



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

CPSY 563: Treatment Issues in MCFT: Human Rights

Time & Day: Wednesday, September 17th, 2008
9:00 a.m. – 3:00 p.m.

Instructors:

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CATALOG DESCRIPTION

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 illness. A portion of this course emphasizes clinical case conceptualization and treatment planning. This section of CPSY 563: Treatment Planning in MCFT focuses on human rights.

COURSE DESCRIPTION

It has been 60 years since the Universal Declaration of Human Rights was adopted by the General Assembly of the United Nations. While the United States espouses human rights ideals in its foreign policy work and many U.S. citizens believe in the human rights ideals, by and large human rights discourses and practices have not been institutionalized in the United States. Increasingly social justice activists, non-governmental organizations, and some courts, municipal and state governing bodies are applying international human rights norms to U.S.-based concerns. These include aspects of civil, political, social, economic, and cultural human rights, especially related to groups vulnerable to discrimination (e.g., women, children, racial and ethnic minorities, sexual minorities, persons with disabilities, and immigrants).

This course approaches the topic by asking the following questions: What do human rights have to do with family therapy in the U.S.? Does addressing family therapy through a human rights lens make any difference? Does it help us to advocate for families? It will introduce participants to the international human rights system through short presentations, discussions, and exercises. We will grapple with the effects of “American exceptionalism,” or the sense that what already exists in the U.S. is good and just and thus the country need not participate in international human rights practices. Finally, we will explore how human rights perspectives enhance ethical decision making in family therapy and contribute to liberation based, just therapeutic practice.

COURSE OBJECTIVES

This course will help participants develop a working knowledge of 1) the international human rights system, 2) the relationship between human rights and ethical decision making and 3) human rights perspectives as an informative source for liberation based, just family therapy practice.

ASSIGNMENTS

Class Preparation

Participants are expected to complete the assigned readings and to synthesize and apply them in class. Participants are also expected to arrive with the first course assignment completed. 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.**

Assignments

Assignment 1 (due September 17): 30 points
Critically reflect on your understanding of human rights before doing the readings for this class. What kinds of connections can you make between human rights and social service and family therapy? Briefly discuss the five most interesting, exciting, or troubling ideas you encountered in the readings. Papers should be approximately 3 typed pages. Refer to readings where appropriate.

Assignment 2 (due October 15): 60 points

This assignment is designed to offer you an opportunity to think more in depth and specifically about the relationship between human rights and family therapy. First, choose and review one of the following human rights treaties:

- ✓ International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- ✓ International Covenant on Economic, Social, and Cultural Rights
- ✓ International Convention on the Elimination of All Forms of Racial Discrimination
- ✓ International Convention on the Elimination of All Forms of Discrimination against Women

- ✓ UN Declaration on the Elimination of Violence against Women
- ✓ International Convention on the Rights of the Child
- ✓ International Convention on the Rights of Persons with Disabilities

Then answer the following questions in an 8-10 page double-spaced paper:

1. What aspects of this treaty do you think are relevant to family therapy? (15 points)
2. How are these issues addressed or ignored in the literature on family therapy and related counseling fields? (This section must be a referenced literature review and include at least six journal articles and/or book chapters)? (20 points)
3. How might the universal human rights perspectives you reviewed inform your own work with individuals, couples and families? (15 points)

For example, you might review the treaty on immigrant rights and note how the treaty is relevant to family therapy, then write about undocumented immigrant families in the U.S. including literature on typical issues these families face, a review of working with undocumented families from the family therapy and other counseling literature and conclude with a section on how you might use human rights perspectives in your own work with undocumented immigrants. The paper should be well written and 8-10 double spaced pages. Organize, format, and reference your paper according to the APA 5 manual. (10 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

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 make an appointment with the instructor as soon as possible.

COURSE SCHEDULE

****COMPLETE ALL READINGS AND FIRST ASSIGNMENT BEFORE CLASS****

Morning Session (9 a.m. – 11:30 a.m.)

Topics:

Welcome and introductions
International human rights system—ideals, norms, and practices
Legacy of American exceptionalism
How human rights monitoring and implementation works: Example from the
Convention on the Elimination of All Forms of Racial Discrimination
Discussion based on readings and participant papers

*First assignment due on arrival in class

Lunch Break (11:30 a.m. – 12 p.m.)

Please bring lunch or plan on eating at Templeton so we can stay on schedule

Afternoon Session (12 p.m. – 3:00 p.m.)

Topics:

The role of human rights perspectives in ethical decision making
Applying human rights considerations in daily practice
The use of human rights language in therapy
Opening dialogue on human rights in the field of family therapy

Required Readings

Chung, R. (2005). Women, human rights, and counseling: *Crossing international borders. Journal of Counseling and Development* 83, 262-268.

Ife, J. and Fiske, L. (2006). Human rights and community work: Complementary theories and practice, *International Social Work* 49(3), 297-308.

Link, R.J. (2007). Children's rights as a template for social work practice. In Reichert, E. (Ed.) *Challenges in Human Rights: A Social Work Perspective*, Ch. 10, 215-238, New York: Columbia University Press..

Lundy, C & van Wormer, K. (2007). Social and economic justice, human rights and peace: The challenge for social work in Canada and the US. *International Social work* 50(6), 727-739.

Padilla, Y. Shapiro, E., Fernandez-Castro, M, Faulkner, M. (2008). Our nation's

- immigrants in peril: An urgent call to social workers. *Social Work*, 53(1), 5-8.
- Thomas, D. (2007). Against American supremacy: Rebuilding human rights culture in the United States. Pp. 1-23.
- Woodhouse, b. (2008). How to think about children's rights. In B. Woodhouse, *Hidden in Plain Sight: The Tragedy of Children's Rights from Ben Franklin to Lionel Tate*. Ch. 2, 29-47. Princeton: Princeton University Press.

A number of UN documents offer important background for our discussions. Please review and familiarize yourself with the following:

Committee on the Elimination of Racial Discrimination (CERD) February 2008 report

United Nations International Convention on the Elimination of all Forms of Racial Discrimination - adopted December 1965

United Nations Universal Declaration of Human Rights – adopted 1948

Suggested Additional Readings (Not required)

- Becker, D. Lira, E., Castillo, I., Gomez, E., Kovalskys, J. (1990). **Title of article needed here.** *Journal of Social Issues*, 46(3), 133-149.
- Gorman, W. (2001). Refugee survivors of torture: Trauma and treatment. *Professional Psychology: Research and Practice*, 32(5), 443-451.
- Hodge, E. (2007). Social justice and people of faith: A transnational perspective. *Social Work* 52(2), 139-148.
- Neubeck, Kenneth. (2006). *When welfare disappears: The case for economic human rights*. New York: Routledge. (Selected chapters)
- Woodcock, J. (2001). Threads from the labyrinth: therapy with survivors of war and political oppression. *Journal of Family Therapy* 23, 136-154.