Instructor: Jacqueline Braeger, Ph.D., LMFT
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Credit Hours: 3 (Tuesday evenings, 6pm – 8:45pm)

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

Course Requirements
Required Texts:
   McGoldrick, M., Giordano, J. & Garcia-Preto, N. (2005). Ethnicity & Family Therapy,
   Kantor, D. & Okun, B.F. (1989). Intimate Environments: Sex, intimacy, and gender in
   Publishers.

Recommended Texts:
Description of Assignments

Constructing the Cultural Genogram: 25 points

MFT Students will complete the Cultural Genogram Presentation (the remaining students will complete the BNIF Interview due to class size coupled with the limited number of time slots available)


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 two parts: 1) constructing a cultural genogram and 2) a 25-30 minute presentation of your cultural genogram to the class. Students will sign-up for genogram presentations 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 class 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 classmates and the instructor during your presentation.
“BNIF” Interviews: 25 points
Those students not presenting a cultural genogram will have the opportunity to join a group of your choosing and become a “BNIF” (Big Name in the Field) by impersonating your chosen character throughout a 25-30 minute interview conducted in front of the remainder of the class. You will be asked to respond to the following questions during the interview:

- Tell me something about your background.
- What are some of your core beliefs about families, therapy and change?
- What in your life experience has influenced your clinical work?
- What legacy would you like to leave the field of marriage and family therapy?

Prior to the interview, you may wish to give the instructor additional questions to ask your group.

Group members are asked to creatively engage the class in the interview (remember, you are pretending to be that BNIF!). Lengthy reading of written scripted material is strongly discouraged, and will result in the deduction of points from the total group score. The time allotted for group presentations will be 25-30 minutes.

In order to make things more lively, I’ll probably ask you from time to time, to comment (as your BNIF might comment) on course content throughout the semester! The goal is not to put you on the spot, but to have fun, spark spontaneous discussions, and to provide you with an opportunity to go beyond intellectual understanding and “get inside the skin” of key people in the marriage and family therapy field relating to culture, gender or sexuality.

Here is a list of BNIF’s you can choose from:
1. Monica McGoldrick
2. Ken Hardy
3. The Women’s Project (Marianne Walters, Betty Carter, Peggy Papp, Olga Silverstein)
4. Salvadore Minuchin
5. Other (make me an offer)

You will be asked to sign-up for a BNIF Group on the first day of class.

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: 3-4 double-spaced, typed pages per reaction paper).

* The Initial Reaction Paper is due at the beginning of class #4 (7 February 2006), and The Second Reaction Paper is due at the beginning of class #8 (14 March 2006).
The “Strength-Based Multicultural” Interview: 30 points

This assignment is designed to give you experience interviewing a family or couple with a different cultural background from your own in a non-threatening, non-crisis, and non-clinical situation. You will not be conducting therapy with this family or couple, and it will be your responsibility to clearly identify your role to them as that of an interested “interviewer” wanting to learn about their experience of being a family or couple and their “culture” (e.g., ethnicity, gender roles, sexuality, spiritual practice). You can choose friends, acquaintances or classmates to participate in this interview. You are asked to audiotape the interview (to allow for your full attention & minimize note-taking). You will turn in the audiotape with your written report, cued to a 5-10 minute section of tape that is a good representation of the interview. You will also turn in a second blank audio tape so that instructor feedback can be recorded for you regarding taped interview segment. (Be sure to secure written informed consent from the family or couple you interview, ensuring that they understand the purpose and use of interview material).

You are asked to complete a 2-3 page, double-spaced report summarizing your experience of meeting with the family or couple. The report should include the following:

- a brief description of the family or couple
- a brief overview of the interview
- a brief summary of the strengths of the family or couple
- any interesting impressions
- a final paragraph explaining at what point in the interview the audiotape is cued, a statement about what was happening at that point in the interview, and why you selected this section

These sections should comprise no more than one page. The bulk of the write-up should focus on your experience of what is was like to meet and talk with the family or couple. Please include discussion of relevant course and class material as it relates (or does not relate) to your interview experience.

* This assignment is due at the start of class #10 (28 March 2006) (Late assignments will receive half-credit.)

“Sex on the Internet” Assignment: 5 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 #12 (18 April 2006)

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 (25 April 2006).
Grading and Attendance

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

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<tr>
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<td>B-</td>
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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

17 January (Session 1): Orientation and Organization: Syllabus Overview

24 January (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)


31 January (Session 3): Embracing a Strengths Perspective!

Readings:

7 February (Session 4): Sexism, Racism, Classism: Stereotypes, Prejudices – Power and Privilege

Reaction Paper #1 due
BNIF Interview: Ken Hardy

Readings:
14 February (Session 5): Genogram Presentations

Readings:

21 February (Session 6): Revisiting Gender

BNIF Interview: The Women’s Project

Readings:

28 February No Class! (Mid-Term Break)
7 March (Session 7)  Genogram Presentations

Readings:

14 March (Session 8)  Let’s Talk About Sex!

Reaction Paper #2 due  BNIF Interview: Monica McGoldrick

Readings:

21 March (Session 9)  Genogram Presentations

Readings:
28 March (Session 10): Sexual Orientation: Demystifying Gay and Lesbian Sex

**Strength-Based Multi-Cultural Interview Assignment due**

**Readings:**

4 April (Session 11): Genogram Presentations

**Readings:**

11 April No Class!!! (Easter Recess)

18 April (Session 12): The Impact of Social Class: Family Therapy Among the Marginalized

“Sex on the Internet” Assignment due

BNIF Interview: Salvador Minuchin

**Readings:**

  *Chapter 1: “Prologue: Angie, her family, and the community of helpers”*
  *Chapter 2: “The framework: A systems orientation and a family-centered approach”*
  *Chapter 3: “Working in the system: Family supportive skills”*
  *Chapter 4: “Changing in the system: Family supportive procedures”*
25 April (Session 13): The Impact of Immigration on Family Systems

Final Project due:

Readings:
