

MCFT 563-08
Treatment Issues in MCFT: Context of Queer Affirmative Practice
Spring 2024

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Office Hours: By appointment on Zoom

Course Times: Saturday, February 24 9:00am – 5:30pm
Saturday, March 9 9:00am – 5:30pm

Room: York 116 (always check WebAdvisor for the most up-to-date information)

CATALOG DESCRIPTION

This course addresses the historical and current sociopolitical context for queer-affirming personal and professional practice through critical engagement with the history of diagnosis and treatment of sexual and gender diversity in the mental health professions, past and present efforts of resistance and liberation in queer and trans communities, and narratives of identity development. Students are encouraged (but not required) to complete Foundations of Queer Affirmative Practice prior to this course.

Units: 1 semester hour (15 contact hours)

Prerequisite(s): None

MCFT PROGRAM LEARNING OBJECTIVES

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.

COURSE LEARNING OBJECTIVES

Nothing in this syllabus will be set in stone or taken for granted. The instructions and outcomes laid out here are a beginning, something we can revise as the course proceeds. These learning objectives, course activities, and assigned readings are intended to set us on a path, but we can amend the path as we go, based on what feels relevant, challenging, or meaningful to you. I encourage you to "talk back" to me and the course as we go.

In this course we will:

- Situate our practice in a larger historical context of queer oppression and liberation
- Examine the impact of intersecting systems of power on the organizing, resistance, and liberation movements of queer people
- Critique mental and medical health professional discourse through a decolonial lens
- Be bloodhounds for our own implicit biases and assumptions about other people and ourselves
- Practice getting comfortable with being uncomfortable, recognizing those moments as growth opportunities for ourselves and others
- Develop accountability to and solidarity with others in our affirmative practice
- Have epiphanies

INSTRUCTIONAL DESIGN

The course is designed as a two-day intensive and experiential seminar. Various methods of instruction will be used to accommodate all styles of learning, including lecture, class discussion, small group discussion, reflection, role play, intergroup teaching, in-class activities, in-class films, and more.

REQUIRED TEXTS

I chose the two textbooks below because I believe together they offer the most comprehensive and up-to-date overview of queer affirmative practice in our field. These are books that can serve you in your practice for years to come. We will also be using these texts in the course in this sequence (MCFT 563-16 in May). However, we will only read a few chapters for the purposes of this course. Therefore, you may want to rent or borrow these books if you do not want to purchase them.

Library Course Reserves: <https://library.lclark.edu/coursereserves?id=99549524380001844>

Chang, S. C., Singh, A. A., & dickey, l. m. (2018). *A clinician's guide to gender-affirming care: Working with transgender and gender nonconforming clients*. Oakland, CA: Harbinger. \$49.95

Harvey, R. M., Murphy, M., Bigner, J. J., & Wetchler, J. L. (Eds.). (2022). *Handbook of LGBT-affirmative couple and family therapy* (2nd ed.). New York, NY: Routledge. \$59.95

Additional materials will be available on Moodle.

COURSE REQUIREMENTS

Attendance & Participation

This is a collaborative course and every one of us is essential to and responsible for everyone else's learning. Some of your most significant learning moments will happen in class

discussions. As such, we all need to come prepared to participate fully. If you can't prepare for class or finish your work for any reason, please discuss with me and/or your classmates.

To facilitate your preparation for class, I will provide reflection questions for the assigned reading/viewing materials. These are provided to stimulate your thinking and processing of the material. I highly recommend that you journal in response to the prompts before class.

Owing to the nature of topics discussed and tasks assigned, you may experience some discomfort over the course. It is vital to remain open to these experiences and adopt a "curious" stance while learning new materials. I encourage you to discuss your discomfort in class, so that we may all learn from it together.

Current Event

In groups or on your own, you will be asked to present a critical analysis of a current event impacting queer and trans lives. The purpose of this project is to:

1. Provide a brief background of the event/issue
2. Situate the event in a larger context—historical, structural, and intersectional
3. Describe the real or potential impact on queer people, specifically their mental health and well-being
4. Propose potential solutions—on both macro (structural) and micro (personal) levels

You will be given time in class to work on this assignment. Please draft a handout with information and hyperlinked resources so that we can share what we have learned with each other. On **March 9th**, you will share what you've found with the class. You are welcome, but not required, to use visuals.

Learning Self-Assessments

At the beginning of the semester, you will identify your learning goals for this course, as well as how you plan to reach those learning goals. You should also identify potential or actual barriers to you reaching those goals.

After the first day of class, you will reflect on your progress thus far, how your learning is going, and if there is anything you need to adjust. These reflections are an opportunity for you to think about not only *what* you want to learn but also *how* you learn.

After the second day of class, you will write a brief reflection (no more than 1 page, single-spaced) of your own progress in this course. Where do you feel you made the most progress? Where did you not make as much progress? Critically evaluate your learning process in this course—what motivated you, how did you work through challenges, and what did you learn about the way you learn? **Finally, give yourself a letter grade for this course and explain why you chose that grade.**

Self-assessments will be submitted through Moodle.

COURSE GRADING

I will not be grading your work in this course. Instead, I will ask questions and provide feedback on your contributions as we go, to guide your learning and engage with your process. In addition to dialoguing with me, you will be reflecting on your own learning individually and with your classmates throughout the course. The intention here is to help you focus on working in a more meaningful way, as opposed to working as you think you're expected to. If this process causes more anxiety than it alleviates, please reach out to me so we can discuss. If you are worried about your grade, your best strategy is to revisit your learning goals and see where you need to dig deeper.

You will create and reflect on your own goals for the course on Moodle. At the end of the semester, you will give yourself a final grade. I reserve the right to change any final grades, as appropriate.

Note: 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.

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 10% 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.

*This is a departmental policy, and not necessarily my policy. Please speak with me if you are concerned about missing 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.

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 themselves 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.

Class Schedule

The below materials and assignments are also listed on Moodle. Please check Moodle for the most up-to-date information about class.

Due Sunday, February 18th:

- Complete [Student Information](#) (Google Form)
- Complete Learning Goals (Assignment on Moodle)

Due Saturday, February 24th

To be completed before class

- Read Chapter 1 and 18 of *Handbook of LGBTQ-Affirmative Couple and Family Therapy*
- Read the [Combahee River Collective](#) Statement
- Listen to this episode of *This American Life*: [“81 Words”](#) (57m)
- Reading Questions (to be posted on Moodle)

Supplementary Materials:

The following materials were covered in my courses, MCFT 511 (Fall 2023) and in MCFT 563-07 (Spring 2024), and will be relevant to our work together. It will be helpful to you to become familiar with them before class, if you are not already.

- Characteristics of [White Supremacy Culture](#) (Website). If you prefer a PDF, one is available at the bottom of the webpage.
- [Gender binary essay](#) (4 pages, written by yours truly)
- [Don't Call People Out—Call Them In](#) by Loretta J. Ross (14min)

Due Saturday, March 9th

To be completed before class

- Read Chapter 25 of *Handbook of LGBTQ-Affirmative Couple and Family Therapy*
- Read Chapter 4 of *A Clinician's Guide to Gender-Affirming Care*
- Listen to episode 290 of *Strange Fruit*: [“Life After Conversion Therapy”](#) (32m)
- Reading Questions (to be posted on Moodle)
- Current Event assignment (to be discussed on February 24th)

What You Can Expect in Class

Class will be held in York 116 from 9:00am to 5:30pm on February 24th and March 9th. We will have a break for lunch, as well as shorter breaks throughout the day as needed. Class will continue a variety of teaching and learning methods to help us all stay engaged. Please bring whatever you need to take care of your body throughout the day. More detailed class agendas will be posted on Moodle closer to the day of class.