

Lewis & Clark College
Professional Mental Health Counseling Program

MHC 534 - 01: 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)

C2I. 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 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 should not be the only assignment considered in evaluation

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	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

Lewis & Clark College
Lewis & Clark College, Graduate School of Education & Counseling
Professional Mental Health Counseling Program

MHC 534 - 01: Child and Family Counseling

Syllabus: Summer 2020

Instructor: Gianna Russo-Mitma, LMFT

Office Hours: by appt only on Zoom

Course Time: Tuesday 1:00-4:30 pm

Email: giannar@lclark.edu

Phone: 702-706-1811

Course Location: Zoom & Moodle

I want to acknowledge that we're operating in unusual circumstances this term. The current COVID-19 pandemic is affecting all of us in various ways, both big and small— You are not alone. I've adjusted our course plans to accommodate remote teaching and I anticipate we may have to make additional changes as the term progresses and we learn what is working and what is not working for our course community. Please reach out if you have questions or concerns.

General structure of weekly class: 1 hour live lecture by instructor, 45 minute live presentation by student groups (on certain days), then solo participation on Moodle discussions for the remainder of the designated class time.

Required Textbooks

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

2- 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.

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

Required Article (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

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.

ACA Code of Ethics - <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Our Moodle page: moodle.lclark.edu

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 your own feedback and ideas. We can also always go back and make changes as needed and ongoing discussions can occur.

Due to the nature of learning remotely, there will be structure and etiquette regarding Zoom classes:

1- Please do not have other windows open or become distracted by technology or people around you while in online class. This is your choice 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.

2- If you have a comment or question, please use the Chat Box, or the “Raise Hand” option.

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/

A Word About Language

We will be discussing this more when we 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

ASSIGNMENT	POINTS
Application Assignment: Case Study & Intervention	50 points
Family Portfolio	50 points
<i>No Drama</i> Book Club Discussions (6 at 5 points each)	30 points
Theory Logs (5 at 5 points each)	25 points
Participation (in class AND Moodle) (5 points per week)	65 points
TOTAL	220 points

Grading Scale (Total possible: 100%):

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

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

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.

NOTE: With the exception of logs and Moodle discussions, assignments are expected to be in APA format.

Assignments

1. Application Assignment: Case Study / Intervention * (KEY ASSIGNMENT)

You will be assigned a **group** and a **theory** this term in order to develop a case study formulation/conceptualization of a fictional family, and present a family therapy intervention (lecture & role play) chosen from ideas suggested by one of the theories discussed during this term. **Dates of presentations are below in the schedule and we will have assignments/signs ups during the first day of class.**

You will choose a family from a book, movie, or TV show (suggestions below, do *not* use your own family). You will be **provided** a template to complete a brief family assessment and case conceptualization, and then you will use this information to inform your choice of intervention (of your assigned theory from the instructor).

For your lecture: You will present your case study family with the assessment info (from the provided template), brief overview of the theory, and your chosen intervention. You will present a document or PowerPoint lecture to present this information to the class (I'll share your screen on Zoom). You are encouraged to have a short video clip of this family if possible that we can watch on Zoom.

For your role play: You will utilize the folks in your group to facilitate the role play (1 therapist, the rest clients). The lecture **and** role play together should be about 45 minutes total (the role play needs to be at least 15 minutes long).

For the grading: I will be evaluating your completed assessment/conceptualization, lecture, and role play. **Please be aware that this is the key assignment for the course**, so please use your best efforts. **NOTE:** If you utilize the textbook or research articles for this, please use APA format/citations/References page.

NOTE: See Syllabus cover page for Portfolio grading for this Key Assignment.

Suggestions for Movies on Relationships or Family Dynamics:

The Judge	August: Osage County	Lady Bird
Precious	Fleabag	Mrs. Doubtfire
Pariah	Crazy Ex Girlfriend	In America
The Kids are Alright	The Other Sister	The Family Stone
Star Wars	Revolutionary Road	Moonlight
Arrested Development	Juno	I Am Sam
Finding Nemo/Dory	Frozen	Inside Out
Ordinary People	Raisin in the Sun	The Incredibles
Parenthood	Footloose	A Marriage Story

2. Family Portfolio (individual assignment)

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 this paper or book reading—I am trusting your own judgment around time management.**

For this project, you are going to create a written paper **and** Genogram (three generations) regarding your **own family of origin** using theories and ideas discussed in this course.

For the genogram: Please include at least 3 generations (including your own) of your family. Identify ages, patterns of enmeshment, cutoff, and anything that seems interesting to you (gender, race, religion, politics, education, etc). This can be drawn/ scanned, or created on software/computer.

For the paper: Please describe, utilizing your genogram as the map, family dynamics, generational patterns, interactional styles, boundaries, alliances or triangles, significant aspects of enmeshment or cutoff, etc. Also include **two theories** that could have helped/could help with some of these dynamics, including at least 1 intervention from each theory (so you will have 2 interventions total). Lastly, include how this will influence you as a therapist or counselor in the future, what biases you might have, what obstacles you may face, how this created healthy empathy, etc.

Section Headings required as follows: Introduction, explanation of genogram patterns, two theories/interventions, future as a clinician, & conclusion. (5-7 pages, 12 point font, Arial/Times, double spaced). **NOTE:** If you utilize the textbook or research articles for this, please use APA format/citations/References page.

NOTE: 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 outside of class. Just remember that as a licensed clinician, I am still a mandatory reporter.

3. *No Drama Discipline* Book Club Entries

You have been assigned to read the book *No Drama Discipline* by Dr. Dan Siegel and Dr. Tina Payne Bryson.

You will be reading this book throughout the term and due to remote learning, instead of one large assignment at the end of class as a traditional book analysis, we will all be reading this together as a “Book Club” style by using the discussion posts platform on Moodle **during scheduled class time after the live lecture**.

There will be **six** discussion posts (**see schedules for due dates**). Please **post one entry, and comment on one other entry** from someone else **per** chapter. Each original post should be about 5-15 sentences. Your replies to others can be shorter.

These posts can include: What was your general reflection after reading this chapter? What did you know about this topic before reading? What thoughts or emotions came up for you? What new things did you learn? What biases do you have in regards to this chapter? What would different family members or generations in your family say about this chapter? Did you have a similar upbringing or different? If you are raising a child/children, what thoughts or feelings came up for you? How will you work with parents (clients) who do not agree with this type of parenting style? What is going on for your self-of-the-therapist? How will you take into account families with different cultural & religious backgrounds and beliefs that differ from these authors?

4. Theory Discussion Logs (5 points each)

You are being asked to complete **five** Moodle discussion logs for this course. These will be graded as Moodle Discussion Forums instead of Assignments (due to the nature of remote learning), so please **post one log, and comment on one other log** from someone else **per** theory log. The key to full credit on this assignment is active engagement on Moodle **during scheduled class time after the live lecture**.

Four of these logs will be your own personal responses to the theories presented the week you turn in the log (**see schedule for due dates**). Each original post should be about 5-15 sentences. Your replies to others can be shorter.

These posts *must* include: What presenting problems would this theory be best for, what problems would not be helped by this theory? Which populations does this theory not take into account in regards to privilege/oppression, accessibility, ethical dilemmas, etc. What are your personal thoughts about this theory and utilizing it in sessions?

Log #1 is different. The prompt is: 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?

Summer 2020 Course Schedule

Week & Date	Class Content & Student Presentations	Reading Due TODAY	Assignment or Moodle Discussion Due TODAY	CACREP Standards
Week 1: May 5	Introductions Syllabus Assign Groups for Key Assignment Project Self Care Burning Questions		3 discussions right after live class: Skim Article: Compassion Fatigue & Self Care Video 1 Drowning in Empathy: The Cost of Vicarious Trauma Video 2 TED Talk: Supporting caregiving careers	3a., C21
Week 2: May 12	Brief History of Family Therapy Family Systems Theory	Nichols Ch. 1 & 3	Discussion as Assignment: Log 1 due for 2nd portion of class online	3a., 5b., 5g., C21
Week 3: May 19	Diversity in Families & calling in clients Basic Techniques	Nichols Ch. 2 & 10	Discussion as Assignment: <i>No Drama</i> : Introduction & Chapter 1	3a., 5b.

Week 4: May 26	Family Life Cycle & Life Course Theory (SW) Family Narratives Activity & Self of Therapist Group Case Study Presentation		Discussion as Assignment: <i>No Drama:</i> Chapter 2	3a., 5b.
Week 5: June 2	Transgenerational Models & Bowenian Systems Theory Genograms & Focused Genograms Group Case Study Presentation	Nichols Ch. 4	Discussion as Assignment: <i>No Drama:</i> Chapter 3	3a., 5b.
Week 6: June 9	Strategic Family Therapy Structural Family Therapy Group Case Study Presentation	Nichols Ch. 5-6	Discussion as Assignment: Log #2 due for 2nd portion of class online	3a., 5b.
Week 7: June 16	Cognitive Behavioral Family Therapy Solution-Focused Family Group Case Study Presentation	Nichols Ch. 9 & 11	Discussion as Assignment: Log #3 due for 2nd portion of class online	3a., 5b.
Week 8: June 23	Experiential Family Therapy & Psychoanalytic Family Therapy EFT Activity Group Case Study Presentation	Nichols Ch. 7-8	Discussion as Assignment: Log #4 due for 2nd portion of class online	3a., 5b., 5g.
Week 9: June 30	Narrative Family Therapy Interventions & Worksheets Group Case Study Presentation	Nichols Ch. 12	Discussion as Assignment: Log #5 due for 2nd portion of class online	3a., 5b.

Week 10: July 7	Working with Kids & Teens Professional & Ethical Issues Group Case Study Presentation		Discussion as Assignment: <i>No Drama:</i> Chapter 4 Family Portfolio (paper & Genogram) due @ Moodle @ 11 pm	3a., 5b., 5g.
Week 11: July 14	Treatment Planning Group Case Study Presentation (?)	Nichols Ch. 13-14	Discussion as Assignment: <i>No Drama:</i> Chapter 5	5g., C21
Week 12: July 21	Decision & Application of Theories (case studies)		Discussion as Assignment: <i>No Drama:</i> Chapter 6 & Conclusion	3a., 5g.
Week 13: July 28	Course Wrap Up Final Thoughts & Questions			3a., 5g.