collaboration with class members.
- 4) One of A or B: using topic chapters from Oxford text, pick a book chapter for everyone to read and:
  - A) Lead a class discussion on the topic, questions for reflection must be developed for students to accompany the chapter chosen.
  - B) Develop a presentation that furthers understanding/application of the book chapter material.

**Both A and B must include some type of brief video or activity to enhance learning, class time 45 minutes to 1 ½ hours including video/activity.**

5) : One of C, D, E or F

- C) Two take home essays, minimum 3 pages each. Questions would be processing type (e.g. Which of the feminist theories (if any) best describes your perspective and why? How will you apply this in your counseling work?) Student will be able to choose from a variety of questions.
- D) Formal paper: 8-15 pages (submission for publication encouraged and supported-if you hope to go to a doctoral program, choose this option!)
- E) Complete a 3 hour community action project. Instructor approval of project required. Write a reaction paper describing your experience and what you learned/contributed, to be shared in class.
- F) If you are currently in practicum or internship, provide a case presentation, with written conceptualization and treatment plan, demonstrating your conceptualization and use of feminist therapy. (Attend to de-identifying client to maintain confidentiality)

### Grading

All grading on individual assignments will be Pass/Fail. When assignments are completed students receive credit. It is my assumption that all students will earn an A in this class. As responsible graduate students who have helped shaped content and requirements of this elective course, you will be individually responsible for determining the quality of your work and participation. However, if I feel that your work does not reflect graduate level work, I will have a discussion and planning meeting with you to assist you in meeting the requirements.

Any work not completed must be made up in some manner. Students successfully completing all aspects of the course will receive an A grade. If any portion of the course is incomplete the student may negotiate the possibility of receiving a B grade. If the student has not completed the requirements of the course as they individually agreed to complete, an Incomplete grade will be assigned until work is completed or a B grade is negotiated. College policy gives one year from the date of the class to finish incomplete work. An Incomplete grade converts to an F after one year.

### Course Attendance:

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 (1credit.) 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. If you miss more than once class meeting, you will receive a reduced grade unless you complete significant make-up work (e.g. 15 page paper). If you have dire circumstances that require missing more than one course, such as hospitalization, please see me to discuss options.

### Students with Disabilities

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.

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**Class Schedule: see Moodle, schedule will be included in final syllabus**