

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

**Counseling and Mental Health Services in Foster Care  
CPSY 590-01 – Spring, 2021  
Rogers Hall Room 117, Fridays 10:30 am - 12:30 pm (10 weeks)**

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**Office Hours:** Please schedule an appointment via your Lewis and Clark College e-mail calendar by creating a meeting invitation (include a Zoom link). 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*. Routledge.

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

McGee, J. (2020). *Five bikes*.

**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](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 including one or two articles may be uploaded in Moodle. Moodle is the Lewis & Clark Learning Management System. If you have trouble with Moodle, please contact the Helpdesk at 503-768-7225 or via e-mail at [consult@lclark.edu](mailto:consult@lclark.edu).

**Ethical Guidelines:**

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

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

**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 and ethnic 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 or therapeutic theories and techniques consistent with a theoretical orientation of choice.
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. Reflection Journal – Weekly (10-weeks) – 40 points**

Students will maintain a weekly reflection journal. In your weekly journal, entries will capture your intellectual, personal and/or experiential discoveries made inside and outside of class from course readings, class discussions, class activities, movies, etc. Please use this assignment as an opportunity to discuss your exposure, reactions, and reflections. This is also an opportunity to reflect about your own very important people (VIP) identity development and overall discoveries throughout the semester.

The weekly journal should be typed in the Moodle assignment textbox. The journal entry should be a minimum of six (6) paragraphs, but no more than ten (10) paragraphs. Journal entries are due weekly on Sunday by 11:30 p.m. Each entry is worth 4 points per weekly entry. Entries are graded for reflection content, breadth, and depth. Breadth of learning refers to the full span of knowledge of a subject. Depth of learning refers to the extent to which specific topics are focused upon, amplified, and explored.

Within any area of study, there will be both breadth and depth of learning, which increase as students advance their knowledge. A college degree represents a focused collection of topics that are interrelated and have breadth and depth within and across those disciplines. The purpose of journaling is to carve out time for **intentional reflection** on class discussions and readings. Through intentional reflection, students and instructor can work towards a deeper understanding and integration of course material. See the guide for writing (typing) a “reflective journal” in Moodle as a resource to support you in this assignment.

### **2. Foster Care Movie Character Biopsychosocial Assessment & Assessment Summary - 20 Points**

Students will select a movie based on a character who experienced child welfare or foster care. Students may not use the same movie. Please communicate with each other regarding the movie selected. Choose a character from the movie who will serve as a client where you will utilize a biopsychosocial assessment template of choice to complete a biopsychosocial assessment and summary to assess client background, needs, and propose an intervention consistent with your professions’ code of ethics and best practices. Please download your profession’s code of ethics and use it to help you in developing your assessment summary. Students will serve in the role of either professional mental health counselor, marriage, couple, and family therapist, school counselor, art therapist, professional mental health counselor with an addictions specialization, or school psychologist based on your current program of study in the Lewis and Clark College Graduate School of Education and Counseling. Students’ aim is to complete a formal biopsychosocial assessment and summary with recommendations for a plan that is most appropriate for a mental health intervention or services to meet the needs of the client (the movie character). You may need to anticipate client needs before entering foster care, during foster care, and after foster care. The assessment summary will be typed in APA format 7th edition, double space, Times New Roman, and 12 pt. font. Templates illustrating how students can organize the assessment and assessment summary will be provided as resources via announcements in Moodle. Students will learn how to identify demographics, needs, and intersectional barriers that impact receiving counseling and mental health services in the foster care system. Choose a template based on resources provided, or choose one that your professional discipline might use (No specific required length, but consider the value of a comprehensive template to capture needed information). The assessment summary should be no less than two (2) pages and no more than five (5) pages.

### **3. VIP (Very Important Persons) Tree and Presentation – 20 points**

Students will create their own very important people tree. Be creative. Write the names of the important individuals in your life on your own version of a tree with branches. Describe the positive characteristics about them on your own version of attached leaves. Be clear in defining and describing the personal and professional relationship to you. Sometimes individuals who have traumatic childhood experiences may struggle to think of positive adults in their lives. Students are encouraged to include anyone that matters to you, including friends, teachers, coaches, and people you admire.

### **4. Comprehensive Final Exam – 20 Points**

An open book, note, and peer support exam will be administered on the last day of class. Students may use personal notes, textbook, other assigned books, and peer support to complete the exam. The exam will be completed in Moodle. Students are required to submit their own exam via Moodle.

#### **Grading Summary:**

Reflection Journal	40 – 4 points a day for a ten-week course
Biopsychosocial Assessment & Summary	20 – 1 Assessment & 1 Summary @10 points each
VIP Tree and Presentation	20 – 1 Tree & 1 presentation @ 10 points each
Comprehensive Final Exam (Open Book, Notes, Peer support)	20 – Multiple choice, short essay exam
<b>Total Possible Points</b>	<b>100</b>

**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 in the link below.

([http://www.lclark.edu/graduate/student\\_life/handbook/registration\\_policies/index.php#system](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 LETTER GRADE 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 Due	Assignments Due
1	Welcome & Introduction	1/15/2021	Review Syllabus more thoroughly after class and share your thoughts via your weekly journal entry.	Weekly Journal Due on Sunday (11:30 p.m.)
2	Understanding the Child Welfare and Foster Care System: History and Structure	1/22/2021	<b>Textbook Chapter 1 and 2</b> Aguirre Book: Felicia, Joe, Kellie Mcgee Book: Poem; Five Bikes, Write Sentences Mcgee Book: Poem; The Power of Cards, Choice	Weekly Journal Due on Sunday (11:30 p.m.)
3	Foster Youth Individual Development	1/29/2021	<b>Textbook Chapter 3, 4, 5</b> Aguirre Book: Dayar, Leah Mcgee Book: Poem; To Langston Hughes Mcgee Book: Poem; Heartbroken; Mixed Up Kid	Weekly Journal Due on Sunday (11:30 p.m.)
4	Impact of Foster Care on Youth's Overall Health	2/5/2021	<b>Textbook Chapter 6,7,8,9</b> Aguirre Book: Madison, Chris Mcgee Book: Poem; To Students Who Can't Read Mcgee Book: Poem; Waiting, Self-Esteem, Awry	Weekly Journal Due on Sunday (11:30 p.m.)
5	Foster Youth Development in Context	2/12/2021	<b>Textbook Chapter 10, 11, 12</b> Aguirre Book: Kendra, Christine Mcgee Book: Poem; Confusion, Guidance?, Burnt Mcgee Book: Poem; From Mississippi and Katrina	Weekly Journal Due on Sunday (11:30 p.m.) <b>VIP Tree Presentation in class</b> <b>VIP Tree Due on Sunday (11:30 p.m.)</b>
6	Aging Out of Foster Care into Independent Living: Challenges & Opportunities	2/19/2021	<b>Textbook Chapter 13, 14, 15, 16</b> Aguirre Book: Sarah, Pam Mcgee Book: Poem; Power of Perspective, Truth Mcgee Book: Poem; Incurrigible, Manipulation	Weekly Journal Due on Sunday (11:30 p.m.)
7	Areas of Special Consideration in Foster Youth	2/26/2021	<b>Textbook Chapter 17, 18, 19</b> Aguirre Book: Dominique, Tessa Mcgee Book: Poem; Misfit, Left Behind, Success Mcgee Book: Poem; A Way of Life, His Poems	Weekly Journal Due on Sunday (11:30 p.m.)
8	Areas of Special Consideration in Foster Youth	3/5/2021	<b>Textbook Chapter 20, 21</b> Aguirre Book: Charell, Brittany Mcgee Book: Poem; Collages, Maybe, Identity Mcgee Book: Poem; Chaos To Order, Some Are Hard to Place They Say, Happy Birthday	Weekly Journal Due on Sunday (11:30 p.m.) <b>Biopsychosocial Assessment &amp; Summary</b>
9	Social Policy and Institutional Support	3/12/2021	<b>Textbook Chapter 24, 25</b> Aguirre Book: Sarah, Julia, Schylar Mcgee Book: Poem; Can I Sit In Your Lap? Mcgee Book: Poem; Change, From That To This	Weekly Journal Due on Sunday (11:30 p.m.)
10	Final Comprehensive Exam	3/19/2021	Aguirre Book: John, Nathaniel, Epilogue Mcgee Book: Poem; Gray Suitcase Mcgee Book: Poem; Once the Victim, Always the Victim, Ninth Grade, Affirmation; The Heaviness of Emptiness, Little Do We Know, You Never Know	Weekly Journal Due on Sunday (11:30 p.m.) <b>Final Comprehensive Exam in Class</b>