

**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)

5C2l. legal and ethical considerations specific to clinical mental health counseling ([link-schedule](#))

**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 |                            |
| Off-Campus / Field Visit       |                            |
| Other: Online Participation    | x                          |

## 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<br><b>Grade:</b><br>90 - 100% | Student demonstrates adequate skill in family role play<br><b>Grade:</b><br>80 - 89% | Family session / role play is rudimentary / emerging<br><b>Grade:</b><br>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<br><b>Note:</b><br>Family session / role play is a group assignment and will be the only assignment considered for evaluation |

**Child and Family Counseling MHC 534-11**  
**Lewis & Clark Graduate School of Education & Counseling**  
**Department of Counseling, Therapy, & School Psychology**

**Instructor:** Natasha Archer

**E-Mail:** [nsarcher@lclark.edu](mailto:nsarcher@lclark.edu)

**Meeting Time:** Tuesdays – 1:00pm - 4:30pm (via Zoom)

**Office Hours:** Variable and arranged via e-mail; all office hours will be conducted via Zoom

**Required Textbooks**

Nichols, M. (2016). *Family therapy: Concepts and methods*. (11th ed.). 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*. Bantam Books.

**Required Article**

Palmer, G. & Efron, D. (2007). Emotionally focused family therapy: Developing the model. *Journal of Systemic Therapies*, 26(4), 17-24. <https://doi-org.library.lcproxy.org/10.1521/jsyt.2007.26.4.17>

**Suggested Textbooks**

APA. (2020). *Publication manual of the American Psychological Association*. (7th ed.). American Psychological Association

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

\*I recommend this book for support as you do the introspective work you may need to do in order to complete your portfolio assignment (outlined below); it is not necessary, but past students have found it to be helpful. A caveat: the book is not without its flaws, as there are many general assumptions made about what a “family” looks like.

**For Additional Reference**

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

McGoldrich, M., Gerson, R., & Petry, S. (2009). *Genograms: Assessment and interventions*. (3rd ed.). Norton & Company, Inc.

**Special Topics Articles**

Gardenshire, J., Schleiden, C., & Brown, C. (2019). Attachment as a tool in the treatment of children within foster care. *Contemporary Family Therapy*, 41(2), 191-200. <https://doi-org.library.lcproxy.org/10.1007/s10591-018-09487-1>

Golden, R. & Oransky, M. (2019). An intersectional approach to therapy with transgender adolescents and their families. *Archives of Sexual Behavior*, 48(7), 2011-2025. <https://doi-org.library.lcproxy.org/10.1007/s10508-018-1354-9>

Grimes, M. & McElwain, A. (2008). Marriage and family therapy with low-income clients: Professional, ethical, and clinical issues. *Contemporary Family Therapy*, 30(4), 220-232. <https://doi-org.library.lcproxy.org/10.1007/s10591-008-9071-5>

Harvey, R. & Stone Fish, L. (2015). Queer youth in family therapy. *Family Process*, 54(3), 396-417. <https://doi-org.library.lcproxy.org/10.1111/famp.12170>

Lewis, A. (2020). Attachment-based family therapy for adolescent substance use: A move to the level of systems. *Frontiers in Psychiatry*, 10, Article 948. <https://doi.org/10.3389/fpsy.2019.00948>

Pakes, K. & Roy-Chowdury, S. (2007). Culturally sensitive therapy? Examining the practice of cross-cultural family therapy. *Journal of Family Therapy*, 29(3), 267-283. <https://doi-org.library.lcproxy.org/10.1111/j.1467-6427.2007.00386.x>

Tadros, E. & Finney, N. (2018). Structural family therapy with incarcerated families: A clinical case

study. *The Family Journal*. 26(2), 253-261. <https://doi-org.library.lcproxy.org/10.1177/1066480718777409>

Walsh, F. (2012). Clinical views of family normality, health, and dysfunction. *Normal family processes, fourth edition: Growing diversity and complexity* (F. Walsh, Ed.), (pp. 28-54). Guilford Press. <https://ebookcentral.proquest.com/lib/lewisclark/detail.action?docID=829311>

*Please see Moodle for more info about assigned texts / articles*

## **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 in preparation for the session, using effective communication skills, and directly expressing your ideas, needs, 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 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 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. I am always available for discussion regarding this portion of this evaluation.

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 of 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 learning 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 be noticed and will affect your participation mark.

## **A Word About Language**

We will be discussing this more when we talk about 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 difficult 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<br>(Case Study / Intervention)* | 25          | Due Date Determined by Group Selection     |
| Family Portfolio Assignment                         | 25          | July 7                                     |
| Special Topics Article Presentation /<br>Write Up   | 20          | Due Dates TBD                              |
| Moodle Participation                                | 15          | No Due Date; Participation Throughout Term |
| Participation                                       | 10          | No Due Date; Ongoing Assessment            |
| Journal / Log                                       | 5           | May 12                                     |

### 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

*I only accept written assignments via e-mail, [nsarcher@lclark.edu](mailto:nsarcher@lclark.edu). Please send Word, Pages, or Google Docs format only*

### Explanation of Assignments

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

You will select a partner(s) 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 the family is fictional.* 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 presentation). Your case study and intervention should be presented in 45 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. The entire class will be expected to review your family template, so please provide this to me *no later than 48 hours* before the session during which you present so I can upload them into Moodle.

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

You may use the book *Family Ties that Bind: A Self-Help Guide through Family of Origin Therapy* 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; although I recommend you use it, I am trusting your own judgment around using this book. For this project, you are going to create a portfolio (either a paper, a Power Point 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 (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 as a theory in and of itself, but the book as a whole rather than sections of the text as two separate theories) 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. Although the paper itself will primarily narrative, you are expected to use APA style, which I will discuss more during first class.

#### 3. **Special Topics Article Presentation / Write Up** (20 points)

Students will sign up (individually) to lead about *20 minutes* of class discussion on a chosen special article (links to which will be in Moodle). Presenting the full content is not the intention of the assignment, as a brief summary will be all you need to provide, as everyone will have access to the articles; rather, *the assignment is to engage your fellow classmates in a discussion demonstrating both synthesis of ideas presented in the reading and critical discourse based on learned content.* Additionally, you will also prepare a short (three pages, double-spaced maximum) paper in a personal journal format (no APA style required) to detail your own journey and experience with the article you chose. Please e-mail me at least three days prior to your chosen date to outline your presentation. **Note:** There *will be* overlap on these special topic articles. We will discuss how to address presentation dates, etc. during first class; however, it is important that you are aware of who chose the same article / special topic as you and attempt to avoid too much overlap in ideas upon which you each focus.

**4. Moodle Participation (15 points)**

This is designed to be an open forum discussion for everyone to participate outside of class time and engage with others' opinions and experiences with the work we discussed in class; as well, you will have the opportunity to discuss other families you may have read about in fictional books, movies, plays, etc. Everyone is to make at least one post in Moodle (I will make this possible for you by opening discussions for each week of the course). Everyone is additionally expected to reply to *at least two* other students' posts, adding thoughts, validation, opinions, feedback, etc. Please be thoughtful and courteous as you do so, as your fellow students may be offering vulnerable information based on personal information. The key to full credit on this assignment is active engagement. 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.

**5. Participation (10 points)**

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

**6. Journal / Log (5 points)**

You will complete a short (two pages, double-spaced, maximum) paper with questions, concerns, ideas, etc. that will help you plan your journey in this class as well as to help guide me in my lectures / discussions I lead so that I can meet as many of your needs / answer as many of your concerns as possible. This is not meant to be in any specific format, free-writing is acceptable. I will simply confirm receipt.

### **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 to Review CACREP Standards](#))

All chapters referenced use an abbreviated version of the books in question; NDD = *No-Drama Discipline*, FTFCM = *Family Therapy: Concepts & Methods*

| Week    | Date    | This Week's Class Content   | CACREP Standards  | Prep for Next Week  |
|---------|---------|---|---|---|
| Week 1  | May 5   | <ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ Syllabus content</li> </ul>   | <ul style="list-style-type: none"> <li>▪ 3a., 5b., C21</li> </ul>       | <ul style="list-style-type: none"> <li>▪ NDD &amp; FTFCM: Intros / Prologues / Forwards</li> <li>▪ FTFCM: Ch. 1</li> <li>▪ NDD: Chs. 1 - 2</li> <li>▪ Complete log</li> </ul> |
| Week 2  | May 12  | <ul style="list-style-type: none"> <li>▪ History of family therapy and purpose of family / family therapy</li> <li>▪ New ideas about discipline</li> <li>▪ Special topics presentations</li> <li>▪ Log Due</li> </ul>                               | <ul style="list-style-type: none"> <li>▪ 3a., 5b., 5g., 5C21</li> </ul> | <ul style="list-style-type: none"> <li>▪ FTFCM: Chs. 2 -3</li> <li>▪ NDD: Ch. 3</li> </ul>  |
| Week 3  | May 19  | <ul style="list-style-type: none"> <li>▪ Getting started / basic techniques</li> <li>▪ Connection, attachment, and discipline</li> <li>▪ Special topics presentations</li> <li>▪ <b>Therapy case study presentation(s)</b></li> </ul>               | <ul style="list-style-type: none"> <li>▪ 3a., 5b., 5g.</li> </ul>       | <ul style="list-style-type: none"> <li>▪ FTFCM: Ch. 4</li> <li>▪ NDD: Ch. 5</li> </ul>  |
| Week 4  | May 26  | <ul style="list-style-type: none"> <li>▪ Bowenian Systems Theory (Discussion of genograms)</li> <li>▪ Discipline towards new directions</li> <li>▪ Special topics presentations</li> <li>▪ <b>Therapy case study presentation(s)</b></li> </ul>     | <ul style="list-style-type: none"> <li>▪ 3a., 5b., 5g.</li> </ul>       | <ul style="list-style-type: none"> <li>▪ FTFCM: Chs. 5 - 6</li> </ul>   |
| Week 5  | June 2  | <ul style="list-style-type: none"> <li>▪ Strategic Family Therapy discussion</li> <li>▪ Structural Family Therapy discussion</li> <li>▪ Special topics presentations</li> <li>▪ <b>Therapy case study presentation(s)</b></li> </ul>                | <ul style="list-style-type: none"> <li>▪ 3a., 5b., 5g.</li> </ul>       | <ul style="list-style-type: none"> <li>▪ FTFCM: Chs. 9, 11</li> </ul>   |
| Week 6  | June 9  | <ul style="list-style-type: none"> <li>▪ CBT Family Therapy discussion</li> <li>▪ Solution-Focused Family Therapy discussion</li> <li>▪ Special topics presentations</li> <li>▪ <b>Therapy case study presentation(s)</b></li> </ul>                | <ul style="list-style-type: none"> <li>▪ 3a., 5b., 5g.</li> </ul>       | <ul style="list-style-type: none"> <li>▪ NDD: Ch. 6</li> </ul>  |
| Week 7  | June 16 | <ul style="list-style-type: none"> <li>▪ Addressing / redirection in disciplinary practice</li> <li>▪ Special topics presentations</li> <li>▪ <b>Therapy case study presentation(s)</b></li> </ul>  | <ul style="list-style-type: none"> <li>▪ 3a., 5b., 5g.</li> </ul>       | <ul style="list-style-type: none"> <li>▪ FTFCM: Chs. 7 - 8</li> </ul>   |
| Week 8  | June 23 | <ul style="list-style-type: none"> <li>▪ Experiential Family Therapy discussion</li> <li>▪ Psychoanalytic Family Therapy discussion</li> <li>▪ Special topics presentations</li> <li>▪ <b>Therapy case study presentation(s)</b></li> </ul>         | <ul style="list-style-type: none"> <li>▪ 3a., 5b., 5g.</li> </ul>       | <ul style="list-style-type: none"> <li>▪ FTFCM: Chs. 10, 12</li> </ul>  |
| Week 9  | June 30 | <ul style="list-style-type: none"> <li>▪ 21<sup>st</sup> C. Family Therapy Models discussion</li> <li>▪ Narrative Family Therapy discussion</li> <li>▪ Special topics presentations</li> <li>▪ <b>Therapy case study presentation(s)</b></li> </ul> | <ul style="list-style-type: none"> <li>▪ 3a., 5b., 5g.</li> </ul>       | <ul style="list-style-type: none"> <li>▪ Article: Emotionally Focused Family Therapy: Developing the Model**</li> <li>▪ <b>REMINDER: Portfolio Due: July 7</b></li> </ul>     |
| Week 10 | July 7  | <ul style="list-style-type: none"> <li>▪ Emotion-Focused Family Therapy discussion</li> </ul>   | <ul style="list-style-type: none"> <li>▪ 3a., 5b.,</li> </ul>           | <ul style="list-style-type: none"> <li>▪ FTFCM: Chs. 13 -</li> </ul>  |



|         |         |   |   |   |
|---------|---------|---|---|---|
|         |         | <ul style="list-style-type: none"> <li>▪ Special topics presentations</li> <li>▪ <b>Therapy case study presentation(s)</b></li> <li>▪ <b>Portfolio Due</b></li> </ul>   | 5g.   | 14  |
| Week 11 | July 14 | <ul style="list-style-type: none"> <li>▪ Evaluation of Family Therapy Outcomes Discussion</li> <li>▪ Special topics presentations</li> <li>▪ <b>Therapy case study presentation(s)</b></li> </ul>                               | <ul style="list-style-type: none"> <li>▪ 3a., 5b.</li> <li>5g., 5C21</li> </ul> | <ul style="list-style-type: none"> <li>▪ NDD Conclusion</li> </ul>  |
| Week 12 | July 21 | <ul style="list-style-type: none"> <li>▪ Discussion of Whole-Brain Theory, final thoughts on <i>No-Drama Discipline</i></li> <li>▪ Special topics presentations</li> <li>▪ <b>Therapy case study presentation(s)</b></li> </ul> | <ul style="list-style-type: none"> <li>▪ 3a., 5b.,</li> <li>5g.</li> </ul>      | <ul style="list-style-type: none"> <li>▪ Overall review of FTCEM (on your own)</li> <li>▪ Time for Final Moodle Participation, Prep for Discussion</li> <li>▪ Prep for Presentation (if you choose to share)</li> </ul> |
| Week 13 | July 28 | <ul style="list-style-type: none"> <li>▪ Final Discussions, Check-Ins</li> <li>▪ Special topics presentations</li> <li>▪ <b>Portfolio Presentations (for those who'd like to share)</b></li> </ul>                              | <ul style="list-style-type: none"> <li>▪ 3a., 5b.</li> <li>5g.</li> </ul>       | <ul style="list-style-type: none"> <li>▪ n/a</li> </ul>   |

**\*\*This article may not be used as a Special Topics article**

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. You must make every effort to alert me an assignment will be turned in late.

*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-