P 619: Culture, Gender and Sexuality

Christian Theological Seminary
Spring 2011

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 in addition to 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: 20 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 participate in a process designed to focus on how you are feeling, thinking and reacting to the class material. 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, 1 March 2011). 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:** 20 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, 12 April 2011). Details regarding paper content will be provided separately.

**Supplemental Readings Group Discussion Facilitation:** 20 points total

Due to the magnitude of course content, we will be unable to read and process every chapter of each book. However, as a way to generate excitement and expand creativity, students will have the opportunity over the course of the semester to read two additional chapters that are not part of the required course content, and then share clinical ideas with the class.

Students are asked to pair up and present one additional reading assignment addressing culture/gender during the first half of the semester, and one additional reading addressing sexuality/sex therapy during the second part of the semester. Groups will be given 20 minutes in which to present the following content & format:

- (5 min.) Provide brief overview of reading
- (10 min.) discuss 3 ideas that most caught your attention & why, along with a concrete idea/example of how to utilize in clinical work
- (5 min) class questions & feedback

A handout is to be prepared & distributed to class members highlighting these areas.

*On average, two groups will present each class period, starting with the 3rd class period (2/1/11).*
Course Reading Worksheets: 2 points each week for total of 20 points
Students will complete a reading worksheet on each assigned reading for class that week for a total of 10 classes (there are 13 classes in the course). The format involves listing chapter citation, and then listing 3 ideas from this reading that caught your attention and a brief explanation of why (so for example, if there are 4 required readings for a particular class, you cite each reading & then list 3 points under each along with a brief explanation of why this caught your attention...which in this example would then include 12 bullet points in total)

* (Late reading worksheets will receive credit up to 2 classes beyond the due date, and then no credit will be given for an assignment turned in more than 2 weeks late.)

* Reading Worksheets are due the beginning of each class meeting (starting with class #2 on 25 January 2011).

Class Attendance and Participation 10 points
Students can earn up to 10 points based on regular class attendance and participation in class discussion.

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 (26 April 2011).

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>
<td>A</td>
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<td>A-</td>
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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

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

25 January (Session 2): It’s All About Context!

Readings:

1 February (Session 3): Embracing a Strengths Perspective!

Readings:

8 February (Session 4): The Impact of Race, Gender & Social Class in America: Stereotypes, Prejudices – Power and Privilege

Readings:


15 February (Session 5): Gender Revisited

Readings:


22 February (Session 6): Clinical Implications

Readings:


1 March (Session 7)  Let’s Talk About Sex! What is Sex Therapy?  
**Cultural Genogram Paper due**

**Readings:**

8 March  No Class!  (Reading Week)

15 March (Session 8)  Sex Therapy (cont’d)

**Readings:**


22 March (Session 9)  
**Brief Systemic Sex Therapy Models**

**Readings:**


29 March (Session 10):  
**Sexual Genogram Break-Out Sessions**

5 April (Session 11): Sexual Orientation: Demystifying Gay and Lesbian Sex

**Readings:**


12 April (Session 12): Special Topics

Sexual Genogram Paper Due

Readings:


19 April No Class!!! (Easter Recess)

26 April (Session 13): Synthesis: Putting It All Together

Final Project Due

- Students will take turns sharing their final project with fellow students and course instructor