Learning Objectives

1. Examine and critically evaluate the theory and practice of the field of marriage and family therapy through the contextual lenses of culture, gender, sexuality, race, class and spirituality

2. Acknowledge and appreciate the contribution of your own unique contextual experience and how this has contributed to your worldview

3. Increase your ability to acknowledge and appreciate multiple perspectives and worldviews other than your own

4. Review current trends in the field of sex therapy

5. Tolerate our anxiety and fear about this journey into new territory

Marriage & Family Therapy Clinical Core Competencies

- **(1.2.1)** Recognize contextual & systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context)

- **(1.3.1)** Gather & review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors

- **(2.1.1)** Understand principles of human development, human sexuality, gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics)

- **(2.1.6)** Understand the strengths and limitations of the models of assessment & diagnosis, especially as they relate to different cultural, economic & ethnic groups

- **(2.3.6)** Assess family history and dynamics using a genogram or other assessment instruments
• (2.4.3) Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses

• (4.1.1) Comprehend a variety of individual and systemic therapeutic models & their application, including evidence-based therapies & culturally sensitive approaches

• (4.1.2) Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis or cultural deficit

• (4.3.2) 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).

• (4.4.1) Evaluate interventions for consistency, congruency with model of therapy & theory of change, cultural & contextual relevance, & goals of the treatment plan

• (4.4.6) Evaluate reactions to the treatment process (e.g., transference, family-of-origin, current stress level, current life situation, cultural context) and their impact on effective intervention & clinical outcomes

Course Requirements

Required Texts:


Recommended Texts:

Description of Assignments

**Cultural Genogram Group Presentation & Reaction Paper: 25 points**

*Students will form small groups of four people per group. They will meet outside of class time through the first half of the semester to take turns presenting their cultural genogram to their group. Group members will act as supportive witnesses to each member’s cultural genogram presentation, and will facilitate discussion of material presented. Each person will then turn in written reaction paper at scheduled due date (class #7, 23 October 2007). Details regarding paper content will be provided separately.*


This article describes the process of constructing the cultural genogram as a way to increase both cultural awareness and sensitivity – key elements in the development of multicultural competency. This assignment will consist of three parts: 1) constructing a cultural genogram, 2) a 30-45 minute presentation of your cultural genogram to your group, and 3) a written reaction paper. Students will sign-up for genogram groups on the first day of class.

The construction of the cultural genogram involves the following elements:

1. Begin by defining your *culture of origin* (refer to page 229)
2. Identify the major *organizing principles* of each group that comprise your *culture of origin*
3. Identify *pride/shame issues* for each group associated with your *culture of origin*
4. Create symbols to represent these constructs that include the use of color to identify different groups, and to depict how each group contributes to the cultural identity of each individual
5. Identify *intercultural marriages* (or “unions”). Explore how divergent cultural issues were/are negotiated in these relationships, and trace the intergenerational consequences of *intercultural unions*.
6. Create a *cultural framework chart*
7. Construct at least a 3-generation *cultural genogram*
8. Consider questions 1-20 in *Table 1* (page 232) in preparation for your group presentation
9. Be prepared to consider and discuss facilitation questions from *Table 3* (page 35) during your presentation

Be prepared to address questions and comments from fellow group members during your presentation.
Sexual Genogram Group Presentation & Reaction Paper: 25 points

Students will remain with original small group of four people. They will meet outside of class time through the second half of the semester to take turns presenting their sexual genogram to their group. Group members will act as supportive witnesses to each member’s sexual genogram presentation, and will facilitate discussion of material presented. Each person will then turn in written reaction paper at scheduled due date (class #12, 4 December 2007). Details regarding paper content will be provided separately.

Reaction Papers 15 points each (total of 30 points)

As therapists training in a mental health profession, we have an ethical and moral obligation to stay in touch with our own processes (particularly when entering into unfamiliar and sometimes uncomfortable areas). During this course, you are asked to write two reaction papers focusing on how you are feeling, thinking and reacting to the course material. You will be given a format to follow for both reaction papers. Papers are due by the beginning of the specified class meeting. In order to earn the full 15 points for each reaction paper, the following criteria must be met:

1. Papers must be turned in by the beginning of class on the designated due date (5 points will automatically be deducted if papers are turned in late. Late papers will not be accepted for partial credit after the end of the following class meeting – i.e., 1 week grace period for late papers)
2. All parts of the question must be answered in full.
3. Papers must include integration of course readings.

You may also use this format to provide class feedback, discuss ways you are integrating course material into your professional work or personal life, or anything else you feel is important that you would like to share. The content of your reaction papers will only be viewed by the instructor (unless your permission is given for any additional use), and returned to you with comments, questions, feedback & musings. This assignment is an invitation to “dialogue” about important contextual issues in the field. (recommended page length: 3-5 double-spaced, typed pages per reaction paper).

* The Initial Reaction Paper is due at the beginning of class #4 (25 September 2007), and The Second Reaction Paper is due at the beginning of class #10 (13 November 2007).

“Sex on the Internet” Assignment: 10 points

No, I’m not suggesting an experiential activity for educational purposes! But in this age of computer technology, there is a considerable amount of information available on the internet related to sexual behavior and treatment. For this assignment, you are asked to access some resource(s) of your choice on the internet related to human sexuality, sexual dysfunction, or sex therapy. Write a short summary of what you found (including the name of the resource and the e-mail address), and briefly critique the accuracy of the information based upon what you are learning in class (total of 2-3 pages). Also, please turn in a copy of one page you have downloaded and printed out from your investigation.

* This assignment is due at the beginning of class #11 (27 November 2007)
**Final Project: 10 points**

This is an opportunity to unleash your creativity and reflect on what you’ve learned this semester in a “right-brained”, nontraditional way! Draw from your talents & passions to create a symbolic expression of what you learned from this class. For example, you could write a poem, paint a picture, compose a song, or cook a special dish. For the more practical-minded, you could develop a clinical tool or therapeutic intervention, etc.…

* This project is due during the last class meeting (11 December 2007).

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**Grading and Attendance**

Grades will be determined by the number of points accumulated out of a total of 100 possible points.

- **A:** 93 - 100 points
- **A-:** 90 - 92 points
- **B+:** 87 - 89 points
- **B:** 83 – 86 points
- **B-:** 80 – 82 points
- **C+:** 77 – 79 points
- **C:** 73 – 76 points
- **C-:** 70 – 72 points
- **B+:** 87 – 89 points
- **D+:** 67 – 69 points
- **D:** 63 – 66 points
- **D-:** 60 – 62 points
- **F:** below 60 points

According to Seminary policy, students are required to notify the course instructor of any absences. No student may receive credit for a course if they miss more than ¼ of the class sessions.
Course Schedule

4 September (Session 1): Orientation and Organization: Syllabus Overview

11 September (Session 2): It’s All About Context!

Readings:
Chapter 1: Overview: Ethnicity and Family Therapy
Read the chapter(s) that discusses your family’s cultural origin

Chapter 2: The Journey Continues: Second Generation Trends in Family Therapy (pp. 36-41)
Chapter 3: Integration of Theory: Common Themes (pp. 58-87)
Chapter 4: Integration of Practice: Common Themes (pp. 88-106)

18 September (Session 3): Embracing a Strengths Perspective!

Readings:
25 September (Session 4): Sexism, Racism, Classism: Stereotypes, Prejudices – Power and Privilege

Reaction Paper #1 due

Readings:


2 October (Session 5): Sexism, Racism, Classism: Stereotypes, Prejudices – Power and Privilege (cont’d)

Readings:


9 October (Session 6): Revisiting Gender

Readings:


16 October No Class! (Reading Week)
23 October  (Session 7)  Revisiting Gender (cont’d)

_Cultural Genogram Paper due_

**Readings:**


30 October  (Session 8)  Let’s Talk About Sex!

**Readings:**


6 November  (Session 9)  What is Sex Therapy?

**Historical & Current Trends / Critical Evaluation**

**Readings:**


13 November (Session 10): Sex Therapy (cont’d)

Reaction Paper #2 due

Readings:


20 November No Class!!! (Thanksgiving Recess)

27 November (Session 11): Sexual Orientation: Demystifying Gay and Lesbian Sex

“Sex on the Internet” Assignment due

Readings:


4 December (Session 12): The Impact of Social Class: Family Therapy Among the Marginalized

**Sexual Genogram Paper Due**

**Readings:**

11 December (Session 13): The Impact of Immigration on Family Systems

**Final Project due:**

**Readings:**