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**MCFT 511-01 & 02 EQUITY IN FAMILY THERAPY  
FALL 2019**

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<b>Time &amp; Day:</b>	Section 1—Wednesday 9:00-12:15 Section 2—Wednesday 1:00-4:15
<b>Place:</b>	
<b>Instructor:</b>	Carmen Knudson-Martin, PhD
<b>Office Hours:</b>	Tuesdays 2:00-3:30; (please phone the CPSY office 503-763-6060 to schedule an appointment)
<b>E-Mail:</b>	<a href="mailto:carmen@lclark.edu">carmen@lclark.edu</a>
<b>Phone:</b>	909-262-7725 (cell)      office: Rogers 319

**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 (45 contact hours)

**MCFT STUDENT LEARNING OUTCOMES**

This course promotes the following student learning outcomes:

SLO 1.1: Students recognize the impact of power on individuals, families, and communities.

SLO 1.2: 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.
2. Consider the impact of larger societal systems (e.g., legal system, social services, schools, medical systems, etc.) on clients' health and well-being.
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).
4. Begin to develop awareness of how to empower clients and their relational systems to establish effective relationships with each other and larger systems.
5. Assess personal response to own history and social location and its impact on interpersonal relationships and clinical practice.

**A note about the nature of this course:** Given the sensitive and challenging nature of the material discussed in class, it is important that we develop an atmosphere of trust and openness in the classroom. The instructor will seek to foster an environment in which each class member is able to hear and respect each other, drawing on the guidelines for a relational approach to social justice. 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

\*Free electronic access available through Watzek library

Brown, L. S. (2008). *Cultural competence in trauma therapy: Beyond the flashback* Washington, DC: American Psychological Association.

\*DiAngelo, Robin (2012). What does it mean to be white? Developing white racial literacy. *Counterpoints, Vol 398*. (Chap 4, 5 6, & 8)

\*Fricker, M. (2007). *Epistemic injustice: Power and the ethics of knowing* (chap 1 & 7). New York, NY: Oxford University Press.

Greene, M. (2018). Little #METOO Book for Men. New York, NY: ThinkPlay Partners (PDF provided by author on Moodle)

\*Lareau, A. (2011). *Unequal childhoods: Class, race, and family life*. Berkeley, CA: University of California Press. (Chap 1, 6, 7, & 12)

- \*McDowell, T. (2015). *Applying critical social theories to family therapy practice*. AFTA SpringerBriefs in Family Therapy. New York, NY: Springer.
- McDowell, T., Knudson-Martin, C., & Bermudez, J. M. (2018). *Socioculturally attuned family therapy: Guidelines for equitable theory and practice*. New York: NY: Routledge. (also used in MCFT 504)
- Mock, J. (2014). *Redefining realness: My path to womanhood, identity, love & so much more*. New York, NY: Atria.
- Smith, M. D. (2016). *Invisible man, got the world watching: A young black man's education*. New York, NY: Nation Books.
- Stone, D. J., & ChenFeng, J. L. (2019). *Finding your voice as a beginning marriage and family therapist*. New York, NY: Routledge.
- \*Tatum, B. (1997). Why are all the black kids sitting together in the cafeteria? (Part I: pp. 22-29) New York, NY: Basic books.

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

- Arora, K., & Bava, S. (2018). An unknown, unnamable journey: Family therapists in complex conversations as Muslim and Sikh immigrants. In D. Trimble (Ed.). *Engaging with spirituality in family therapy: Meeting in sacred space* (pp. 33-48). New York, NY: Springer.
- 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., D'Arrigo-Patrick, E., & Hoff, C. (2018). Colliding discourses: Families negotiating religion, sexuality, & identity. In E. Esmiol Wilson & L. Nice (Eds.). *Socially just spiritual and religious interventions: Ethical uses of therapist power* (pp. 37-49). New York: NY: Springer.
- D'Arrigo-Patrick, J., Hoff, C., Knudson-Martin, C., & Tuttle, A. R. (2017). Navigating critical theory and postmodernism: Social justice and therapist power in family therapy. *Family Process*, 56, 574-588.
- Esmiol Wilson, E. (2018). From assessment to activism: Utilizing a justice-informed framework to guide spiritual and religious clinical interventions. In E. Esmiol Wilson & L. Nice (Eds.). *Socially just spiritual and religious interventions: Ethical uses of therapist power* (pp. 1-14). New York: NY: Springer.
- Giammattei, S. V. (2015). Beyond the binary: Trans-negotiations in couple and family therapy.

*Family Process*, 54, 418-434.

Hines, P. (2018). The gift that keeps on giving: Culturally relevant integration of spirituality in therapy with African American Families. In D. Trimble (Ed.). *Engaging with spirituality in family therapy: Meeting in sacred space* (pp. 49-65). New York, NY: Springer.

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)

Knudson-Martin, C., McDowell, T., & Bermudez, J. M. (2019). From knowing to doing: Guidelines for socioculturally attuned family therapy. *Journal of Marital and Family Therapy*, 39, 72-86.

McDowell, et al. (2013). Social Class in Family Therapy Education, *Journal of Marital and Family Therapy*, 39, 72-86.

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

Snyder, L., McIntosh, S., & Gosnell, F. (2016). Learning to speak social justice talk in family therapy. In S. St. George & D. Wulff (Eds.). *Family therapy as socially transformative practice: Practical strategies* (pp. 57-68). New York, NY: Springer.

## **Recommended**

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

Fine, C. *Delusions of gender: How our minds, society, and neurosexism create difference*. New York, NY: Norton.

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.

## COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFRTB task statements	Evaluated by
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.	SLO 1.1 SLO 1.2	CC 1.2.1 CC 1.2.2 CC 1.3.1 CC 2.2.3 CC 2.3.1 TS 01.04 TS 02.08	Final Self Assessment— Criterion 1  Case presentation-- Attune
2. Consider the impact of larger societal systems (e.g., legal system, social services, schools, medical systems, etc.) on clients' health and well-being.	SLO 1.1 SLO 1.2	CC 1.2.1 CC 1.2.2 CC 1.3.1 CC 2.2.3 CC 2.3.1 TS 01.04 TS 02.08	Final Self Assessment— Criterion 2  Case presentation-- Attune
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).	SLO 2.2	CC 1.2.1 CC 1.3.1 CC 2.3.1 CC 2.3.7 CC 4.3.2 CC 4.5.3 TS 01.04 TS 02.06 TS 02.08 TS 03.11	Final Self Assessment— Criterion 3  Immersion Experience paper  Case presentation— Name, Value, Intervene
4. Begin to develop awareness of how to empower clients and their relational systems to establish effective relationships with each other and larger systems.	SLO 2.2 SLO 4.3	CC 1.3.1 CC 2.3.8 CC 4.3.8 TS 02.18 TS 03.23 TS 05.09	Final Self Assessment— Criterion 4  Case presentation— total ANVIET  Participation rubric
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)	SLO 2.1	CC 3.4.5 CC 5.5.2 TS 06.04	Final Self Assessment— Criterion 5 Life map paper & presentation Participation rubric

## 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** (25 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. **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 assigned readings.
- Participate in small group discussions and role-plays.
- Take a **relational approach to social justice**
  - Learn through mutual dialogue (rather than debate)
    - Share and receive one another's stories
    - Value the uniqueness of each voice
    - Be open to changing your perspective
  - Practice reflective self-awareness
    - Discern the influence/limits of own context
    - Be mindful of impact on others—accountability
    - Clarify values and their source
  - Seek complexity
    - Engage the personal, the emotional
    - Embrace both/and
    - Nepantla—entering into multiple, often conflicting sociopolitical worlds
  - Take risks
    - Engage differences
    - Imagine alternatives (this is a form of resistance)
    - Active engagement=vulnerability
  - Take responsibility
    - For your actions
    - For unearned privilege
    - For being proactive about repair

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

CLASS PARTICIPATION EXPECTATIONS	Possible points	Points demonstrated
Prompt and dependable presence in the class.	5	
Prepares for class by immersing self in course readings and reflecting on their application to personal practice.	5	
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in the practice of MCFT.	5	
Contributes to the reflection of other class members and the group project as a whole.	5	
Helps to create an atmosphere of safety and mutual respect among all class members.	5	
TOTAL	25	

- 2) **ANVIET Case presentation.** (25 points). In groups of 3 or 4, apply concepts from the readings to a case. The goals are (a) to identify how larger societal processes such as power and privilege associated with gender, race, culture, socio-economic status and other social locations and identities may relate to clients' concerns or problems and (b) to consider how family therapists may address them using the ANVIET guidelines.

Create a 30-minute presentation that illustrates the clinical application of issues addressed in the readings for the day. This is NOT a summary of all the ideas in the readings. Instead, your challenge is to distill what is especially relevant to the practice of socioculturally attuned and equitable marriage, couple, and family therapy:

- Present a brief overview of the key ideas that are relevant to equity in the practice of family therapy and why they are important. 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 and Knudson-Martin et al (2019) 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?
  - 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:

<b>Applied Book Review and Case illustration</b>	<b>Points possible</b>	<b>Points demonstrated</b>
A. Presentation identifies key social justice issues from the book and explains how they are relevant to MCFT practice.	5	
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	
<b>TOTAL</b>	<b>25</b>	

**3) Immersion experience (28 points).** *Due Oct 23.* 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 25 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. On taskstream, submit a 3-4 page written summary and reflection of your immersion experience before class Oct 23. Come to class prepared to share. Your reflection will be evaluated on your reflective responses to the following:

<b>Cultural Emersion Experience</b>	<b>Possible Points</b>	<b>Points Demonstrated</b>
A. What you did and your goals.	7	
B. Your <b>internal</b> 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	
<b>TOTAL</b>	<b>28</b>	

### **3. Life map. 50 points. Due Nov 13**

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 the class (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 experienced). 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 5-7 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:

<b>Self-of-the-Therapist Reflection (Life Map)</b>	<b>Possible Points</b>	<b>Points Demonstrated</b>
(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. Consider how they shape and limit what you see and expect, what is emotionally charged, and potential strengths.	6	
(g) Paper is well written, with appropriate use of APA style.	10	
(h) Course readings are cited and integrated with analysis of your personal life experience.	10	
<b>TOTAL</b>	<b>50</b>	

**6. Final Self-assessment.** 72 points – **Due Nov 19** (6-10 pages, not including abstract and references).

Use either Mychal Smith or 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 paper.

Upload this assignment on Taskstream no later than **9 am Friday Dec 6**. **The values on the rubric will be tripled when your grade in the course is calculated.**

### **CPSY DEPARTMENTAL ATTENDANCE POLICY**

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 (1 credit.) 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.

### **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.

### **DISCLOSURE OF PERSONAL INFORMATION**

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have “established policies for informing applicants and students regarding disclosure of their personal information” (COAMFTE Standard 140.02, 2003). Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

### **CELL PHONES**

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

### **EVALUATION & GRADING**

Participation	25 pts
Case Presentation	25 pts
Life map & paper	50 pts
Immersion paper	28 pts
Final self-assessment	72 pts
<b>TOTAL</b>	<b>200 pts</b>

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-	

According to Graduate School policy, grades lower than B- may not apply to graduation. Students earning a C+ or lower will need to repeat the course.

**COURSE SCHEDULE**

	<b>Topic</b>	<b>Readings due</b>	<b>Assignment/ Activity due</b>
Sept 4	Course Overview & Relational Approach to Social Justice	McDowell (2015) Chap 1 Stone & ChenFeng Chap1 & 2	
Sept 11	Identities, social location, & power	Tatum pp. Part I (pp. 22-39) Brown intro & chap 2 Stone & ChenFeng 5&6 Brave Heart & De Bruyn	
Sept 18	Ethics & Socioculturally Attuned Practice  Q&A with T. McDowell	McDowell et al chap 3 & 14 Knudson-Martin et al (2019)	
Sept 25	Race	DiAngelo Chap 4, 5, 6, & 8 McDowell (2015) chap 4 Brown chap 7	<b>Submit paragraph describing proposed immersion experience</b>  Case Application _____ _____
Oct 2	Heteropatriarchy	Knudson-Martin (2017) McDowell (2015) cha 3 Greene	Case Application _____ _____
Oct 9	Queer theory & Epistemic Injustice	McDowell (2015) Chap 5 Fricker Chap 1 & 7 Giammettei	Case Application _____ _____
Oct 16	Class, Socioeconomic status	McDowell (2015) Chap 2 Lareau Chap 1, 6, 7, & 12 McDowell 2013 article	Case Application _____ _____
Oct 23	Intersections of Power	Smith—whole book—esp chap 4-conclusion) McDowell (2015) chap 6	Immersion Paper Due
Oct 30	Spirituality, justice, & empowerment	Esmiol Wilson Arora & Bava Hines D'Arrigo-Patrick (2018)	Case Application _____ _____

Nov 6	Trauma, disabilities, & social class	Brown chap 4, 9, & 10	Life Maps _____ _____
Nov 13	Witnessing, sociocultural attunement, & social justice talk	Pandit D'Arrigo-Patrick (2017) Synder et al	Life Map Papers due Life Maps _____ _____
Nov 20	Empowerment	Mock (whole book)	Life Maps _____ _____
	Thanksgiving		
Dec 4	Self of the Therapist Contextual Accountability	Stone & ChenFeng Chap 7 &8	Life Maps _____ _____  Final Paper due on Taskstream  <b>Friday Dec 6 9am</b>
Dec11	Developing equitable practice		Life Maps _____ _____

### **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 perspectives 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?

**Grading Rubric for Self-Assessment Paper—Total possible points: 24  
(score will be tripled for grade)**

<b>Course Objectives</b>	<b>Marginal (1pt)</b>	<b>Emerging (2 pts)</b>	<b>Proficient (3 pts)</b>	<b>Accomplished (4 pts)</b>
<b>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.</b>	Minimally aware of how sociocontextual processes impact interpersonal relationships: identifies variables but makes no connection with what these mean in people's lives.	Somewhat aware how sociocontextual processes impact interpersonal relationships: names relevant factors with limited illustration of their felt experience in people's lives.	Generally aware of how sociocontextual processes impact interpersonal relationships: identifies relevant factors and describes a sense of how people experience these in their lives.	Consistently aware of how sociocontextual processes impact interpersonal relationships: identifies relevant factors and illustrates how people experience these in their lives.
<b>Consider the impact of larger societal systems (e.g., legal system, social services, schools, medical systems, etc.) on clients' health and well-being</b>	Minimally aware of the ways larger systems (medical, legal, etc) impact clients' lives. Identifies systems without articulating their connection and impact on health and well-being.	Somewhat aware of the ways larger systems (medical, legal, etc) impact clients' lives. Identifies a limited sense of their connection to and impact on health and well-being.	Generally aware of the ways larger systems (medical, legal etc) impact clients' lives. Identifies their connection to clients' personal/relational health and well-being.	Consistently aware of the ways larger systems (medical, legal etc) impact clients' lives. Identifies their connection to clients' personal /relational health and well-being.
<b>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).</b>	Limited recognition of how therapist interventions can be sensitive to clients' unique socio-contextual experiences and thus likely to inadvertently reinforce societal inequities.	Emerging understanding of own and others' sociocultural contexts and their salience to the clinical experience. Describes some openness to engaging across differences and interest in learning experiences to build knowledge, skills, intercultural engagement.	Emerging understanding of own and others' sociocultural contexts and their salience to the clinical experience. Describes openness to engaging across differences and identifies needed learning experiences to build knowledge, skills, intercultural engagement.	Demonstrates understanding of own and others' sociocultural contexts and their salience to the clinical experience. Not only comfortable but excited about growth and looks forward to working addressing issues of privilege and oppression. Identifies specific areas for continued development.
<b>Begin to demonstrate awareness of how to empower clients and their relational systems to establish effective relationships with each other and larger systems.</b>	Minimal identification of issues of privilege and oppression, cultural differences, or differentiation between cultural values and to be respected and issues of power and privilege.	Emerging identification of issues of privilege and oppression, cultural differences, and differentiation between cultural values and to be respected and issues of power and privilege. Limited application to clinical empowerment.	Identification of issues of privilege and oppression, cultural differences, and differentiation between cultural values and to be respected and issues of power and privilege. Developing application to clinical empowerment.	Identification of issues of privilege and oppression, cultural differences, with clear differentiation between cultural values to be respected and issues of power and privilege. Demonstrated application to clinical empowerment.
<b>Self-assessment of personal response to own history and social location and its impact on personal relationships and clinical practice.</b>	Minimal curiosity and willingness to examine own personal history and biases, social location and accountability; limited recognition of how issues of power play out in interpersonal relationships and practice and/lacks humility.	Some curiosity and willingness to examine own personal history and biases, social location and accountability; emerging recognition of how issues of power play out in interpersonal relationships and practice and/or beginning to show humility.	Developing curiosity and willingness to examine own personal history and biases, social location and accountability; Growing recognition of how issues of power play out in interpersonal relationships and practice and/or reflecting 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 and approaches practice with humility.
<b>Paper is clearly written and organized, well-referenced, and conforms to APA style.</b>	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.	Writing is sometimes hard to follow with some organization problems. References are limited and/or there are errors in APA style.	Writing is generally clear and easy to follow. Paper is organized and most points are well articulated. Paper is appropriately referenced with minimal APA errors.	Writing is exceptionally clear and easy to follows. Major points are well articulated and organization provides an excellent overview of the issues and conclusions. Paper is well referenced with no APA errors.