

San José State University
Psychology 222, Gender & Ethnicity in Therapy, Fall 2022

Instructor:	Dr. Elena Klaw
Email:	Elena.klaw@sjsu.edu
Office:	Clark 203
Office Hours:	Mon. 3:00-4:30 pm and by appointment on Zoom
Class Days/Time:	Mon. 12:00-2:45 DMH 308
Canvas Site:	https://sjsu.instructure.com

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 interventions with 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:

- referring to clinical evidence and empirical scholarly literature, reflect critically on the role of race, class, gender, sexual orientation and ability in determining power, privilege and resources
- referring to clinical evidence and scholarly literature, demonstrate understanding of the ways in which their own life experiences with power and privilege affect their work as psychotherapists
- using clinical evidence and empirical literature, know how to join with clients and mental health colleagues to learn to work effectively across genders, societal statuses and categories, and cultures.
- using clinical evidence and empirical literature, 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 AND READINGS

Brown L. S. (2018). *Feminist therapy* (2nd Edition): American Psychological Association.

Rothenberg, P.S. (Ed.) (2020). *Race, class, and gender in the United State: An integrated study*. (11th Edition). New York, NY: Worth.

Hand-outs provided on Canvas course site.

Recommended Readings

Cooper, B. (2018). *Eloquent rage: A Black feminist discovers her superpower*. Picador.

Gottlieb, L. (2019). *Maybe you should talk to someone: A therapist, her therapist, and our lives revealed*. Houghton Mifflin.

Kendi, I. X. (2019). *How to be an antiracist*. Random House.

Vuong, O. (2019). *On Earth we're briefly gorgeous*. Penguin.

ASSIGNMENTS AND GRADING POLICY

Please turn in assignments by submitting them electronically to Canvas.

4 Integration Assignments: 20 Points each = 80 points
Case Response: 40 points
Case Response Presentation: 30 Points
Canvas Discussion Posts: 40 Points
In Class Participation: 10 Points
Total possible points for the course = 200

Integration Assignments: Four Integration Assignments will be provided. Integration Assignments 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, black 12-point font. Please use APA format for in text citations and do not include long quotes. Please number your responses. Do not include a title page or reference page. Grades will be based on both the accuracy and quality of your written responses to the assigned questions.

Case Response: You will be provided several vignettes based on cases described in the text book by Brown. You will be asked to provide a feminist/culturally competent conceptualization, assessment plan, and treatment plan for one of the cases. A detailed hand-out will be provided on Canvas.

Case Response Presentation: In a short (no longer than 10 minutes) video submitted on Canvas, you will discuss the key elements of feminist/culturally competent therapy that relate to treating the case described in your Case Response. A detailed assignment hand-out will be provided on Canvas.

As part of participation, each student will post a comment including a question and suggestion for treatment on each presentation.

Canvas Discussion Board and Class Participation: Please note that you are required to participate in class discussion both through the Canvas Discussion Board (using prompts provided) and during class meetings. Discussing your ideas and reactions through Canvas and verbally in class is essential to success in the course.

The various parts of the course add up to 200 possible points. To tabulate your final grade, just add your total points achieved and divide by 2. To convert your percentage points to a letter grade, use the following scale.

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		

UNIVERSITY POLICIES

The procedures of the course are subject to change as circumstances demand. You are expected to attend all scheduled class meetings, and check your SJSU email and the Canvas course site regularly to remain current.

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or please note that that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (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 in Room 300B of the Student Wellness Center on the corner of 7th and San Carlos St., across from the Event Center. Professional psychologists, social workers, and counselors are available on-line to provide consultation 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 the [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

[Contact SJSU Cares](#)

SJSU wants to help you stay healthy! Resources are available to help you pay for medical bills or insurance. SJSU Cares can help if a student is a victim of a crime, or of a natural disaster like fire or flood. We know that housing insecurity is also a real issue in Silicon Valley. If you are facing any kind of emergency situation, [contact SJSU Cares](#) to find support and resources.

Food Assistance

If you find yourself struggling to afford food while attending SJSU, you are not alone. SJSU Cares has programs to help:

- [Spartan Food Pantry](#)
- [CalFresh Application Assistance](#)

These programs can help you get the food you need to focus on your education. Additionally, there are many other [food resources](#) available on campus and in the surrounding community.

The Military and Veterans Resource Center (VRC)

The San Jose State University VRC is designed as a one-stop resource that plays a primary role in serving the university's community of veterans and military students. The VRC is dedicated to assisting eligible student Veterans, Reservists, National Guard, Active Duty, and dependents with state/federal education benefits and certification, campus resources, and student programs that aid in the transition from military to education to career. To schedule an appointment or learn more information, visit the VRC website at <https://www.sjsu.edu/veterans/about/contact-us.php>

COURSE SCHEDULE

*Course schedule is subject to change. You are expected to check Canvas and your SJSU email account to remain current. Canvas site will be updated regularly.

Week	Topic	Reading Due	Assignment Due
	Power & Privilege		
1 Mon 8/22	Introduction to the Course: Power, Privilege, & Inequality <i>TED Talk (51 mins): Kendi, I.X. (2020). The Difference Between Being Not Racist and Anti-racist.</i> https://www.ted.com/talks/ibram_x_kendi_the_difference_between_being_not_racist_and_antiracist?language=en		
2 Mon 8/29	Feminist Therapy and the Social Construction of Difference <i>TED Talk (18 mins): Crenshaw, K. (2016). The Urgency of Intersectionality.</i> https://www.youtube.com/watch?v=akOe5-UsQ2o	Brown: Ch. 1, Introduction: Feminist Therapy Rothenberg: Morales, What Race Isn't Buck,..Rebellion: White privilege Brodtkin, How Jews Became White Lorber, Night to His Day. Kimmel, Masculinity as Homophobia.	Using the Discussion feature in Canvas, respond to the prompt to post a comment about what you learned from the TED talk. Respond to a peer's comment as well.
3 Mon 9/5	No Class: Labor Day	Optional: Wikipedia, What is Labor Day?	

Week	Topic	Reading Due	Assignment Due
4 Mon 9/12	<p>Why Feminist Therapy: Understanding Oppression</p> <p><i>Film (56 mins): White Right: Meeting the Enemy. A Muslim Filmmaker...</i></p> <p>https://sjsu.kanopy.com/video/white-right</p>	<p>Brown: Ch. 2, History</p> <p>Rothenberg: West, Flipping..Black Manhood Stryker, Transgender Feminism. Greenbaum, Debunking the Pathology of Poverty. Baynton, Disability and Inequality. Miller, Domination and Subordination Crenshaw, Why Intersectionality</p>	<p>Using the Discussion feature in Canvas, respond to the prompt to post a comment about what you learned from the film. Respond to a peer's comment as well.</p>
5 Mon 9/19	<p>Theory: Understanding Privilege</p> <p><i>TED Talk (13 mins): Sumner, K. (2015).</i></p> <p>https://www.ted.com/talks/kandice-sumner-how-americas-public-schools-keep-kids-in-poverty#t-811658</p>	<p>Brown: Ch. 3, Theory</p> <p>Rothenberg: Tatum, Defining Racism Coates, Between the World and Me Ancheta, Neither Black nor White Pharr, Homophobia as a Weapon Mantsios, Class in America McIntosh, White Privilege. DiAngelo, ..Class didn't trump race.</p>	<p>Integration 1</p> <p>Using the Discussion feature in Canvas, respond to the prompt to post a comment about what you learned from the TED talk. Respond to a peer's comment as well.</p>
6 Mon 9/26	<p>Instead of meeting in class, attend an event, exhibit, religious service or open meeting that is about or for an identity group that is not one that you currently identify with.</p> <p>For relevant events and organizations, check out the SJSU Division of Student Affairs (https://www.sjsu.edu/studentaffairs/), local resources on Canvas, and the MLK/SJ Public Library. (https://library.sjsu.edu/)</p>	<p>APA (2017). Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality, 1-97.</p> <p>https://www.apa.org/about/policy/multicultural-guidelines.pdf</p>	<p>Using the Discussion feature in Canvas, respond to the prompt to post a comment about what you learned from your experience attending the event. Respond to a peer's comment as well.</p>
7 Mon 10/3	<p>The Role and Process of Therapy</p> <p><i>Video (49 mins): Listen in on Counseling Session with Asian American Therapist Jeanie Chang</i></p> <p>https://www.youtube.com/watch?v=cylavmm0wA0</p>	<p>Brown: Ch. 4, The Therapy Process</p> <p>Rothenberg: Quinterro, America's..Immigrants Chomsky, Undocumented.. Granick, Nativism and Anti Semitism Bayoumi, How does it feel Phi, Cookies</p>	<p>Using the Discussion feature in Canvas, respond to the prompt to post a comment about what you learned from the video. Respond to a peer's comment.</p>

Week	Topic	Reading Due	Assignment Due
8 Mon 10/10	Evaluating Interventions: Micro and Macro Approaches <i>TED Talk (18 mins): Adichie, C. (2009). Danger of a Single Story.</i> https://www.ted.com/talks/chimam_anda_ngozi_adichie_the_danger_of_a_single_story?language=en	Brown: Ch. 5, Evaluation Rothenberg: Navarro, For many Latinos Thrupkaew, Myth of model minority US Commission Civil Rights, The Problem: Discrimination Alexander, New Jim Crow,. Lockhart, Living while Black Mogul, Ghosts of Stonewall	Using the Discussion feature in Canvas, respond to the prompt to post a comment about what you learned from the TED talk. Respond to a peer's comment as well.
9 Mon 10/17	Addressing the Trauma of Oppression <i>Video: Combatting the Traumatic Impact of Oppression (43 mins)</i> https://www.youtube.com/watch?v=IKII_aYXkj8	Rothenberg: Runner, First Nations, Queer & Ed. Mohammed, Queer & Undocumented Artiga & Ubri, ..Immigrant Family Gottesdiener et al, They Treat me Like a Criminal.. Wilson, Black women's Experiences of Me Too Petrella, Standing Rock, Flint Singh, Healing the Trauma of Post-9/11 Racism	Integration 2 Using the Discussion feature in Canvas, respond to the prompt to post a comment about what you learned from the TED talk. Respond to a peer's comment as well.
10 Mon 10/24	Addressing Economic Realities <i>Video Clip: Is Trauma Therapy Doing Enough for People of Color? (4 mins.)</i> https://www.youtube.com/watch?v=fc9y1FoTgs4	Rothenberg: Sklar, Imagine a Country Allison, A Question of Class Massey, Immigration. Enforcement Burnham, Gender and the Black Jobs NPR, Why America's Schools McMilan, New Face of Hunger Pilkington, I am "Alena" Ruess, Cause of Death: Inequality Myers-Lipton: Silicon Valley Pain Index 2022 https://www.sjsu.edu/hri/docs/SJS_UHRI_2022SVPI_FINAL_06-21-22.pdf	Based on the reading, the video and your expertise as an emerging mental health professional, contribute your ideas by providing two responses at: https://twitter.com/svpainindex

Week	Topic	Readings Due	Assignment Due
11 Mon 10/31	Feminist and Cultural Competence: Current Directions <i>Film (57 minutes): The Thick Dark Fog: Reclaiming Native American Identity.</i> https://sjsu.kanopy.com/video/thick-dark-fog	Brown: Ch. 6, Future Developments Rothenberg: Brave Bird, Civilize Them Miranda, ..Ca Missions <u>Kochiyama</u> , .the War, Cesares, Crossing the Border, Rankine, You are in the Dark	
12 Mon 11/7	Gender, Sexuality and Oppression <i>Film (91 min.) Mask You Live In</i> https://sjsu.kanopy.com/video/mask-you-live	Rothenberg: Scarce, Male on Male Rape Aviccolli Mecca, Memoirs of a Sissy, Strangio, The Unbearable (In)visiblility of being Trans Snyder, Self fulfilling stereotypes Hess, Am I thin enough yet? The Gender Unicorn: https://transstudent.org/gender/	Integration 3
13 Mon 11/14	Feminist Therapy as an Anti- Oppression Practice <i>Video (7 mins): Queer People 16-65 Talk About Identity</i> https://www.youtube.com/watch?v=P-rEtgqSgMo&t=104s	Rothenberg: JREJ, Understanding Antisemitism Yellow Bird, Cowboys and Indians Kim, Against “Bullying” or on Loving Queer Kids Cottom, When You Forgot to Whistle Feminist Therapy Code of Ethics https://www.apa.org/pubs/books/supplemental/Supervision-Essentials-Feminist-Psychotherapy-Model-Supervision/Appendix_D.pdf	Using the Discussion feature in Canvas, respond to the prompt to post a comment about what you learned about gender from the last 2 films. Respond to a peer’s comment as well.

Week	Topic	Reading Due	Assignment Due
14 Mon 11/21	Putting it All Together: Theory <i>Film (43 mins): Abrazos: Children of Undocumented Parents</i> https://sjsu.kanopy.com/video/abrazos	Brown: Ch. 7, Summary Rothenberg: Lorde, Age, Race, Class and Sex: hooks, Feminism, Teneja, From Oppressor to Activist Ayvazian, Interrupting the Cycle Anderson, Pitfalls of Ally Performance	Using the Discussion feature in Canvas, respond to the prompt post a comment about what you learned from the film. Respond to a peer's comment.
15 Mon 11/28	Putting It All Together: Practice <i>Film (watch first hour): Multicultural Feminist Therapy</i> https://video-alexanderstreet-com.libaccess.sjlibrary.org/watch/multicultural-feminist-therapy/details?context=channel: microtraining-associates-osf	Rothenberg: Garza, A Herstory of the #BLM Burke, The Me Too Movement Ross, Reproductive Justice Davis, Are Prisons Obsolete?	Case Response
16 Mon 12/5	Where Do We Go from Here? <i>Film (watch second 53 minutes): Multicultural Feminist Therapy</i> https://video-alexanderstreet-com.libaccess.sjlibrary.org/watch/multicultural-feminist-therapy/details?context=channel: microtraining-associates-osf	Rothenberg: Bassichis et al, Building Abolitionist Trans & Queer Movement Pacheco, What the Dreamers can Teach the Parkland Kids Chief Looking Horse, Standing Rock is Everywhere.	Integration 4 Using the Discussion feature in Canvas, respond to the prompt to post a comment about what you learned from the video.
Finals Day Fri 12/9	Finals Day 12:15-2:30		Case Response Presentation Videos Due by Key Techniques Submit completed video assignment on Canvas. Post a comment on 2 videos by peers.