



ST. JEROME'S
UNIVERSITY

St. Jerome's University at the University of Waterloo
Department of Sexuality, Marriage, and Family Studies

SMF 208: Introduction to Systemic Therapies and Anti-Opressive Practices

Instructor: Rahim Thawer, MSW, RSW | Contact: rthawer@uwaterloo.ca

FALL 2021 - MONDAYS 10AM - 1PM EST

Synchronous Course Zoom Meeting

<https://us02web.zoom.us/j/86898406295>

Meeting ID: 868 9840 6295

Office Hours by Appointment

COURSE DESCRIPTION:

SMF 208 will be an introduction to systemic theoretical and therapeutic practices in relational therapy. Several traditional approaches will be highlighted, discussed, and analyzed. This course also serves as an introduction to social justice, anti-oppressive and inclusionary practices in human relations and sexuality fields. You will explore the intersections of gender, race, sexual orientation, religion, disability, class, culture, and family structure in order to appreciate the connections between socio-political systems and individual and family well-being. SMF 208 provides you with a theoretical foundation from which you can draw throughout your academic, professional, and personal journeys.

LEARNING & COURSE OBJECTIVES:

1. To provide you with an understanding of therapeutic principles/conceptualizations and how these approaches shape the therapeutic relationship with people and families.
2. To promote self-awareness on your personal social location and the implications of your social location, power and privilege within the therapeutic context.
3. To promote personal and professional accountability for your positions of power and privilege and reflect on how these influence your beliefs and actions, your approach to therapy practices, and your pursuit of social justice.
4. To develop critical thinking skills toward therapeutic theories, therapeutic practices, and therapeutic issues.
5. To develop critical self-reflection skills.

REQUIRED TEXTBOOK

The Essentials of Family Therapy by Nichols, M. P., & Davis, S. D. (2020).

Please note:

- Earlier editions of this textbook may be used.
- Four chapters will be assigned from this text for SMF 208.
- This textbook will also be used for SMF 308 *Relational Therapy*.

TOPIC OVERVIEW

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| <p>Week 1 Power dynamics and therapy</p> <p>Week 2 Contemporary Sex Therapy</p> <p>Week 3 Systemic Family Therapies, pt 1</p> <p>Week 4 Systemic Family Therapies, pt 2</p> <p>Week 5 READING WEEK (Oct 11)</p> <p>Week 6 Gender-Based Oppressions in a Therapeutic Context, pt 1 / Guest Lecture</p> <p>Week 7 Gender-Based Oppressions in a Therapeutic Context, pt 2 / TEST #1</p> | <p>Week 8 Working Across Socioeconomic Lines</p> <p>Week 9 Sexual and gender diversity in the consulting room</p> <p>Week 10 Culture, Racism and Mental Health pt 1</p> <p>Week 11 Culture, Racism and Mental Health pt 2</p> <p>Week 12 - Challenging ableism pt 1</p> <p>Last class:</p> <p>Week 13 - Challenging ableism pt 2 / TEST #2</p> <p>"Week 14" - Paper Due</p> |
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EVALUATION

Test 1 - 30%, During Class - Week 7 Mon Oct 25, 2021 at 10AM EST

Test 2 - 30% During Class - Week 13 Mon Dec 6, 2021 at 10AM EST

Format: Both tests will be multiple-choice

Description: Content will cover lectures, class discussions, and readings. Students will complete tests in real-time during the first half of class. You will have 75 minutes to complete 60 questions. The test link will be provided once you log in to the Zoom classroom. These tests are not designed to be open book. Therefore, students who do not prepare will likely have difficulty completing the questions in the allotted time.

Final paper - 30% Due After Classes End Mon Dec 13 at 5pm EST

Topic: Socio-political identities and the therapeutic relationship

Format: 7-8 pages, double-spaced, minimum 4 academic/lecture references

Description: This assignment is intended to merge concepts in psychotherapy and our knowledge about how power operates in our larger world.

PART ONE

- Envision a therapeutic relationship wherein you are working with a client who has a different social location from yourself.
- Describe both your and the client's overlapping and differing markers of identity (age, race, ability, etc).
- Share why the client has come to therapy.
- Drawing on course lectures and readings, speculate a) how you and your client's social identities might impact or appear in the therapy treatment; and b) how you hope to work across differences.

PART TWO

- Create a scenario and describe it as an excerpt from your therapy with the same client. *For example, Bob and Jane attended therapy to work on issues of addiction and avoidance. In one of our sessions, we [insert activity, discussion topic]. Bob reacted /responded by [insert behaviour, description of statements]. Jane reacted /responded by...etc.*
- Identify 3 course concepts (must be a combination of therapeutic and social justice concepts) to explain what played out in the case scenario you've created. These concepts can include:

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| <ul style="list-style-type: none">● Cybernetics● Unbalancing● Triangulation / Triangles● Joining● Enactments (re-creating)● Enactments (unconscious)● Identifying parts (IFS)● Defense mechanisms | <ul style="list-style-type: none">● Power dynamics/differentials● Microaggressions● Therapist bias and unlearning● Accountability conversations● Adapting interventions for accessibility● Demonstrating cultural competence● Addressing stigma |
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Participation - 10%

Description: You will be evaluated based on virtual class attendance, break-out room discussions, and the quality of your contributions during class. There are no graded discussion boards in this course; participation will occur in real-time.

LATE WORK:

There is only ONE written assignment for this course must be submitted no later than Mon Dec 13, 2021 at 5pm EST via LEARN or it will be considered late. Late submissions will be accepted up to one week (7 days) following the due date with a penalty of 10% (e.g. 78% - 10% = 68%). You lose 10% whether it is submitted 1 day late or 7 days late. Any submission after the additional week will receive a grade of zero.

SCHEDULE OF READINGS

Week 1 Power dynamics and therapy Mon Sep 13, 2021

Fors, M. (2018). Chapter 2: Dynamics of Power and Privilege. In *A Grammar of Power in Psychotherapy* (pp. 9–37). Washington: American Psychological Association.

Tammala-Narra, P. (2016b). Chapter 6: Addressing Social Oppression and Traumatic Stress. In *Psychoanalytic Theory and Cultural Competency in Psychotherapy* (pp. 139–170). Washington: American Psychological Association.

Week 2 Contemporary Sex Therapy Mon Sep 20, 2021

Campbell, C. (2020). Chapter 4: History Taking. In *Contemporary sex therapy: skills in managing sexual problems* (pp. 30–43). Routledge.

Gambescia, N., Weeks, G. R., & Hertlein, K. M. (2021). Chapter 11: Factors That Complicate Treating Sexual Disorders. In *A clinician's guide to systemic sex therapy* (pp. 176-188). Routledge.

Jordan, L. S. (2018). "My mind kept creeping back... this relationship can't last": Developing self-awareness of monogamous bias. *Journal of Feminist Family Therapy, 30*(2), 109–127. <https://doi.org/10.1080/08952833.2018.1430459>

Week 3 Systemic Family Therapies, pt 1 Mon Sep 27, 2021

Guerin, P. J., Fogarty, T. F., Fay, L. F., & Kautto, J. G. (2010). Chapter 1: Relationship Triangles: Evolution of the Concept. In *Working with relationship triangles: the one-two-three of psychotherapy*. Guilford.

Nichols, M. P., & Davis, S. D. (2020). Chapter 3: The Fundamental Concepts of Family Therapy. In *The Essentials of Family Therapy*. Pearson.

Nichols, M. P., & Davis, S. D. (2020). Chapter 4: Bowen Systems Family Therapy. In *The Essentials of Family Therapy*. Pearson.

Week 4 Systemic Family Therapies, pt 2 Mon Oct 4, 2021

Structural Family Therapy

Nichols, M. P., & Davis, S. D. (2020). Chapter 6: Structural Family Therapy. In *The Essentials of Family Therapy*. Pearson.

Greenan, D. E., & Tunnell, G. (2003). Chapter 7 - A Case Study: Male Couples and Connectedness. In *Couple therapy with gay men* (pp. 164–191). The Guilford Press.

Experiential Family Therapy

Nichols, M. P., & Davis, S. D. (2020). Chapter 7: Experiential Family Therapy. In *The Essentials of Family Therapy*. Pearson.

Schwartz, R. C., & Sweezy, M. (2020). Chapter 1: The Origins of Internal Family Systems Therapy. In *Internal Family Systems Therapy* (pp. 3–23). Guilford Press.

- Week 5 READING WEEK Mon Oct 11, 2021 -

Week 6 Gender-Based Oppressions in a Therapeutic Context, pt 1 Mon Oct 18, 2021

Guest Lecture: Female Genital Mutilation/Katna by Farzana Doctor, MSW, RSW

Doctor, F. (2020, November 24). *Talking About FGM: How a Novel Made Me Braver*. Fair Observer.
<https://www.faiobserver.com/culture/farzana-doctor-author-seven-fgm-khatna-survivor-stories-news-125271/>

Doctor, F. (2020, February 4). *How to Be an Ally to FGM/C Survivors*. Medium.
<https://medium.com/@farzanadoctor/how-to-be-an-ally-to-fgm-c-survivors-d92016a7d9b7>.

Liegghio, M., & Caragata, L. (2015). "Why Are You Talking to Me Like I'm Stupid?". *Affilia*, 31(1), 7-23. doi:10.1177/0886109915592667

Ussher, J. M. (2013). Diagnosing difficult women and pathologising femininity: Gender bias in psychiatric nosology. *Feminism & Psychology*, 23(1), 63–69.
<https://doi.org/10.1177/0959353512467968>

Week 7 Gender-Based Oppressions in a Therapeutic Context, pt 2 *Mon Oct 25, 2021*

-TEST 1-

Bloomquist, K., & Sprankle, E. (2019). Sex worker affirmative therapy: Conceptualization and case study. *Sexual and Relationship Therapy, 34*(3), 392-408.
doi:10.1080/14681994.2019.1620930

Kinavey, H., & Cool, C. (2019). The Broken Lens: How Anti-Fat Bias in Psychotherapy is Harming Our Clients and What To Do About It. *Women & Therapy, 42*(1-2), 116-130.
doi:10.1080/02703149.2018.1524070

Lewis, S. D., Henriksen, R. C., & Watts, R. E. (2015). Intimate Partner Violence: The Recovery Experience. *Women & Therapy, 38*(3-4), 377-394. doi:10.1080/02703149.2015.1059223

Week 8 Working Across Socioeconomic Lines *Mon Nov 1, 2021*

Appio, L., Chambers, D., & Mao, S. (2012). Listening to the Voices of the Poor and Disrupting the Silence About Class Issues in Psychotherapy. *Journal of Clinical Psychology, 69*(2), 152-161. doi:10.1002/jclp.21954

Goodman, L. A., Pugach, M., Skolnik, A., & Smith, L. (2012). Poverty and Mental Health Practice: Within and Beyond the 50-Minute Hour. *Journal of Clinical Psychology, 69*(2), 182-190.
doi:10.1002/jclp.21957

Overholser, J. C. (2015). When Words are not Enough: Psychotherapy with Clients Who are Living Below the Poverty Level. *Journal of Contemporary Psychotherapy, 46*(2), 89-96.
doi:10.1007/s10879-015-9313-4

Week 9 Sexual and gender diversity in the consulting room *Mon Nov 8, 2021*

Kort, J. (2018). Chapter 6: Developmental Insults. In *LGBTQ Clients in Therapy* (pp. 103–124). New York: W.W. Norton & Company, Inc.

L. R., & Lyness, K. P. (2004). Out of the Closet, Still in the Home: Providing Queer Affirmative Therapy for Youth and Their Families. *Journal of Feminist Family Therapy, 15*(1), 21–35.
https://doi.org/10.1300/j086v15n01_02

Nadal, K. L., Skolnik, A., & Wong, Y. (2012). Interpersonal and Systemic Microaggressions Toward Transgender People: Implications for Counseling. *Journal of LGBT Issues in Counseling, 6*(1), 55-82. doi:10.1080/15538605.2012.648583 Tanner,

Week 10 Culture, Racism and Mental Health, pt 1 *Mon Nov 15, 2021*

Ameil, J. (2017). Pathologizing Distress: The Colonial Master's Tools and Mental Health Services for Newcomers/Immigrants. In D. Baines (Ed.), *Doing Anti-Oppressive Practice: Social Justice Social Work, 3rd Ed.* (pp. 233–244). Halifax: Fernwood Publishing.

Daneshpour, M. (2012). Chapter 7: Family Systems Therapy and Postmodern Approaches. In S. Ahmed & M. M. Amer (Eds.), *Counseling Muslims: Handbook of Mental Health Issues and Interventions* (pp. 119–134). New York: Routledge.

Fromene, R., & Guerin, B. (2014). Talking with Australian Indigenous Clients with a Borderline Personality Disorder Diagnosis: Finding the Context behind the Label. *The Psychological Record, 64*(3), 569-579. doi:10.1007/s40732-014-0058-3

Week 11 Culture, Racism and Mental Health, pt 2 Mon Nov 22, 2021

Bombay, A., McQuaid, R. J., Schwartz, F., Thomas, A., Anisman, H., & Matheson, K. (2018). Suicidal thoughts and attempts in First Nations communities: Links to parental Indian residential school attendance across development. *Journal of Developmental Origins of Health and Disease, 10*(1), 123-131. doi:10.1017/s2040174418000405

Garran, A. M. (2013). Lessons Learned: Racial Enactments in the Treatment Process. *Journal of Social Work Practice, 27*(3), 305-317. doi:10.1080/02650533.2013.818945

Raheim, F. T., & Hamid, H. (2012). Chapter 4: Mental Health Interview and Cultural Formulation. In S. Ahmed & M. M. Amer (Eds.), *Counseling Muslims: Handbook of Mental Health Issues and Interventions* (pp. 51–70). New York: Routledge.

Week 12 Challenging ableism pt 1 Mon Nov 29, 2021

Campbell, S. M., & Stramondo, J. A. (2017). The Complicated Relationship of Disability and Well-Being. *Kennedy Institute of Ethics Journal, 27*(2), 151-184. doi:10.1353/ken.2017.0014

Disability and the Counseling Relationship: What Counselors Need to Know. (n.d.). Retrieved from https://www.counseling.org/docs/default-source/vistas/article_09.pdf

Gladwell, D. (2018). Counselling Clients with an Acquired Disability. Retrieved from <http://www.contemporarypsychotherapy.org/vol-10-no-1-summer-2018/counselling-clients-with-an-acquired-disability/>

Week 13 Challenging ableism pt 2 Mon Dec 6, 2021

Beck, B. (2020). Embodied Practice: Reflections of a Physically Disabled Art Therapist in Social and Medical Disability Spaces. *Art Therapy, 37*(2), 62-69. doi:10.1080/07421656.2020.1756137

Haydon-Laurelut, M., & Nunkoosing, K. (2010). 'I want to be listened to': Systemic psychotherapy with a man with intellectual disabilities and his paid supporters. *Journal of Family Therapy, 32*(1), 73-86. doi:10.1111/j.1467-6427.2009.00485.x

Hodge, N. (2013). Counselling, autism and the problem of empathy. *British Journal of Guidance & Counselling, 41*(2), 105-116. doi:10.1080/03069885.2012.705817

Additional Readings & Resources

Power dynamics and therapy - Week 1

Drustrup, D. (2019). White therapists addressing racism in psychotherapy: an ethical and clinical model for practice. *Ethics & Behavior, 1*–16. doi:10.1080/10508422.2019.1588732

Ruderman, E. G. (2008). The Impact of the Outside World — War, Politics, Environment and Health Care: A Dilemma for Clinical Practice. *Clinical Social Work Journal, 36*(2), 207-209. doi:10.1007/s10615-008-0154-4

When Social Privilege Favors the Patient: Power Negotiations and Confused Subordination in Psychotherapy. (2021). Retrieved from Austen Riggs Center website:
<https://www.austenriggs.net/course/when-social-privilege-favors-patient-power-negotiations-and-confused-subordination-sw>

Contemporary Sex Therapy - Week 2

Fahs, B., & Gonzalez, J. (2014). The front lines of the “back door”: Navigating (dis)engagement, coercion, and pleasure in women’s anal sex experiences. *Feminism & Psychology, 24*(4), 500–520. <https://doi.org/10.1177/0959353514539648>

Savage, D. (2018, August 22). *Savage Love: The truth about surrogate partner therapy*. The Georgia Straight.
<https://www.straight.com/life/1119901/savage-love-truth-about-surrogate-partner-therapy>

Turner, G. W., & Crane, B. (2016). Pleasure is paramount: Adults with intellectual disabilities discuss sensuality and intimacy. *Sexualities, 19*(5-6), 677–697. <https://doi.org/10.1177/1363460715620573>

Waryold, J. M., & Kornahrens, A. (2020). Decreasing Barriers to Sexual Health in the Lesbian, Gay, Bisexual, Transgender, and Queer Community. *Nursing Clinics of North America, 55*(3), 393–402. <https://doi.org/10.1016/j.cnur.2020.06.003>

Systemic family therapies, Bowen & Generational Transmission- Week 3

Acar Bulut, Ö. (2020). The Religious and Spiritual Dimensions of Bowen Family Therapy. *Spiritual Psychology and Counseling, 5*(1), 65–85. <https://doi.org/10.37898/spc.2020.5.1.098>

Amorin-Woods, D., Fraenkel, P., Mosconi, A., Nisse, M., & Munoz, S. (2020). Family Therapy and COVID-19: International Reflections during the Pandemic from Systemic Therapists across the Globe. *Australian and New Zealand Journal of Family Therapy, 41*(2), 114-132. doi:10.1002/anzf.1416

Dowd, A. (2020). Displacement trauma: Complex states of personal, collective and intergenerational fragmentation and their intergenerational transmission. *Journal of Analytical Psychology, 65*(2), 300-324. doi:10.1111/1468-5922.12588

Healy, R. W., & Allen, L. R. (2019). Bowen Family Systems Therapy with Transgender Minors: A Case Study. *Clinical Social Work Journal, 48*(4), 402–411. <https://doi.org/10.1007/s10615-019-00704-4>

Palombi, M. (2016). Separations: A Personal Account of Bowen Family Systems Theory. *Australian and New Zealand Journal of Family Therapy, 37*(3), 327–339. <https://doi.org/10.1002/anzf.1170>

Systemic family therapies, pt 2: Structural & Experiential - Week 4

Becerra, M. D., & Michael-Makri, S. (2012). Applying Structural Family Therapy with a Mexican-American Family with Children with Disabilities: A Case Study of a Single-Parent Mother. *Journal of Applied Rehabilitation Counseling, 43*(2), 17–24. <https://doi.org/10.1891/0047-2220.43.2.17>

Free IFS Crash Course (2021, July 26). Retrieved from LucasForstmeyer.com website: <https://lucasforstmeyer.com/free-ifs-crash-course/>

Gerson, M.-J. (2018). Death of a parent: Openings at an ending. *Psychoanalytic Perspectives, 15*(3), 340–354. <https://doi.org/10.1080/1551806x.2018.1491724>

Thompson, S. J., Bender, K., Cardoso, J. B., & Flynn, P. M. (2010). Experiential Activities in Family Therapy: Perceptions of Caregivers and Youth. *Journal of Child and Family Studies*, 20(5), 560–568. <https://doi.org/10.1007/s10826-010-9428-x>

Williams, N. D., Foye, A., & Lewis, F. (2016). Applying Structural Family Therapy in the Changing Context of the Modern African American Single Mother. *Journal of Feminist Family Therapy*, 28(1), 30–47. <https://doi.org/10.1080/08952833.2015.1130547>

Gender-Based Oppressions in a Therapeutic Context - Week 6 & 7

Littlewood, R. (2006). Colonialism and Countertransference: Two Cases of the Sexual Abuse of Women by Doctors. *Transcultural Psychiatry*, 43(2), 235-242. doi:10.1177/1363461506064851

Male Privilege Checklist | Project Humanities. (2020). Retrieved August 7, 2020, from Asu.edu website: <https://projecthumanities.asu.edu/content/male-privilege-checklist>

Pederson, A. C., Stenersen, M. R., & Bridges, S. K. (2019). Toward Affirming Therapy: What Sex Workers Want and Need From Mental Health Providers. *Journal of Humanistic Psychology*, 002216781986776. doi:10.1177/0022167819867767

Privilege Checklist for Men: #Metoo and Personal Safety | Catalyst. (2018, October 17). Retrieved August 7, 2020, from Catalyst website: <https://www.catalyst.org/2018/10/17/privilege-checklist-for-men-metoo-and-personal-safety/>

Smith, C. A. (2019). Intersectionality and Sizeism: Implications for Mental Health Practitioners. *Women & Therapy*, 42(1-2), 59-78. doi:10.1080/02703149.2018.1524076

What is Rape Culture? | WAVAW Rape Crisis Centre. (2013, October 31). Retrieved August 7, 2020, from WAVAW Rape Crisis Centre website: <https://www.wavaw.ca/what-is-rape-culture/>

Working Across Socioeconomic Lines - Week 8

O'Hara, C., & Cook, J. M. (2018). Doctoral-Level Counseling Students' Experiences of Social Class Microaggressions. *Counselor Education and Supervision*, 57(4), 255-270. doi:10.1002/ceas.12115

Wadsworth, M. E. (2011). Working with Low-income Families: Lessons Learned from Basic and Applied Research on Coping with Poverty-related Stress. *Journal of Contemporary Psychotherapy*, 42(1), 17-25. doi:10.1007/s10879-011-9192-2

Yakushko, O. (2018). Don't worry, be happy: Erasing racism, sexism, and poverty in positive psychology. *Psychotherapy and Politics International*, 16(1). doi:10.1002/ppi.1433

Examples of Socioeconomic Status ("Class") Privilege. (n.d.). Retrieved from <https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/355/2017/08/Examples-of-Socioeconomic-Status-Privilege.pdf>

Sexual and gender diversity in the consulting room - Week 9

Edwards, L., Goodwin, A., & Neumann, M. (2018). An Ecological Framework for Transgender Inclusive Family Therapy. *Contemporary Family Therapy*, 41(3), 258-274. doi:10.1007/s10591-018-9480-z

Alessi, E. J. (2007). Staying put in the Closet: Examining Clinical Practice and Countertransference Issues in Work with Gay Men Married to Heterosexual Women. *Clinical Social Work Journal*, 36(2), 195-201. doi:10.1007/s10615-007-0092-6

Examples of Heterosexual Privilege. (n.d.). Retrieved from http://queer.ucmerced.edu/sites/queer.ucmerced.edu/files/page/documents/queer_all_y_homework.pdf

Hertzmann, L. (2011). Lesbian and gay Couple relationships: When internalized homophobia gets in the way of couple creativity. *Psychoanalytic Psychotherapy*, 25(4), 346–360. <https://doi.org/10.1080/02668734.2011.627141>

Han, C.-suk. (2017). Examining identity development among gay men of color. *Sociology Compass*, 11(9), 1–12. <https://doi.org/10.1111/soc4.12503>

Cisgender Privilege Checklist. (n.d.). Retrieved from www.murraystate.edu website: <https://www.murraystate.edu/headermenu/administration/StudentAffairs/departments/lgbt/Resources/Cisgender%20Privilege%20Checklist.pdf>

THE CISGENDER PRIVILEGE CHECKLIST from Advocating for LGBTQ -Competent Care based on Peggy McIntosh's "White Privilege: Unpacking the Invisible Knapsack." (n.d.). Retrieved from <https://cpt.org/sites/default/files/2019-04/Undoing%20Heterosexism%20-%20The%20Cisgender%20Privilege%20Checklist.pdf>

Culture, Racism and Mental Health - Week 10 & 11

Adames, H. Y., Chavez-Dueñas, N. Y., Sharma, S., & Roche, M. J. L. (2018). Intersectionality in psychotherapy: The experiences of an AfroLatinx queer immigrant. *Psychotherapy*, 55(1), 73–79. doi: 10.1037/pst0000152

- Bhui, D. B. K. (1999). Racism in psychiatry: paradigm lost-paradigm regained. *International Review of Psychiatry*, 11(2-3), 236–243. doi: 10.1080/09540269974429
- Bryant-Davis, T., Adams, T., Alejandre, A., & Gray, A. A. (2017). The Trauma Lens of Police Violence against Racial and Ethnic Minorities. *Journal of Social Issues*, 73(4), 852-871. doi:10.1111/josi.12251
- Cushman, P. (2015). Relational Psychoanalysis as Political Resistance. *Contemporary Psychoanalysis*, 51(3), 423-459. doi:10.1080/00107530.2015.1056076
- Clark, D. A., Kleiman, S., Spanierman, L. B., Isaac, P., & Poolokasingham, G. (2014). “Do you live in a teepee?” Aboriginal students’ experiences with racial microaggressions in Canada. *Journal of Diversity in Higher Education*, 7(2), 112-125. doi:10.1037/a0036573
- Dueck, A., Muchemi, S. K., & Ng, E. (2018). Indigenous Psychotherapies and Religion: Moral Vision and Embodied Communities. *Pastoral Psychology*, 67(3), 235-265. doi:10.1007/s11089-018-0802-8
- Mazzula, S. L., & Nadal, K. L. (2015). Racial Microaggressions, Whiteness, and Feminist Therapy. *Women & Therapy*, 38(3-4), 308-326. doi:10.1080/02703149.2015.1059214
- McIntosh, P. (1988). White Privilege: Unpacking the Invisible Knapsack. Retrieved from <https://www.racialequitytools.org/resourcefiles/mcintosh.pdf>
- Nightingale, M., Awosan, C. I., & Stavrianopoulos, K. (2019). Emotionally Focused Therapy: A Culturally Sensitive Approach for African American Heterosexual Couples. *Journal of Family Psychotherapy*, 30(3), 221-244. doi:10.1080/08975353.2019.1666497
- Steele, J. M. (2020). A CBT Approach to Internalized Racism among African Americans. *International Journal for the Advancement of Counselling*, 42(3), 217-233. doi:10.1007/s10447-020-09402-0
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286. doi:10.1037/0003-066x.62.4.271
- Taylor, D. M., & Osborne, E. (2010). When I Know Who “We” Are, I Can Be “Me”: The Primary Role of Cultural Identity Clarity for Psychological Well-Being. *Transcultural Psychiatry*, 47(1), 93-111. doi:10.1177/1363461510364569

Challenging ableism - Week 12 & 13

- Conover, K. J., & Israel, T. (2013). Development and Validation of the Ableist Microaggressions Scale. *PsycEXTRA Dataset*. doi: 10.1037/e594072013-001

Haydon - Laurelut, Mark & Nunkoosing, Karl & Wilcox, Esther. (2013). Family Therapy and Dis/ableism: Constructions of Disability in Family Therapy Literature. *Human Systems Journal*. 24. 150-162.

Nik Moreno (2019, April 8). 21 Ways Able-bodied Privilege Looks. Retrieved from The Body Is Not An Apology website:
<https://thebodyisnotanapology.com/magazine/21-ways-able-bodied-privilege-looks/>

Vance, T. (2020). Autism and ADHD: Neurodiversity-Affirming Therapy with Dr. Joel Schwartz. *Psych Central*. Retrieved from
<https://blogs.psychcentral.com/aspie/2020/04/autism-and-adhd-neurodiversity-affirming-therapy-with-dr-joel-schwartz/>

Walker, N. (2014, December 3). Neurotypical Psychotherapists and Neurodivergent Clients. Retrieved from
<https://neurocosmopolitanism.com/neurotypical-psychotherapists-and-neurodivergent-clients/>

IMPORTANT INFORMATION

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage [for more information](#).

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offences and types of penalties, students should refer to the [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome’s University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on](#)

Student Appeals.

Note for Students with Disabilities: The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

UW Policy Regarding Illness and Missed Tests

The University of Waterloo Examination Regulations (www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html.
- If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

Reflections, Feedback, And Evaluation

I welcome and encourage feedback, and accept constructive and generative feedback at any time during the course from students and from myself. You will have an opportunity as a class to anonymously evaluate both the course and the instructor.

Counselling Services

Students who might be experiencing difficulties and are in need of support are encouraged to access Counselling Services (Needles Hall) - Lorraine Nesbitt: 519 888-4567 ext. 33528; lnesbitt@uwaterloo.ca

Writing and Communication Centre

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

- You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.
- Online appointments (using video, audio, and a shared text field) are available to students who are online learners, away on a co-op work term or registered at one of Waterloo's satellite campuses. Simply request an online appointment when you book an appointment.
- On-campus appointments at satellite campuses are also available. Please see the WCC website for dates and times.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.
[optional] For online courses and courses offered at satellite campuses

Students who are dissatisfied with their academic achievement are strongly encouraged to seek advice from a study skills counsellor at Needles Hall (519 888-4567, Ext. 32655), the teaching aides, or the instructor. The Study Skills Co-ordinator for the University of Waterloo, Counselling www.uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.