



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING CPSY 563: Treatment Issues in Family Therapy: Families on low-income FALL 2007

Time & Day: September 7, 14 9:00-1:00 p.m.
Instructors: Marisol Garcia, MA MFT
Contact Information: garciawestberg@yahoo.com

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

Many families are treated for mental health issues without regard or awareness for contextual issues such as socioeconomic placement. It is imperative that we understand the influences of the socioeconomic context on mental health as well as its influence on multi-systemic relationships. This course will address issues of social control, racism, and resistance to provide students with challenges to commonly held misconceptions and biases regarding low income families. Students will learn to enhance their work by analyzing the effectiveness and function of their role as therapists.

COURSE OBJECTIVES

1. Become aware of current issues affecting families with low-incomes.
2. Understand contextual dynamics which create and maintain the state of low-income families
3. Develop knowledge for treatment options for more just and effective therapy with these families.
4. 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.

Assignment

There are two parts to this assignment, the first part due on the first day of class, the second due on 9/21/07.

Part 1

Students are asked to make imagine they are the woman in the following scenario:

Celia has just arrived in Portland (with just three suitcases) after fleeing from an abusive partner in California. She has three children ages 8 months, 3 years, and 8 years old. She doesn't have a place to live and has no car. She does have a promise of a job with a friend at a store that pays 9.50/hour.

Students will complete one 2-3 page paper that will delineate a plan for how they will build a new life (housing, food, childcare, school, etc.) given the above scenario and will include a log of daily routines (e.g. what time you get up, take the bus, etc.) involved to be able to make the plan work.

Part 2

Students will complete one 4-6 page paper that includes the following:

- a. Resources that you find available to help you. If you use any resources such as food stamps, you will need to go through the trouble of filling out an application and calling the social service departments to find out how to go about it. If you plan on going to a homeless shelter you need to go to the shelter (using public transportation). If you don't show that you have filled out applications and made phonecalls or visits, you will not be given credit for this section.
- b. Reactions to this process.
- c. A section containing therapeutic interventions you feel would be helpful for this woman. 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.

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

TEXTS

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.

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.

COURSE SCHEDULE

September 7, 2007

Topics:

- Introductions and overview
- Poverty experienced
- Prevalence and definitions
- Past and current context
- Worldview

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

Lott, B. & Bullock, H., (2007). *Psychology and economic injustice: personal, professional, and political intersections* (pp.48-75). DC: American Psychological Association.

Garcia, M. & McDowell, T (in review). The role of social capital. *Journal of Marital and Family Therapy*.

Kerpelman, J., White, L., (2006). [Interpersonal Identity and Social Capital: The Importance of Commitment for Low Income, Rural, African American Adolescents.](#) *Journal of Black Psychology*, Vol 32(2), May 2006. pp. 219-242.

Kliman, J. (1998). Social class as a relationship. In McGoldrick, M., *Re-visioning family therapy*. NY: The Guilford Press.

Loomis, C. (2005). Understanding and experiencing class privilege. In Anderson, S. & Middleton, U. (Eds.), *Explorations in privilege, oppression, and diversity*. Canada: Thomson.

Stanton-Salazar, R. (2004). Social Capital and Social Embeddedness in the Socialization of low-income Latino Adolescents in the United States. *Manufacturing Hope and Despair*. NY: College Press.

Boyd-Franklin, N. (2003). Race, class, and poverty. In Walsh, N. (Eds.), *Normal Family Processes*. New York: Guilford Press.

September 14, 2007

Topics:

Assessment
Ethical issues
Treatment options

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

Bornstein, D. (2004). The Talent Is Out There. In Bornstein, D. (Eds.), *How to change the world*. NY: Oxford University Press.

Madsen, W. (2007). Helping Clients Shift Their Relationship to Problems and Develop Preferred Lives. In *Collaborative therapy with multi-stressed families*. NY: The Guilford Press.

Madsen, W. (2007). Developing Communities to Support New Lives. In *Collaborative therapy with multi-stressed families*. NY: The Guilford Press.

Waldergrave, C., Tamases, K., Tuhuka, F., Campbell, W. (2003). *Just Therapy*. South Australia: Dulwich Centre Publications.

Waldergrave, C. (2005). Just therapy with families on low-incomes. *Child Welfare Journal*, 84(2).

Clark, R. & Witko, T. (2006). An innovative healing model: empowering urban Native Americans. In *Mental health care for urban Indians: Clinical insights from Native practitioners*. Washington: American Psychological Association.