

**Lewis & Clark College**  
**Professional Mental Health Counseling Program**  
**MHC 534-21**  
**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

5b. a systems approach to conceptualizing clients

5g. essential interviewing, counseling, and case conceptualization skills

Entry-level Specialty; Clinical Mental Health Counseling (CACREP 2016 Standards)

5C2l. legal and ethical considerations specific to clinical mental health counseling

**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 will be the only assignment considered for 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

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

**Instructor:** Natasha Archer, Psy.D.

**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 Textbook**

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

**For Additional Reference**

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

McGoldrick, 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://doiorg.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://doiorg.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://doiorg.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://doiorg.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>

## **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 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 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
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*Applied Assignment (Case Study / Intervention)*	30	Due Date Determined by Group Selection
Research & Writing Assignment	25	July 13, 2021
Moodle / Special Topics Participation	20	No Due Date; Participation Throughout Term
Family Genogram	15	June 8, 2021
General Preparation & Participation	10	No Due Date; Ongoing Assessment

### 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 \* (30 points)

You will select a partner(s) to develop create a case study formulation, and present a mock family therapy session including one or more interventions chosen from ideas suggested by one of the theories discussed during this term. 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(s) 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 session live 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. Research & Writing Assignment (25 points)

You will choose one major theory discussed in class and write a 7- to 8-page (not including cover and reference pages) paper describing the theory beyond what has been discussed in the course so far (or building off things that were not fully covered in class). In this paper, you will also write some of the major topics from *No Drama Discipline* and how they do or do not fit with the theory you chose. In this paper, you will also use a critical lens with regard to theory: where does it miss the mark, for whom is it not appropriate, why would you steer away from the theory, what would you like to see current researchers who are working with this theory address, would you use the theory in question (why or why not?), what are some of the implicit biases in this theory as well as implications this theory inadvertently (or purposefully) helps to endorse, etc.

#### 3. Moodle / Special Topics Participation (20 points)

Everyone is expected to choose a special topic and an article for reference and begin a discussion in Moodle about this topic and article. Your assumption should be that anyone can access this article (as you will be including the permalink to the article in your introduction to the piece itself) and are not expected to write a full review of the content, but rather a simple outline of one or two major ideas

presented by the author(s). Discuss why you chose this topic, what (if anything) new you learned from this article, critiques, areas of agreement, how you might incorporate the topic into your own practice in the future, etc. I am simply looking for a jumping-off point for a discussion of the topic you chose and to participate in a discussion with your classmates. The *second part of participation* for this assignment is to participate fully in discussion of at least one other student's special topic; that is to say, ask questions, respond to points made in the original discussion starter, provide feedback or additional information regarding criticisms, etc. Please do not wait until the last week of class to complete any part of this project, as there will be limited information from which to evaluate your process for this assignment.

Please note, if you do not want to use the articles suggested in this syllabus, please let me know you will be using a different article and please allow me to review and approve the article before you get started.

#### **4. Family Geogram (15 points)**

Using the information provided during the week we discuss genograms, you will be asked to complete a genogram of your own family, going back *three* generations. We will discuss this more in-depth both during our first class session as well as throughout the term (up until the due date of the project

#### **5. General Preparation & Participation (10 points)**

You are asked to come to each class having read the material assigned for the class or reviewed the Family Template your classmates have provided for their presentation(s) that day. General expectations for participation expectations are addressed elsewhere in the syllabus. Both will be assessed on an ongoing basis throughout the term.

### **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

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 11	<ul style="list-style-type: none"> <li>General introduction and review of syllabus content</li> </ul>	3a., 5b., C21	<ul style="list-style-type: none"> <li>NDD &amp; FTFCM: Intros, Prologues, Forwards</li> <li>FTFCM: Ch. 1 - 3</li> <li>NDD: Chs. 1 - 3</li> </ul>
Week 2	May 18	<ul style="list-style-type: none"> <li>History of family therapy and purpose of family / family therapy</li> <li>Basic overview of theory, technique, etc.</li> <li>New ideas about discipline, including connection and attachment as it relates to discipline</li> </ul>	3a., 5b., 5g., 5C21	<ul style="list-style-type: none"> <li>FTFCM: Ch. 4</li> <li>NDD: Ch. 5</li> </ul>
Week 3	May 25	<ul style="list-style-type: none"> <li>Bowenian Systems Theory (Discussion of genograms)</li> <li>Discipline towards new directions</li> </ul>	3a., 5b., 5g.	<ul style="list-style-type: none"> <li>FTFCM: Chs. 5, 6, 9</li> </ul>
Week 4	June 1	<ul style="list-style-type: none"> <li>Strategic Family Therapy discussion</li> <li>Structural Family Therapy discussion</li> <li>CBT Family Therapy discussion</li> </ul>	3a., 5b., 5g.	<ul style="list-style-type: none"> <li>FTFCM: Chs. 7, 8, 11</li> <li><b>Remember: Genogram due June 8th</b></li> </ul>
Week 5	June 8	<ul style="list-style-type: none"> <li>Experiential Family Therapy discussion</li> <li>Psychoanalytic Family Therapy discussion</li> <li>Solution-Focused Family Therapy discussion</li> <li><b>GENOGRAM DUE</b></li> </ul>	3a., 5b., 5g.	<ul style="list-style-type: none"> <li>FTFCM: Chs. 10, 12</li> <li>NDD: Ch. 6</li> </ul>
Week 6	June 15	<ul style="list-style-type: none"> <li>Narrative Family Therapy discussion</li> <li>21<sup>st</sup> C. Family Therapy Models discussion</li> <li>Addressing / redirection in disciplinary practice</li> </ul>	3a., 5b, 5g..	<ul style="list-style-type: none"> <li>Article: Emotionally Focused Family Therapy: Developing the Model**</li> <li>FCTM: Chs. 13, 14</li> </ul>
Week 7	June 22	<ul style="list-style-type: none"> <li>Emotion-Focused Family Therapy discussion</li> <li>Evaluation of Family Therapy Outcomes discussion</li> </ul>	3a., 5b. 5g.	<ul style="list-style-type: none"> <li>NDD Conclusion</li> <li>FCTM Conclusion</li> </ul>
Week 8	June 29	<ul style="list-style-type: none"> <li>Discussion of Whole-Brain Theory, final thoughts on <i>No-Drama Discipline</i></li> <li>Discussion, final thoughts re: theories overall from NDD, etc.</li> </ul>	3a., 5b., 5g.	<ul style="list-style-type: none"> <li>Review Family Therapy Assessment Forms</li> </ul>

Week 9	July 6	<ul style="list-style-type: none"> <li>▪ Family Therapy Session Presentations</li> </ul>	3a., 5b., 5g.	<ul style="list-style-type: none"> <li>▪ Review Family Therapy Assessment Forms</li> <li>▪ <b>Remember: Paper due July 13h</b></li> </ul>
Week 10	July 13	<ul style="list-style-type: none"> <li>▪ Family Therapy Session Presentations</li> <li>▪ <b>PAPER DUE</b></li> </ul>	3a., 5b., 5g,	<ul style="list-style-type: none"> <li>▪ Review Family Therapy Assessment Forms</li> </ul>
Week 11	July 20	<ul style="list-style-type: none"> <li>▪ Family Therapy Session Presentations</li> </ul>	3a., 5b. 5g.	<ul style="list-style-type: none"> <li>▪ Review Family Therapy Assessment Forms</li> </ul>
Week 12	July 27	<ul style="list-style-type: none"> <li>▪ Family Therapy Session Presentations</li> </ul>	3a., 5b., 5g.	<ul style="list-style-type: none"> <li>▪ Review Family Therapy Assessment Forms</li> </ul>
Week 13	August 3	<ul style="list-style-type: none"> <li>▪ Family Therapy Session Presentations</li> <li>▪ Final Discussions, Check-Ins</li> </ul>	3a., 5b. 5g., C21	n/a

***\*\*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-