



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 563: Treatment Issues in Family Therapy: Working with Mandated Clients
FALL 2007

Time & Day: October 5, 19 9:00-1:00 p.m.
Instructors: Marisol Garcia, MA MFT
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CATALOG DESCRIPTION: CPSY 563: TREATMENT ISSUES IN FAMILY THERAPY

Applications of family systems approach to treatment of families in crisis and transition. Topics include issues such as substance abuse, domestic violence, sexual abuse, trauma and loss, poverty, and chronic illnesses. A portion of this course emphasizes clinical case conceptualization and treatment planning.

COURSE DESCRIPTION: FAMILIES IN LOW-INCOME

Clinicians are frequently asked to provide mental health services to mandated clients. MFT training is limited in providing a framework that will guide conceptualization and treatment. Working with social agencies and families requires new techniques that envelop and address multi-systemic relational dynamics. Issues of power, control, and resistance will be highlighted throughout the course.

COURSE OBJECTIVES

- Become aware of current issues affecting families mandated to therapy.
- Develop a framework that will aid in working with multiple systems.
- Become knowledgeable of more effective and just therapy interventions and approaches
- Practice applying theory and treatment approaches.

ASSIGNMENTS

Readings

Students are expected to complete the assigned readings and to synthesize and apply them in class. Classroom discussions are an opportunity to bring up questions about the assigned readings, deepen one's understanding of the issues under study, and integrate course material with one's own personal and professional experience. Demonstration that reading assignments have been completed is worth 10 points.

Reaction paper

Students will complete one 2-3-page reaction paper on working with mandated clients. The paper may address some of the following topics:

- ◆ *Fears related to working with mandated clients*
- ◆ *Personal strengths that might contribute to working effectively with mandated clients*
- ◆ *Personal areas of growth regarding work with mandated clients*
- ◆ *Working with child protective services*
- ◆ *Negotiating broader contextual forces (i.e., sexism, racism, classism, heterosexism) when working with sexual abuse*

The paper is worth 20 points and is to be handed in the first day of class.

Final paper

Students will complete a 4-6 page final paper. A case example will be provided and students will be asked to discuss case conceptualization, treatment options, and relevant self-of-the-therapist issues. Students are expected to use theoretical literature and research in support of their ideas and opinions. At least 5 peer-reviewed articles or book chapters should be cited. Instructions for completing the final paper will be provided in class.

The final paper should be double spaced, 12 pt font, and in APA 5 format. The paper should be submitted via e-mail (garciawestberg@yahoo.com) by **October 26, 2007**. Late papers will receive lower grades.

These submissions should be double spaced, 12 pt font, and in APA format. The paper should be submitted via e-mail (mgarcia@lclark.edu).

Content	40 points
Clarity and organization of ideas	20 points
Use of pertinent literature	20 points
Writing and referencing according to APA style	10 points
Total =	90 points

GRADING

A = 93-100
A- = 90-92
B+ = 88-89

B = 83-87
B- = 80-82
C+ = 78-79

C = 73-77
C- = 70-72

READINGS

Students are expected to read all articles and book chapters listed in the course schedule. It is highly recommended that optional readings be completed, as well. You can retrieve all articles from Moodle.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share, please contact the instructors via e-mail as soon as possible.

Readings: Choose six of the following. The rest are optional.

Levine, R. (1973). Caveat parens: A demystification of the child protection system. *University of Pittsburg Law Review*, 35(1).

Baker, K. (1999). The importance of cultural sensitivity and therapist self-awareness when working with mandatory clients. *Family Process*, 38:55-67.

Martin-Baro, I. (1996). Toward a Liberation Psychology from Aron & Corne (Eds.), *Writings for a Liberation Psychology*. Cambridge: Harvard University Press.

Martin-Baro, I. (1996). The role of the psychologist from Aron & Corne (Eds.), *Writings for a Liberation Psychology*. Cambridge: Harvard University Press.

Martin-Baro, I. (1996). Power, politics and personality from Aron & Corne (Eds.), *Writings for a Liberation Psychology*. Cambridge: Harvard University Press.

Wild, Cuningham, & Ryan (2006). Social pressure, coercion, and client engagement at treatment entry: A self-determination theory perspective. *Addictive Behaviors*, Vol 31(10).

Amundson, N. & Borgen, W. (2000). Mandated clients in career or employment counseling. *Journal of Employment Counseling*, 37.

Willshire & Brodsky (2001). Toward a taxonomy of unwillingness: Initial steps in engaging the unwilling client. *Psychiatry, Psychology and Law*, 8(2).

Cigonali, J. (1984). Social conflict perspective on work with involuntary clients. *Social Work*, Vol 29(5).

Friedlander, M., Escudero, V. & Heatherington, L. (2006). Therapy with unwilling and mandated clients in *Therapeutic Alliances in Couple and Family Therapy*. Washington, DC : American Psychological Association

Harris, R, Aldea, M., Kirkley, D. (2006). A motivational interviewing and common factors approach to working with alcohol use and abuse in college students. *Professional Psychology: Research and Practice*, 37(6).