

Lewis & Clark College
Professional Mental Health Counseling Program
MHC 534-12
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 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 will be the only assignment considered for 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: Role Play	x

Lewis & Clark College
Graduate School of Education and Counseling
MHC 534 - Child and Family Counseling
Summer 2023

Course 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 readings, class discussions, reflective assignments, and 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.

Academic Performance and Professional Conduct Policies

Class Attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. 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. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Satisfactory Academic Progress and Minimum Passing Grade Students enrolled in programs (degree, licensure, endorsement, certificate) must maintain a B average (3.0). Any student receiving a course grade lower than C- , a course grade of NC, or two course grades lower than B- will not be considered to be making satisfactory progress. Students who do not meet the standards for satisfactory academic progress will be immediately dismissed from their programs and notified of this action. The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade. A student receiving a grade below B- in an elective course must repeat that course, or choose another elective, and earn a passing grade. Failing to earn a grade of B- or above in a required or elective course may impede a student's ability to move forward in other courses or experiences required for program completion.

Academic Performance Review Policy Students are expected to meet the standards for academic performance as these are described in the appropriate department or program handbook. All students are responsible for reviewing and understanding these standards upon admission to their program of

study. In cases where there is a concern that a student is not meeting academic performance standards in the program, program directors may initiate an Academic Performance Review process. Questions about academic performance may include whether a student has met the requirements or prerequisites for moving forward in the program; whether a student is ready/able to perform successfully in a practicum, internship, or other field experience; and whether the student has demonstrated the knowledge, skills, and dispositions for success in the profession. The process for conducting an Academic Performance Review is outlined in the college catalogue.

Professional Conduct Review Policy Students are expected to meet the standards for professional conduct as these are described in the appropriate department or program handbook. All students are responsible for reviewing and understanding these standards upon admission to their program of study. The following information provides an overview of the expectations and policies related to student conduct and the student conduct review process for all students in the Graduate School of Education and Counseling. Students are also responsible for reviewing and understanding Lewis & Clark's student conduct policies, which can be found in the Navigator Student Handbook (http://www.lclark.edu/graduate/student_life/handbook/college_policies/).

Standards for professional conduct and academic integrity are rooted in the fundamental values of honesty, tolerance, respect, fairness, and the collective pursuit of knowledge. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or source of their academic study, scholarship, or field practice. Academic dishonesty with respect to written or other types of assignments includes, but is not limited to: failure to acknowledge the ideas or words of another that have consciously been taken from a source, published or unpublished; placing one's name on papers, reports, or other documents that are the work of another individual, whether published or unpublished; flagrant misuse of the assistance provided by another in the process of completing academic work; submission of the same paper or project for separate courses without prior authorization by the faculty in both courses; fabrication or alteration of data; and knowingly facilitating the academic dishonesty of another. Academic dishonesty with respect to intellectual property includes but is not limited to theft, alteration, or destruction of the academic work of other members of the community, or of the educational resources, materials, or official documents of the institution.

Students in the Graduate School of Education and Counseling are also required to meet the standards of professional conduct appropriate to their field of study. While these standards differ in their details and are further specified in each program handbook, they share the same underlying values of honesty, tolerance, respect, fairness, and the collective pursuit of knowledge. In addition, professional conduct requires that students effectively respond to the particular demands of working in the fields of education and counseling. These include: understanding the appropriate nature and boundaries of relationships with students in PK-higher education, youth and adult clients, and peers in classes and field placements; fulfilling responsibilities to supervisors and mentors in field placements; working effectively with the faculty and staff of the graduate school; the use of constructive communication in problem solving; following the ethical and legal requirements of confidentiality; and being appropriately sensitive to the public perception of one's actions and activities, including through the use of social media. Each program

will provide additional information regarding the standards of professional conduct in the appropriate field.

Acts of academic dishonesty and professional misconduct are contrary to the mission of Lewis & Clark and constitute a serious breach of trust and expectations for appropriate behavior among community members. When a student violates the requirements of academic integrity or professional conduct, and this breach cannot be effectively addressed through a prescribed course of action within the parameters of the class or field placement, dismissal may be considered. In certain situations where there is cause to believe the level of misconduct brings into question the personal qualities necessary to perform as a scholar or practice as a professional, dismissal from the program may be required. In addition, because each act of misconduct harms the entire community, all individuals—students, faculty, and staff members alike—are responsible for encouraging the integrity of others: by their own examples, by confronting individuals they observe committing dishonest acts, and/or by discussing such actions with a faculty member or dean. When any individual violates this community's standards, Lewis & Clark is committed as a community to take appropriate steps to maintain standards of academic integrity and professional conduct. The process for conducting a Professional Conduct Review is outlined in the college catalogue.

COVID POLICIES

Please see the graduate school website for up-to-date information on the college's response and policies about coronavirus. <https://www.lclark.edu/news/covid-19-response/>

At the start of Fall 2022 semester, mask-wearing is generally optional on the Lewis & Clark campus. However, masks remain required for anybody who has been exposed as a close contact of a person with COVID within the last ten days and for anybody who has tested positive for COVID in the last ten days. Masks are also required in health and wellness services offices. As this semester begins, we recommend indoor masking for all community members while we monitor initial infection rates. We always encourage anyone who wants or needs to maintain a high level of protection to continue masking based on their own needs and judgment. For members of our community who are themselves vulnerable or live with people vulnerable to severe illness, proper masking is an essential way to minimize the risk of transmission. Faculty members may establish their own classroom expectations regarding mask wearing in their classroom or laboratories. Given that masks are required in certain situations on campus, and they may be required in particular classrooms, every student is required to have in their residence a supply of masks to allow them to comply with these requirements.

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MHC 534 - Child and Family Counseling
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Instructor: Chelene Blair, LPC associate, CADC I

Email: lc22-1462@lclark.edu

Meeting Time: Fridays 9a – 12:30p

Phone: 503-490-3105

Required Textbooks

Nichols, M. P., & Davis, S. D. (2019). *Family therapy: Concepts and methods* (eleventh ed). Pearson.

Siegel, D. J., & Bryson, T. P. (2016). *No-drama discipline: The whole-brain way to calm the chaos and nurture your child's developing Mind*. Bantam Books.

Suggested Textbooks

McGoldrick, M., Gerson, R., & Petry, S. S. (2020). *Genograms assessment and treatment* (Fourth Ed.). W.W. Norton & Company, Inc.

Method of Evaluation

Assignment	Point Value	Due Date
Attendance & Participation	30 (2 points per week)	
Special Topic Review	10	Weeks 12 & 13
Loved It/Hated It	30 (6 @ 5 points each)	Weeks 10 - 11
Family Genogram	10	Week 9
Family Reflection Paper	30	Week 12
Theory & Case Conceptualization		Assigned by chapter review dates
Part I	10/30	
Part II	10/30	
Part III	10/30	
Quiz	60 (30 questions @ 2 points each)	Week 13
Total Points	200	

Grading Scale

%	Grade
100-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69 and below	No pass

Assignment Descriptions

Attendance and Participation (30 points; 15 weeks @ 2 points each)

Pretty self-explanatory.

Loved It/Hated It (30 points; 6 chapters @ 5 points each)

For each assigned chapter in *No Drama Discipline*, you will submit a short review of something you either “loved” or “hated” about the content. This review should be no longer than one paragraph for each chapter

Genogram (10 points)

You will complete a genogram of your own family, going back three generations. There are some possible alternatives if you do not feel comfortable or able to use your family of origin. See me to make alternative arrangements. Note: I will challenge you slightly to use your own family, as we would be asking clients to explore emerging themes within their own family, we should know the discomfort talking about family history can cause. I acknowledge this is a tough assignment. I will supply posterboard and some art supplies in the classroom but feel free to bring in your own colorful sparkly additions as well.

Family of Origin Reflection Paper (30 points)

For this assignment you will incorporate the varied concepts, topics, and activities we discussed throughout the semester and include the following:

- Timeline of significant events
- Your story – a narrative of your timeline. You may be discriminating in what you write as this is meant to be helpful and meaningful for you and your growth as a therapist. I will be the only reader of your paper and will return it to you after grading.
- Reflection of your story – Reflect upon your timeline and story.
 - What patterns do you see?
 - What interventions could have been utilized at different times?
 - How did significant (or lack of significant) events help shape who you are now?

- What were your family roles? Myths? Communication styles? ect. (Use concepts from your texts)
- What impact or influence could guide your work as a therapist? What are the benefits of your story? What could impede your ability to provide therapeutic service to clients?

Use at least three scholarly courses and properly cite using APA standard format. Paper should be 15-20 pages not including cover and reference pages.

Theory & Case Conceptualization Presentation (30 points; 3 parts @ 10 points each)

This three part assignment will be based upon a fictional family found in television or movie entertainment. Below I have provided a short list of recommendations but this is most certainly not exhaustive. If you have a particular family you would like to use, let me know and we can consider its appropriateness.

Part I (60 minutes)

Present your theory including key aspects and interventions. Debrief the class about your family.

Part II (30 minutes)

Role play session. Due to the size of the class, we will have volunteers each week to play the family roles. Please provide a short description of what issue you will be addressing in the session and specifics for family behaviors/beliefs/emotions for each family members. Note who the person of concern for whom the therapy is identified.

Part III (Paper submission)

Quick reference guide for theory, family intake and assessment, personal response to experience

Special Topics (10 points)

You will choose a “special topic” in family therapy and prepare a short presentation for the class. The presentation will include a brief description of how the “issue” could present in therapy, cultural implications, possible barriers clients might experience in seeking or finding appropriate care/treatment, and considerations for increasing availability of services and competence for providers. Below are some general topics to start, however, often these categories are too broad, so I would recommend identifying sub-topics for ease and brevity. Presentations should run about 30 minutes and include various uses of media (i.e. PowerPoint, videos, music, interpretative modern dance, etc.)

- sexuality
- caring for aging parents
- substance use
- incarceration
- trauma
- grief
- divorce
- Ideas?

Quiz (60 points; 30 questions @ 2 points each)

Content review of texts, class discussions, intervention techniques

Weekly Schedule

Week	Date	Content	Due
Week 1	May 12	Welcome, Introductions, Semester Planning	
Week 2	May 19	Nichols chapters 1-3; The evolution of family therapy, basic techniques, and fundamental concepts	
Week 3	May 26	Special Topics Overview; Special Topics assignments; ACES/ACES; What is family?; The laws in child and family treatment	
Week 4	June 2	Nichols chapters 4 & 5; Bowen Family Systems; Strategic Family Therapy	Theory Presentation Theory Presentation
Week 5	June 9	Nichols chapters 6 & 7; Structural Family Therapy; Experiential Family Therapy	Theory Presentation Theory Presentation
Week 6	June 16	Nichols chapters 8 & 9; Psychoanalytic Family Therapy; Cognitive Behavioral Family Therapy	Theory Presentation Theory Presentation
Week 7	June 23	Nichols chapters 11 & 12; Solution Focused Family Therapy; Narrative Family Therapy	Theory Presentation Theory Presentation
Week 8	June 30	Research day – No class	
Week 9	July 7	Genograms	Genograms (in class assignment)
Week 10	July 14	Seigel 1 - 3	Love It/Hate it 1 - 3
Week 11	July 21	Seigel 4 - 6	Love It/Hate It 3 -6
Week 12	July 28	Special Topics	Family of Origin Reflection Paper
Week 13	August 4	Review, wrap up, course evaluation	

Movie/Television Show Recommendations

Precious	Friends with Benefits	Pay It Forward	It's a Wonderful Life
Shameless	Practical Magic	Hachi: A Dog's Life	Royal Tenebaums
Everything Everywhere All at Once	What's Eating Gilbert Grape?	The Pursuit of Happyness	Midsommer
I am Sam	Family Stone	Marley & Me	Big Fish
Gilmore Girls	Knives Out	Encanto	Rachel Getting Married
August: Osage County	The Prince of Tides	The Fallout	Hereditary