



“We are a community that commits itself to diversity
and sustainability as dimensions of a just society”

- *Mission Statement, Lewis & Clark College*

MCFT 511 EQUITY IN FAMILY THERAPY FALL 2017

Time & Day:	Section 1—Wednesday 9:00-12:15 Section 2—Wednesday 1:00-4:15
Place:	York 115
Instructor:	Carmen Knudson-Martin, PhD
Office Hours:	Tuesdays 1:00-3:00; Wednesdays 4:15-6:15 and by arrangement (please schedule appointments in advance)
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CATALOG DESCRIPTION

Development of diversity awareness and knowledge necessary to practice family therapy from liberation and social justice based frameworks. This includes interrogating multiple embedded systems of power and privilege relative to interconnections of identity and social position. Focus is on helping students become capable family therapists in diverse contexts, including becoming aware of their own beliefs, biases, and prejudices relative to culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability.

Prerequisite: None

Credit: 3 semester hours

MCFT STUDENT LEARNING OUTCOMES

This course promotes the following student learning outcomes:

SLO1.1: Students recognize the impact of power on individuals, families, and communities.

SLO1.2: Students recognize the interconnections among biological, psychological, social systems in people's lived experience.

SLO 2.1: Students self-reflect on the implications of own and others' social location in clinical practice.

SLO 2.2: Students' clinical practice demonstrates attention to social justice and cultural democracy.

SLO: 4.3 Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.

COURSE OBJECTIVES

The following objectives are in keeping with the AAMFT Core Competencies. At the end of this course, students are expected to:

1. Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, etc.) that are relevant to client experience. (TS 1.04; KS 45, 53; CC 1.2.1)
2. Consider the impact of larger societal systems (e.g., legal system, social services, schools, medical systems, etc.) on clients' health and well-being. (CC 1.2.2)
3. Develop awareness necessary to deliver interventions in ways that are 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). (TS 1.04; KS 45, 53)
4. Begin to develop awareness of how to empower clients and their relational systems to establish effective relationships with each other and larger systems. (CC 4.3.8)
5. Assess personal response to own history and social location and its impact on interpersonal relationships and clinical practice.(CC 1.2.1; 3.4.5)

A note about the nature of this course: Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and openness in the classroom. The instructor will foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class; however experiencing discomfort is also part of the process of consciousness-raising. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let the instructor know if something said or done in the classroom is particularly troubling. Some students find it helpful to journal their thoughts and feelings as they explore these sensitive issues.

TEXT/READINGS

Required Books

Freire, P. (1970/2000). *Pedagogy of the oppressed, 30th Anniversary Ed.* New York, NY: Continuum.

Knudson-Martin, C. & Mahoney, A. (2009). *Couples, gender, and power: Creating change in intimate relationships.* New York, NY: Springer Publishing Co.

McDowell, T. (2015). *Applying critical social theories to family therapy practice.* AFTA SpringerBriefs in Family Therapy. New York, NY

Mock, J. (2014). *Redefining realness: My path to womanhood, identity, love & so much more*. New York, NY: Atria.

Required Digital Course Pack (purchase through bookstore)

1. McGoldrick, M & Hardy, K. V. (2008). Introduction In M. McGoldrick & K. V. Hardy (Eds). *Revisioning Family therapy: Race, culture, & gender in clinical practice*, 2nd ed. (pp. 3-24). New York, NY: Guilford Press
2. Tatum, B. (1997). Why are all the black kids sitting together in the cafeteria? (pp. 3-28) New York, NY: Basic books. 978-0465083619
3. McIntosh, P. (2008). White privilege and male privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies M. In McGoldrick & K. V. Hardy (Eds). *Revisioning Family therapy: Race, culture, & gender in clinical practice*, 2nd ed. (pp. 238-249). New York, NY: Guilford Press.
4. Belle hooks (2000). Where we stand: Class matters (pp. 101-120) New York, NY: Routledge.
5. Folbre, N. (2002). *The invisible heart: Economics and family values* (53-80). New York, NY: The New Press.
6. Nealy, E. C . (2017). Top 10 life-affirming practices for adults and the lives of trans kids. In *Transgender children and youth: Cultivating pride and joy with families in transition* (pp. 319-326). New York, NY: W.W. Norton and Company,
7. Abudabbeh, N. (2008). My evolving identity from Arab to Palestinian to Muslim. In McGoldrick & K. V. Hardy (Eds). *Revisioning Family therapy: Race, culture, & gender in clinical practice*, 2nd ed. (pp. 204-212). New York, NY: Guilford Press.
8. Garcia-Preto, N. (2008). Latinas in the United States: Bridging two worlds. In McGoldrick & K. V. Hardy (Eds). *Revisioning Family therapy: Race, culture, & gender in clinical practice*, 2nd ed. (pp. 261-274). New York, NY: Guilford Press.
9. Fricker, M. (2007). Testimonial injustice. In *Epistemic injustice: Power and the ethics of knowing* (pp. 9-29). New York, NY: Oxford University Press.
10. Fricker, M. (2007). Hermeneutical Injustice. In *Epistemic injustice: Power and the ethics of knowing* (pp. 147-175). New York, NY: Oxford University Press.
11. Hines, P. M. (2008). Climbing up the rough side of the mountain. In McGoldrick & K. V. Hardy (Eds). *Revisioning Family therapy: Race, culture, & gender in clinical practice*, 2nd ed. (pp. 367-377). New York, NY: Guilford Press.

12. Brown, L. S. (2008). Trauma, culture, phenotype, and ethnicity. In *Cultural competence in trauma therapy: Beyond the Flashback* (pp. 153-167). Washington, DC: American Psychological Association.

13. Brown, L. S. (2008). Living with disabilities in the context of trauma In *Cultural competence in trauma therapy: Beyond the Flashback* (pp. 181-196). Washington, DC: American Psychological Association.

Additional Required Articles (articles may be downloaded through the library except as noted)

Brave Heart, M. Y. H., & DeBruyn, L. M. (1998). The American Indian holocaust: Healing historical unresolved grief. *American Indian and Alaska Native Mental Health Research*, 8(2), 56. (to access go to googlescholar.com and type in American Indian Holocaust. A PDF will be available to download)

D'Arrigo-Patrick, J., Hoff, C., Knudson-Martin, C., & Tuttle, A. R. (2016). Navigating critical theory and postmodernism: Social justice and therapist power in family therapy. *Family Process*. doi: 10.1111/famp.12236. Instructor will supply.

Garcia, M., Košutić, I., & McDowell, T. (2015) Peace on earth/war at Home: The role of emotion regulation in social justice work, *Journal of Feminist Family Therapy*, 27,1, 1-20, DOI: 10.1080/08952833.2015.1005945

Giammattei, S. V. (2015). Beyond the binary: Trans-negotiations in couple and family therapy. *Family Process*, 54, 418-434.

Knudson-Martin, C. (2017). Gender in Couple and Family Life: Toward Inclusiveness and Equality. In S. Kelly. *Issues in couple and family life: Toward inclusiveness and equality* (pp. 153-180). New York, NY: Praeger. (Instructor will provide this reading)

Lev, A. I. (2010). How queer!—The development of gender identity and sexual orientation in LGBTQ-headed households. *Family Process*, 49, 268-290).

Maciel, J. A. & Knudson-Martin, C. (2014). Don't end up in the fields: Identity construction among Mexican adolescent Immigrants, their parents, and socio-contextual processes. *Journal of Marital and Family Therapy*, 40, 484-497

McDowell, et al. (2012). Social Class in Family Therapy Education, *Journal of Marital and Family Therapy*, doi: 10.1111/j.1752-0606.2011.00281.x

McDowell, et al. (2012) Exploring social class: Voices of Inter-class Couples. *Journal of Marital and Family Therapy*. doi: 10.1111/j.1752-0606.2011.00276.x

- McDowell, T., Knudson-Martin, C., & Bermudez, M. J. (in press). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice*. (Chap 3 & 14). New York, NY: Routledge. (provided by instructor)
- Mohanty, C. (2003). "Under Western eyes" revisited: Feminist solidarity through anticapitalist struggles. *Signs: Journal of women in culture and society*, 28, 499-535.
- Pandit, M., Kang, Y. J., Chen, J., Knudson-Martin, C., & Huenergardt D. (2014). Practicing socio-cultural attunement: A study of couple therapists. *Journal of Contemporary Family Therapy*, 36, 518-528

Recommended (on the first day of class students will be assigned/volunteer for one book for assignment #4. Class is encouraged to read as many of the others as they can.)

- Eliot, L. (2009). *Pink brain, blue brain: How small differences grow into troublesome gaps—and what we can do about it*. New York, NY: Houghton Mifflin Harcourt
- Irving, D. (2014). *Waking up white: Finding myself in the story of race*. Cambridge, MA: Elephant Room Press.
- Kessler, Lauren. (2005). *Stubborn Twig: Three Generations in the Life of a Japanese American Family*. Oregon State University Press.
- Kimmel, Michael (2009). *Guyland: The perilous world where boys become men*. New York, NY: Harper.
- Rojas, M. (2009). *Women of color and feminism*. Berkeley, CA: Seal Press.
- Shipler, D. K. (2004). *The working poor: Invisible in America*. New York, NY: Knopf.
- Watson, M. F. (2013). *Facing the black shadow*. Author.

CLASS ASSIGNMENTS

A note about writing: All written submissions for this course should be typed, in 12-point size, Times New Roman font, and double-spaced. The ability to express yourself and think critically through writing is important to your professional development. Please proof read your writing and be coherent with your writing style.

1. **Participation** (20 points)

This course emphasizes shared reflection on the personal and professional implications of the assigned readings and the implications of these for the practice of marriage, couple, and family therapy. Toward this end, you are expected to:

- Attend and participate in **all** class meetings. In the event of illness or other emergency, please email the instructor in advance of class. Missed classes will be made up by written reflections on the required readings for the day.
- Come to class prepared (having read the assignments for the day).
- Give attention to the instructor and/or other students when they are speaking or making a presentation. **No electronic devices may be used, except to access readings or make notes.**
- Contribute to in-class discussion based on the topics of discusses and the readings assigned.
- Relate to other students and/or the instructor in a respectful fashion.
- Recognize the impact of your comments and actions on your peers and class process.
- Be open about discussing the impact of your comments on your peers.
- Practice active listening.
- Participate in small group discussions and role-plays.
- Follow up on requests the instructor may make to improve assignments.

Your participation in class activities will be evaluated according to the following rubric:

CLASS PARTICIPATION EXPECTATIONS	Possible points	Points demonstrated
Prompt and dependable presence in the class.	4	
Prepares for class by immersing self in course readings and reflecting on their application to personal practice.	4	
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in the practice of MCFT.	4	
Contributes to the reflection of other class members and the group project as a whole.	4	
Helps to create an atmosphere of safety and mutual respect among all class members.	4	
TOTAL	20	

2) **Immersion experience (28 points).** *Due Oct 26.* This project involves experiential learning through cross-cultural engagement with marginalized or underserved communities. **The intent is to be aware of your own process of seeking to sensitivity engage with cultures different from your own.**

- A. Select an experience that is qualitatively different from that of your own culture.
- B. On or before Sept 27 submit a brief statement of intent to the instructor before engaging in the activity for the purpose of this assignment. Your statement of intent should include the following:
- a brief description of the activity you have chosen and why you selected it.
 - a brief description of your goals for the experience (what do you want to learn about yourself in interaction with others different from you?)
- C. After approval of your statement of intent, you may carry out the activity. The activity must involve both observation and interaction with people in a sociocultural context different than your own. In other words, you must observe but you may not limit the activity to passive observation. Make sure that your activity involves interaction with members of the culture, either through active participation in the activity itself or through conversations with members of the culture.
- D. Submit a 3-4 page written summary and reflection of your immersion experience on Oct 26. Your reflection will be evaluated on your reflective responses to the following:

Cultural Emersion Experience	Possible Points	Points Demonstrated
A. What you did and your goals.	7	
B. Your internal process of seeking to engage with and understand another culture (i.e., what feelings and thoughts we triggered and how you responded to them).	7	
C. What you learned about yourself and what you need to do be able to engage across cultural differences and see through the lens of others.	7	
D. How your experience relates to the concepts covered in the classroom.	7	
TOTAL	28	

3. Life map. 50 points. Due Nov 9

This assignment builds on the critical genogram that you created in MCFT 504. It involves describing your socio-contextual life story through symbols and analyzing aspects of your life story relative to your intersecting social locations.

- A) A life map is one way of expressing our histories – where we came from, where we are now, and where we are headed. Symbols, pictures, and drawings are used to represent important events, transitions, learning moments, and so on that stand out along the path of life. You may use a large piece of paper (or other medium) and use any materials you would like – pictures from magazines, colored pens, photos – to show your socio-contextual story. Briefly include (a) your journey relative to your experience, attitudes,

and awareness of how gender, class, race, sexual orientation, spirituality/religion, nation of origin, migration, physical and mental abilities, and other social and contextual issues intersect in your life; (b) specific and concrete ways these intersecting social locations afforded you privilege as well as lack of privilege in your day to day life; (c) how these sociocultural contexts framed significant events in your life and the resources/strengths that helped you overcome difficult times, and (d) the impact of these sociocultural contexts on your journey toward becoming a family therapist and what you bring to your new profession.

B) You will share your life map with a group of classmates (15-20 minutes). The group will have approximately 10 minutes to share their reflections on how your life map impacted them (the thoughts or feelings that they experiences). Only reflections that communicate human connection and are non-judgmental may be shared. (similar to reflection teams that are used in MCFT practice).

C) Write a 5-6 page paper in which you integrate material from course readings with your reflections regarding your life map. References to readings are required for full points. The paper will be graded according to the following:

Self-of-the-Therapist Reflection (Life Map)	Possible Points	Points Demonstrated
(a) Presentation of the life map you created and what it shows overall regarding how your intersecting social locations impact your personal and professional development.	6	
b) Paper discusses your journey relative to your experience, attitudes, and awareness of how gender, class, race, sexual orientation, spirituality/religion, nation of origin, migration, physical and mental abilities, and other social and contextual issues intersect in your life.	6	
(c) Paper includes specific and concrete ways in which you have privilege in everyday life, as well as ways you lack privilege (access & opportunity in everyday life)	6	
d) Paper addresses how your intersecting sociocultural contexts impacted your experience of significant life events and the resources/strengths that helped you overcome difficult times.	6	
(f) Paper describes how the above contribute to your what you bring to your role as family therapist.	6	
(g) Paper is well written, with appropriate use of APA style.	5	
(h) Course readings are cited and integrated with analysis of your personal life experience.	5	
TOTAL	50	

4. **Applied book review with clinical application.** 30 points.

In this assignment you will draw on the diverse experiences represented in selected books.

A. Together with another class member, sign up to apply one of the books from the list on the syllabus. (All books on the list must be presented, so you may not get your first choice).

B. Read the book with the goal of identifying how larger societal processes such as power and privilege associated with gender, race, culture, socio-economic status and other social locations and identities are part of people's life experience; i.e. how they may relate to clients' concerns or problems and how we and others view them.

C. Create a 30-minute presentation that illustrates the clinical application of the issues addressed in the book. Your challenge is to distill from the book what is especially relevant to the practice of socioculturally attuned and equitable marriage, couple, and family therapy:

- Present a brief overview of the key issues that are relevant to equity in the practice of family therapy. This should be no more than 10 minutes. A brief, to-the-point handout would be helpful.
- Develop a case example that illustrates these issues.
- Using the ANVIET guidelines from McDowell et al chapter 14, draw on what you learned from the book to suggest how social justice and cultural equity issues would be present and addressed in this case (20 minutes):
 - Attune—to what sociocultural experiences would therapists need to be attuned? For example, what would therapists need to “get” about how the clients' context affects what they think, feel, expect, and do? How much control and power they have in their lives? Etc.
 - Name—What kinds of justice and equity issues would be important to identify and name?
 - Value—what client values and skills are likely to be overlooked or marginalized in the dominant culture?
 - Intervene—What societal power dynamics will therapists seek to position their work to interrupt?
 - Envision—What kinds of just alternatives might the therapist help the clients envision?
 - Transform—What will therapists need to do to help clients make the imagined alternatives real? To what kinds of social structures and supports will therapists need to help clients be aware and connected?
- Following your presentation, the class will discuss how therapy might proceed with the case.

Your applied book review and demonstration will be evaluated according to the following rubric:

Applied Book Review and Case illustration	Points possible	Points demonstrated
A. Presentation identifies key social justice issues from the book and explains how they are relevant to MCFT practice.	10	
B. The case example helps the class understand the socio-contextual experience of the people portrayed and how these relate to their issues or concerns.	10	

C. Case example demonstrates implications for how the case is approached using ANVIET guidelines.	10	
TOTAL	30	

6. Final Self-assessment. 72 points – *Due Dec 6* (5-8 pages).

Use Janet Mock’s life story as a case example from which to complete a self-assessment of how you are applying the content of this course to your approach to MCFT as related to each of the five objectives for this course. It should also include your awareness of what you still need to learn and proposed action plans to do this. Assigned course readings must be integrated and proper APA style must be used. The rubric at the end of the syllabus will be used to evaluate your self-assessment.

Upload this assignment on Taskstream no later than December 6. **The values on the rubric will be tripled when your grade in the course is calculated. In order to receive credit for the course, students must earn at least 17 points on the final assessment evaluation (i.e., 51 points when tripled).**

EVALUATION & GRADING

Participation	20 pts
Life map & paper	50 pts
Immersion paper	28 pts
Applied book review	30 pts
Final self-assessment	72 pts*
TOTAL	200 pts

186-100 = A	180-185.5 = A-	176-185 = B+
166-175.5 = B	160-165.5 = B-	156-159.5 = C+
146-155.5 = C	140-144 = C-	

Students must attain at least 51 points on the final self-assessment to receive credit for the course—regardless of grades on the other assignments.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missing 3 or more hours of a 1 credit course may result in a failing grade. For this course, any absence of more than one hour requires a makeup assignment. If you must be absent or late, please email the instructor at least several hours prior to class.

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.

COURSE SCHEDULE

	Topic	Readings due	Assignment/ Activity due
Sept 6	Course Overview		
Sept 13	Equity in Clinical Practice	McGoldrick & Hardy CP1 McDowell Chap 1 McDowell, K-M & Bermudez (in press, chap 14)	
Sept 20	Developing a Critical Contextual Consciousness	Frierre intro, chap 1-2 McDowell Chap 7 Garcia et al article	
Sept 27	Racism; Power & Privilege	Tatum CP2 McIntosh CP3 McDowell, Chap 4	Submit paragraph describing proposed immersion experience <i>Irving. Waking up White</i> _____ _____
Oct 4	No class meeting—time for immersion assignment	Mock (begin reading)	
Oct 11	Class, Socioeconomic status	McDowell, Chap 2 & 6 hooks CP4 Folbre CP5 McDowell 2012 articles (2)	<i>Shipler, The Working Poor</i> _____ _____
Oct 18	Gender Identity Construction	K-M 2017 McDowell chap 3 & 5 Giamattei article Lev article Nealy CP6	<i>Eliot, Pink brain, blue brain</i> _____ _____
Oct 25	Gender in Intimate and Family Life	K-M & Mahoney chap 3-14	<i>Kimmel, Guyland</i> _____ _____
Oct 26 9-4	Multicultural identities, sociocultural attunement, & witnessing	Abudabbeh CP7 Garcia-Preto CP8	Emerson Reflection Paper Due

		Maciel article Pandit article	
Nov 1	Historical and Epistemological Injustice	Mohanty Brave Heart & DeBruyn Fricker CP9 & CP10	Kessler <i>Stubborn Twig</i> _____ _____ Rojas, <i>Women of color and feminism</i> _____ _____
Nov 8	Spirituality, resilience, trauma, & disabilities	Hines CP11 Brown CP 12 & CP13	Watson, <i>Facing the Black Shadow</i> _____
Nov 9 9-4	Self of the Therapist	McDowell, K-M, & Bermudez (in press), chap 3	Life Map Papers due Share Life Maps
Nov 15	Personal Approach to Social Justice	Mock (entire book) D'Arrigo-Patrick article	
Dec 6	Application and Self-Evaluation (no class meeting)		Final Paper due on Taskstream

Guiding questions to prepare for MCFT 511 class discussion

As you do the assigned readings, reflect on the following questions and make notes on your responses. Be prepared to share your thoughts in class.

1. From what perspectives (personal, academic, and clinical locations) are the authors writing? How does this shape their work and contributions to equity in family therapy?

2. What ideas/concepts in this reading
 - a. Resonate with my previous knowledge and experience?
 - b. Stimulate new thoughts or questions for me?

3. How is my response to this reading informed by my personal experience within my intersecting social locations?

4. What specific practice implications are relevant to me given my social location, privilege/marginalization, and process of professional development?

5. How do these contribute to my application of the ANVIET guidelines (attune, name, value, intervene, envision, transform)?

Grading Rubric for Self-Assessment Paper

Course Objectives	Marginal (1pt)	Emerging (2 pts)	Proficient (3 pts)	Accomplished (4 pts)
Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, etc.) that are relevant to client experience.	Minimally aware of the ways in which contextual and systemic dynamics impacting interpersonal relationships: identifies variables but makes no connection with personal and social issues	Somewhat aware of the ways in which contextual and systemic dynamics impacting interpersonal relationships: names variables limited illustration of their impact on personal and family issues.	Generally aware of the ways in which contextual and systemic dynamics impacting interpersonal relationships: identifies variables, describes a sense of their interconnectedness and impact in personal, family and community life.	Consistently aware of the ways in which contextual and systemic dynamics impacting interpersonal relationships: identifies variables, understands their interconnectedness and impact in personal, family and community life.
Consider the impact of larger societal systems (e.g., legal system, social services, schools, medical systems, etc.) on clients' health and well-being	Minimally aware of the ways in which various systems (medical, legal, etc) impact clients' lives. Identifies systems without articulating their connection and impact.	Somewhat aware of the ways in which various systems (medical, legal, etc) impact clients' lives. Identifies systems, articulating a sense of their connection and impact.	Generally aware of the ways in which various systems (medical, legal etc) impact clients' lives. Identifies systems, articulating their connection and impact and begins to Integrate issues of context and identity in the ways these systems impact a therapeutic system.	Consistently aware of the ways in which various systems (medical, legal, etc) impact clients' lives. Identifies systems, articulating their connection and impact. Integrates issues of context and identity and details the ways these systems impact a therapeutic system.
Develop awareness necessary to 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).	Limited recognition of how therapist interventions can be sensitive to clients unique socio-contextual experiences and thus likely to inadvertently reinforce societal inequities.	Deeper understanding of own and others' cultures, identifies salience, more comfortable in attending to others, seeks out learning experiences to build knowledge, skills, intercultural engagement	Emerging reflective practice, responds effectively, Demonstrates comfort with and commitment to working on addressing issues of privilege and oppression, generally effective in role play practice	Reflective practice, responds effectively; Not only comfortable but excited about growth and looks forward to working addressing issues of privilege and oppression, effective in role play practice
Begin to demonstrate awareness of how to empower clients and their relational systems to establish effective relationships with each other and larger systems.	Minimal identification of issues of privilege and oppression; cultural differences; the role of a cultural broker; differentiation between cultural values and to be respected and issues of power and privilege.	Identification of issues of privilege and oppression; cultural differences; the role of a cultural broker; differentiation between cultural values and to be respected and issues of power and privilege.	Identification, integration and articulation of issues of privilege and oppression; cultural differences; the role of a cultural broker; Emerging ability to differentiate between respect for cultural values and issues of power and privilege.	Identification, integration and articulation of issues of privilege and oppression; cultural differences; the role of a cultural broker; Consistently able to differentiate between respecting cultural values and issues of power and privilege.
Self-assessment of personal response to own history and social location and its impact on personal relationships and clinical practice.	Minimal curiosity and willingness to examine own personal history and biases, social location and accountability; recognition of how issues of power play out in interpersonal relationships; humility.	Some curiosity and willingness to examine own personal history and biases, social location and accountability; recognition of how issues of power play out in interpersonal relationships; humility.	Generally curious and willing to examine own personal history and biases, social location and accountability; emerging recognition of how issues of power play out in interpersonal relationships; humility	Consistently curious and willing to examine own personal history and biases, social location and accountability; Demonstrated recognition of how issues of power play out in interpersonal relationships; humility.

<p>Paper is clearly written and organized, well-referenced, and conforms to APA style.</p>	<p>Style of writing is hard to follow and poorly organized without focused introduction and conclusion. References are limited and there are significant errors in APA style.</p>	<p>Writing is sometimes hard to follow with some organization problems. References are limited and there are some errors in APA style.</p>	<p>Writing is generally clear and easy to follow. Paper is organized and most points are well articulated. Paper is appropriately referenced with very minimal APA errors.</p>	<p>Writing is exceptionally clear and easy to follow. Major points are well articulated and organization provides an excellent overview of the issues and conclusions. Paper is appropriately referenced with no APA errors.</p>
<p>Total</p> <p>24 possible</p>				