

**Lewis & Clark College**  
**Professional Mental Health Counseling Program**  
**MHC 534 - 11**  
**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)

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

**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. These assignments are marked in class. 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 <b>Grade:</b> 90 - 100%	Student demonstrates adequate skill in family role play <b>Grade:</b> 80 - 89%	Family session / role play is rudimentary / emerging <b>Grade:</b> 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 <b>Note:</b> Family session / role play is a group assignment and should not be the only assignment considered in evaluation

## Methods of Instruction for this Course

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

**Child and Family Counseling MHC 534 - 11**  
**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](mailto:nsarcher@lclark.edu)

**Office Hours:** 10:00 – 12:30 by appointment, arranged via e-mail

**Required Textbooks:**

Nichols, M. (2016). *Family therapy: Concepts and methods*. (11th ed.). San Francisco, CA: Pearson.

Siegel, D., Bryson, T.P. (2014). *No drama discipline: The whole brain way to calm the chaos and nurture your child's developing mind*. New York, NY: Bantam Books.

Richardson, R. (2011). *Family ties that bind: A self-help guide through Family of Origin therapy*. (4th ed.). Vancouver, BC: Self-Counsel Press

**Required Articles (Uploaded in Moodle)**

Stavrianopoulos, K., Faller, G. & Furrow, J.L.(2014). Emotionally Focused Family Therapy: Facilitating Change Within a Family System. *Journal of Couple & Relationship Theory*, 13(1), 24 - 43. doi: 10.1080/15332691.2014.865976

Hart, A., Luckock, B. (2006). Core Principles and Therapeutic Objectives for Therapy with Adoptive and Permanent Foster Families. *Adoption and Fostering* (30)2.

**Suggested Textbooks**

APA. (2009). *Publication manual of the American Psychological Association*. (6<sup>th</sup> ed.). Washington, DC: American Psychological Association

**For Additional Reference**

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

McGolden, M. Gerson, R., & Petry, S. (2009). *Genograms: Assessment and interventions*. (3rd ed.). New York, NY: W.M. Norton & Company, Inc.

**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 two 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 your 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.

***\*\*I will not accept makeup assignments unless an agreement is made in advance.\*\****

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**

***\*\*If you have questions about this policy or navigating the process, please let me know.\*\****

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.

**Lewis & Clark Disability Statement:** *If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting*

*accommodations, staff in that office will notify me of the accommodations for which you are eligible.*

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/)

### **Laptops / Smart Phones / Tablets**

This is your learning experience. Should you choose to use class time to spend more than a few minutes on your phone or computer doing non-class-related things, I understand. However, if you spend the majority of the class session doing that, you will be taking yourself away from the richness the classroom environment provides. This is your choice, completely, and I trust that, being in grad school, you will choose to be engaged. I will not be monitoring you. Having said that, general non-engagement will affect your participation mark.

### **A Word About Language**

We will be discussing this more when create our class norms. Please be aware that many of your classmates come from marginalized backgrounds based on a variety of identities; they are not enrolled in this class to experience this further. If a person requests that you, or we as a group, use or not use specific terms to describe them or their family, please respect this. This is a skill that will also serve you well as you proceed through your career.

### **Success**

I want you to succeed in my class. I have been in your position and I know how trying balancing a course load can be. Please communicate with me so that we can work together to develop a plan for your success. I have office hours, albeit limited, and I am relatively prompt with e-mail replies. Please take advantage of this; it's part of what I'm here for.

## Evaluation

### - Assignments Described Below -

Assignment	Point Value	Date Due
*Applied Assignment (Case Study / Intervention)*	25	Due Date Determined by Group Selection
Family Portfolio Assignment	25	July 16
Small Group Theory / Text Presentation	15	Due Date Determined by Group Selection
Participation	15	No Due Date; Ongoing Assessment
Logs	10	No Due Date; Ongoing Assessment
Moodle Participation	10	No Due Date; Participation Throughout Term

### 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** (all written portions of any assignment, except written logs and Moodle discussions, are expected to be in APA format; this includes the outlines. I will discuss this further in class):

**1. \*Application Assignment: Case Study / Intervention \*** (25 points)

You will select a partner to develop create a case study formulation, and present a family therapy intervention chosen from ideas suggested by one of the theories discussed during this term. *You do not have to have to do this assignment the same week we discuss the theory as a class.* You will be provided a template to complete a brief family assessment, case formulation, 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; should you choose to discuss a fictional family, please use a family different to one you or your partner has started a Moodle discussion about [see below]. You will present your case and facilitate this intervention to the class (using classmates as volunteers to act as stand-ins for the family members in your story). You are encouraged to bring in either a video clip or a PowerPoint (or other visual) presentation to introduce the class to your family. Your case study and intervention should be presented in 45-60 minutes. I will be using both your presentation and your completion of the template for evaluation purposes. Please be aware that this is the key assignment for the course, so please use your best efforts. Use any of the texts, including those suggested for reference, as well as anything else you would like to use for additional reference / consultation for this assignment

**2. Family Portfolio** (25 points)

You have been assigned the book *Family Ties that Bind: A Self-Help Guide through Family of Origin Therapy*. I have assigned this book to assist you with this project and I would highly encourage you to read and work through the book thoroughly and at your own pace;

there are no due dates for any portions of the group, and although I recommend you use it, I am trusting your own judgment around this book, but I cannot stress enough the importance of working through this book. For this project, you are going to create a portfolio (either a paper, a PowerPoint project, or something else altogether, but there must be a written component) regarding your own family of origin using theories and ideas discussed in this course. I would like you to use one portion of the portfolio to create a genogram. I would also like you to describe family dynamics in writing (two generations or more), how they have influenced you and those in your generation, and how *two* theories (and you may use the *No-Drama Discipline* text as well) could have helped with some of these dynamics. You *do not* have to present this to the class, but I will be reading it; it will be wholly confidential unless you decide to share, and even then, what you choose to share is up to you. We will discuss the how and why further during our initial class; as well, we can discuss throughout the term as needed.

**3. Theory / Textbook Discussion Lead (15 points)**

Students will sign up (in groups [number to be determined based on the number of students in class]) to lead about *30 minutes* of class discussion on a chosen section of a 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.* Please e-mail me at least three days prior to your chosen date to outline your presentation.

**4. Participation (15 points)**

Participation expectations are addressed elsewhere in the syllabus and will be assessed on an ongoing basis throughout the term.

**5. Logs (10 points)**

You are asked to complete five written logs for this course. The logs will be no more than two pages, double-spaced, in length. Your logs will be your own personal responses to the theories presented the week you turn in the log. You will also add a portion with regard to groups, presenting problems, etc. would not be appropriate for or that the theory does not take into account. You are asked to use both critical thinking skills as well as articulate your own authentic and personal feelings and thoughts around the theory. Please note, your first log is *due the second week of the course.* This log has a specific prompt: What are your ideas, thoughts, and feelings about family therapy, and what comes up for you when you consider that you will be taking an entire course on this topic? Every other log is up to you as to when you turn it in. However, I *strongly* suggest not waiting until the last four weeks of the course to turn them in. Each log is worth two points.

**6. Moodle Participation (10 points)**

The first step for this is to choose one or two (more if you like) fictional families (television, movies, or novels) in which you can see there is a family dynamic that would likely benefit from therapy in some way. Second, start a discussion on this family. You will provide a brief summary of the family, their dynamic, some of the key personalities, some of the coping mechanisms / defense mechanisms you observe, and what you as a clinician might

do to address some of the concerns in the family. Your third step is to engage with other students online regarding both the family / families about whom you started the discussion; as well, you will engage with others regarding the families they chose for open discussion. The key to full credit on this assignment is active engagement. Once again, I strongly encourage not waiting until the last minute to do these activities. You will likely not get any feedback from others, and it will simply add too much to the workload that is surely piling up at the end of the term. You will not get full credit if you do not start at least one discussion. We will review how to do this in Moodle on the first day of class for those of you who are not familiar. I will also provide some ideas for families in Moodle.

### **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

If you have questions regarding expectations for *any* assignment, please let me know.



**Weekly Schedule ([Link to Syllabus Page 1 w/ CACREP Standards](#))**

All chapters referenced use an abbreviated version of the books in question; we'll review in class.

NDD = *No Drama Discipline*; FTFCM = *Family Therapy: Concepts and Methods*

Week	Date	Class Content & Assignments Due	Next Week Class Readings	CACREP Standards
Week 1	May 7	Introductions Syllabus content	Intros / Prologues NDD & FTFCM; Ch. 1 FTFCM Ch. 1 - 2 NDD	3a., C21
Week 2	May 14	History of Family Therapy New Ideas about Discipline <b>Presentations</b> <b>Log 1 Due</b>	Ch. 2 - 3 FTFCM Ch. 3 NDD (CACREP.)	3a., 5b., 5g., C21
Week 3	May 21	Getting Started / Basic Techniques Connection, Attachment & Discipline <b>Presentations</b>	Ch. 4 FTFCM Ch. 5 NDD	3a., 5b.
Week 4	May 28	Bowenian Systems Theory (Discussion of Genograms) Discipline Towards New Directions <b>Presentations</b>	Chs. 5 - 6 FTFCM	3a., 5b.
Week 5	June 4	Strategic Family Therapy Structural Family Therapy <b>Presentations</b>	Chs. 9, 11 FTFCM	3a., 5b.
Week 6	June 11	CBT Family Therapy Solution-Focused Family Therapy <b>Presentations</b>	NDD Ch. 6	3a., 5b.
Week 7	June 18	Addressing / Redirection in Disciplinary Practice <b>Presentations</b>	FTMC Chs. 7 - 8	3a., 5b.
Week 8	June 25	Experiential & Psychoanalytic Family Therapy <b>Presentations</b>	Chs. 10 -12 FTFCM	3a., 5b., 5g.
Week 9	July 2	21 <sup>st</sup> C. Family Therapy Models Narrative Family Therapy <b>Presentations</b>	Special Readings	3a., 5b.
Week 10	July 9	Emotion Focused Family Therapy Attachment and Therapeutic Interventions in Foster Families, Adoptive Families <b>Guest Speaker(s)</b> <b>Portfolio Due</b>	Chs. 13 - 14 FTFCM	3a., 5b., 5g.
Week 11	July 16	Evaluation of Family Therapy Outcomes <b>Presentations</b>	NDD Conclusion	5g., C21
Week 12	July 23	Family Thoughts and Discussion about Whole-Brain, Discussion of Logs (your choice) <b>Presentations</b>	Overall Review of FTFCM (on your own)	3a., 5g.
Week 13	July 30	Final Thoughts about Theories, Discussion of Logs (your choice)	n/a	3a., 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-