



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



SMF 208:
Introduction to Systemic Therapies and Anti-Oppressive Practices
FALL 2017

Instructor:	Carm De Santis	E-mail:	carm.desantis@uwaterloo.ca
Office:	Sweeny Hall 2215	Telephone:	519-884-8110 x 28217
Office Hrs:	Tuesdays 2:45pm – 3:45pm and by appointment		
Class:	Tuesdays 11:30am – 2:30pm	Classroom:	SJ1 2009
Guest Faculty	Lorna Rourke	E-mail:	lerouke@library.uwaterloo.ca
Office:	SJ1 2013	Telephone:	519-884-8110 x 28271

1. COURSE DESCRIPTION:

SMF 208 will be an introduction to systemic theoretical and therapeutic practices in relational therapy. Several traditional and post-modern 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 begin to explore and recognize intersectionality of gender, race, orientation, religion, class, family structure to name a few, within various social contexts and impact on well being. SMF 208 provides you with a theoretical foundation from which you can draw throughout the rest of your studies, profession and personal life.

Prerequisites: SMF 101/206 and must be at least 2A

2. COURSE FORMAT:

The class will consist of lectures, interactive large and small group class discussions, experiential exercises, assigned reading materials, video clips, possible guest speakers, reflective exercises, group work and group presentations. A rich educational experience encourages you to take an inquiry based learning approach. You are encouraged to come to class prepared with having read all assigned readings, to bring questions, curiosities, critical thinking and reflexive skills.

This course presupposes a strong interest and willingness to engage with the course material.

A successful course of this nature requires active participation of ALL students! You will be required to move beyond a cursory understanding of the concepts; rather, you will be invited to demonstrate your understanding of the concepts by applying and integrating them into a coherent whole especially via the social justice and anti-oppression practices (AOP) interactive exhibit project.

3. REQUIRED READINGS:

3.1 ~ Course text:

Nichols, N.P. (2014). *The essentials of family therapy*, 6th, Ed. Boston: Pearson/Allyn & Bacon.

3.2 ~ Course readings:

All reading are available electronically via <https://www.reserves.uwaterloo.ca/ares/>

African American Policy Forum (2013). *A Primer Intersectionality*. NY: AAPF. <http://aapf.org/wp-content/uploads/2013/01/59819079-Intersectionality-Primer.pdf>

Baines, D. (2007). *Anti-oppression social work practice: Fighting for space, fighting for change*. In D. Baines (Ed.), *Doing anti-oppressive practice: Building transformative politicized social work*. Black Point: Fernwood.

Collins, K.S., Valentine, D.P. & Welkley, D.L. (). *People living with disabilities*. In K.L. Guadalupe & D. Lum, *Multidimensional contextual practices: Diversity and transcendence*. Belmont, CA: Brooks/Cole.

Coyote, I. (2005). *Loose end*. Vancouver, Arsenal Pulp Press.

Dion, S. D. (2007). *Disrupting molded images: Identities, responsibilities and relationships—teachers and indigenous subject material*. *Teaching Education*, 18, 329-342.

Hankivshy, O. (2014). *Intersectionality 101*. Institute for Intersectionality Research and Policy. Ottawa: PHAC

Lewis, J.A., Lewis, M.D., Daniels, J.A. & D'Andrea, M.J. (2011). *Community counseling: A multicultural-social justice perspective* (4th ed.). Belmont, CA: Brooks/Cole.

Loeschen, S. (1998). *Satir's conceptual framework*. In S. Loeschen, *Systematic training in the skills of Virginia Satir*. Pacific Grove: Brooks/Cole.

Loomis, C. (2011). *Understanding and experiencing class privilege*. In S. Anderson & V. Middleton (Eds.), *Exploration in diversity: Examining privilege and oppression in a multicultural society* (2nd, ed.). Belmont, CA: Brooks/Cole.

McIntosh, P. (1988). *White Privilege: Unpacking the invisible knapsack*. White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies, Wellesley College Center for Research on Women.

Mullaly, B. (2002). *Oppression: An overview*. In B. Mullaly, *Challenging oppression: A critical social work approach*. Toronto: Oxford.

Slattery, J. M. (2004). *Oppression and Prejudice in Counseling diverse clients: Bringing context into therapy*. Belmont, CA: Brooks/Cole.

Tomm, K. (2002). *Promoting social justice as an "Ethical imperative"*. FamilyTherapyResources.net. American Association for Marriage and Family Therapy.

Vallejos-Barlett, C. (2002). *In Search of Social Justice: Thoughts from The Field of Family Therapy*. FamilyTherapyResources.net. American Association for Marriage and Family Therapy.

It is expected that students will independently source out and read research and theoretical material relevant to their social justice and AOP project.

4. HIGHLY RECOMMENDED READINGS:

Collin, S. (2010) The hunger games trilogy. Danbury, CT: Scholastic Press

Coyote, I. E. (2008). The slow fix. Vancouver: Arsenal Pulp Press.

Freire, P. (1970). Pedagogy of the oppressed. New York: Herder and Herder.

Hill, L. (2007). Book of Negroes. Toronto: HarperCollins.

5. LEARNING & COURSE OBJECTIVES:

This course is taught applying feminist pedagogies and emphasizing the exploration of meaning, content knowledge, and knowledge translation through personal and interpersonal discovery, experiential learning, and the promotion of inquiry based learning.

1. To create a dynamic, exploratory and respectful learning experience for class members: students and instructor.
2. To provide you with an understanding of therapy practices, and how these approaches shape the therapeutic relationship with people and families.
3. To provide you with information, therapeutic knowledge, and reasons people engage in therapy.
4. To explore and analyze a range of theoretical therapy approaches that will provide you with various lenses to understand relational dynamics among families.
5. To develop an awareness and sensitivity to diversity such as: culture, sexual orientation, gender, race, class, immigration, and spirituality.
6. To invite you to be aware and examine your own experiences, values and biases in relation to the various dimensions of sexuality: gender, sexual orientation, sexual practices and performance.
7. To promote self-awareness on your personal social location and the implications of your social location, power and privilege within the therapeutic context.
8. To develop skills in critical self-reflection.
9. To promote personal accountability and responsibility for your positions of power and privilege and how these influences your beliefs and actions; your approach to therapy practices; your pursuit of social justice; and the intersection with potential clients and colleagues.
10. To create opportunity for you to develop research and presentation skills.
11. To develop critical thinking skills toward therapeutic theories, therapeutic practices, and therapeutic issues.
12. To develop collaboration and consultative skills.
13. To create opportunity for you to work within a group setting where communication, listening, questioning, and facilitative skills can be fostered.

6. ASSIGNMENT REQUIREMENTS and IMPORTANT DATES, EVALUATION:

ASSIGNMENTS	WEIGHT	DUE DATE
Research Literacy Assignment	10%	October 12 via LEARN by 11:30am
Midterm	30%	October 17
Critical Reflection Papers	25%	Oct. 31 beginning of class, and Dec. 1 via LEARN
Social Justice & AOP Project In-Class Group Presentation Social Justice & AOP Interactive Exhibit *	35%	Nov. 14 and 21 Nov. 28 th ~ 11:30am - 1:00pm
TOTAL	100%	

NOTE: ALL DATES ARE FINAL.

Please do not request any alternative dates/times (medical exception excluded).

Travel plans are NOT a valid request for accommodations. Given that all dates are provided, be sure to make your travel arrangements around ALL these dates.

6.1 ~ Midterm:

The midterm examination will be in the format of multiple choices questions, short answers and fill in the blanks. The examination will be held during the first part of class on Tuesday October 17.

6.2 ~ Critical Reflection Paper:

You will be required to write two polished critical reflection papers. Each of these reflections is intended to engage you as a critical thinker, and begin attending to you as an active learner; both in how you interact with the course material and how you understand and critically analyze the material presented. This is an opportunity for you to articulate your experience as a person and learner, therefore you are asked to integrate course material (references must be included) to support your personal reflection and critical analysis. You will be evaluated on various criteria, particularly, on the depth and quality of analysis, versus quantity and regurgitation. (This means, I am more interested to know how you have made sense of the material in a personal way, and integrated what you have experienced and read, and less on "proving" you have read all the material). You will not be evaluated on your position, experiences, and interpretations. You will be evaluated on writing clearly, succinctly, and analytically. Details of each reflection assignment will be posted on LEARN.

6.3 ~ Social Justice & Anti-Oppressive Practices (AOP) Project and Interactive Exhibit

Working in a small group you will be assigned a film, which **must be viewed and discussed together**. The film's characters, their social locations and intersectional identity, story line, subject matter and context will assist your group in developing an educational awareness program for the helping professional to learn about anti-oppressive and social justice practice.

This assignment has two parts:

Part 1: In-class Group Presentation (dress rehearsal) and,

Part 2: Group presentation at the Social Justice and Anti-Oppressive Practices Annual Interactive Exhibit.

Your group will present an innovative and interactive educational program exhibit that will be presented to the class on your assigned date AND, all groups (and its members) will participate in the **11th Annual SJU-SMF 208 SOCIAL JUSTICE & ANTI-OPPRESSIVE INTERACTIVE EXHIBIT on Tuesday November 28th, 2017** and present your exhibit to the SJU/UW and community at large. (You are encouraged to invite family, friends, classmates, instructors, workmates, etc). Details of assignment will be discussed during class over the semester and posted on LEARN

Your group will be responsible for designing a “creative” anti-oppressive educational and awareness program for helping professionals. As a group you will have creative license on what you develop and how you present it! The requirements are:

- ✓ you and your group members must have good theoretical understanding of intersectionality, and what social justice and anti-oppressive practices are; (you must integrate readings and research to support your rationale for the project)
- ✓ you and your group must be able to engage in knowledge translation (be able to share social justice and anti-oppressive practice knowledge in an accessible manner to others);
- ✓ you and your group are required to go beyond the assigned course readings (although assigned material will be helpful as a starting point), this will assist with both a breadth and depth of knowledge to develop a high caliber presentation.

7. UW- LEARN WEBSITE:

All class communication, posting of grades and lecture material will occur via this medium LEARN. I encourage you to log on regularly to the website: <https://learn.uwaterloo.ca/>. If you do not have access to the internet at home, the libraries at St. Jerome’s and University of Waterloo are available for your use.

If you have not paid your fees you will not be able to access LEARN and you will receive the following message: “This is a friendly reminder that you won’t gain access to the online learning systems (UW-LEARN) until your Registered Status on Quest for the Fall term is “Fees Arranged.” Log in to your Quest account and click on Finances > Account Inquiry > Fall to see your Registered Status at the top of the page. Visit the Finance - Student Accounts website to find out how to become "Fees Arranged" for the term. If you submitted a payment or Promissory Note more than three days ago and you're not yet "Fees Arranged", please contact Student Accounts immediately to investigate: 519-888-4567 extension 38466. Room 1110, Needles Hall, between 8:30 & 4:30 weekdays. sfacnts@uwaterloo.ca

8. CORRESPONDENCE WITH INSTRUCTOR:

- My preference would be, for you to use UW-LEARN to communicate with me. If you must use email, please include your first and last names, student number, and course number in which you are enrolled in the email subject line. In the spirit of well being and balance, I will check emails and LEARN site at least once a day on week days only, therefore, be prepared it may take up to 48 hours to receive a response from me between Mondays to Fridays. I will not be on-line during the weekends; therefore, you will not receive a response from me on weekends.
- It is both professional and respectful to use a greeting in any electronic communication; therefore, I would appreciate you using an appropriate greeting followed by my correct name. For example: “Hi Carm” or “Dear Professor” will do. Messages without a greeting, personal address or greetings in your message like “hey you”, “hey dude”, “hey” or a form of demand are unprofessional, not appreciated, and will not be answered.

- You are expected to read and understand the course outline, therefore, questions about information that could be found in the course outline will also not be answered by either myself or the TA. You are encouraged to be active participants in your learning process.
- Questions of clarification, inquires, suggestions, feedback, information sharing are always welcomed!

8.1. Anonymous Communication:

If you wish to ask a sensitive question anonymously, write your question on a piece of paper and leave it on the instructor's table or on my office door mail slot. Depending on the nature of the information needed to answer the question I will either answer it the same day or at a later date. Anonymous emails will be ignored.

9. LATE POLICY:

You must submit your assignments on time via drop box in LEARN by the deadline. The electronic drop box will not accept late submission. Therefore, if you don't submit the assignment by the deadline, your assignment will be considered late. Critical Reflection Process Papers will be accepted up to one week following the due date with a penalty of 10% (e.g. 78% - 10% = 68%) and you must let me know you are going to make a late submission, and arrangements will need to be made for an alternative submission process. Any assignment that is not submitted or completed by designated dates will receive a grade of zero.

10. RELEASE OF GRADES:

It is our hope and intention to post grades within 7-14 working days. However, due to demand and unforeseen factors posting of grades may take longer. Test results will be posted on the LEARN website. Grades are NOT released over email or telephone. DO NOT EMAIL TA or me, asking "when will the grades be posted?" We will not respond to these emails. University of Waterloo Policy 19 – Access to and Release of Student Information

<http://www.adm.uwaterloo.ca/infosec/Policies/policy19.pdf>

Feedback on group presentations and electronic submissions will be provided electronically via LEARN.

11. CLASSROOM LEARNING CLIMATE, CONDUCT & EXPECTATIONS:

My personal teaching philosophy is one that embraces diversity and promotes equity and respect among all of us. I will be deliberate in creating space for marginalized and silenced voices, and hope to create a learning context that increases our awareness of our explicit and implicit privilege, while being mindful of our positions and intersections that are both privileged and marginalized. Therefore, I expect each of you are in this class to be active, engaged, and to participate. Being respectful and considerate to one another, as fellow students and instructor create a learning environment that can be safe, challenging, and engaging. If for whatever reason you are not able to engage in the class material, please feel free to leave. If your behaviour and/or conduct are distracting to the learning process, I will ask you to leave the classroom.

11.1. Electronics: Academic Use Versus Personal Use:

I am aware of the need to be plugged in and connected. However, I ask that you please turn off all cell phones, i-pods, Facebook, twitter, chat room, msn, etc. when in class. If using a laptop, notebook, tablet - please use it only for academic purposes in class. Please **DO NOT DISTRACT OTHERS** from learning.

11.2. Visitors and Guests:

“Visitors” must be approved by the instructor(s) in advance & should observe silently, unless otherwise instructed.

11.3. Guest Speakers:

We may have guest speakers and panellists coming to our class. Their wisdom and personal stories will be generously shared with you. I expect that you will show respect and courtesy to them.

11.4. Clean and Respectful Learning Environment:

If you bring beverages and/or food into classroom, please take your empty cups, tins, wrappers, crumbs, etc with you and dispose appropriately. Please pick up after yourself and remind your peers to do the same. Help keep your learning environment neat and clean!

12. Reflections, Feedback, And Evaluation:

I welcome and encourage feedback, and accept constructive and generative feedback at anytime 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.

13. Accommodation for Students with Disabilities:

AccessAbility Services (AAS), located in Needles Hall, Room 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 AAS at the beginning of each academic term.

14. Other Useful Information:

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 Services, is Dave Mackay, MSW. d3mackay@uwaterloo.ca
<http://www.adm.uwaterloo.ca/infocs/>

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.

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

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.

15. Course & University Academic Policies:

UW POLICY REGARDING ILLNESS AND MISSED TESTS

The University of Waterloo Examination Regulations 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 on the link provided above. 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.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for her/his 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 St. Jerome's University Academic Discipline Policy and UW Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. For students who decide to file a grievance, students should refer to [Policy 70 – Student Petitions and Grievances](#). In such a case, contact Dr. Scott Kline (scott.kline@uwaterloo.ca), Associate Dean of St. Jerome's University.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 71 – Student Discipline or Policy 70 – Student Petitions and Grievances if a ground for an appeal can be established. In such a case, contact Dr. John Rempel (jrempel@uwaterloo.ca), Appeals Officer of St. Jerome's University.

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academic-integrity/>

Accommodation for students with disabilities: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, 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.

16. COURSE SCHEUDLE

Wk	Date	Topic	Readings	Due Date
1	Tues. Sept. 12	Welcome & introduction Applying critical thinking What Is social justice	hooks ~ Critical Thinking Chapter 1	
2	Tues. Sept. 19	Foundations, evolution and fundamentals to systemic therapies	Chapter 2, 3, & 4	
3	Tues. Sept. 26	Research literacy assignment review Introduction to power and privilege Applying a socially just lens AOP project review	Lorna Rourke Tomm ~ Promoting Social Justice as an "Ethical Imperative" Vallejos-Barlett ~ In Search of Social Justice: Thoughts from the Field of Family Therapy	
4	Tues. Oct. 3	Bowen family systems therapy Understanding oppression	Chapter 5 Young ~ Five Faces of Oppression Mullaly ~ Oppression: An Overview	
5	Tues. Oct 10	Fall reading days – class rescheduled for Thursday October 12		
5	Thurs. Oct. 12	Structural family therapy Experiential family therapy	Chapter 7 Chapter 8	Research literacy assign
6	Tues. Oct. 17	Midterm Becoming socially just and doing AOP	McIntosh ~ White Privilege: Unpacking the Invisible Knapsack	Midterm
7	Tues. Oct. 24	Impact of oppression on clients What is intersectionality	Slattery ~ Oppression and Prejudice Hankivshy ~ Intersectionality 101 African American Policy Forum ~ A primer on Intersectionality	
8	Tues. Oct. 31	Group consultation and mentorship		Critical Reflection
9	Tues. Nov. 7	Applying social justice and AOP	Lewis et. al. ~ Social/Political Action Strategies Dion ~ Disrupting Molded Images: Identities, responsibilities and relationship – teachers and indigenous subject materi Loomis ~ Understanding and experienci class privileges	
10	Tues. Nov. 14	Social justice / AOP in class presentations		Groups 1, 2, & 3
11	Tues. Nov. 21	Social justice / AOP in class presentations		Groups 4, 5 & 6
12	Tues. Nov. 28	Interactive Exhibit, becoming a socially just citizen and course closure		Interactive Exhibit
12	Friday. Dec. 1			Critical Reflection 2 via Learn by 4:30pm

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These readings are available either electronically at <https://www.reserves.uwaterloo.ca/ares/> or in hardcopy at St. Jerome's Library Reserve Desk.

**NOTE:** This outline is a tentative schedule. All attempts will be made to follow this schedule, however, due to various unknown factors this schedule may change.