

Gender, Race, and Class in Pastoral Practice PT 317-3, Spring 2015

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Course description

To a large extent the construction of gender, the rules and practices of diverse racial and ethnic groups, and the differences shaped by socioeconomic class demonstrate the cultural relativity of family life. In this course we will critique our own internalization of these “rules” and practices and pursue gender and multicultural perspectives that encourage and affirm respect for the diversity in various family systems in an interfaith world. We will explore the ways sexism, racism, and classism function oppressively, limiting possibilities for well-being in family systems and shaping the context for care. Using the lenses of gender, race, and class, we will examine several racial and minority groups in North America according to their patterns in the following areas:

life cycle issues marriage norms gender rules and roles family functions and processes	religion and ritual values mental illness/dysfunction attitudes toward seeking help
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We will consider the implications of such differences for appropriate interventions and continuing care in pastoral practice and family therapy. We will give particular attention to discerning the oppressive effects of racism, sexism, heterosexism, and classism for our own lives and develop personal and professional strategies for resisting their destructive effects.

<u>By the end of the semester, students will:</u>	<u>Student Learning Outcomes (SLO) & MFT Competencies (MFTC:)</u>	<u>Assessment Signature Assignments</u>
Articulate an understanding of the dynamic and complex processes of racial identity development	SLO 4: Graduating students will be able to use a multicultural approach to Marriage and Family Therapy that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity in client systems, client-therapist systems, supervisory systems, and broader social systems. MFTC: 1.2.1 Recognize contextual and systemic dynamics 1.3.1 Gather and review intake information...balanced attention to individual, family, community... contextual factors 2.1.1: Understand principles of human development, sexuality, gender,...couple and family processes...	Racial/Cultural Identity Paper (Rubric)

Demonstrate self-critical awareness of their own gender, racial, and class assumptions	SLO 4 MFTC: 3.4.5 Monitor personal reactions to clients and treatment processes 5.4.2 Monitor attitudes...personal issues...to ensure they do not impact therapy adversely or create vulnerability to misconduct	Genogram Project (Rubric) Racial Identity Paper (Rubric) Final Integration Paper (Rubric)
Demonstrate knowledge of the interlocking, socially constructed nature and effects of racial, gender, class, and religious oppression in a diverse, multicultural, and interfaith world	SLO 4 MFTC: 1.2.1 (above) 2.2.3 Develop hypotheses regarding relationship patterns...and the influence of extra-therapeutic factors on client systems 6.3.2 Use current MFT and other research to inform clinical practice	Racial/Cultural Identity Paper (Rubric) Group Presentation (Rubric) Class Participation
Demonstrate the ability to initiate and sustain peer dialogue with critical issues central to resisting gender, racial, and class oppression	SLO 4 MFTC: 4.3.8 Empower clients and their relational systems to establish effective relationships with each other and larger systems 4.5.1 Respect multiple perspectives	Group Presentation (Rubric) Class Participation (Grade of B or better)
Demonstrate ability to identify racial, gender, class and religious oppression in pastoral ministry and articulate a strategy of resistance.	SLO 1: Graduating students will be able to conduct multicultural, evidence-based therapy with individuals, couples and families that meets entry-level professional standards. SLO 4 MFTC: 1.2.1 Recognize contextual and systemic dynamics 1.3.1 Gather and review intake information...balanced attention to individual, family, community... contextual factors 2.1.1: Understand principles of human development, sexuality, gender,...couple and family processes... 3.4.5 ...monitor personal reactions to clients and treatment processes... 4.3.1 Match treatment modalities...to client's needs, goals and values 4.3.2 Deliver interventions in a way that is sensitive to special needs of clients 4.3.8 Empower clients and their relational systems to establish effective relationships with each other and larger systems	Final Integration Paper (Rubric) Group Presentation (Rubric)

Course requirements

RUBRICS and full descriptions of the assignments are in APPENDIX C.

I. Personal experience of difference

In consultation with the class, each class member will participate in some activity outside of class that allows her/him to expand his/her own gendered, ethnic, and/or racial identity through an immediate experience of difference. **A summary of this experience must be included in your final integration paper.**

II. Preparation and Participation (10%) evaluated by the following criteria:

- Preparation for class: complete the *Session Evaluation Form*. *This form requires a 100-200 word reflection/summary of reading and two questions that arise from reading.* Session evaluation forms are turned in at the end of each class session. **Questions are to be emailed to professors no later than 10:00 a.m. the morning of the class session.**
- In class: openness to reflect critically on the implications of ideas discussed from readings and presentations; accurate use of material assigned.

In short, students are expected to be in class on time and prepared to discuss assigned readings. A crucial skill needed to resist racial, gender, and class oppression is the ability to initiate and sustain productive dialogue about critical issues.

III. *Racial/Cultural Identity Development paper (25%)*
DUE 2/26/13 in hardcopy in class

IV. *Group presentation, class discussion facilitation (15%)*
 A crucial skill needed to resist racial, gender, and class oppression is the ability to initiate and sustain productive dialogue about critical issues. To develop this skill, all students will have an opportunity to participate in leading a class discussion.

V. *Genogram project (25%)*
Be sure to read Hardy & Laszloffy article, pp. 227-237
 Write a 10-12 page, double-spaced typed paper that describes your own racial and/or ethnic heritage and notes the effects of socio-economic class and gender rules/roles.
DUE April 7 at the beginning of class.

VI. *Final integration/reflection paper (25%)*
Be sure to incorporate your "personal experience of difference" course component and describe what you learned from it.
DUE during exam week, Thurs, May 16 at 12:00 noon. Submit electronically on CAMS.

Main Texts:

Kujawa-Holbrook, Sheryl A. and Karen B. Montagno, eds. (2009). *Injustice and the care of souls: Taking Oppression Seriously in Pastoral Care*. Minneapolis: Fortress Press.
 (Referred to as K-H & M throughout the syllabus)

McGoldrick, M. & Hardy, K. V. (2008). *Re-visioning family therapy: race, culture and gender in clinical practice*, 2nd ed. New York: Guilford.

***Sue, Derald Wing and David Sue. *Counseling the Culturally Diverse: Theory and Practice*, 5th ed. Hoboken, NJ: John Wiley & Sons, Inc., 2008.

Also on reserve in the library:

- Adams, Maurianne, Warren J. Blumenfeld, Carmelita Castaneda, Heather W. Hackman, Madeline L. Peters, and Ximena Zuniga, eds. *Readings for Diversity and Social Justice*, 2nd ed. New York: Routledge, 2010.
- Ayvazian, Andrea. "Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change." In *Race, Class, and Gender in the United States*, 8th ed., edited by Paula S. Rothenberg, pp. 684-690. New York: Worth Publishers, 2010.
- Barndt, Joseph. *Understanding & Dismantling Racism: The Twenty-first Century Challenge to White America*. Minneapolis: Fortress Press, 2007. Pp. 13-53.
- Bohler, Carolyn Stahl. "Female-Friendly Pastoral Care." In *Through the Eyes of Women*, edited by Jeanne Stevenson Moessner, 27-49. Minneapolis: Fortress Press, 1996.
- Collins, Patricia Hill. *Black Sexual Politics: African Americans, Gender, and the New Racism*. New York: Routledge, 2005. pp. 1-21.
- Eck, Diana. "Afraid of Ourselves." In *Readings for Diversity and Social Justice*, 2nd ed., edited by Maurianne Adams, Warren J. Blumenfeld, Carmelita Castaneda, Heather W. Hackman, Madeline L. Peters, and Ximena Zuniga, 240-245. New York: Routledge, 2010.
- Hardy, Kenneth V. and Tracey A. Laszloffy. "The Cultural Genogram: Key to Training Culturally Competent Family Therapists." *Journal of Marital and Family Therapy* 21, no. 3 (July 1995): 227-237.
- Kirk, Gwyn and Margo Okazawa-Rey. "Identities and Social Locations." In *Readings for Diversity and Social Justice*, 2nd ed., edited by Maurianne Adams, Warren J. Blumenfeld, Carmelita Castaneda, Heather W. Hackman, Madeline L. Peters, and Ximena Zuniga, 8-14. New York: Routledge, 2010.
- Lacock, Michelle Oberwise and Carol Lakota Eastin. "We Hold Out Stories in Blankets: Pastoral Care with American Indian Women." In *Women Out of Order: Risking Change and Creating Care in a Multicultural World*, edited by Jeanne Stevenson-Moessner & Teresa Snorton, 93-112; 376-379. Minneapolis: Fortress Press, 2010.
- Leary, Joy DeGruy. *Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing*, 114-143. Milwaukee, OR: Uptone Press, 2005.
- Lee, K. Samuel. "Much Depends on the Kitchen: Pastoral Practice in a Multicultural Society." In *Healing Wisdom: Depth Psychology and the Pastoral Ministry* edited by Kathleen J. Greider, Deborah van Deusen Hunsinger, and Felicity Brock Kelcourse, 34-54. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2010.
- Lee, K. Samuel. "Engaging Difference in Pastoral Theology: Race and Ethnicity." *The Journal of Pastoral Theology* 19, no. 2 (Winter 2009): 1-20.

- Levant, Ronald F. "Toward the Reconstruction of Masculinity." In *A New Psychology of Men*, edited by Ronald F. Levant and William S. Pollack, 229-251. New York: Basic Books, 1995.
- McGoldrick, Monica, Randy Gerson, and Sueli Petry. *Genograms: Assessment and Intervention*, 3rd. ed. New York: W.W. Norton & Co., 2008.
- McGoldrick, Monica, Joe Giordano, and Nydia Garcia-Preto, eds. *Ethnicity and Family Therapy*, 3rd ed. New York: The Guilford Press, 2005.
- Mantsios, Gregory. "Class in America – 2009." In *Race, Class, and Gender in the United States*, 8th ed., edited by Paula S. Rothenberg, 177-192. New York: Worth Publishers, 2010.
- Matthews, Donald H. "Love and Work among African American Men." In *The Care of Men* edited by Christie Cozad Neuger and James Newton Poling, 92-103. Nashville: Abingdon Press, 1997.
- McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." 1988.
http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=4&cad=rja&ved=0CEUQFjAD&url=http%3A%2F%2Fwww.nymbp.org%2Freference%2FWhitePrivilege.pdf&ei=FwsYUYWrE4r00QGvjYHAAw&usg=AFQjCNHc4ofQVRK9tZKwkqYpK_hXr1KI3w&sig2=QfEh57QrxtCWrycSmL9ZBA
- Orr, Judith L. "Hard Work, Hard Lovin', Hard Times, Hardly Worth It: Care of Working-Class Men." In *The Care of Men* edited by Christie Cozad Neuger and James Newton Poling, 70-91. Nashville: Abingdon Press, 1997.
- Pitt, William Rivers. "Here. Now. Do Something." In *Race, Class, and Gender in the United States*, 8th ed., edited by Paula S. Rothenberg, 703-705. New York: Worth Publishers, 2010.
- Schlosser, Lewis. "Christian Privilege." In *Readings for Diversity and Social Justice*, 2nd ed., edited by Maurianne Adams, Warren J. Blumenfeld, Carmelita Castaneda, Heather W. Hackman, Madeline L. Peters, and Ximena Zuniga, 246-247. New York: Routledge, 2010.
- Sue, Derald Wing and David Sue. *Counseling the Culturally Diverse: Theory and Practice*, 6th ed. Hoboken, NJ: John Wiley & Sons, Inc., 2013.
- Tatum, Beverly Daniel. "The Complexity of Identity." In *Readings for Diversity and Social Justice*, 2nd ed., edited by Maurianne Adams, Warren J. Blumenfeld, Carmelita Castaneda, Heather W. Hackman, Madeline L. Peters, and Ximena Zuniga, 5-8. New York: Routledge, 2010.

CLASS SCHEDULE 2015

Th

2/5

Introductions

Engaging diversity and difference

Lee, "Engaging Difference in Pastoral Theology: Race and Ethnicity," pp. 1-20

Lee, "Much Depends on the Kitchen: Pastoral Practice in a Multicultural Society" in Greider et al., pp. 34-54.

Sue & Sue, Ch. 1, 2

Tue

2/10

The Color of Fear

Thur

2/12

The Color of Fear Continued

Tue

2/17

Cultural competency begins with "who am I?"

Tatum, pp. 5-8 and Kirk & Okazawa-Rey, pp. 8-14 in Adams, et al.

McIntosh, "White Privilege: Unpacking the Invisible Knapsack:"

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=4&cad=rja&ved=0CEUQFjAD&url=http%3A%2F%2Fwww.nymbp.org%2Freference%2FWhitePrivilege.pdf&ei=FwsYUYWrE4r00QGvjYHAAw&usg=AFQjCNHc4ofQVRK9tZKwkqYpK_hXr1KI3w&sig2=QfEh57QrxtCWrycSmL9ZBA

Bonilla-Silva, E. Racism without Racists:

[https://anth1001.files.wordpress.com/2014/04/eduardo_bonilla-](https://anth1001.files.wordpress.com/2014/04/eduardo_bonilla-silva_racism_without_racists_color-blind_racism_and_the_persistence_of_racial_inequality_in_the_united_states_2nd_edition_2006.pdf)

[silva_racism_without_racists_color-](https://anth1001.files.wordpress.com/2014/04/eduardo_bonilla-silva_racism_without_racists_color-blind_racism_and_the_persistence_of_racial_inequality_in_the_united_states_2nd_edition_2006.pdf)

[blind_racism_and_the_persistence_of_racial_inequality_in_the_united_states_2nd edition_2006.pdf](https://anth1001.files.wordpress.com/2014/04/eduardo_bonilla-silva_racism_without_racists_color-blind_racism_and_the_persistence_of_racial_inequality_in_the_united_states_2nd_edition_2006.pdf)

Thur

2/19

KMFT

Tue

2/24

Racial/Cultural Identity in People of Color

Sue & Sue, Ch. 10, 18

Goldrick & Hardy, 9, 10, 19 (24 recommended)

Thur

2/26

Psychological Residuals of Slavery and Care for African Americans

Barndt, pp. 13-53

Collins, pp. 1-21

Leary, pp. 114-143
Sue & Sue, Ch 14
Ferguson & New York reflections
DUE: two-page R/CID (or WRID) paper

Tue

3/3 White Identity Development

Sue & Sue Ch. 11
McGoldrick & Hardy, Ch. 15, 21

Thur

3/5 A Multicultural Frame for Counseling and Ministry

Sue & Sue 3, 5, 8
McGoldrick & Hardy, Ch. 1 & 6

Tue

3/10 Social construction of class

K-H & M, Chapters 3 and 15
Mantsios, pp. 177-192 in Rothenberg
McGoldrick & Hardy, Ch 4, 31, 33

Thurs

3/12 Journeys toward Justice

McGoldrick & Hardy, Ch. 7, 16, 20, 22
K-H & M, Chapters 1, 2, and 10
Ross, Everyday Bias: http://www.cookcross.com/docs/everyday_bias.pdf

3/16-20 RESEARCH AND STUDY WEEK

Tue

3/24 Social construction of gender: “masculinity” and care of men

Levant, Chapter 8, pp. 229-251
Matthews in Neuger & Poling, Chapter 4, pp. 92-103
Orr in Neuger & Poling, Chapter 3 pp.70-91

Thur

3/26 Social construction of gender: “femininity” and care of women

Bohler in Moessner, Chapter 2, pp. 27-49
K-H & M, Chapter 4
Sue & Sue, Chapter 25

Tue

3/31 Care for sexual minorities

K-H & M, Chapters 11 and 17
McGoldrick & Hardy, Ch. 25, 26

Th
4/2 **Easter Break**

Tue
4/7 **Learnings From Genogram**
 Genogram DUE

Genogram Reflections

Thurs
4/9 **Care of Hispanics, Latinos, Immigrants, and Refugees**
 K-H & M, Chapter 5
 McGoldrick & Hardy, Ch. 2, 3, 23, 27
 Guest speaker

Tue
4/14 **Religious Oppression**
 Eck in Adams, et al., pp. 240-245
 Schlosser in Adams, et al. pp. 246-247

Th
4/16 **Care for Arab and Muslim Americans**
 K-H & M, Chapter 8
 Sue & Sue, Chapter 19
 McGoldrick & Hardy, Ch. 17, 18

Tue
4/21 **Care for Jewish Americans**
 K-H & M, Chapter 7
 Sue & Sue, Chapter 20

Tue
4/23 **Care of American Indians and Alaskan Natives**
 Sue & Sue, Chapters 15
 Lacock and Eastin in Stevenson-Moesnner & Snorton, pp. 93-112; 376-379.
 McGoldrick & Hardy, Ch. 24, 32

Th
4/28 **Care of Asian Americans**
 K-H & M, Chapters 6 and 9
 Sue & Sue, Chapter 16

Thur
4/30 **Care of older adults**
 K-H & M, Chapter 18

Sue & Sue, Chapter 24

Tue

5/5 Care for persons with disabilities

K-H & M, Chapter 16

Sue & Sue, Chapter 26

Thur

5/7 Wrapping Up

K-H & M, Chapters 14, 21, and 22

Ayvazian in Rothenberg, "Interrupting the Cycle of Oppression," pp. 684-690

Pitt in Rothenberg, "Here. Now. Do Something.," pp. 703-705

APPENDIX B – SEMINARY AND COURSE POLICIES

SEMINARY POLICIES relevant to course participation

For use of Inclusive Language

In accordance with seminary policy (see the Student Handbook), students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. For further assistance, see

http://www.lpts.edu/Academic_Resources/ASC/avoidinggenderbiasinlanguage.asp.

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center.

For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (kmapes@lpts.edu) during the first two weeks of a semester and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

Citation Policy

Citations in your papers should follow the Seminary standard, which is based on these guides: American Psychological Association. *Concise Rules of APA Style*, 6th ed. Washington, D.C., 2010 or *Publication Manual of the American Psychological Association*, 6th ed. Washington, D.C., 2010.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. Chicago: University of Chicago Press, 2007.

The Chicago Manual of Style, 16th ed. Chicago, IL: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center. Double-spaced, 12 font, one inch margins are considered standard in this class unless otherwise specified. Grading of all written material will be affected by careless writing. The Academic Support Center provides instruction in all of these matters.

Tutors are available to work with you on study habits, reading skills, and writing assignments.

Grading Scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	Below 60

ADDITIONAL COURSE POLICIES

Classroom Discussion

For ours to be an open classroom where freedom and respect are assured regarding one another's point of view, we need to agree that comments and expressions of belief that may be at variance with those of the instructors, another student, or our own must be respected, heard, and treated fairly. We hope this same attitude prevails in the churches where students serve in ministry and is modeled by our students in their ministry placement settings.

Late papers

Out of fairness to other students, papers turned in after the time and date specified in the syllabus will receive a grade penalty. Schedule of penalties: 1 minute to 24 hours late = 1 letter-grade deduction; 24 to 48 hours late = 2 letter-grade deduction. Papers more than 48 hours late will not be accepted. Grades of incomplete for the course will be permitted only in extreme circumstances, and must be arranged by the date specified by the registrar's office.

Use of Electronic Devices in Class

Courses in pastoral care and counseling emphasize the practice of attentive listening. This is both a sign of mutual respect and a spiritual discipline essential to the ministry of caring for others. Therefore, the use of laptops in class is discouraged and may be prohibited depending on classroom dynamics. It is assumed that students will not send or read text messages during class. All cell phones should be turned off during class unless waiting for an important call, in which case you should let the professor know ahead of time. Checking of email or social networking sites will be grounds for dismissal from the session and will affect the student's course participation grade.

APPENDIX C –Comprehensive Rubric

Gender Race and Class Comprehensive Rubric

Scoring Directions: Mark or highlight observations in each area. Complete rating score at the end of the rubric.

Scoring: 0-2 unacceptable (C- & below), 3-5 marginal (C to B), 6-8 expected (B+ to A), 9-10 exceeds expectations for student’s level of training.

I. Assignment: Racial/Cultural Identity Development Paper				
<p>Directions: Write a two-page paper describing this aspect of your development utilizing <u>either</u> Sue & Sue’s R/CID model on pp. 295-305 in Chapter 11, which is their synthesis of the earlier, more culturally specific identity models <u>or</u> the White Racial Identity Development (WRID) descriptive model (see Sue & Sue, Chapter 12, pp. 330-335). Include where you would currently locate yourself and why, and briefly discuss catalysts for any movement you have observed between the stages from childhood onward. If you think you’ve always been at the same place, discuss the reasons for that.</p>				
Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Average score for category: _____
1-Reflects exceptional comprehension of the developmental model and stages as described in textbook; provides clear, concise description of current stage location, stage movement, and reasons for stage location.	Reflects good comprehension of the developmental model and stages as described in textbook; provides a description of current stage location, movement, and reasons for stage location.	Reflects marginal understanding of the developmental model and stages as described in textbook; provides limited description of current stage location, movement, and reasons for stage location.		<p>SLO: 4 MFTC: 6.3.2</p> <p>Score: _____</p>
2- Student reflects exceptionally well on her or his own development and how development interacts with the “self” brought to clinical work or ministry. Analysis shows excellent perception of issues, provides a logical flow, and is supported by well constructed quotes, propositions, or statements.	Student reflects appropriately on her or his own development and how development interacts with the “self” brought to clinical work or ministry. Analysis shows logical flow and is supported by well constructed quotes, propositions, or statements.	Student reflects minimally on her or his own development and how development interacts with the “self” brought to clinical work or ministry. Analysis shows little attention to logical flow or supporting position with quotes, propositions, or statements.		<p>SLO: 4 MFTC:3.4.5 5.4.2</p> <p>Score: _____</p>
3-Student carefully follows APA or Chicago/Turabian style guidelines, uses effective sentence construction and professional vocabulary. Shows evidence of careful editing and proofreading.	Student follows APA or Chicago/Turabian style, but demonstrates style errors. Sentences lack clarity or demonstrate grammatical problems (run-on, incomplete, misuse of subject/object, etc.). Professional vocabulary is present, but may be imprecise or occasionally misused. Editing and proofreading could be improved, but is functional.	Student shows moderate problems with APA or Chicago/Turabian style, sentence construction and use of language (incomplete or run-on sentences). Professional vocabulary is misused or only partially present. Serious problems in editing and proofreading (run-on sentences, incomplete sentences, poorly constructed paragraphs, misspelled words, etc.)		<p>SLO: NA MFTC: NA</p> <p>Score: _____</p>
II. Assignment: Small Group Presentation				

Directions: Participate in the planning of a small group presentation and facilitation of a class discussion on the material assigned for the day as well as from **Sue & Sue, Chapters 7-9** in order to sustain productive dialogue about critical issues. Discussion leaders are expected to have read the material carefully and form a plan for how group discussion will be managed. (Consulting McGoldrick, Giordano, and Garcia-Preto's *Ethnicity and Family Therapy*, 3rd ed. will enrich preparation considerably). Leaders are encouraged to be creative and to use film clips or role plays to **develop a specific pastoral care/counseling situation which requires gender, class, and racial/ethnic analysis** related to the focus of that day's reading assignments. The goals of the presentation and discussion are to help the class reflect theologically and clinically on interlocking forms of oppression and to learn effective gender, class, and racial/ethnic awareness for pastoral practice. To this end, the case presentation should lead the class to:

- define the characteristics of the person/persons seeking care in the situation (such as: vocation, socioeconomic considerations, racial/ethnic identity, gender factors, family constellations, etc.);
- identify a caregiver or caregiver team and describe who they are with regard to gender, race/ethnicity, family constellation, socioeconomic class history, etc.;
- create an effective strategy for pastoral care/counseling directly related to the case, including a gender, race/ethnicity, and class analysis;
- evaluate the strategy by identifying the areas where gender, class, race/ethnicity conflicts and complementarity might occur given the persons seeking care and the person(s) offering care. Identify larger contextual issues of justice, systems of care, etc. that caregivers might miss given their particular gender, race/ethnic, class identities.

Note: the small group is also responsible for the class opening devotion

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	
1-Presentation develops a specific and well-crafted pastoral care/counseling situation. Demonstrates exceptional attention to gender, class, and racial/ethnic analysis, reflecting engagement with the assigned readings.	Presentation develops a specific pastoral care/counseling situation which requires gender, class, and racial/ethnic analysis, reflecting engagement with the assigned readings	Presentation minimally develops a specific pastoral care/counseling situation with some attention to gender, class, and racial/ethnic analysis, reflecting engagement with the assigned readings		SLO: 1 MFTC: 1.2.1, 2.2.3, 4.3.2 Score: _____
2-Presentation/facilitation reflects exceptional and accurate comprehension and incorporation of assigned readings. Thoughtful and thorough planning evident. Care situation explained and presented clearly and served as catalyst for rich class discussion. Reflects incorporation of material from Sue & Sue, Chapters 7-9.	Presentation/facilitation reflects accurate comprehension and incorporation of assigned readings. Good planning evident. Care situation explained and presented clearly. Reflects incorporation of material from Sue & Sue, Chapters 7-9.	Presentation/facilitation reflects limited comprehension and incorporation of assigned readings. More planning was needed.	UA	SLO: 4 MFTC: 6.3.2, 4.5.1, 1.3.1, Score: _____
3-Presentation/discussion facilitation successfully deeply engages the interlocking forms of oppression, incorporates theological and clinical reflection, and enables heightened awareness for pastoral practice. reflects incorporation of material from Sue & Sue, Chapters 7-9.	Presentation/discussion facilitation addresses the interlocking most of the named forms of oppression, incorporates theological and clinical reflection, and enables heightened awareness for pastoral practice. Reflects incorporation of material from Sue & Sue, Chapters 7-9.	Presentation/discussion facilitation lacking in a crucial area listed in the assignment.		SLO: 1, 4 MFTC: 1.2.1, 2.2.3, 4.3.1, 4.3.2, 4.3.8 Score: _____
4-Presentation reflects exceptionally cooperative group work and fair division of labor.	Group work is collaborative and mostly equally divided.	Division of labor unequally divided.		SLO: 4 MFTC: 4.5.1 Score: _____

5-Activity successfully and creatively leads the class through all of the bullet points listed in the above; was delivered with respect for multicultural diversity.	Activity successfully lead the class through most of the bullet points listed in the above; was delivered with respect for multicultural diversity.	Activity successfully lead the class through a few of the bullet points listed in the above; was delivered with limited respect for multicultural diversity.		SLO 1, 2 MFTC: 1.2.1, 2.2.3, 6.3.2, 3.2.1 Score: <hr/>

III. Assignment: Genogram

Directions: Write a 10-12 page, double-spaced typed paper that describes your own racial and/or ethnic heritage and notes the effects of socio-economic class and gender rules/roles.

- Construct a four-generation genogram inclusive of your own generation. Use your memory, family records, family interviews, or records available through various genealogical services to gain as much information as possible about your four-generation heritage.
- Identify in each generation the racial and/or ethnic heritage of each person. Include religious, national, regional and any other significant determinants to family and personal identity. Describe family myths/stories about the meaning of racial/ethnic heritage to the family. Outline racial/ethnic and cultural impacts of marriages within the family and any stories in the family regarding these. Identify ways the ethnic/racial heritage(s) of your family is reflected in its values and practices. (This involves more than naming the heritage; i.e., what difference does it make in family processes and values?)
- Incorporate material from at least one relevant chapter on your ethnic identity from McGoldrick, Monica, Joe Giordano, and Nydia Garcia-Preto, eds. *Ethnicity and Family Therapy*, 3rd ed. New York: The Guilford Press, 2005. (on library reserve)
- Describe any patterns of migration, immigration, or forced relocation, and the impacts these have had on family functioning or family identity.
- Describe the influence of socioeconomic class factors, noting changes over time and how these factors were present in marriages and related family rules and values (such as education, employment, definitions of success, etc.).
- Describe family patterns of male-female interactions, roles, and expectations. Identify exceptions to these and the emotional impact upon the family. Be sure to describe dominant myths about the family's perceptions about gender rules/roles.
- Provide a summary briefly outlining your perception of how the above issues impact the eight areas noted in the course description (see page 1 of syllabus)

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	
1-Genogram narrative Includes clear, thoughtful, and substantive responses to all bullet point sections listed in assignment above and shows exceptional insight into reflective process.	Genogram narrative Includes clear and thoughtful responses to all bullet point sections listed in assignment above with good insight into the reflective process.	Genogram narrative Includes responses to most bullet point sections listed in assignment above with minimal insight into reflective process.		SLO: 4 MFTC: 1.2.1, 3.4.5, 5.4.2 Score: <hr/>
2-Includes explicit, relevant, and exceptionally insightful self-reflective material from at least one chapter of <i>Revisioning Family Therapy</i> and other relevant texts.	Includes explicit, relevant, and insightful self-reflective material from at least one chapter of <i>Revisioning Family Therapy</i> and other relevant texts.	Reference to material from a chapter confused or superficial.		SLO: 4 MFTC: 6.3.2 Score: <hr/>
3-Student uses clear paragraphs with topic sentences and supporting arguments. Student's review and	Student uses clear paragraphs with topic sentences and supporting arguments. Analysis	Student has difficulty with clear paragraphs, or topic sentences may lack clarity. Supporting arguments		SLO: NA MFTC: NA

analysis follows a logical flow with statements and critique supported by effective quotations, propositions, and statements. Clear structure to the paper, including introduction, body of text that makes clear points, and effective summary.	shows logical flow supported by quotes, propositions, or statements	are incomplete, lack coherence, or lack relevance. Analysis lacks logical flow and is not supported well with quotes, propositions, or statements. Introduction and/or conclusion are missing or not well formed.		Score: <hr/>
4-Student carefully follows APA or Chicago/Turabian style guidelines, uses effective sentence construction and professional vocabulary. Shows evidence of careful editing and proofreading.	Student follows APA or Chicago/Turabian style with few style errors. Professional vocabulary is present, but may be imprecise or occasionally misused. Editing and proofreading could be improved, but is functional.	Student shows moderate problems with APA or Chicago/Turabian style, sentence construction and use of language (incomplete or run-on sentences). Professional vocabulary is misused or only partially present. Serious problems in editing and proofreading (run-on sentences, incomplete sentences, poorly constructed paragraphs, misspelled words, etc.)		SLO: NA MFTC: NA Score: <hr/>

IV. Assignment: Class Participation

Directions: See syllabus

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	SLOs and Competencies
1.Regularly supports relevant statements in class discussion with examples from the readings, reflecting accurate comprehension of assigned readings. Exhibits openness to reflecting critically on implications and ideas discussed from readings and other course content. Exhibits attention to and ability to appropriately engage contributions of classmates in class discussion.	Supports statements in class discussion with relevant examples from the readings. Exhibits openness to critical reflection and appropriately engages contributions of classmates during discussions.	Occasionally supports relevant statements in class discussion with examples from the readings. Reflects limited comprehension of assigned readings. Limited engagement with classmate contributions.		SLO: 4 MFTC: 4.3.8, 5.4.1 Score: <hr/>
2-Maintains prompt and regular class attendance.	Maintains prompt and regular class attendance.	Misses class 2 or more times; tardiness.		SLO: NA MFTC: NA Score: <hr/>
3-Contributions to class discussion consistently reflect understanding and respect for multiple forms of diversity in an interfaith world .	Contributions to class discussion reflect understanding and respect for multiple forms of diversity in an interfaith world.	Contributions to class discussion sometimes reflect understanding and respect for multiple forms of diversity in an interfaith world .		SLO: 4 MFTC: 4.5.1 Score: <hr/>
4-Attend lecture and submit written paragraph in response to what was learned about religious diversity through attendance at lecture				SLO: NA MFTC: NA Score: <hr/>

V. Assignment: Final Integration Paper

Directions: Write a 3-4 page paper reflecting on your personal journey during the course in light of your initial racial/cultural identity development status, gender role/role, and socioeconomic class awareness. Return to the R/CID and WRID development models in Sue & Sue to reflect on your initial status regarding the above 3 facets of your social identity and ways this status has changed or deepened this semester. *Be sure to incorporate your “personal experience of difference” course component and describe what you learned from it.* This paper should also include your personal and professional strategies for resisting racial, gender, and class oppression. (See Sue & Sue, Chapter 12, pp. 335-338 for sample suggestions.)

Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	SLOs and Competencies
1-Reflects accurate and nuanced comprehension of the R/CID or WRID developmental model and stages as described in textbook; provides clear, concise description of and reasons for any changes in stage location (or lack of movement).	Reflects good comprehension of the R/CID or WRID developmental model and stages as described in textbook; provides good description of and reasons for any changes in stage location.	Reflects marginal understanding of the R/CID or WRID developmental model and stages as described in textbook; provides limited description of and reasons for any changes in stage location.	UA	SLO: 4 MFTC: 2.1.1, 4.3.2, 6.3.2 Score: _____
2-Clearly and concisely articulates nature of and learnings from personal experience of difference course component with reference to course content.	Articulates nature of and learnings from personal experience of difference course component with reference to course content.	Description of personal experience of difference confusing or limited with little reference to course content.		SLO 4 MFTC: 1.2.1, 3.4.5 Score: _____
3-Clearly and concisely describes realistic and thoughtful and creative professional strategies for resisting racial, gender, and class oppression.	Describes realistic and thoughtful professional strategies for resisting racial, gender, and class oppression.	Describes some professional strategies for resisting at least one form of oppression: racial, gender, or class.		SLO 4 MFTC: 1.3.1, 1.3.1, 4.3.1, 4.3.2 Score: _____
4-Student uses clear paragraphs with topic sentences and supporting arguments. Student’s review and analysis follows a logical flow with statements and critique supported by effective quotations, propositions, and statements. Clear structure to the paper, including introduction, body of text that makes clear points, and effective summary.	Student uses clear paragraphs with topic sentences and supporting arguments. Analysis shows logical flow supported by quotes, propositions, or statements. Introduction and conclusion may be unfocused or unclear.	Student has difficulty with clear paragraphs, or topic sentences may lack clarity. Supporting arguments are incomplete, lack coherence, or lack relevance. Analysis lacks logical flow and is not supported well with quotes, propositions, or statements. Introduction and/or conclusion are missing or not well formed.		SLO: NA MFTC: NA Score: _____
5.Student carefully follows APA or Chicago/Turabian style guidelines,	Student follows APA or Chicago/Turabian style with	Student shows moderate problems with APA or		SLO: NA MFTC: NA

uses effective sentence construction and well-developed professional vocabulary. Shows evidence of careful editing and proofreading.	some style errors. Professional vocabulary is generally precise. Good editing and proofreading.	Chicago/Turabian style, sentence construction and use of language (incomplete or run-on sentences). Professional vocabulary is misused or only partially present. Serious problems in editing and proofreading (run-on sentences, incomplete sentences, poorly constructed paragraphs, misspelled words, etc.)		Score: <hr/>
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Grade: ____

Comments: