

**Lewis & Clark College**  
**Lewis & Clark College, Graduate School of Education & Counseling**

**Department of Counseling, Therapy, & School Psychology**  
**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)

C2l. 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.

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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

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**  
**Graduate School of Education & Counseling: Department of**  
**Counseling, Therapy, & School Psychology**

**MHC 534 - 01: Child and Family Counseling (3 credits)**

**Syllabus: Summer 2021**

**Day & Time:** Tuesdays 1:00 - 4:30 pm PST

**Location:** Zoom: <https://zoom.us/j/93038432548>

**Office hours:** By appointment only & open for Zoom appointments

**Instructor:** Gianna Russo-Mitma (*she/her/hers*), LMFT, [giannar@lclark.edu](mailto:giannar@lclark.edu) (I only answer emails Mon-Thurs because *Self Care is Healthcare*).

*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.*

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**Class Structure:**

We will meet synchronously as a class on Zoom **every** Tuesday. **General class structure will be:** Lecture, small group discussions, group presentation (if applicable). We will take multiple breaks. Class may or may not go for 3.5 hours each week, and we will probably be done early most weeks, but be prepared to stay the whole time.

**Technology:**

Per accessibility, I will be recording Zoom lectures for this class. If you are in a shared space, please wear headphones/earbuds. I would like to make this as safe an environment as possible to ask questions and to learn.

It is highly encouraged to keep your cameras on, as this keeps folks engaged. Please do not share class recordings with anyone else. If you share this video with folks who are not in the class, we will be having discussions about conduct and consent. I understand that there are major equity and privilege issues in regards to remote learning, and utilizing things like Zoom and wifi are privileges of economics and ability. If

there are access issues such as no camera, spotty wifi, sharing wifi in a household, etc, please let me know and we'll discuss privately. If there is an internet outage, wifi issues, etc, we will have backup plans. See calendar below for specifics.

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### **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.

### **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](http://moodle.lclark.edu)

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## **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.

**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 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/)

## **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.

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## **Evaluation**

<b>ASSIGNMENT</b>	<b>POINTS</b>
Application Assignment: Case Study/Intervention (group project)	50 points
Family Genogram Portfolio	50 points
Discussion Posts @ Moodle (10 points each)	60 points
Attendance & Participation (5 points per week)	65 points
<b>TOTAL</b>	<b>225 points</b>

**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.

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## Assignments

### **1. Application Assignment: Case Study / Intervention \* (KEY ASSIGNMENT & group project)**

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 (**on Moodle**) to complete a brief family assessment and case conceptualization, and then you will use this information to inform your choice of intervention of your group's theory.

**For your lecture:** You will present your case study family with the assessment info (from the provided template @ Moodle), brief overview of the theory, and your chosen intervention. **You will present a document or PowerPoint lecture** to present this information to the class (you'll share your screen on Zoom).

**NOTE:** You are encouraged to have a short (5 minute) 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 turning in and grading:** I will be evaluating your completed assessment/ conceptualization (template doc or on powerpoint), lecture, and role play. **Please be aware that this is the key assignment for the course**, so please use your best efforts. **You will turn in one (1) per group** and I will manually grade each person. **THE DUE DATE is the day your theory is due - see Google doc & schedule below.**

**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.

**\*\*\* Group Theory Sign up: <https://docs.google.com/spreadsheets/d/1iYGa8YliRh-Dp3LIHgjQ9vKITz881XGYW6Hvs7t6pXw/edit?usp=sharing>**

**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

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## **2. Family Genogram Portfolio (individual assignment)**

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** any generational accounts of privilege/marginalization. **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.

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#### **4. Moodle Discussion Posts (10 points each)**

Throughout the term, there will be six (6) discussion posts to complete on Moodle. These will generally be about mental health with either an article, podcast, or video, and your discussion post will be your reflection to this media. Please see the directions for each one on Moodle.

**See the schedule/calendar below for dates. These will be due the night of class (Tuesdays at 11:59 pm).**

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#### **5. Attendance & Participation**

Participation is important, so this includes speaking up about your ideas or questions in class, completing class discussion forums, and watching all class videos/podcasts. Learning remotely is very different, but please do not have other windows open or become distracted by technology or people around you while in online class; please contribute to the learning process and environment by actively participating in class discussions.

Your participation grade will be determined by engagement in both class and smaller breakout groups, demonstrating having read the materials, and ethical and professional behavior with the professor and your peers/colleagues. Please come prepared with a readiness to participate in discussions and class activities. The content of this course will often be taught in an experiential manner. Therefore, class attendance and active participation is critical to the mastering of course material.

In cases of emergency or illness, it is the student's responsibility to contact the professor prior the beginning of the missed class. It is the also responsibility of the student to obtain any missed material, class notes, handouts, etc. Points for participation will be awarded at the discretion of the instructor and is based on the level of engagement from the student. (See above for L&C Absence Policy)

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

You will be placed in Zoom breakout rooms to discuss these chapters almost every class. Some questions to ponder while reading 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?



## Summer 2021 Course Schedule

<b>Week &amp; Date</b>	<b>Class Content &amp; Student Presentations</b>	<b>Reading Due TODAY</b>	<b>Assignment or Moodle Discussion Due TODAY</b>	<b>CACREP Standards</b>
Week 1: May 11	Introductions & Burning Questions  Syllabus  Choose Groups for Key Assignment Theory Project  Self Care			3a., C21
Week 2: May 18	Brief History of Family Therapy  Family Systems Theory	Nichols Ch. 1 & 3	<b>Moodle Discussion 1:</b> Cultural Humility & Anti-Racism	3a., 5b., 5g., C21
Week 3: May 25	Diversity in Families & calling in clients  Basic Skills & Techniques	Nichols Ch. 2 & 10  <i>No Drama:</i> Introduction & Chapter 1		3a., 5b.
Week 4: June 1	Family Life Cycle & Life Course Theory (SW)  Family Narratives Activity & Self of Therapist	<i>No Drama:</i> Chapter 2  <b>Watch <u>How Brains are Built</u></b>	<b>Moodle Discussion 2:</b> Childhood Trauma Across a Lifetime	3a., 5b.
Week 5: June 8	Transgenerational Models & Bowenian Systems Theory  Genograms & Focused Genograms Activity  <b>Group Case Study Presentation (Bowen)</b>	Nichols Ch. 4		3a., 5b.
Week 6: June 15	Structural Family Therapy  <b>Group Case Study Presentation (Structural)</b>	Nichols Ch. 5-6  <i>No Drama:</i> Chapter 3	<b>Moodle Discussion 3:</b> Family Caregivers of People with Dementia	3a., 5b.

Week 7: June 22	Cognitive Behavioral Family Therapy Solution-Focused Family <b>Group Case Study Presentation (CBT)</b>	Nichols Ch. 9 & 11		3a., 5b.
Week 8: June 29	Experiential Family Therapy & Psychoanalytic Family Therapy EFT Activity <b>Group Case Study Presentation (SFT)</b>	Nichols Ch. 7-8 <b>Read article (Moodle)</b>	<b>Moodle Discussion 4:</b> Podcast: Couples Under Lockdown	3a., 5b., 5g.
Week 9: July 6	Narrative Family Therapy Interventions & Worksheets <b>Group Case Study Presentation (EFT)</b>	Nichols Ch. 12 <i>No Drama:</i> Chapter 4		3a., 5b.
Week 10: July 13	Working with Kids & Teens <b>Group Case Study Presentation (Psychoanalytic)</b>	<i>No Drama:</i> Chapter 5 <b>Watch</b> consent videos (Moodle)	<b>Moodle Discussion 5:</b> Vicarious Trauma & Compassion Fatigue	3a., 5b., 5g.
Week 11: July 20	Professional & Ethical Issues Treatment Planning <b>Group Case Study Presentation (Narrative)</b>	Nichols Ch. 13-14		5g., C21
Week 12: July 27	Decision & Application of Theories (case studies)	<i>No Drama:</i> Chapter 6 & Conclusion	<b>Family Genogram Portfolio due @ Moodle @ 7/27 11:59 pm PST</b>	3a., 5g.
Week 13: Aug. 3	Course Wrap Up Advocacy Final Thoughts & Questions		<b>Moodle Discussion 6:</b> Mental Health Parity	3a., 5g.