# San José State University Psychology 222, Gender & Ethnicity in Therapy, Fall 2014

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| Instructor: | Elena Klaw |
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| Office Hours: | M/W 10:30-12:00 in CL 203 |
| Class Days/Time: | Mon. 1:30-4:15 |
| Classroom: | DMH 308 |
| Course Website: | <http://www.sjsu.edu/people/elena.klaw/courses/psyc222> |

## Course Description

## Theoretical and practical understanding of gender and ethnic issues in clinical practice, including issues arising from differing socialization, psychological structures, values and cultural assumptions that may affect therapeutic intervention within individuals, couples and families.

## Course Goals and Student Learning Objectives

### Objectives: Students will understand the role of race, class, culture, gender, sexual orientation and ability on clients’ mental health concerns and available resources. Students will understand the influence of race, class, gender, sexual orientation, and ability on their own practice as psychotherapists. Students will develop skills and techniques to conduct feminist and culturally competent psychotherapy with diverse populations.

Upon successful completion of this course, students will be able to:

* Reflect critically on the role of race, class, gender, sexual orientation and ability in determining power, privilege and resources.
* Understand the ways in which their own life experiences with power and privilege affect their work as psychotherapists.
* Know how to join with clients and mental health colleagues to learn to work effectively across genders and cultures.
* Provide feminist and culturally competent assessment and intervention to diverse populations.

### Program Learning Outcomes

### Upon completion of the MS in Clinical Psychology

1.1 Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention

1.2 Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature

2.1 Students will demonstrate effective integration and communication of clinical case material

2.2 Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials

2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers

2.4 Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases

3.1 Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches

4.1 Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases

### Licensure Learning Outcomes

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

LLO1: For the LPCC requirements, this course is designed to fulfill category (F) Multicultural counseling theories and techniques, including counselors' roles in developing cultural self- awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse populations, and counselors' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination.

LLO2: For the MFT requirements, this course includes instruction in the following required areas, as specified in BPC 498036:

D) Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California.

(E) Multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability, and their incorporation into the psychotherapeutic process.

(F) The effects of socioeconomic status on treatment and available resources.

(G) Resilience, including the personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threats, or other stresses

## Required Texts/Readings

# *Feminist Therapy Theory and Practice: A Contemporary Perspective* by [Mary Ballou](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_1?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Mary%20Ballou%20PhD%20%20ABPP) , Marcia Hill , [Carolyn West](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_3?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Carolyn%20West%20PhD) (Ed.s). Springer (2007).

[*Race, Class, and Gender in the United States*](http://www.amazon.com/Race-Class-Gender-United-States/dp/0716761483/ref=sr_1_1?ie=UTF8&s=books&qid=1248295100&sr=1-1) by Paula S. Rothenberg (Ed.) Worth; Ninth Edition (2014).

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/) **.** Students should be aware of the current deadlines and penalties for adding and dropping classes.

## Assignments and Grading Policy

5 Integration Assignments: 10 Points each = 50 points

Case Write Up: 20 points

Case Presentation: 10 Points

Participation: 20 Points

**Integration Assignments:** Five Integration Assignments will be provided. Integration Assignments will consist of essay questions that ask you to apply insights gained from your readings to your own understandings of your role as a psychotherapist. Each completed assignment will be no more than three double spaced pages using a standard 12-point font.

**Case Write Up:** You will be asked to use one of the three clinical cases described in the book by Ballou et al to write up a preliminary conceptualization and a preliminary treatment plan. A detailed assignment hand-out will be provided.

**Case Presentation:** You will present key strategies from feminist/culturally competent therapy that relate to treating the case described in your Case Write Up.

**Participation:** Please note that you are required to **participate** in class discussion. Class discussion is an essential aspect of the course. The procedures of the course are subject to change as circumstance demands. You are expected to attend scheduled class meetings and check email regularly to remain current.

The various parts of the course add up to 100 possible points. To tabulate your final grade, just add your total points achieved. To convert your percentage points to a letter grade, use the following scale.

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| 98-100=A+ | 93-97=A | 90-92=A- |
| 88-89=B+ | 83-87=B | 80-82=B- |
| 78-79=C+ | 73-77=C | 70-72=C- |
| 68-69=D+ | 63-67=D | 60-62=D- |
| < 60=F |  |  |

### Academic integrity

Students should know that the University’s [Academic Integrity Policy](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html) is available at http://sa.sjsu.edu/judicial\_affairs/faculty\_and\_staff/academic\_integrity/index.html. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial\_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD\_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

## Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



## SJSU Counseling Services

## The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling.

# Course Schedule

\*Course schedule is subject to change. You are expected to come to class and check course web site to remain current.

| **Week** | **Topic** | **Reading Due** | **Evaluation Due** |
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|  | **Power & Privilege** |  |  |
| 8/25 | Introduction to the Course |  |  |
| 9/1 | *NO CLASS: LABOR DAY* |  |  |
| 9/8 | Context of Therapy: Social Construction of Difference | **Ballou**, Preface, & Intro ix-xiii, Ch. 1 Context of Therapy Theory, 1-8.  **Rothenberg:**  Buck, Constructing Race, 33-38.  Hubbard, Social Construction of Sexuality, 66-69.  Baynton, Disability, 94-103.  Gans, Deconstructing the Underclass, 104-109.  Miller, Domination, 110-116. |  |
| 9/15 | Understanding Racism, Sexism, Heterosexism and Class Privilege  *Film: The Way Home* | **Ballou,** Ch. 2 Context of Therapy: Application, 9-38.  **Rothenberg:**  Tatum, Defining Racism, 125-132.  Pharr, Homophobia, 163-172.  \*Mantsios, Class, 189-207. |  |
| 9/22 | Feminist and Culturally Competent Practice: Beyond Black and White | **Ballou,** Appendix A: Sample Forms.  **Rothenberg:**  \*Jernegan (update), A New Century, 217-234.  Navarro, For many Latinos, 238-241.  \*Singh, Testimony (*Post 9/11 Racism*), 242-244.  Shah, Asian American? 245-247.  Thrupkaew, Myth of the Model Minority 248-254.  \*Klein, *Occupy Wall St*., 683-685. | Integration 1: Contexts |

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| **Date** | **Topic** | **Reading Due** | **Evaluation** |
| 9/29 | Person of the Ct: Understanding Discrimination  *Film: Color of Fear* | **Ballou,** Chapter 3 Person of the Ct: Theory, 39-54.  **Rothenberg:**  U.S. Commission, The Problem, 263-273.  \*Greenhouse, ...Underpaying & Sexually Harassing, 292-293.  Rothschild, Muslim American, 294-295.  Barry, Tenn Judge, 296-297.  \*Hing,Ousted Mex-Am Studies..,298-301*.* |  |
| 10/6 | Person of the Ct: Everyday Micro-aggressions | **Ballou,** Chapter 4 Person of the Ct: Application, 55-66.  **Rothenberg:**  Lumumba-Kasongo. My Black Skin, 302-303.  Gettleman, Segregated Classrooms, 304-306.  \*Hoover, Race & Family Income..Counselors’ Advice, 307.  Burd, College Choices, 308-309.  Lambert, On LI, Raid, 312-314.  \*Anderson, Study finds Widespread Sexual Harassment, 318-320.  Juro, Why Transgender Identity Matters*,* 283-285*.* | Integration 2: Person of the Client |
| 10/13 | Theory of Feminist & Multicultural Practice: Incorporating Class. | **Ballou**, Chapter 5 Practice of Psychotherapy: Theory, 67-86.  **Rothenberg:**  Sklar, Imagine a country, 324-334.  \*West, Dr. King Weeps, 335-336.  \*Pear, ...The Rich Got Richer, 346-347.  \*Tavernise,..Big Spike in the Poorest, 348-349.  \*Tavernis, Hispanic Children, 375-376.  \*Rich, Gender Gap, 377-379. |  |

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| **Date** | **Topic** | **Reading Due** | **Evaluation** |
| 10/20 | Application Feminist & Multicultural Practice: Economic Realities. | **Ballou**, Chapter 6 Practice of Psychotherapy: Application, 87-108.  **Rothenberg:**  Lui, Economic Reality of Being Asian Am, 362-370.  Lui, Economic Reality of being Latino/a, 371-374.  Feldman, Savage Inequalities, 385-388.  Reuss, Cause of Death, 389-393.  \*Wozniacka, Undocumented, 394-396.  Portes, Immigration’s Aftermath 397-400. | Integration 3: Practice |
| 10/27 | Feminist and Cultural Competence: Ethics of Practice.  *Film: APA: Feminist Practice* | **Ballou,** Appendix B: Feminist Code of Ethics  **Rothenberg:**  Brave Bird, Civilize Them, 410-413.  Kochiyama, Then Came the War, 414-421.  Fayad, The Arab Women, 423-424. |  |
| 11/3 | Making Change: Individual Transformation | **Rothenberg:**  Casares, Crossing the Border, 428-430.  Gomez, Event of Becoming, 430-434.  Kashef, The Person, 435-438.  \*Saulny, In Strangers’ Glances, 439-443. | Integration 4: Individual Transformation |
| 11/10 | Interpersonal Activism and Changing Relationships: Theory  *Panel* | Ballou, Ch 7 Ethics & Activism: Theory, 109-126  **Rothenberg:**  Berger, Family ties, 444-447.  Sabo, Pigskin, Patriarchy, and Pain, 448-451.  Avicolli, Memories of a Sissy, 455-460. |  |
| 11/17 | Activism: Practice as Therapists | **Ballou,** Ch 8 Ethics & Activism: Application, 127-134  **Rothenberg:**  \*Kim, Bullying, 465-467.  Williams, ..Spring Break, 468-471.  Barlett, Misconceptions, 481.  Terkel, CP Ellis, 482-491. | Integration 5: Therapy & Activism |

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| **Date** | **Topic** | **Reading Due** | **Evaluation** |
| 11/24 | Putting it All Together  *Film APA: MultiCultural Practice* | Ballou, Ch. 9: Putting It all Together: Theory, 135-150  **Rothenberg:**  Snyder, Self Fulfilling Stereotypes, 579-584.  Hesse-Biber, Am I Thin Enough Yet?, 595-602.  Jhally, Advertising, 603-610.  Davis, Masked Racism, 641-645. | Case Write Up |
| 12/1 | Putting It All Together | **Ballou,** Ch. 10: Putting It all Together: Application, 151-163  **Rothenberg:**  Lorde, Age, Race, Class, and Sex, 650-656.  hooks, Feminism, 657-664.  Thompson, New Vision of Masculinity, 665-671.  Ayvazian, Interrupting the Cycle, 672-678. |  |
| 12/8 |  |  | Student Presentations: Key Techniques Used in Case |
| *Tues 12/16*  *12:15-2:30* | *FINALS DAY* |  | Written Reflections of Self in Context Due |

\* Indicates readings in anthology that have been updated or added since the last edition.