

Chapter title: Journaling in Person-of-the-Therapist (POTT)

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Introduction

The authors of the present chapter include a primary instructor, as well as two graduate teaching assistants. The intent of this chapter is to explain the importance of the journal assignments within the POTT model. Graduate students take three consecutive courses in the POTT model, occurring in the fall, winter, and spring terms of their first year in their master's degree program. While there is some assignment variance across terms, one consistent assignment is a weekly journal. The three major aims of the journal assignment are: a) To understand how students are making sense of their signature themes (Fall term); b) To clarify and assist students in refining their understanding of how the aforementioned signature themes inform their clinical work (Winter term); and c) To assist students in considering how they might use their burgeoning sense of self to refine their clinical skills (Spring term). This chapter provides an overview of this assignment. We include examples of both student journal content, as well as instructor feedback, to assist the reader in better understanding the purpose, format, and feedback for the assignments. At the end of the chapter, we make a case for the vitality of the journal writing in the course design.

Purpose of Journals

Journaling is the foundation of the POTT model. It is the assignment on which all others are based. Journal assignments are typically subjective and reflective, even in graduate level education. However, within the POTT model, the journal is operationalized with a rubric, and students are held to a standard across all three courses in the POTT series. Graduate teaching

assistants and instructors collectively review student journal entries each week. They also meet to discuss the aforementioned entries, to build consensus, understanding, and consolidate feedback. This feedback is then relayed to each student individually, on a weekly basis. The journal assignment is more than a means to monitor the students' participation and engagement; it is a means to emotionally 'hold' the students over the entire series of courses, as they confront themselves, wrestle with accepting their signature themes, and manage the frustration of using their newfound knowledge in their clinical work. Further, the journal assignment reinforces the oral feedback given during students' signature theme presentations. With this said, it is important to reiterate to students that this assignment is not a traditional reflective journal where a stream-of-consciousness thinking is often sufficient. Rather, students are encouraged via feedback to actively apply their burgeoning understanding of the model to themselves, and their clinical work.

Format of Journals

Although the grading structure changes over the three terms, the process of submitting journals remains the same. In the first term, students are directed to submit journals by a pre-determined time, typically three days after the previous meeting. This allows the instructor and teaching assistant to review the entry and to meet to discuss feedback for the student. Feedback is always provided before the next class meeting. The journal is a weekly course assignment, and students are encouraged to complete it shortly after class, when their reactions to and memories of the class presentations are still fresh. Students are provided with specific structural parameters for the journal assignment that remain the same across all three terms. In addition, they are provided with this basic guide for the content: 1) What did you experience during your classmate's presentation; 2) What feelings and thoughts came up for you; and 3) You can either

follow this format if you find it helpful, or you can write your own narrative about your experiences during class. Students are also strongly encouraged to be open and vulnerable. The basic guide is used as the preliminary structure for journal writing in the fall term. As students begin to master this process, more structural requirements are added to aid in POTT development in subsequent terms, which we will discuss below.

The focus of the journal entries during the first term is basic concepts. During this term, students identify one or more signature themes for themselves, which they present in class. These themes reflect their core struggles and strengths, which they anticipate will inform their clinical work. The journal structure allows students to elaborate on their self in context to others via their reactions to class presentations. Students reflect on their personal reactions to class content in a similar way that they might do with respect to clients in clinical practice. The writing affords for a synthesis of this information and is a medium for students to further develop their own knowledge of self. In the second term, students consider the following: 1) How to address their own identification and differentiation with the other students' signature theme presentations; and 2) How to connect their class experience to their own personal understanding of their signature theme. Students will eventually be encouraged to practice using this newfound self-awareness in intervening, assessing and building relationships with their clients. However, this is the intent of the journal assignment during term three.

The POTT model goes beyond self-awareness by requiring that students actively use themselves and their struggles as a therapeutic tool. During the third term, students are encouraged to describe, in detail, how they are using themselves to assess, intervene, and build relationships with clients. They are also encouraged to practice such application in their clinical work. Note: master's degree students begin their clinical placements in the fall of their first term

in our full-time program. Instructors capitalize the importance of students utilizing their instrument (self) to establish a connection with clients by requiring students to provide a clinical example of their use of self in their journal every week in the spring term. The ultimate goal of the assignment and model is to promote students' use of self in their clinical work.

Feedback Process

Fall Term

Students are just beginning their work with the POTT model in the first term, and the focus of instructors' feedback is to promote students' self-reflection. This is a common learning curve for students being introduced to the model. Students often give cursory explanations of how they related to a classmate's signature theme presentation in the first term. Instructor feedback focuses on encouraging students to share how the presentation affected them emotionally, and if it generated any new perspectives on themselves. This is an important part of the POTT process, as students are getting acquainted with a deeper level of self-reflection. As the class evolves, instructors' journal feedback focuses on working with students to both identify and refine their signature themes, in anticipation of their signature theme presentation during the fall term. Instructors may directly request students deepen or narrow their reflection, so as to hone their reflection into one or two overarching themes. The feedback provided by instructors is based on their perception of the student's individual level of personal and professional development. Feedback is tailored and specific to each student.

Instructors' feedback at this time is less challenging than in subsequent terms, as the instructors' come to know the students better, and their signature themes emerge more clearly. Instructors' feedback at this juncture primarily consists of open-ended questions that encourage self-awareness via focusing on personal reactions (emotional responses and thoughts) to class

content and process. Instructors consistently highlight and encourage students' exploration of their emotional experiences, as they may suggest a possible signature theme to explore. Students are encouraged to continue to monitor their personal reactions throughout the series of courses, but this is a pivotal part of the process in the fall term.

Winter Term

By the beginning of the winter term, each student has identified a signature theme to explore over the remainder of the course series. Instructor's feedback at this time focuses on assisting students in applying their signature theme to their clinical work. As previously mentioned, full-time master's degree students in our graduate program receive their clinical placement in the fall term. A consistent feedback theme is to encourage students to move beyond awareness to understanding how their signature theme influences their clinical work.

Many graduate students enter clinical work feeling the pressure to solve their clients' problems, rather than emotionally connecting with their clients' stories and struggles. Thus, instructors' feedback often highlights the importance of students being open to their own emotional experience. Instructors encourage student self-reflection on how their clients' experiences affect them personally, instead of focusing on what to do next in session. Students are asked to use themselves (i.e. feelings) to connect with their clients. To facilitate the development of this ability, instructors encourage students to practice connecting with their classmates in emotionally relatable ways that represent a shared human experience. The goal of the journal feedback during this term is for students to develop an understanding of how therapists and clients are connected through their own human experiences (struggles), and how that can be used to deepen clinical work.

Table #1: Winter Term Journal Feedback Process

<u>Content</u>	<u>Analysis</u>	<u>Feedback</u>	<u>Development</u>	<u>Evolution</u>
Student felt frustrated and powerless because her client, in foster care, was going from one foster home to the next and “nobody seemed to be helping.”	Student was identifying with the client without self-awareness . Instructors’ feedback was to help the student think about her experience with her own family and challenge her to think about the possibility of feeling loved and rejected at the same time .	Instructors normalized student’s feelings and validated her confusion about feeling loved and rejected simultaneously. Instructors discussed how student’s confusion was manifesting itself in clinical work. Student was encouraged to use her feelings as a road map .	Through continuous feedback, student recognized how she replicated her powerless role from her family of origin. She was encouraged to view awareness of this struggle as a first step. She could then use her own experiences to take a stance of curiosity and validation.	Instructors’ feedback shifted to helping student expand her understanding of her family dynamics in order to advance her therapeutic work with this family. Equally important was instructors’ feedback to help the student to make the shift from self-awareness to application .

Note. Table demonstrates an example of feedback in relation to students’ journal content over the course of the term. This feedback is provided in individual responses to journal entries and within class presentations.

Spring Term

Instructor feedback at this time focuses on assisting students in deepening their clinical work through the use of self, notably in the domains of assessment and intervention, previously discussed in the introduction to this edited book. To that end, instructors highlight how each student is using themselves, precisely, in their clinical work and encourage them to provide specific examples of how they could expand their use of self within the domains of assessment and intervention. Instructors provide students with directive prompts that they continue to

explore in future journals until the completion of the course. The goal of providing students with specific feedback in their journals throughout the course is to enhance students' practice of self-awareness; this is the discipline element of the POTT model. The more students practice self-awareness, in relation to their clients, the better equipped they will be to be present and feel in session. Through this process, they cultivate a readiness to use themselves, which, ultimately, may lead to a deeper connection to the client.

Evolution of Feedback

It is clear by now that instructors' feedback evolves over the course of the three terms. Initially, instructors provide supportive feedback to foster a relationship with students. This feedback is validating and focuses on encouraging students to self-reflect. As the series of courses progresses, and students start revealing their vulnerabilities, instructors' feedback deepens to match the intense work students are undertaking. Feedback often takes on a repetitive tone. However, it is designed to acknowledge the fear many students report when dealing, often for the first time, with their own personal issues. Further, it is not uncommon for students to present having never personally participated in psychotherapy. Instructors encourage students to continue to explore their personal reactions and make the connections between their signature themes, their family of origin relationships, and their professional performance. Instructors use open-ended questions, comments, and reframing to highlight for students how they are using themselves on their clinical work. Instructors' feedback to students is also more extensive over time, especially in the final term. Instructors may request that students answer questions posed in the feedback, and diligently follow up with students when questions are overlooked or not answered. This is an important step because students often eschew emotional intensity and acknowledging struggle. Instructors' summative feedback at the end of the series of courses

includes validating students' progress and making suggestions for how they can continue to work on the use of self within their clinical work.

Journal Grading


Journal submissions encompass 25% of the POTT grading structure per academic term. Students are required to journal every week, as soon as possible after the end of class, when the reactions to and memories of the class presentations are still fresh in mind. The instructors give a deadline for journal submission approximately four days after the class prior, and the class is expected to begin journaling immediately, starting right after the first class. With this said, students should have a journal entry for every POTT class over the series of three courses (i.e. 30 total journal entries).

Students are informed of the journal structure and grading procedures on the first day of class via the syllabus. Instructors continuously encourage the class to take advantage of the feedback received from journals each week. It is reiterated that students who incorporate this feedback are in a better position to use more of themselves than students who do not incorporate the feedback. They also are more likely to receive a higher grade on journal submissions. Each individual journal entry is worth five points, and grading focuses on timely submission, writing proficiency, and content. Late submission results in a deduction of one point. The grading breakdown is as follows:

1. Assignment turned in = 0.5 point
2. Assignment turned in on time = 0.5 point
3. Grammar and spelling = 1.0 point
4. Content = 3.0 points

Students are presented with a journal rubric at the beginning of each academic period that reiterates the grading structure and procedures. The following is an example of a rubric using a 0 to 5 range:

Table 2: Weekly Journal Rubric

0 points		5 points
<ul style="list-style-type: none"> • No submission 	<ul style="list-style-type: none"> • Focusing on topics other than self = -2 • Late submission = -1 point 	<ul style="list-style-type: none"> • Timely submission • Focusing on personal process and reactions to class content

The points for journal entries will be added, divided by 50 (amount of total points for the term), and multiplied by .25 to calculate the final percentage.

The rubric is useful in emphasizing the importance of focusing on oneself during journal writing. A common challenge for students in the beginning is to focus their journals on the experiences of classmates, instead of their own. For example, during a signature theme presentation, a student may be touched by the experience of watching a colleague present on the challenges and joys surrounding her family’s immigration to the United States. For her journal, this student chooses to discuss how she believes her classmate is strong, and that she was very brave to leave her home behind for the unknown. Although the content of this journal involves the reactions the writer has to class content (the presenter in this case), it does not focus on the personal processes involved in this reaction. Depending on the level of personally processing in the journal, approximately one point would be taken off for content. The instructor would likely ask this student to think more about what the presentation meant for her, personally. Feedback would be concentrated on how to help the student explore: 1) Was there a time in your life when you had to be brave and strong; 2) It seemed like you might have identified with this presenter’s story...what specifically did you connect with and why; and 3) Thinking back on your moment by moment experience, what emotions came up while you were watching the presentation?

These are only a few examples of how an instructor might encourage a student to connect class content to their own personal experience.

Evolution of Grading Criteria

Over the course of the three terms, grading requirements for timely submission, spelling, and grammar stay the same. However, the grading of journal content deepens to match the student's immersion in the model. It is also reflected in the amount and depth of feedback provided. The fall term guidelines require students to weave class content with their personal reactions. The goal is to expose students to experience the dual process of the POTT model. By dual process, it is meant that students start learning how to filter their classmates' emotional experiences through their own emotional experiences without becoming overwhelmed by such experiences. This dual process allows students to explore and expand their signature theme.

Guidelines in the winter term encourage students to connect their signature theme to their clinical work. The goal for the winter term is to encourage students to apply what they have learned in class to their clinical work. This is accomplished by encouraging students to form emotional connections with their clients by using their own emotional experiences and struggles) to relate to the experiences of their clients. Finally, in the spring, students bridge the two by also adding a related case example, where they used the POTT model to connect, assess, and intervene with a client. Content grades are based on the students' addressing each of these topics in their journal entry. For example, in spring term, students who only write about their personal processing from class and how this relates to their signature theme will lose approximately one point for not providing a detailed example. Students periodically express concerns that they do not have a clinical example that fits in with their experience from class. In these cases, the instructor informs the class that they have an option of saying what they *would have* done from a

POTT perspective with a past or present clinical case. The purpose of building the clinical example into journals is to enhance students' ability to apply the POTT model actively in their clinical placements. The goal of the journal-grading framework is to allow students to reach the point where they can readily access their vulnerabilities and use it as a mechanism to assess and intervene at a deeper level in their clinical work.

Journal Themes

Fall Journal Themes

The POTT process is demystified during the fall term, and the students' journal entries reflect that. Students often expect the POTT process to yield a tangible result and may experience confusion about the course structure. They are encouraged to explore their expectations and hopes for the course, in their journal. After the first couple weeks of journal-writing, students start to reflect on a desire for class connectedness and begin to focus on identification of fears and exploration of vulnerabilities. They begin testing the waters by contemplating what it means to be vulnerable, and how they can become aware of personal themes (e.g. fear of judgment or failure), both their own and others. Generally, we have found that those who choose to become therapists come in to the POTT process with a natural inclination to pay attention to the struggles of those around them. With this said, the challenge for students' journal writing in the first term is noticing and articulating emotional experiences surrounding those struggles.

The three authors reviewed the journal entries of four full-time master's degree students in our CFT department. Written permission was garnered to use de-identified examples of the entries prior to the start of this project. The authors preselected students to inquire to base upon our mutual recollection and understanding of these students progression through the series of

courses. It was our estimation that their progress exemplified the typical experience of a graduate student. The authors met weekly over the course of three months, during the summer of 2014, to develop a series of themes, categorized by term, which we believe reflect the arc of potential development for a graduate-level student who is learning the model for the first time.

Fall Journal Theme Examples

1. Demystifying the POTT Process

Students often begin their POTT experience with myriad feelings, notably excitement mixed with nervousness, and confusion. They come in with an expectation that they will be challenged and are uncertain of how much they want to share. Managing expectations is a major theme in the beginning weeks of the fall term. For example, students share their thoughts about the structure of POTT class in their journals, and how their initial views are confirmed or denied, as a result of participating in the first few meetings. The instructors encourage this exploration of expectations, as it allows students to practice connecting their perceptions of class to intrapersonal experiences. Further, this writing exposes students' anxieties and generates ideas how they might use the group for emotional support.

2. Connectedness

A common thread in the fall journals is the desire to experience connectedness with instructors and classmates. Students frequently write about the supportive atmosphere of the class, including a desire to bond and learn from each other. This interest in connection serves as a way for many students to manage their fears about the disclosure of personal information. In the initial journal entries, students are learning to serve as compassionate participants in an environment encouraging self-awareness.

3. Exploration of Fears and Vulnerabilities

As the fall term progresses, students begin their signature theme presentations and listening to those of others. During this process, students are continuously testing the waters in terms of self-disclosure and vulnerability. A common theme of student presentations is struggling to make sense of family of origin experiences. Students have range of reactions to the content presented in class by others and produce journals indicative where they are at in terms of processing their family experiences. There is often a back and forth undertone embedded in the journals. Specifically, students may challenge themselves and views of their families one week, but then retreat from topics that might be emotionally provoking the next. Acknowledging this pattern of movement is often a topic of feedback during this stage. In addition, many students are just learning how to acknowledge and present fears and vulnerabilities. The journal writing allows an opportunity for experimenting with this burgeoning acknowledgement of self. As the journals are only shared with the course instructors, students use this activity as a sounding board for their own processing.

4. Beginning to Articulate Emotional Experience

Students become acquainted with the concepts of identification and differentiation in the fall term. Instructors encourage use of these terms in the journaling structure as the term comes to a close. At the end of the term, students start to master the ability to be in tuned with their own experiences while not becoming overwhelmed by them. Thus, students are better able to grasp the concepts of identification and differentiation than in the beginning of the term. As a result, by the end of the term most students are able to articulate their emotional experiences. Initially, students primarily focus on their identification and differentiation via the content shared by other students; they are challenged to think about why certain shared experiences resonate while others do not. Students often struggle with emotional differentiation during this stage of POTT;

however, they are encouraged to think critically about their individual growth processes. By the end of the fall term, students have habituated themselves to maintaining intrapersonal awareness during class. When accessing this place of vulnerability, the tone of the journal entries shifts from a focus on content to a focus on student' awareness of themselves in relation to their classmates.

Winter Journal Themes

The first three classes of the winter term revolved around the use of the POTT model to assess, connect, and intervene (see handbook introduction) with clients to foster students' awareness of themselves as therapists. The focus is on encouraging students to apply their signature theme to their clinical work. It is common for students to express confusion at this stage in their development and to view their signature theme as an impediment to their work. It is reiterated to the students that signature theme(s) are not something to be resolved to become effective clinicians. Quite the opposite, they are framed as a valuable tool to better understand one's self, clients, as well as a resource to assist clients in deepening their own insight and ability to express their vulnerability. Overall, students struggle to incorporate feedback they have received from class, presentations, and journals, specifically in terms of slowing down the process during sessions and resisting the urge to problem-solve. Instructors focus on reiterating the aforementioned message and providing specific feedback to help students make connections between their signature theme, their clinical work, and the therapeutic process. The following are specific themes and examples that emerged over the course of the second term in students' journals.

Winter Journal Theme Examples:

1. Awareness of Common Struggles

Over the course of the term, students observe other students' presentations, as well as receive feedback on their own work. They become aware of how common their struggles are, in comparison with their classmates. This awareness helps students to recognize parts of themselves in others, which in turn, deepened students' awareness of their own signature theme and how it manifested itself during therapy. This is the power of the POTT model. For example, a student stated in her journal how she connected with the theme of anxiety presented by her classmate. In the student's journal, she explored how observing the other student struggles resonated with her. She specifically addressed the idea of preparing for sessions in order to feel competent as a therapist and then feeling frustrated when the session did not go as predicted. Moreover, in her journal the student started to recognize that not knowing what to do next in session was a struggle for her, a familiar struggle that she also felt in her family of origin. Thus, in her journal, the student started to reflect on how her personal life struggle was connected with her struggle as a therapist. This student's struggle was a familiar one to many students in the POTT class.

2. Viewing Signature Themes as Strengths

During the winter term, students struggled to incorporate feedback they had received from their signature theme and apply it to their clinical work. Students, at first, focused on the ways in which their signature themes "got in the way" of practice. For example, some students talked about their need for control affecting their ability to connect emotionally or let the client take the lead. Other students discussed their tendency to align with the children in the family because they never felt like their parents understood them. Although these insights are important for understanding oneself in the clinical arena, this thinking does not allow a clinician to move beyond the stage of awareness in the POTT model. In order to use oneself in the therapy room, students are encouraged to understand how their signature theme experiences can be used as a

tool for understanding clients in a deeper way. Toward the end of the term, students were able to discuss a clearer understanding of clients' struggles because they could identify the commonalities in their own lives. For example, one student discussed her decision-making when she gave a client space to cry. The student described how she wanted to continue talking about the client's concerns at first because she felt uncomfortable with the level of emotion being presented by her client. Then, however, the student remembered the times when she was not able to show her sadness and tears and how bottling up the emotion affected her well-being. Remembering and connecting with this experience, influenced the student's decision to sit back and let her client show her sadness.

3. Shift from “Doing” to “Being”

In order to feel a sense of competency, many students initially attempt to solve their clients' problems, rather than emotionally connecting with stories and struggles. With additional feedback from instructors, students recognize their tendency to rush the therapeutic process toward finding a solution. As a result, students are encouraged to slow down the process in order to foster connections with clients. Although some students experience frustration with this process, throughout the term, collectively, students start to open up emotionally and to explore where their fears have originated. Moreover, they began to make the connection between their fears and their struggles. Thus, students started entertaining the idea of allowing themselves to let their fears go in order to revisit their struggles as a way to connect with their clients.

Consequently, in this term, students started to develop a new awareness of how therapists and clients are connected through their own human experiences.

Spring Journal Themes

The journals in the spring term emphasized application. The intentional use of self was a ubiquitous aim of all the students. However, while there are possible typologies around growth, each student, are, in essence, growing at their own pace. The foundation of the application process is the increased access to themselves that the students develop in previous terms. It should be noted that access and awareness were two different states, differentiated by acceptance. The aim of the model is for students to realize that being able to access their own struggle is a vital part of any therapeutic process. Students better able to accept their flaws and limitations, as well as their history, were able to make this shift from awareness to access. This manifested, for some, in the ability to accept that, while therapy is ideally terminal and goal-driven, it is not always a tangible process with a direct route to change. In addition to the cognitive process of acceptance discussed above, many students report increased emotional awareness in session. This emotional awareness manifested in a sense of presence with clients, that allowed them to feel connected to their experience, and, it is assumed, for clients to feel similarly with them. Rarely, students expressed frustration with having difficulty using oneself, notably because of a lack of clarity around the operationalization of that. The majority of students recognized that the work of integrating oneself in the work is not a destination but a process that continues beyond the course, and, arguably, for the duration of their clinical careers.

Examples of Spring Journal Themes

During the spring term, students are more experienced with the POTT process than before, having completed their signature theme presentations. They are ready to deepen that exploration via live feedback from instructors how to purposefully use themselves in a case consultation format. Some students to experience anxiety of being evaluated live by instructors and observed by classmates, and this anxiety often permeates their journals. It is important for

instructors to normalize students' experience and focus on the positive aspects of their journals, while challenging students to continue to explore the use of self in their clinical work. Overall, students themes in their journals for the spring term reflect the following: (1) Increase access to oneself; (2) Making connections to using oneself; and (3) Accepting family of origin issues.

1. Increase access to oneself

During the spring term, students often demonstrate an increase access of self. They can more often access parts of themselves in order to connect with the struggles of their clients. Students often report how they are able to connect with clients whom they recognize as quite different from themselves in terms of race, gender, social economic status, etc. Instructors encourage students to seek out connections with clients through the use of their own experiences to facilitate this process. An important disclaimer for instructors is to clarifying for students the difference between accessing one' s emotions, and being overwhelmed by them.

2. Making connections to using oneself.

Similarly with the increase access of oneself, students also begin to make connections between how to use themselves in therapy and their personal experiences. For example, students often draw from their own emotions to reach out and connect with the emotional experiences of their clients. With continuing feedback from instructors, students start to grasp that understanding clients' emotions through their own feelings does not necessarily mean self-disclosure. It is crucial for instructors to provide to students this feedback. On the contrary, students can draw from their own experiences as a way of forming a relationship with clients without having to disclose to clients what their experiences are.

3. Accepting of family of origin issues

As students surrender to the POTT process, they start to come to terms with the fact that self-acceptance also means accepting the “flaws” of their family, notably their parental figures. Consequently, as students accept family of origin narratives, and the emotional pain associated with them, they learn to accept their own vulnerabilities. By accepting their own vulnerabilities, students are able to connect with clients in new ways. For example, a student in her journal comments on her process of being able to see her parents as flawed human beings, just like her, as a “freeing” process. This process, in turn, helped her to relieve her self-imposed pressure of being perfect. As the student was able to see herself as a flawed individual, who was still loved by her parents, she was also able to see her clients’ parents as flawed individuals who still loved their children. This shift of understanding herself, as well as her family of origin experience in a different way, was fundamental for this student’s growth as a therapist. As a result, this student who initially was not able to connect with any of her clients’ parents, found that the parents of her clients’ emotional experiences were not significantly different from her own emotional experiences.

Summary

The POTT model is a vital part of master’s degree level education in the Couple & Family Therapy department at Drexel University. For the better part of a decade, the model has been embedded into the curriculum, as exemplified by these series of courses, as well as been a tenet of clinical supervision of our students, notably by core faculty, many of who have co-taught the course with Dr. Harry Aponte. In addition, numerous doctoral-level graduate students have assisted Dr. Aponte in running the course during this time. These students have gone on to complete their degrees and achieve faculty positions in couple and family therapy programs at

universities throughout the United States. They are expanding usage of the model by creating new curricula using the model and embedding it into existing curricula at those programs.

We train our master's degree students using a social justice framework. The POTT model is an important ally to that end. Students often enter into the program emotionally wounded, as many clinicians are, and yet seeking to become healers. Many, as well, have no personal experience with participating in psychotherapy. POTT offers them a medium to begin an exploration into themselves, one that occurs simultaneously with other curricula that challenge our students to consider their personal experiences of power, privilege, and oppression. The relationship between self and other, fundamental to the psychotherapeutic relationship, is superficial without an examination of similarity, difference, and the underlying power dynamics, which affect all relationships, including the therapeutic one.