

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

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 3a. theories of individual and family development and transitions across the lifespan ([link-schedule](#))
- 5b. a systems approach to conceptualizing clients ([link-schedule](#))
- 5g. essential interviewing, counseling, and case conceptualization skills ([link-schedule](#))

Entry-level Specialty; Clinical Mental Health Counseling (CACREP 2016 Standards)

- 5C21. legal and ethical considerations specific to clinical mental health counseling ([link-schedule](#))

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	x
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:	

Key Required Assignments / Student Learning Outcomes

This assignment is required for the course per CACREP standards, but *will not be the only requirement / expectation*. The chart below lists the assignment, method of evaluation, and benchmark score / grade. This assignment is 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 that emphasize the client-counselor relationship with individuals and families	Early Program	Student demonstrates a 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 - 79%	Student fails to complete assignment	MHC 534 / CPSY 504 Grade in Course and in Family Session / Role Play	First year portfolio / advisor review; referral to Benchmark Committee Note: Family session / role play is a group assignment and will be the only assignment considered for evaluation

Child and Family Counseling MHC 534
Professional Mental Health Counseling / Professional Mental Health Counseling &
Addiction Studies
Lewis & Clark College, Graduate School of Education & Counseling

Instructor: Natasha Archer

E-Mail: nsarcher@lclark.edu

Office Hours: By appointment, arranged via e-mail

Required Textbooks:

Lowenstein, L., (2010). *Creative family therapy techniques: Play, art, and expressive activities to engage children in family sessions*. Toronto, ON: Champion Press.

Rasheed, J., Rasheed, M., Marley, J., (2011). *Family therapy: Models and techniques*. Los Angeles, CA: Sage Publishing.

COURSE DESCRIPTION

(Official catalogue 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.

See Course Cover Sheet for Course Objectives

CPSY Departmental Attendance Policy

Class attendance and participation paramount your success in the course; each of you has something to contribute to our learning environment. As you develop your professional identity as a counselor, I encourage you to develop professional behaviors such as working towards deadlines, attentiveness to the class material and discussions, and engagement in our 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 by coming prepared to discuss the material you have been asked that read that week, to use effective communication skills, and to directly express your ideas, needs, desires, conflicts, and / or relevant learning through your own life experience and /or work in the field. I realize that each student has their individual comfort levels with things such as talking / sharing at a large group level, and opportunities will be given for small group discussions, participation in the large group as a whole, through written assignments, and as such, your participation will be assessed on multiple levels. You will, as seen on the syllabus, be expected to speak / engage in front of the class at least three times; each student will be assessed on a case-by-case basis, but you are absolutely encouraged to go out on a limb and step out of established comfort zone for your own professional and personal growth. We are here to learn not only from the materials assigned, but from one another as well, and what you have to offer is valuable to the whole class.

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.

During first class, we can talk about class / discussion norms and expectations around language, engagement in discussion, as well as breaks, etc. Please feel free to provide you own feedback and ideas. We can also always go back and make changes as needed and ongoing discussions can occur.

Students with Disabilities Policy

Lewis & Clark College is committed to serving the needs of students with disabilities. Professional staff in the office of Student Support Services ensure that students with disabilities receive all 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 Lewis & Clark 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/

Evaluation

Assignment	Point Value	Date Due
Creative Assignment	15	May 29
Family Genogram	15	June 12
Research / Writing Assignment	20	July 17
Text Discussion	15	Due Date Determined by Group Selection
Applied Assignment (Case Study / Intervention)	20	Due Date Determined by Group Selection
Participation	15	No Due Date; Ongoing Assessment

Grading Scale (Total possible 100 points):

93 – 100 = A; 90 – 92 = A-; 83 – 86 = B; 80 – 82 = B-; 77 – 79 = C+; 73 – 76 = C; 70 – 72 = C-; 69 and below = F

Explanation of Assignments

1. Family Genogram

Complete a family 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 (e.g. electronic, paper, creative, poster board). I would like to see your family of origin included in this genogram; however, many of us also have families of choice, and if you would like to include or create a separate genogram diagramming this, feel free; this is about *your* family, and sometimes, our family of origin and our true idea of family are not always the same thing (obviously, if you choose to do a genogram related to your family of choice, you may not be able to go beyond one or two generations; this is understandable). The basic makeup of a genogram is presented in Chapter Five of *Family Therapy: Models and Techniques*; however, we will discuss this project more in-depth in the weeks leading up to its due date.

2. Theory / Textbook Discussion Lead

Students will sign up (in groups [number to be determined based on number of students in class]) to lead about *30 minutes* of class discussion on a designated section of the required textbook. *This discussion 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 assignment is to engage your fellow classmates in a discussion demonstrating both synthesis of ideas already presented in the reading and critical discourse based on learned content.*

3. Application Assignment: Case Study / Technique Lead

You will select a partner to develop a case, create a case study, and present a family therapy intervention chosen from the book *Creative Family Therapy Techniques*. 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 and your partner may choose to invent the family on your own or borrow a family from a novel, short story, movie, etc., provided it is fictional. You will present your case and facilitate this intervention to the class (using classmates to act as stand-ins for the family members in your story). 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 presentation of your learning. These topics can range from a specific developmental concern or a topic related to family / child therapy (e.g. families with children of special needs, birthing and postpartum depression, LGBTQIA+ concerns in families, blended families, multiracial families, adoption / fostering in families, divorce, grief and loss, families experiencing homelessness) or you may choose to go deeper into a family therapy theory. You will then choose to complete two (2) specific assignments, one creative project and one more typical written style assignment (examples below), due on separate dates, regarding this topic. Finally, you will share your findings and research / creative assignments with the class in a brief presentation.

Creative Project Examples	Writing Project Examples
Create a tri-fold poster board display of your topic	Complete an annotated bibliography, using 10 articles related to this topic (if you find a book related to your topic, you can annotate up to 5 chapters for this bibliography; one book only) *
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)*
	* Written material or citations should reflect APA style and citing

If you have ideas about other ways to complete these assignments, please let me know before proceeding.

Grading of Assignments

These assignments will be graded on your ability to:

- Accurately synthesize and represent learned content
- Deeply articulate learned content
- Demonstrate excellence in representing chosen assignments / materials / techniques

General scoring rubrics (scale to point value of assignment [for example, multiply by 3 if the total point value is 15 and so on])

- 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

Weekly Schedule ([Link to Syllabus Page 1](#))

All chapters referenced are from *Family Therapy: Models and Techniques*

Week	Date	Class Content	Next Week / Class
Week 1	May 8	Introductions Syllabus content	Chapters 1, 2
Week 2	May 15	History of family therapy and purpose of family / family therapy	Chapters 3, 12 (CACREP 3a.)
Week 3	May 22	Ethnicity and family life Families in transition and alternative family patterns Therapy case study/technique 1	Chapter 5 <i>Creative Assignment Due May 29</i> (CACREP 5C2l.)
Week 4	May 29	Turn in Creative Assignment Family of Origin discussion Therapy case study / technique 2	Chapter 6
Week 5	June 5	Structural family therapy discussion Therapy case study / technique 3	Chapter 4 <i>Genogram Due June 12</i> (CACREP 5b.)
Week 6	June 12	Turn in Genogram Humanistic / Communications discussion Therapy case study / technique 4	Chapter 7
Week 7	June 19	Strategic family therapy discussion Therapy case study / technique 5	Chapter 8
Week 8	June 26	Solution-Focused family therapy Therapy case study / technique 6	Chapter 9
Week 9	July 3	Cognitive-behavioral family therapy discussion Therapy case study / technique 7	Chapter 10
Week 10	July 10	Narrative family therapy discussion Therapy case study / technique 8	Chapter 11 <i>Research Writing Assignment Due July 17</i>
Week 11	July 17	Turn in Writing Assignment Phases of family therapy discussion Therapy case study / technique 9	Chapter 13 Prepare for Presentation
Week 12	July 24	Discussion of family stress, crisis, and trauma; resiliency in the family Research Project Presentations	Prepare for Presentation
Week 13	July 31	Research Project Presentations	(CACREP 5g.)

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

Late work will not be accepted after the seventh day.

- 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-