

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling - Specialization in Addictions
MHC 534-21
Child and Family Counseling
Syllabus Cover Sheet

May 9 - August 8, 2016
Tuesday, 5:30pm-9pm
Howard Hall 202
Professor Julianna Vermeys, MA, LPC Intern, RYT
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Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 3a. theories of individual and family development across the lifespan
- 5b. a systems approach to conceptualizing clients
- 5g. essential interviewing, counseling, and case conceptualization skills

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C2l. legal and ethical considerations specific to clinical mental health counseling

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

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	
Small Group Discussion	x
Large Group Discussion	x
Course Readings	x
Group Presentation	x
Individual Presentation	x
DVD/Video Presentation	
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	x
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other: Role Play	x

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.

ESSENTIAL GOALS

Students will establish a foundation for their professional role as effective counselors working with children and families through a comprehensive study of the major theories of family counseling and therapy. Through presentations, projects and dialogues students will develop awareness and intentionality in the conceptualization of issues impacting families. Applied use of clinical skills representing the dynamics of theory, diversity including race, power and privilege as well as social justice will be identified and practiced. Self-awareness and reflection of how personal experiences in family dynamics have shaped your own understanding of relationship, attachment and growth will create a foundation of accountability with client treatment, and is an essential component in effective therapeutic interactions.

CPSY DEPARTMENTAL ATTENDANCE POLICY

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 & 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/

REQUIRED TEXTBOOKS

Mastering Competencies in Family Therapy: A Practical Approach to Theories and Clinical Case Documentation, Second Edition (2014)
Diane Gehart

No-Drama Discipline: The Whole-Brain Way to Calm the Chaos and Nurture Your Child's Developing Mind (2014)

Daniel J. Siegel, M.D., Tina Payne Bryson, Ph.D

COURSE PROJECTS AND ASSIGNMENTS

Weekly Logs

For each week of reading, you will write a 1-2 page log engaging in critical thinking and integration of theory, application of interventions and personal reflections. You are encouraged to direct your logs towards your therapy interest (i.e. addictions, cultural inequities, mindfulness). The logs will be integrated into a body of work that utilizes theory and concepts from the texts to support your area interest and conceptualizations of successful therapy interventions and skills. Assignments to be used for in class small and large group discussions of readings. 20 pts

Group Project

You will create a 30 minute group presentation for the class about a common contemporary issue in families and children. You will research and utilize at least one theory highlighted in the textbook to conceptualize, describe and role play client-focused interventions. Groups will be formed and sign up for theory and presentation dates in the first two classes. 25 pts

Personal Reflection Piece

For this project you will develop an understanding of your personal history and family dynamics using one or more of the following modes of reflection: A personal narrative of approximately 4 pages reflecting on how your family dynamics has shaped your understanding of yourself; A family Genogram; An artistic representation such as a painting, needlepoint, written play, series of poems, a song; a powerpoint presentation incorporating your understanding of an innovative new approach to counseling (i.e. neuropsychology and mindfulness) with your family as a case study. 25 pts.

Family Therapy Practice

Each student will have one opportunity to practice therapy using other students as their "clients". Groups will be formed within the first two sessions. This will be a 15 minute session with time for classroom feedback and interaction. Each student is required to write a case study to be used in role play. They will be collected and distributed randomly to the different groups. 20 pts

Class Participation

While you are expected to attend each class on time and in completion, please inform me if you are going to be absent via email or phone so we can make arrangements for an assignment that will serve as hours needed to fulfill class requirements. In addition to required attendance, your class participation is crucial to the class being a successful and meaningful aspect of your education and growth as a therapist and personal development. It is my hope through various modes of learning and dynamic experiences between you and your cohort, this class will synthesize an understanding of your growth and personhood and the ways in which your life and experiences influence your practice of helping others through counseling. Should class participation prove challenging for you, please contact me outside of class time to discuss. 10 pts

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

CLASS ASSIGNMENTS CALENDAR

Assignments points are earned for correct information, effort and quality of work- completeness-timeliness and as defined under the evaluation section of syllabus and the following classroom policies.

*NDD = No Drama Discipline

*FT = Family Therapy Textbook

supplemental readings will be assigned throughout class

Week	Date	Class Content	Homework for next class
Week 1	May 9	Introductions, Class expectations, Case studies assignment, Experiential learning and discussion, therapy groups established, sign ups for presentations/role plays	Reading: FT 1-3, NDD Intro case studies log
Week 2	May 16	Discussion of readings/log shares, Experiential learning and discussion Case Studies due Neurobiology and Attachment discussion	Reading: FT13-14, NDD 1 log
Week 3	May 23	Family therapy practice groups 1-2, Discussion of readings/log shares, Parenting, Mindfulness and Diversity	Reading: FT 4, NDD 2 log
Week 4	May 30	Family therapy practice groups 3-6, Experiential learning and discussion, Discussion of readings/log shares	Reading: FT 5, NDD 3 log
Week 5	June 6	Family therapy practice groups 7-10, Experiential learning and discussion, Discussion of readings/log shares,	Reading: FT 6 log
Week 6	June 13	Family therapy practice groups 11-14, Experiential learning and discussion	Reading: FT 7, NDD 4 log
Week 7	June 20	Family therapy practice groups 15-18, Experiential learning and discussion, Discussion of readings/log shares	Reading: FT 8, NDD 5 log
Week 8	June 27	Family therapy practice groups 19-21 , Experiential learning and discussion, Discussion of readings/log shares	Reading: FT 9, NDD 6 log
	July 4	No class	Reading: FT 10, NDD Conclusion and Resources log
Week 9	July 11	Group presentations, Discussion of readings/log shares	Reading: FT 11-12 log
Week 10	July 18	Group presentations, Discussion of readings/log shares	find one video or paper on family dynamics and area of interest (mindfulness, behavior, genetics, trauma...) and discuss with at least one class mate prior to 8.1
Week 11	July 25	Independent study No Class	work on final reflection project
Week 12	August 1	final reflection projects	
Week 13	August 8	final reflection projects	

CLASSROOM POLICIES

Missing Assignments

Students are expected to do all assignments; any assignments not completed may result in class failure.

Late Assignments

Assignments are due at the beginning of class (otherwise considered a day late). 2 point deduction for a late assignment per day. Please communicate with me with concerns.

Make-up Work and Incompletes

Incompletes will be determined before the final class, including what is expected and the timeframe for completion. All incompletes must be fulfilled before moving forward into clinical practicum & internship.

Laptops and Cell Phones

Laptops may be used to write notes as needed in class except as defined by the following. Laptops may be used only when designated by the instructor during the experiential activities including classmate presentations and videos in the class. Please come prepared to take hand written notes during these times. Using computers or cellphones for non- classroom activities during classroom time unless directed by Professor will result in 10 pt. penalty and/or being asked to leave the class and losing all points for that night. Cell phones must be silenced (if necessary vibrate ok) and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell. Laptops and cells phones may of course be used on breaks. If a disability requires the use of a laptop please let the instructor know at the beginning of the semester.