

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 communication skills and 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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Cell: 503-890-2280
Office hours by appointment

Course Dates: May 10th – August 2nd
Tuesdays 1:00pm - 4:30pm
Class Location: Rogers Hall, Rm 219
3 credit class

Required Reading

Gehart, D. (2014). *Mastering competencies in family therapy: A practical approach to theory and clinical case documentation*. Belmont, CA: Brooks/ Cole.

Fossum, M. & Mason, M. (1986). *Facing Shame: Families in recovery*. New York: W.W. Norton & Company.

Suggested reading

Richardson, R. (2011.) *Family ties that bind: A self-help guide to change through family of origin therapy* (4th ed.). Bellingham, WA: Self-Counsel.

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 and 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.

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

CPSY Department 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.

Students with Disabilities Policy

Lewis and 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/h
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Course Requirements and Evaluation Requirements

Assignment	Points Possible	Due Date
Attendance, class participation, required readings	10	
Genogram	10	June 21
Family Reflection Paper	30	July 12
Group Presentation	30	July 19, 26 or Aug 2
Family Role Play and Reflection Paper	20	August 2
Total Points Possible	100	

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-

Late work: 2 points per day late will be deducted from your total score of the assignment. Late work will not be accepted after 7 days.

All papers are to use APA for overall formatting of paper, referencing/citing sources and reference section. Please include title page for all papers being turned in. Papers are to be submitted in unsealed 9x12 envelopes with the same info as on the title page of your paper plus the name of the instructor (Elizabeth Trautwein).

1. Attendance, class participation and required readings:

Your grade will be determined by class attendance, participation and demonstration of having read the required materials. Please come to class prepared, having read the required chapters before class begins. Lectures will not be outlines of the chapter as the assumption will be that you have read the chapter and thoroughly reviewed the materials. Come prepared to class with questions and a readiness to participate in discussions and class activities.

The content of this course will often be taught in an experiential manner. Therefore, class attendance and active participation is critical to the mastering of course material. In cases of emergency or illness, it is the student's responsibility to contact the professor prior the beginning of the missed class. It is the also responsibility of the student to obtain any missed material, class notes, handouts, etc. Points for attendance and participation will be awarded at the discretion of the instructor and is based on the level of engagement from the student.

2. Genogram- DUE June 21:

Construct a genogram going back at least **three generations**. If married or partnered include your spouse/partner's family history of three generations as well, including any children you may have also. Genograms are to be either hand drawn or computer generated but may be no bigger than 12 x 12. Items to included in genogram (but not limited to): communication patterns, substance abuse/addiction, physical/emotional/verbal/sexual abuse, family secrets, family rules, religion, triangles, relationship dynamics, career choices, education level, and mental illness. Genograms will be discussed more in depth during class.

3. Family reflection paper- DUE July 12:

Family reflection paper is to be **9-12 pages** in length and is to include the following:

- a. Timeline- list sequentially a timeline of significant events in your life thus far.
- b. Your Story- a narrative version of your timeline. You may be discriminating and/or general in what you write as this is meant to be helpful and meaningful to you and your growth as a therapist. I will be the only reader of your paper and it will be returned to you after grading.
- c. Reflection of your story- **Reflect on your timeline, story, and genogram.** Use at least 3 sources and properly site using APA. Include the following

subsections in your reflection (you may include additional categories if helpful).

- i. Family life cycle
- ii. Discuss your understanding of your family rules, myths, triangles, coalitions, communication patterns, etc. Use concepts and ideas from *Facing Shame* and *Family Ties that Bind*.
- iii. Impact or influence your story has on your work as a therapist.

Your grade will be based on graduate level writing, proper citations, self-awareness, and a demonstration of thorough thought and understanding of material and how it applies to your story and your future work as a therapist.

4. Group presentations- July 19, 26, or Aug 2:

The class will be divided into groups of three to four members, each group will focus on one family theory discussed in class. Your group will watch a movie that highlights family dynamics then make a presentation to the class. All movies must be approved by the instructor. Presentations will be 50 minutes (clinical hour) and to include the following:

- a. Description of the family: gender, age, occupation, communication patterns, family rules, attachment styles, where they are in the family life cycle, etc. Include a genogram.
- b. Presenting problem
- c. History of mental health services
- d. Medical history
- e. Treatment plan: describe course of treatment according to your assigned family theory.
- f. Roadblocks and barriers: discuss possible roadblocks and barriers for family treatment and describe how each would be addressed by the therapist.
- g. Ethical and legal considerations: discuss any ethical or legal considerations and describe how each would be address by the therapist.
- h. Prognosis
- i. Describe or lead the class in an intervention according to your assigned family theory.

***Please include 1-3 short clips from the movie highlighting family dynamics. Nothing is to be turned in to the instructor. Your grade is based on the information presented in class. However, it can be helpful to include a handout for the class.

Note about the group project: it is important for the learning process that the group works together as a consultation group. Meaning all group members are involved in each section of the project. Please do not divide this up with one group member taking a section. This is designed to be worked on together as if you were a team of therapists working with the family. The discussion of treatment, presenting problem, etc. is part of the learning process.

5. Family role play and reflection paper- DUE August 2:

You will be required to participate in family role plays as both therapist and family members. Your grade will be determined by actively and professionally participating in roles assigned, demonstration of basic counseling skills, demonstration and understanding of family dynamics, family counseling skills and a reflection paper. Groups will consist of 4-6 people per group to allow for a therapist, family of two (if wanting to do a couple), three or four, and an observer.

Reflection Paper is to be written after all role plays have been completed. Write a **2-3 page** paper reflecting on your experience in the role play groups, examining each role (therapist, family member, and observer). Use this reflection to deepen your understanding of self and what you learned throughout this process. If stuck, possible questions to consider:

- Examine and reflect on your strengths.
- Examine and reflect on areas to strengthen.
- What surprised you about the process?
- What seemed difficult for you?
- How will you use this experience in the future?
- Have your thoughts, confidence, and/or consideration of being a family therapist changed after this experience?

Course Schedule

Week	Date	Description	Chapter
1	May 10	<ul style="list-style-type: none"> • Introduction and review of course and assignments • Research, ethics and philosophical foundations 	1-3
2	May 17	<ul style="list-style-type: none"> • Case conceptualization and clinical assessment • Family Life Cycle • Facing Shame- Families in Recovery 	13-14 FS 1
3	May 24	<ul style="list-style-type: none"> • Intergenerational and Psychoanalytic Family Therapies • Genograms • Prepare for and discuss family role play • Facing Shame- Families in Recovery 	7 FS 2
4	May 31	<ul style="list-style-type: none"> • Systemic and Strategic Therapies • <i>Role play</i> • Facing Shame- Families in Recovery 	4 FS 3
5	June 7	<ul style="list-style-type: none"> • Structural Family Therapy • <i>Role play</i> • Facing Shame- Families in Recovery 	5 FS 4
6	June 14	<ul style="list-style-type: none"> • Experiential Family Therapies • Therapy with children 	6

		<ul style="list-style-type: none"> • Family Therapy with small children • <i>Role play</i> • Facing Shame- Families in Recovery 	FS 5
7	June 21	<ul style="list-style-type: none"> • Cognitive-Behavioral and Mindfulness Based Couple and Family Therapies • <i>Role play</i> • Facing Shame- Families in Recovery <p style="text-align: center;">GENOGRAMS DUE</p>	8 FS 6
8	June 28	<ul style="list-style-type: none"> • Solution-Based Therapies • Social networks and communities • <i>Role play</i> • Facing Shame- Families in Recovery 	9 FS 7
9	July 5	<ul style="list-style-type: none"> • Collaborative and Narrative Therapies • <i>Role play</i> • Facing Shame- Families in Recovery 	10 FS 8
10	July 12	<ul style="list-style-type: none"> • Evidenced-based Tx in Couple and Family Therapy • Diverse populations and multicultural competencies • Facing Shame- Families in Recovery <p style="text-align: center;">FAMILY REFLECTION PAPERS DUE</p>	11-12 FS 9
11	July 19	<ul style="list-style-type: none"> • Documentation and Tx Plans • Group Presentation (1) 	15-17
12	July 26	<ul style="list-style-type: none"> • Group Presentations (2) 	
13	Aug 2	<ul style="list-style-type: none"> • Group Presentations (2) <p style="text-align: center;">ROLE PLAY REFLECTION DUE</p>	