

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology

Counseling and Mental Health Services in Foster Care
CPSY 590-03
Rogers Hall Room 219, Thursdays 5:30 pm-8:30 pm (5 weeks)

Class Dates:

January 31, 2019
February 7, 2019
February 14, 2019
February 21, 2019
February 28, 2019

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Office Hours: Please e-mail to schedule an appointment. Please view my faculty profile below.
<https://graduate.lclark.edu/live/profiles/9895-nathaniel-brown>

Required Texts/Readings:

Trejos-Castillo, E. (Ed.), Trevino-Schafer, N. (Ed.). (2018). Handbook of foster youth. New York: Routledge, <https://doi.org/10.4324/9781351168243>

Aguirre, L. (2018). Faces of foster care: Messages of hope, hurt, and truth. Bloomington: WestBow Press

Additional Information:

Visit the following websites below for a variety of additional articles, resources, videos and training activities.

1. National Foster Care Coalition at <http://www.nationalfostercare.org/>
2. Foster Care Alumni of America at <https://fostercarealumni.org/>
3. National Foster Care Youth & Alumni Policy Council at <https://www.fosterclub.com/what-we-do/policy/national-foster-care-youth-alumni-policy-council>
4. State Youth Advocacy/Advisory Boards and Foster Care Alumni Associations at https://www.childwelfare.gov/organizations/?CWIGFunctionsaction=rols:main.dspList&rolType=Custom&RS_ID=160
5. Child Welfare League of America at <https://www.cwla.org/>
6. Casey Family Programs at <https://www.casey.org/>
7. Children's Bureau: An Office of the Administration for Children & Families at <https://www.acf.hhs.gov/cb>
8. The Annie E. Casey Foundation at <https://www.aecf.org/>
9. One Simple Wish at <https://www.onesimplewish.org/>
10. Oregon Department of Human Services at <https://www.oregon.gov/dhs/children/fostercare/pages/index.aspx>

Moodle:

Other readings may be uploaded on Moodle or provided in class. Moodle is the Lewis & Clark Learning Management System. Log on to moodle.lclark.edu (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email.

If you have any trouble with Moodle, please let me know or contact the Helpdesk at 503-768-7225 or consult@lclark.edu.

Ethical Guidelines:

Students will abide by all ethical principles as indicated in the ACA Ethical Code.

https://www.counseling.org/docs/default-source/ethics/2014-code-of-ethics.pdf?sfvrsn=2d58522c_4

Catalog Description:

CPSY 590 - Counseling and Mental Health Services in Foster Care is a course that will provide an introduction and overview of counseling and mental health services with clients who experienced foster care in the U.S. Students will receive broad perspectives that have shaped mental health policies and services while establishing a connection between child welfare policy, mental health services, and counseling interventions across the lifespan. The course will provide a historical view of the treatment of vulnerable children and youth, subsequent development of child welfare services, and the value and benefits of mental health counseling for this population. Particular attention will focus on the effects of poverty, racial disproportionality, identity development, and transitions from the child welfare system.

Course Objectives:

1. Students will develop a working knowledge of the child welfare/foster care system (History, Structure, Policy, Practice, and Reformation).
2. Students will gain a working knowledge on addressing foster youth development and overall health, aging out of foster care to independence and the challenges and opportunities encountered.
3. Students will gain a working knowledge on conceptualizing a foster care case, developing a biopsychosocial assessment, developing a biopsychosocial developmental plan with interventions, and case closure utilizing counseling theories and techniques consistent with theoretical orientation.
4. Students will gain a working knowledge on cultural humility, cultural competence. Students will utilize the Advocacy Competencies and Multicultural and Social Justice Competencies to develop culturally specific assessment, development plan, and interventions to support underserved, underrepresented, and marginalized populations.

Assignments and Grading:

1. Attendance

Class attendance is expected and required. This course is a 1-credit course that is five weeks in duration. Students are required to attend all five weeks unless previous arrangements have been made with the instructor. Completing extra assignments to cover any missed class time is at the discretion of the instructor. Students are expected to be on time to class and tardiness may be viewed as an absence that may require additional make-up work based on class content covered and/or class activities completed.

2. Participation

Well-prepared students make for the best class discussions! Learning the course material is dependent upon student participation in small and large group discussions. Small group activities and experiential exercises will require participation and professional vulnerability. Participation in all class activities is expected and required.

3. Develop A Biopsychosocial Assessment (Complete in Dyad or Triad Outside of Class)

In each class, students will participate in a group team meeting each week to complete a biopsychosocial assessment to determine client needs. Students will participate in Dyadic or Triadic groups that will allow you to practice the roles of **counselor, team member (choose your role as a team member), team member (choose your role as a team member)** to make a decision on the best counseling and mental health services available to the client. Your client will be a case from the book entitled, *Faces of Foster Care: Messages of Hope, Hurt, and Truth*. Students will gain experience in both roles to facilitate a deeper level of understanding of the different needs of young people who experience foster care from different perspectives. **Total points: 25 points**

4. Dyadic or Triadic Group Presentation (Complete as a Dyad or Triad Inside of Class)

Throughout each class, you will work in small groups to practice applying counseling, school counseling, art therapy theories and skills that resonate with your theoretical orientation, including placement in an appropriate model you choose to support the personal improvement of foster care youth. Choose theories based on your program. Students will utilize case examples from the book entitled, *Faces of Foster Care: Messages of Hope, Hurt, and Truth* and present to the larger group after meeting in small groups. **Total points: 25 points**

5. Foster Care Film Reflections (Complete as Individuals Outside of Class – Submit Weekly)

Students will type a 1-page reflection response to the films on foster care. The reflection response will be in APA format 6th edition, single space, Times New Roman, and 12 pt. font. Students will learn how to identify demographics, needs, and intersectional barriers that impact receiving counseling and mental health services in the foster care system. Students will provide reactions, thoughts, feelings, and recommendations for counseling and mental health services improvement. **Total points: 25 points**

6. **Choose Your Own Adventure: A Foster Care Exploration (Complete as an Individual or Group Outside of Class and Present in Class on Last Day of Class)**

How do you learn best? What is most helpful for you? For the final assignment, you have the opportunity to engage in creativity and develop your own assignment to demonstrate your engagement with the foster care material. You may work solo, with a partner, or in a small group (**please no more than three people per small group**). Here are some ideas to assist you in the brainstorming process. You do not have to use any of these examples. You are welcome to come up with your own idea!

- Does receiving direct feedback on your mastery of counseling skills work for you?
- Do you prefer to write and reflect on either your own or a client's progress in making behavior change utilizing a counseling theory and intervention?
- How about a visual creative project of a time line of change?
- Maybe use a character from a movie or TV show, show a brief clip, and explain your approach to working with this character from a counseling theory and intervention that represents your personal and professional values, beliefs, and attitudes?
- Anything?!?

Each student/group will be provided 10-20 minutes of the last half of our fifth class meeting to present their project. The only requirement is that you take up your allotted assignment time to share your assignment with the entire class and that you have some type of visual. This could be a video clip, a poster, a handout, a PowerPoint or Prezi slide(s), etc. **Total points: 25 points**

Due date: To be presented in class on Thursday, February 28, 2019

Grading Summary:

Biopsychosocial Assessment	25 – 1 assessment only, each student will upload in Moodle
Dyadic/Triadic Presentation	25 – 1 presentation only, each student will upload in Moodle
Foster Care Film Reflections	25 – 5 reflections only, each student will upload in Moodle
Choose Your Own Adventure!	25 – 1 assignment only, each student will upload in Moodle
Total Possible Points	100

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook (http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system) and is the point equivalent of that grading scale (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0).

Thus, grades for the course are determined by the following percentages:

A = 94-100 A- = 90-93 B+ = 87-89
 B = 84-86 B- = 80-83 C+ = 77-79
 C = 74-76 C- = 70-73
 F = Below

ASSIGNMENTS SUBMITTED LATE WILL INCUR A 5-POINT DEDUCTION DAILY

Below 80%: As graduate students, you are expected to do the work as assigned and described. If you are unable to complete the work at an acceptable level of performance you will be asked to complete the work again or to complete alternative tasks. A grade of B or above is considered acceptable performance for the class.

Students with Disabilities:

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

Weekly Course Schedule

Class	Class Discussion Topic	Date	Readings	Assignments Due
1	Welcome & Introduction	1/31/19	Handbook Chapters 1 and 2	Weekly Reflection #1 Due by Thursday, February 7, 2019
2	Understanding the Child Welfare/Foster Care System: History and Structure Foster Youth Individual Development	2/7/19	Handbook Chapters 3, 4, 5, 17, 20	Weekly Reflection #2 Due by Thursday, February 14, 2019
3	Impact of Foster Care on Youth's Overall Health	2/14/19	Handbook Chapters 6, 7, 8, 9, 18	Weekly Reflection #3 Due by Thursday, February 21, 2019 Biopsychosocial Assessment Assignment Due Today!
4	Foster Youth Development in Context	2/21/19	Chapters 10, 11, 12, 19, 21	Weekly Reflection #4 Due by Thursday, February 28, 2019 Choose Your Own Assignment Due Today!
5	Aging Out of Foster Care Into Independent Living: Challenges and Opportunities	2/28/19	Chapters 13, 14, 15, 16, 25	Weekly Reflection #5 Due by Monday, March 4, 2019 Dyadic or Triadic Group Presentation Due Today!