



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

- *Mission Statement, Lewis & Clark College*

**MCFT 563 TREATMENT ISSUES IN FAMILY THERAPY
Kinky/BDSM Clients
SPRING 2022**

Time & Day:	Tuesdays, 1pm- 4pm Feb 1 st - March 1 st
Place:	Zoom
Instructor:	Maria Carrington, LICSW, CST
Office Hours:	By appointment. Please email to set up an appointment.
E-Mail:	mariacarrington@lclark.edu

CATALOG DESCRIPTION

Applications of systems/relational approaches to treatment of clinical issues. Course offerings address a variety of topics. Each course includes an emphasis on clinical case conceptualization, treatment planning, and intervention.

Prerequisite: None

Credit: 1 semester unit (15 contact hours)

COURSE DESCRIPTION

This course will provide education on the history of Kinky clients interaction with the mental health field in addition to basic knowledge and understanding of this community. In addition, this course will cover intersectionality with the kinky community, myths and misconceptions, and clinical considerations. This course addresses how mental health systems have historically pathologized clients who participate in sexual behaviors that have not fit within dominant discourse notions of “normal”.

MCFT STUDENT LEARNING OUTCOMES

This course promotes the following student learning outcomes:

SLO 1.3: Students will apply systems/relational theories to clinical case conceptualization.

SLO 2.1: Students will 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

At the end of this course, students are expected to:

1. Develop knowledge or skills that expand ability to apply a systems approach to treatment of a particular clinical issue.
2. Apply course content to case conceptualization, treatment planning, and intervention. In this section, these include:
 - A. Develop understanding of specific treatment strategies and needs of clients who practice BDSM.
 - B. Develop strategies for guiding clinical conversations that help clients overcome oppressive dominant discourses and expand possibilities.
 - C. Increase ability to manage the power of the therapist in relation to both dominant societal discourses and client agency.

A note about the nature of this course: This course will involve considerable class discussion. There may also be discussion of topics/ideas/activities that you find evoke strong feelings in you. Please feel free to bring up your reactions in class as long as it's done in a respectful way that adds to the conversation.

Guidelines for this Zoom online course:

You may log into the “classroom” early. Come five or ten minutes early and chat with each other. Instructor will not listen to your pre-class conversation, even if logged in.

Open your video so we can all see each other. Try to arrange your screen to best convey active listening. Limit activities that may be distracting and keep you from being present in the class. Ideally have other windows/systems on computer closed.

Mute your sound when you are not speaking, except in small breakout groups.

Wave your hand when you want to speak. Feel free to assist the instructor in noticing if someone wants to speak and has been missed. Take turns talking (be aware of other potential speakers). Engaged and Active--we make the class for each other!

Use the chat room function to share your thoughts or perspective about class material during class discussion if you cannot find an optimal time to jump into discussion

Glitching? Sign out and sign back in. Send a direct message or email to professor if you can't resolve tech issues.

COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated by
1. Develop knowledge or skills that expand ability to apply a systems approach to treatment of a particular clinical issue.	SLO 1.3	CC 1.1.1 CC 1.1.2 CC 2.2.3 CC 4.1.1 CC 4.5.3 TS 01.01 TS 01.02	Journal Paper
2a. Apply social constructionist theory to conceptualizing the relational nature of change.	SLO 1.3	CC 2.2.3 CC 2.1.6 CC 4.1.1 CC 4.5.3 TS 01.01 TS 01.02 TS 02.02 TS 02.30	Paper Journal
2b. Develop strategies for guiding clinical conversations that help clients overcome oppressive dominant discourses and expand possibilities.	SLO 2.2 SLO 4.3	CC 1.2.1 CC 1.3.1 CC 2.3.1 CC 2.3.8 CC 4.1.2 CC 4.3.8 TS 01.04 TS 02.06 TS 03.11	Role plays Journal Papers
2c. Increase ability to manage the power of the therapist in relation to both dominant societal discourses and client agency.	SLO 2.1 SLO 4.3	CC 1.3.1 CC 2.3.8 CC 4.3.8 TS 01.04 TS 05.09	Journal Papers

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

- Option 1: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility in 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.
- Option 2: If you require academic accommodations please contact the Office of Student Accessibility in Albany Quadrangle (503-76-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

LINKS TO LEWIS & CLARK GRADUATE SCHOOL ESSENTIAL POLICIES

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

DISCLOSURE OF PERSONAL INFORMATION

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.

EVALUATION & GRADING

Participation	25 pts
Final Project	40 pts
Journal	35 pts

Total	100 pts
94-100 = A	90-93.5 = A- 88-89.5 = B+
83-87.5 = B	80-82.5 = B- 78-79 = C+
73-77.5 = C	70-72 = 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.

TEXT/READINGS

Required Texts

Goerlich, S. (2021). *The leather couch: Clinical practice with kinky clients*. New York, NY: Routledge.

Recommended Articles

Carlström, C. (2018). BDSM, becoming and the flows of desire. *Culture, Health & Sexuality*, 21(4), 404–415. <https://doi.org/10.1080/13691058.2018.1485969>

Dunkley, C. R., Henshaw, C. D., Henshaw, S. K., & Brotto, L. A. (2019). Physical pain as pleasure: A theoretical perspective. *The Journal of Sex Research*, 57(4), 421–437. <https://doi.org/10.1080/00224499.2019.1605328>

Faccio, E., Sarigu, D., & Iudici, A. (2020). What is it like to be a BDSM player? the role of sexuality and erotization of power in the BDSM experience. *Sexuality & Culture*, 24(5), 1641–1652. <https://doi.org/10.1007/s12119-020-09703-x>

Fennell, J. (2018). “it's all about the journey”: Skepticism and spirituality in the BDSM subculture. *Sociological Forum*, 33(4), 1045–1067. <https://doi.org/10.1111/socf.12460>

Rubinsky, V. (2018). “sometimes it’s easier to type things than to say them”: Technology in BDSM sexual partner communication. *Sexuality & Culture*, 22(4), 1412–1431. <https://doi.org/10.1007/s12119-018-9534-2>

Pitagora D (2016). The kink-poly confluence: relationship intersectionality in marginalized communities. *Sexual & Relationship Therapy*, 31(3):391-405. doi:10.1080/14681994.2016.1156081

COURSE SCHEDULE
The Leather Couch (TLC)

	Topics	Readings and Assignments
Class 1 Feb 1st	Kink 101 Intersectionality Guest Speaker: Andrew Gurza 130 pm	TLC pg. 1-69
Class 2 Feb 8th	Power Exchange Relationships Values and Ethics Guest Speaker: Sar Surmick 230 pm	TLC pg. 71-119
Class 3 Feb 15 th	Myths IPV Guest Speaker: Nick Marzo 2pm	TLC Pg. 123-159 Please complete the ICK factor Assessment on Pg. 124 Podcast- Are you actually Kinky?
Class 4 Feb 22 nd	Diagnosing paraphilias Psychological Benefits Guest Speaker: Mx. Pucks A'Plenty 1pm	TLC Pg. 165-181
Class 5 Mar 1 st	Clinical Considerations Best Practices Guest Speaker: Reb Holmberg 130pm	TLC Pg. 183-230

Andrew Gurza (he/him/his) Disability Awareness Consultant W: www.andrewgurza.com	Sar Surmick https://www.sarsurmick.com/ https://www.consent.academy/	Nick Marzo www.modernpath.net
Mx. Pucks A'Plenty Linktr.ee/thehedonistrealis	Reb Holmberg www.rebholmberg.com	

CLASS ASSIGNMENTS

1. **Participation** (25 points)

This course emphasizes shared engagement with the assigned readings and clinical competencies. 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 expanded 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.
- Engage in group discussions and role plays.
- Deal with other students and/or the instructor in a respectful fashion.

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

CLASS PARTICIPATION COMPETENCIES	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 practice.	5	
Engages in course activities with a spirit of openness and curiosity.	10	
Helps to create an atmosphere of safety and mutual respect among all class members.	5	
Total	25	

2) Journal Assignment (35 points) **Due Feb 25th on Moodle**

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.

Please keep a journal during the course. The journal should reflect what your personal feelings are in learning about the BDSM community and any personal or professional bias that you learn about. The journal should be no less than 5 pages and no more than 10.

Journal	Possible points	Points demonstrated
<u>Evaluation Criteria:</u>		
Journal indicates that student has been doing the reading and thinking critically about the topics.	5	
Journal covered at least three different topics/domains covered in the class.	5	
Journal demonstrated that student has identified potential biases about clients who participate in BDSM.	5	
Writing style is clear and concise. No grammar or APA citation errors. Assignment meets page length requirements, double-spaced, Times New Roman, 12-point.	5	
TOTAL	35	

2) Final Assignment **Due March 4th on moodle**

Please pick one of the two options (Interview Paper or Paper) for the final project. All are worth 40 points.

Interview

Description: The purpose of this assignment is to interview someone who has participated in the BDSM/Kink community. Ideally the person you will interview will also have had some experience speaking with a therapist about their Kinky behavior or identity. You are **not** allowed to interview one another or your peers in the MCFT program at LC. At the end, you will write a shorty summary of the interview and reflection on your experience. Provide at least one peer reviewed reference that supports the paper. The paper will be 3 pages min and 5 max, double spaced, Times New Roman font, and 12-point font.

Suggested Questions to ask Interviewee

- 1- When did you first experience kinky thoughts/behaviors/urgers?
- 2- How did you feel about these thoughts?
- 3- How has your kinky identity impacted your relationships?
- 4- Have you ever talked to a therapist about this? If so, how did it go?

Interview Paper	Possible points	Points demonstrated
<u>Evaluation Criteria:</u>		
The paper reflects a complete interview took place. (History of who the person is and how their kink plays into their identify.)	10	
The paper reflects the persons intersectional identities.	10	
The paper has at least one peer reviewed sources that supports the idea of the paper.	5	
The paper reflects how the interviewer felt and what they experienced in doing the interview.	10	
Writing style is clear and concise. No grammar or APA citation errors. Assignment meets page length requirements, single-spaced, Times New Roman, 12-point font, APA format reference list.	5	
TOTAL	40	

Paper

Pick a topic covered in class and write a paper expanding on the topic. The paper will be 3 pages min and 5 max, double spaced, Times New Roman font, and 12-point font.

Paper	Possible points	Points demonstrated
Paper identifies how the topics fits into systemic context of sexualities and/or relationships.	10	
Paper identifies interconnections among biological, psychological, and social systems as they relate to the diagnosis or symptomology	5	
Paper considers the sociopolitical or sociocultural context related to the topic.	5	
Paper discusses the relevancy or meaning of the symptomology from a critical lens	10	
The paper has at least one peer reviewed sources that supports the idea of the paper.	5	
Writing style is clear and concise. No grammar or APA citation errors. Assignment meets page length requirements, single-spaced, Times New Roman, 12-point font, APA format reference list.	5	
TOTAL	40	

BDSM Event

Places to locate BDSM Events

<https://www.pdxsanctuary.com/>

<https://whippersnapperspdx.wordpress.com/> (most info is on fetlife.com)

More events can be found on Fetlife.com

BDSM Event	Possible points	Points demonstrated
<u>Evaluation Criteria:</u>		
The paper reflects that the student attended a BDSM event and was emersed in the experience.	10	
The paper reflects their experiences with intersectional identities at the club/event.	10	
The paper has at least one peer reviewed sources that supports the idea of the paper.	5	
The paper reflects how the student felt and what they experienced while at the event.	10	
Writing style is clear and concise. No grammar or APA citation errors. Assignment meets page length requirements, single-spaced, Times New Roman, 12-point font, APA format reference list.	5	
TOTAL	40	