

Lewis & Clark College
Professional Mental Health Counseling Program
MHC 534
Child and Family Counseling
Syllabus Cover Sheet

Required Objectives:

Professional Identity Standards (CACREP 2009 Standards)

- 2d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- 3a. theories of individual and family development and transitions across the life span
- 5c. essential interviewing and counseling skills;
- 5e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;

Clinical Mental Health Standards (CACREP 2009 Standards)

- A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (2001-A4)
- B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
- C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but **will not be the only requirements/expectations**. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 1 of 5							
Students develop therapeutic communications skills emphasize the client-counselor relationship with individuals and families	Early Program	Student demonstrates high level of skill in family role play Grade: 90-100%	Student demonstrates adequate skill in family role play Grade: 80-89%	Family session/role play is rudimentary/emerging Grade: 70-80%	Student fails to complete assignment	MHC 534 or CPSY 504 Grade in Course and Family session/role play	First year portfolio/advisor review; referral to Benchmark Review Committee Note: Family session/role play is a group assignment and should not be the only assignment considered in evaluation

Child and Family Counseling MHC 534
Professional Mental Health Counseling
Lewis and Clark College
Summer 2016

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Office hours by appointment

Dates 5/10/2016 – 8/2/2016
5:30pm - 9:00 pm

Welcome to our class. I am grateful to be on this learning journey with you. This class is designed to introduce you to child and family counseling. We will be highly engaged in learning and practicing skills while also exploring our thoughts, beliefs and reflections in response to various child and family counseling theories and models. I invite you to bring your experiences and ideas to our class and stay open to opportunities for deep learning, self-reflection, collaboration and discourse. Together, I am hoping we build an authentic learning community by creating an atmosphere that fosters open and respectful dialog and feedback. I hope to cultivate a curious and dynamic examination of counseling skills as we courageously address the strengths and limitations of our course content.

Required Textbooks:

Lowenstein, L., (2010). Creative Family Therapy Techniques: Play, Art, and Expressive Activities to Engage Children in Family Sessions
<http://championpressbooks.com/>

Rasheed, J., Rasheed, M., Marley, J., (2011). Family Therapy Models and Techniques. Sage Publishing.
ISBN 978-1-4129-0574-9

COURSE DESCRIPTION

An introduction to theoretical systems and practical approaches to working with children and families in various counseling settings. Ethical principles, self-awareness, personal counseling style and honoring of diversity will be examined through textbook reading, class discussions, reflective assignments, as well as various classroom activities to assist students in beginning work with children and families. Students will practice counseling skills related to working with children and families and will develop awareness and intentionality in conceptualization of child and family clients.

COURSE PURPOSE & OBJECTIVES

The following program objectives as well as objectives defined by **CACREP** are standards for “helping relationships”. These broad objectives will be pragmatically and experientially integrated into the classroom experience.

- 5 a An orientation to wellness and prevention as desired counseling goals,
- 5 b Counselor characteristics and behaviors that influence helping processes,
- 5 c An understanding of essential interviewing and counseling skills

CPSY Departmental Attendance Policy

Class attendance and participation is a critical factor to your success in the course. As you develop your professional identity as a counselor, I encourage you to subsume professional behaviors such as timeliness, attentiveness and engagement in the class. You are adult learners, making professional and personal decisions. I encourage you to be involved in this course participating to the best of your ability, use effective communication skills, and directly express your ideas, needs, desires, conflicts, and/or relevant learning.

We will have initial and ongoing discussions around acceptable class norms, breaks, etc. I appreciate your honest input and continued engagement in this process.

Class attendance is expected and required. ***It is important to note that although you will be expected to make up missed course content, any missed class time will lower your ability to earn full professional participation points and potentially jeopardize your ability to complete the requirements for this course.*** Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met.

Student with Disabilities Policy

Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Please see the Student Support Services website for more information:

http://www.lclark.edu/offices/student_support_services/rights/disability_policy/http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

Evaluation:

Assignment	Point Value	Date(s) Due
Family Genogram	15	June 14
Text discussion	15	TBD
Creative assignment	15	May 30
Research/Writing	20	July 19
Applied assignment (case study /intervention)	20	TBD
Professional participation	15	August 2

Grading scale:

93 - 100 = A	77 - 79 = C+
90 - 92 = A-	73 - 76 = C
87 - 89 = B+	70 - 72 = C-
83 - 86 = B	69 and below = F
80 - 82 = B-	Total possible 100 points

1. Family of Origin genogram

Complete a family of origin genogram, going back 3-4 generations. Genograms should follow a standard format, should include mental health and addictions information and can be produced in any way you desire (ie electronic, paper, creative, posterboard).

2. Theory/textbook discussion lead

Students will sign up (in triads) to lead an approximate **30 minute** class discussion on a designated section of the required textbook. **Leaders should assume all students in the class have read the content we are discussing.** Therefore, presenting the content is not the intention of the assignment, rather, ***the goal is to lead a discussion that demonstrates a synthesis and critical discourse based on learned content.***

3. Applied Assignment: Case Study/technique lead

You will work with a partner to develop a case, create a case study, and present a family therapy intervention chosen from your book. You will be provided a template to complete a brief family assessment, case conceptualization, and then you will use this information to inform your choice of intervention. You will present your case and facilitate this intervention to the class (using classmates as your 'family'). Your case study and intervention should be presented in 45-60 minutes.

4. Research/Writing and Creative Assignment

You will choose a topic related to child and family therapy to research, complete assignments, and provide a short share out of your learning. These topics can range from a specific developmental concern (ie. Families with children of special needs, birthing and post-partum depression, blended families) or a topic related to child and family therapy (divorce, grief and loss, homelessness) or you may choose to go deeper into a family therapy theory. You will then choose to complete 2 specific assignments around this topic. Finally, you will share out your findings and research/creative assignments for the class' benefit.

Assignment	Creative Examples	Research Examples
	Create a tri –fold poster board display of your topic	Complete an annotated bibliography, using 10 articles related to this topic (** read a book related to your topic, you can annotate up to 5 chapters for your bibliography)
	Create a pamphlet or other advertisement around the content	Write a literature review of your topic, 2,500 words and 10 reference sources **
	Create a game that covers the highlights of your topic	Start a blog about your topic, share your blog with others, and blog 1X week (X10) min. 250 words per blog, regarding your topic (include 10 references)**
		**Writings or citations should reflect APA style and citing

If you have ideas about other ways to complete these assignments, please see me. These assignments will be graded on your ability to:

- Accurately synthesize and represent learned content
- Deeply articulate learned content
- Demonstrate excellence in representing chosen assignment

General scoring rubrics (scale to point value of assignment)

- 0/1 Demonstrates lack of understanding related to content
- 2 Demonstrates minimal understanding and articulation of learning
- 3 Articulates superficial understanding, completes requirements of assignments
- 4 Articulates moderate understanding and completes assignments with care
- 5 Articulates deep understanding and completes assignments with excellence

Week	Date	Class content	Next week/class
Week 1	May 10	Introductions Syllabus content	Chapters 1,2
Week 2	May 17	History of family therapy and purpose of family/family therapy Therapy technique	Chapters 3, 12
Week 3	May 24	Ethnicity and family life Families in transition and alternative family patterns Therapy case study/technique 1	Chapter 5 Creative/Writing Assignment Due Monday May 30
Week 4	May 31	Creative/writing Assignment Due Monday May 30 Family of Origin discussion Therapy case study/technique 2	Chapter 6
Week 5	June 7	Structural family therapy discussion Therapy case study/technique 3 Guest Speaker: Dr. Buck, Portland DBT center	Chapter 4
Week 6	June 14	Family of Origin Genogram Due June 14 Humanistic/Communications discussion Therapy case study/technique 4	Chapter 7
Week 7	June 21	Strategic family therapy discussion Therapy case study/technique 5	Chapter 8
Week 8	June 28	Solution Focused family therapy Therapy case study/technique 6 Guest speaker: Dawn Menken	Chapter 9
Week 9	July 5	Cognitive behavioral family therapy discussion Therapy case study/technique 7	Chapter 10
Week 10	July 12	Narrative family therapy discussion Therapy case study/technique 8	Chapter 11
Week 11	July 19	Research/Writing Assignment Due July 19 Therapy case study/technique 9 Guest speaker: Zila Santos, PCIT	Chapter 13
Week 12	July 26	Therapy case study/technique 10 Project share out	

A note about late work: late work will be accepted, with the reduction of possible point de-value of one letter grade increment per day the late assignment is turned in, e.g.

Late work will not be accepted after 7 days.

- 1 day A to A-
- 2 days A- to B+
- 3 days B+ to B
- 4 days B to B-
- 5 days B- to C+
- 6 days C+ to C
- 7 days C to C-