



**ST. JEROME'S**  
**UNIVERSITY**

St. Jerome's University in the University of Waterloo

Department of Sexuality, Marriage, and Family Studies

**SMF 208 - FALL 2022**

**Introduction to Systemic Therapies and Anti-Oppressive Practices**

**Tuesdays 2:30pm – 5:20pm, SJ2 2001**

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## **TERRITORIAL ACKNOWLEDGEMENT**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. St. Jerome's University is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

## **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 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 individual and family 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.

## 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/community citizens: students and instructor
2. To provide you with an understanding of therapy practices, and how these approaches shape the therapeutic relationship with individuals and families.
3. To provide you with information, therapeutic knowledge, and reasons folx 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 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.
6. To develop critical thinking skills toward therapeutic theories, therapeutic practices, and therapeutic issues.
7. To develop skills in critical self-reflection.
8. To create opportunity for you to develop research and presentation skills.
9. To develop collaboration and consultative skills.
10. To create opportunity for you to work within a group setting where communication, listening, questioning, and facilitative skills can be fostered.

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.

## REQUIRED READINGS

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

**All reading list below 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. (2005). *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* (4<sup>th</sup> 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* (2<sup>nd</sup>, 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.

Timothy, R.K. & Garcia, M.U. (2020). *Anti-oppression psychotherapy: An emancipatory integration of intersectionality into psychotherapy*. *Psychotherapy and Counselling Journal of Australia*, 8 (1) <https://pacja.org.au/volume-8-no-1-august-2020/>

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.

**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.

Eisen, M. (2017). By Chance Alone: A Remarkable True Story of Courage and Survival at Auschwitz. Toronto: HarperCollins.

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

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

King, T. (2013). The Inconvenient Indian: A Curious Account of Native People in North America. Penguin Random House

Talaga, T. (2017). Seven fallen feathers. Toronto: Anansi

**COURSE REQUIREMENTS AND ASSESSMENT**

<b>ASSIGNMENTS</b>	<b>DUE DATE</b>	<b>WEIGHT</b>
Critical Reflection 1:	September 27	10%
Research Literacy Assignment	October 4	15%
Midterm	November 1	25%
Social Justice & AOP Project In-Class Group Presentation Social Justice & AOP Interactive Exhibit *	November 15 & 22  November 29	30%
Critical Reflection and Application Paper	Dec 6	20%

**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.

**COURSE FORMAT:**

The class will consist of lectures, interactive small and large 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.

## **Critical Reflection 1:**

In this critical reflection paper, you will be asked to consider the following: Why does the campaign BLACK LIVES MATTER matter? And how do you see this campaign as being important to you as a future relational therapist? The paper is an opportunity for you to be self-reflective and engage critically. You will not be evaluated on your position, experiences, and interpretations. Details of assignment will be discussed in class and posted on LEARN

## **Research Literacy Assignment (Guest Faculty).**

This assignment is designed:

- to help you find, evaluate, and use a variety of sources of information including books, articles, websites, and audiovisual materials (e.g., DVDs)
- to encourage you to become a proficient and efficient researcher
- to help ensure that the research you conduct for your group project are of the highest possible quality

## **Midterm:**

The midterm examination will be in the format of multiple choice questions, might include short answers and fill in the blanks. The examination will be held during the first part of class.

## **Social Justice & Anti-Oppressive Practices (AOP) Project and Interactive Exhibit**

In small groups, you will create and deliver an innovative and interactive educational and awareness project that will be "presented" to the class on your assigned date AND, all groups (and its members) will participate in the **14<sup>th</sup> Annual SJU-SMF 208 SOCIAL JUSTICE & ANTI-OPPRESSIVE INTERACTIVE EXHIBITS** and 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

## **Critical Reflection and Application Paper:**

In this paper you will critically discuss how you personally understand social justice and anti-oppressive practices. It should communicate how this is similar or different to the research you conducted, readings and ideas explored in this course. You will explain how you developed your understanding of AOP and why your definition makes sense. Explain how you anticipate being able, or not able, to use AOP in your future career (i.e., explore the strengths and limitations of AOP from your perspective). This paper is intended to engage you as an active learner and critical thinker. It is an opportunity for you to articulate how you interacted and integrated the course material; how you understand and critically analyze the material and experiences given your social location. 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 learned, experienced, and less on "proving" you have read all the material). Details of this assignment will be discussed in class and posted on LEARN.

**LATE WORK:**

All written assignments must be submitted as per assignment submission criteria (e.g., via in person or LEARN Dropbox), or it will be considered late. Late submissions will be accepted up to one week following the due date with a penalty of 10% (e.g. 78% - 10% = 68%). Any submission after this date will receive a grade of zero.

**COURSE OUTLINE / CLASS SCHEDULE**

Wk	Date	Topic	Readings	Due Date
1	Sept. 13	Welcome & Introductions Course Orientation: Feminist Pedagogy and AOP Framework	<b>Tomm ~ Promoting Social Justice as an "Ethical Imperative"</b>  <b>Vallejos-Barlett ~ In Search of Social Justice: Thoughts from the Field of Family Therapy</b>  <b>Timothy &amp; Garcia ~ Anti-oppression psychotherapy: An emancipatory integration of intersectionality into psychotherapy</b>	
2	Sept. 20	Applying critical thinking and social justice in relational therapy  Foundations, evolution, and basic techniques to systemic therapies  Thinking systemically: Fundamental concepts part 1  AOP Project review and group assignment	<b>hooks ~ Critical Thinking</b>  Chapters 1, 2 & 3  Chapter 4 (pp.50-57)	
3	Sept. 27	Thinking systemically: Fundamental concepts part 2 <b>Research Literacy Assignment</b>	Chapter 4 (pp. 58-66)	Critical Reflection 1
4	Oct. 4	Bowen family systems therapy  AOP project and group negotiations	Chapter 5	Research Literacy Assignment
<b>October 10 - 14                      R E A D I N G   W E E K</b>				
5	Oct. 18	Structural family therapy  AOP project consultation	Chapter 7	
6	Oct. 25	Experiential family therapy  AOP project consultation	Chapter 8	
7	Nov. 1	Midterm  The value of social justice in relational therapy and applying a socially just lens	<b>Chap. 1,2,3,4, 5,7,8 and assignment readings</b> <b>McIntosh ~ White Privilege: Unpacking the Invisible Knapsack</b> <b>Mullaly ~ Oppression: An Overview</b>	<b>Midterm</b>

		Understanding Oppression Group consultation and mentorship	<b>Young</b> ~ Five Faces of Oppression <b>Slattery</b> ~ Oppression and Prejudice <b>Hankivshy</b> ~ Intersectionality 101 <b>African American Policy Forum</b>	
8	Nov.8	Applying social justice and AOP	<b>Lewis et. al.</b> ~ Social/Political Action Strategies <b>Dion</b> ~ Disrupting Molded Images: Identities, responsibilities and relationships – teachers and indigenous subject material <b>Loomis</b> ~ Understanding and experiencing class privileges	
9	Nov. 15	Social justice / AOP in class presentations		<b>Groups 1, 2, &amp; 3</b>
10	Nov. 22	Social justice / AOP in class presentations		<b>Groups 4, 5, &amp; 6</b>
11	Nov. 29	Interactive Exhibit, becoming a socially just citizen.		<b>Interactive Exhibit</b>
12	Dec. 6	SNOW DAY - Interactive Exhibit, becoming a socially just citizen and course closure		<b>Critical Reflection and Application Paper</b>

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.

## COVID-19 MANAGEMENT AND CONTINGENCY PLANS

### Student COVID-19 cases

- Students should be instructed not to come to class or other in-person activities if they are experiencing COVID-19 symptoms or are required to self-isolate.
- In the event of absence due to influenza-like illness or required self-isolation, students shall submit an Illness Self-declaration. Students can find the Illness Self-declaration form in the Personal Information section of Quest. A doctor’s note for accommodation is not required. Direct students to contact the COVID-19 Support and Advice line to report their illness.
- If students cannot attend classes due to self-isolation, accommodations will be arranged, such as the ability to attend classes online in a synchronous format.

### Alternate arrangements due to COVID-19-related cancellations of in-person classes

- **Short-term and longer-term cancellation of in-person classes, whether for the particular course or University-wide:** Classes will be held online in a synchronous format during our regular class scheduled time.
- **Cancellation of in-person midterm:** Midterm will be re-scheduled at a later date and format will be adjusted.
- **Cancellation of interactive exhibit:** An alternative format for project delivery will be implemented if needed..

## **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 offenses and types of penalties, students should refer to [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](http://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](http://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.



## **INFORMATION ON PLAGIARISM DETECTION**

**Turnitin.com:** Text matching software (Turnitin®) will be NOT used to screen assignments in this course.

## **OTHER USEFUL INFORMATION:**

### **Electronic Device Policy**

In the spirit of creating a respectful classroom environment conducive to learning, I ask that you restrict your laptop and smartphone use to classroom activities such as notetaking, accessing LEARN, etc. to avoid distracting the people around you. Please turn your phones to off or silent. In a shared learning environment, messaging, tweeting, googling, watching videos, emailing, etc. are distracting to other students and to myself. Your respectful consideration of others is very much appreciated.

### **Attendance Policy**

Given the nature of this course students are required to attend. Students are expected to engage with the material discussed, be active members during colleagues's presentations and contribute to all members' learning process. **ALL STUDENTS MUST ATTEND THE AOP-SOCIAL JUSTICE INTERACTIVE EXHIBIT.**

### **Correspondence with Instructor:**

- When using 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 wellbeing and balance, I will check emails and LEARN site at least once a day on weekdays 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!

### **Classroom Learning Climate, Conduct & Expectations**

My personal teaching philosophy is one that embraces diversity, promotes equity and respect among all of us and where each of us feels included. I will be deliberate in creating space for structurally minoritized 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 safer, challenging, and engaging. If for whatever reason you are not able to engage in the class material, please feel free to leave, and let me know what I can do to support your learning process. If your behaviour and/or conduct are distracting to the learning process, I will ask you to leave the classroom.

### **Visitors and Guests**

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

### **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.

### **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!

### **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**

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

### **Mental Health Services**

All of us need a support system. The SJU faculty and staff encourage students to seek out mental health support if they are needed.

On Campus:

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 x32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

### **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](http://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](http://www.uwaterloo.ca/wcc). Group appointments for team-based projects, presentations, and papers are also available.