

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 534-11
Child & 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](#)):

- 5C21. Legal and ethical considerations specific to clinical mental health counseling

Methods of Instruction for this Course

Method	Mark All That Apply:
Lecture	x
Small Group Discussion	x
Large Group Discussion	x
Course Readings	x
Group Presentation	x
Individual Presentation	
DVD/Video Presentation	x
Supervised Small Group Work	x
Individual/Triadic Supervision	
Group Supervision	x
Case Study	x
Debate	
Class Visitor/Guest Lecturer	x
Off-Campus/Field Visit	
Other	

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Pronouns: She/Her/Hers
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Office Hours: By Appointment Only (Virtual)

Course Information

Dates: Wednesday (5/10/2023 — 8/2/2023)
Time: 1:00 PM — 4:30 PM
Location: York Graduate Center (Rm 115)
Credits: 3
Credit Hour Breakdown: 45 Contact Hours

Prerequisites for Students:

- **Professional Mental Health Counseling (including Specialization in Addictions):**
MHCA-502/503, MHC-506, MHC-513, and MHC-550.

Course Reading (Required):

- **Family Therapy: Concepts and Methods. (12th Edition).**
Nichols, M. (2020). Pearson. ISBN: 978-0136851547.
- **No Drama Discipline: The Whole Brain Way to Calm the Chaos and Nurture your Child's Developing Mind.**
Siegel, D., Bryson, T.P. (2014). Bantam Books. ISBN: 978-0345548061.
- **Supplementary Weekly Readings uploaded to Moodle.**

Course Reading Special Topics for Group Presentations:

- **It Didn't Start with You: How Inherited Family Trauma Shapes Who We Are and How to End the Cycle.**
Penguin Books. ISBN: 978-1101980385.
- **Drama Free: A Guide to Managing Unhealthy Family Relationships.**
Tawwab, N.G. Tarcher Perigee. ISBN: 978-0593539279.
- **Immigrant and Refugee Families (2nd Edition).**
Ballard, J. et al. (2016). University of Minnesota. ISBN: 978-1946135018.
- **Trans Kids and Teens: Pride, Joy, and Families in Transition.**
Nealy, E. (2019). Norton & Company. ISBN: 978-0393713992.

Course Catalog Description

Official catalog 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.

Course Objectives

1. Demonstrate ability to begin developing therapeutic communication skills that emphasize the client/counselor relationship with individuals and families.
2. Demonstrate ability to begin building a knowledge base of theories and practice of family counseling.
3. Demonstrate ability to develop an understanding of the role of the family in the development of the individual.

Course Guidelines

Email Policy

I try my best to respond to emails from students within one business day. I encourage you to reach out at any time, and I will respond as my schedule allows.

CPSY Departmental Attendance Policy

“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.”

Participation: Your attendance and participation are essential for the structure and integrity of this course.

I expect the students joining this course to fully participate throughout our time together. This will not only enrich your learning, but the learning of your classmates as well. Classroom participation helps you to complete your assignments, and demonstrates respect to classmates, the instructor, and classroom guests. Classroom discussions are an opportunity to bring up questions about the assigned readings, deepen your understanding of work with group counseling and integrate course material with your own personal and professional experience.

Special Considerations with Course Format: The course will serve as an opportunity to observe and simulate the family counseling process through didactic and experiential learning. Course evaluation is based on participation in the process of practicing personal reflection and further understanding child and family counseling. Students are not required to share personal information as a requirement for evaluative purposes. Course evaluation is not based on self-disclosure.

Late Assignment Policy: Assignments submitted past the assigned deadline will not be accepted, and will be marked as incomplete. If you need an extension on an assignment, please contact the instructor (myself) beforehand to request an extension and we can work together.

Classroom and Professional Values

Safety and respect are prioritized in our classroom space. All students will need to work together with me and with one another to uphold the inherent right of each student to feel safe and to be respected. Our interactions will challenge you to practice self-awareness, practice cultural humility, honor the diverse nature of the classroom community, and consider ethical principles. Students will have the opportunity to respectfully and earnestly learn how to recognize, name and begin to challenge systems of power and oppression that replicate themselves in the counseling field, within the therapeutic alliance, and within relationship-systems themselves. Please be aware that your classmates may have marginalized identities, and they are not enrolled in this course to experience further marginalization. If a classmate requests that you, or we as a group, use or not use specific terms to describe them or their family, please respect this.

Confidentiality and Ethical Guidelines

“It is expected that students will follow the ethical guidelines as defined by the [American Counselors Associations \(ACA\)](#). Guidelines, parameters, and boundaries are implemented into assignments and class discussions, and it is expected that anything presented by students during class presentations, assignments and discussions will remain confidential. Failure to follow these guidelines may result in failure of the class. Some of our topics may bring up personal opinions on politics, religion, bodies, gender, and more. Your final course grade will also be determined by how you conduct yourself in class, how you engage with others, and how you manage challenges.”

Students with Disabilities Policy

Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of 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 the 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. If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the **Student Support Services Office**. 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.

Office of Student Accessibility
Albany Quadrangle (Room 206)
615 S Palatine Hill Rd, MSC 112
Portland, OR 97219

Email: access@lclark.edu
Ph: (503) 768-7192 (Voice)
Fax: (503) 768-7197

Please see the Student Support Services website for more information:

lclark.edu/offices/student-accessibility/

Lewis & Clark Graduate School Essential Policies

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for Professional Student Conduct and Academic Integrity: go.lclark.edu/gsec-conduct
- Sexual Misconduct: go.lclark.edu/titleIX

If you have any questions regarding these policies, please speak to your instructor (myself) for clarification.

Lewis & Clark COVID-19 Response

“Lewis & Clark is committed to providing in-person education and support to students in a close-knit campus community. We are also committed to the health of our community, and will take necessary steps to promote public health and protect members of our community whenever possible. Although no college campus can guarantee a COVID-free environment, we can greatly minimize the risks of COVID with appropriate mitigation measures, such as widespread vaccination. Our approach to COVID is based on [Centers for Disease Control \(CDC\)](https://www.cdc.gov) guidance to colleges and universities, as well as guidance from the Oregon Health Authority and county public health officials. As the pandemic continues to evolve, and relevant guidance changes, we will update these policies and provide necessary information to the campus community.”

Lewis & Clark guidelines up-to-date details about our COVID-19 response:

lclark.edu/news/covid-19-response

Course COVID-19 Policy: To better protect both the instructor (myself) and the students in the classroom during class time, the students, instructors and guests present in the classroom will be required to wear masks. Due to this protective guideline, students are free to take a brief break from the room if they wish to remove their mask temporarily. If you are exempt from wearing a mask, please discuss this with the instructor (myself) further before the course begins.

Course Assignments (300 Points)

Point Breakdown

Class Attendance & Participation	100
Group Presentation Assignment	100
“My Family” Assignment	100
Total	300

Grade Distribution

279 — 300	A
270 — 278	A-
261 — 269	B+
249 — 260	B
240 — 248	B-
228 — 239	C+
< 228	C

Assignment Format: All written assignments must be: **Double-Spaced** and in **Size 12 Times New Roman** font. Assignments including citations should be formatted to **APA Standards**.

Assignment Submission: All presentations and written assignments must be submitted through **Moodle**.

Late Assignment Policy: Assignments submitted past the assigned deadline will not be accepted, and will be marked as incomplete. If you need an extension on an assignment, please contact the instructor (myself) beforehand to request an extension and we can work together.

Course Assignment Descriptions

Attendance & Participation (100 Points)

Your attendance and participation is essential for the structure and integrity of this course. This course is heavily participatory and requires students to engage in both dyadic and experiential training methods. Students are expected to attend class in order to participate in technique practice and exploring the topics in class. It is also expected that students have done the assigned readings prior to that class meeting.

Family Role Plays (35 Points): You will be assigned to a group to practice role-playing family therapy sessions, in which you will participate as a therapist, as a family member, and as an observer. You will engage in role-playing sessions during the last hour of each class, alternating which students are role-playing as the therapist with their chosen family-system (family-system choices are uploaded to Moodle). Your assigned group will determine the role-playing schedule at the end of the first lecture. Your attendance and participation grade includes your active, earnest and professional participation in your assigned roles, as well as your continued effort to (1) further understand family dynamics, theory, and interventions; and to (2) practice foundational counseling skills. During the last week of this course, your group will participate in a discussion with the instructor to reflect on your experience participating in the role-playing sessions with your group.

Role-Playing Reflection Assignment (15 Points): You will complete a reflection paper after each time you participate in a role-play as a therapist, reflecting on the following areas: Your perceived strengths and areas of confidence as a therapist, your perceived areas of growth and challenges as a therapist, and your experience during the role-play (thoughts, emotions, meta-experiences, curiosities, etc.), ways in which your perception of family therapy may be changing, and ways in which your experience during the role plays may impact your future practice.

Length of Journal Entries: 2 — 3 pages

Due Date: The following Sunday evening (11:59 PM)

Make-Up Paper (Optional): If circumstances arise that stop you from attending more than 4.5 hours of class, please let me know by phone or email as soon as possible. In order to make up any missed class time past the permitted 4.5 hours, you will be asked to interview two classmates on what happened during class and write a 1-page reflection paper.

Due Date: To Be Determined with Instructor.

Group Presentation Assignment (100 Points)

You will be assigned a group and a special topic from the list available at the beginning of this syllabus. Your group then will work together to create a presentation (60 — 75 minutes) on your assigned special topic to your classmates. Your presentation should be based on the book listed in the Special Topic section of the syllabus, as well as additional reputable sources (books, peer-reviewed articles, interviews, podcast episodes, videos, etc.). You are still expected to engage and participate sincerely in other presentations through reading and discussion. Your presentation and class discussion can be done via PowerPoint, roundtable discussion, or another creative format, and should include the following: Key concepts, ongoing considerations and implications for child and family counseling, and your own personal reflections.

Due Date: To Be Determined with Instructor.

“My Family” Assignment (100 Points)

You will complete a genogram and family history paper, as outlined below. As a reminder, course evaluation is not based on self-disclosure. For this assignment, you may include details of the significant moments of your life, or you may generally allude to them; the focus in this assignment should be on your reflections (especially as it pertains to your professional endeavors as a therapist):

Family Genogram (25 Points): You will construct a genogram including at least three (3) generations. If you have a significant other, you may include their family history as well (up to three {3} generations). If you have children, please include them as well. Your genogram can be hand-drawn or computer-generated. In addition to mapping out general family structure by birth, marriage/commitment, and/or adoption, please include codes such as: Communication patterns, deaths, estranged relationships, turbulence/high conflict, occupational and academic information, mental health histories, substance abuse histories, and abuse/trauma histories.

Family History Paper (75 Points): You will complete a paper detailing the following information:

- **Timeline (1 Page):** A chronological timeline of the significant events in your life and family history so far.
- **Personal Timeline Narrative (2 to 3 Pages):** A personal narrative of your timeline. This may include extended information on your personal experience of significant life events, the impacts your experiences had on you, the importance of family members/peers/community members/spiritual community/etc., moments of meaning, as well as personal beliefs and experiences that contribute to your professional endeavors as a therapist.
- **Personal Reflection (5 to 9 Pages):** A reflection and description of your experience creating a genogram outlining your family structure, as well as your experience outlining and adding a personal narrative to a timeline of your life. While completing this reflection, please include the following subsections:
 - **Family Life Cycle:** How you and your family has been impacted by your family’s life cycle, your observations, describing where your family is now, etc.;
 - **Family Dynamics:** Your understanding of your family’s rules, myths, triangles, coalitions, communication patterns, boundaries, etc. Utilize concepts and terms reviewed in class;
 - **Self-as-the-Therapist:** The impact your family history, life and personal narrative has had on your work as a therapist-in-training.

Length of Paper: 8 to 13 pages

Due Date: Wednesday, July 26th, 2023 at 11:59PM

Grading Rubric

Attendance & Participation	Possible Points
Demonstrates prompt and dependable presence in the class.	10
Prepares for class through completing assigned readings and reflecting on their application to personal practice.	10
Contributes to ongoing reflection and evaluation of own development of a critical contextual consciousness and awareness of equity in clinical practice.	10
Contributes to the development of other class members and the group as a whole.	10
Helps to create an atmosphere of safety and mutual respect among all class members.	10
Role-Playing Reflection: Completes reflection papers as outlined in the course assignment section of the syllabus. Demonstrates sincere reflection of personal and professional experience within reflection paper.	15
Family Role Plays: your active, earnest and professional participation in your assigned roles, as well as your continued effort to (1) further understand family dynamics, theory, and interventions; and to (2) practice foundational counseling skills.	35
Total	100
Group Presentation Assignment	Possible Points
Collaborates sincerely and equitably with other group members in the creation and completion of the group presentation.	35
Completes the presentation as outlined in the course assignment section of the syllabus.	50
Engages and participates sincerely in other presentations through reading and discussion.	15
Total	100
“My Family” Assignment	Possible Points
Completes the family genogram as outlined in the syllabus.	25
Completes the family history paper as outlined in the syllabus. Demonstrates sincere reflection on experiences that contribute to professional endeavors as a therapist.	75
Total	100

Course Schedule

Week	Topic	Readings Due	Assignments Due
May 10th	Introductions Course Overview & Syllabus Review Role-Play & Group Presentations Assignments	Syllabus Role Play Handout	
May 17th	Foundations & Evolution of Family Therapy Genograms Role Play Sessions	Family Therapy Ch: Intro and Chapter 1 No Drama Ch: 1 and 2	
May 24th	Basic Concepts & Techniques of Family Therapy Co-Regulation: The Neurobiology of You and Me Role Play Sessions	Family Therapy Ch: 2 and 3 No Drama Ch: 3 and 4	
May 31st	Theor-a-Thon: Bowen, Strategic & Structural Role Play Sessions	Family Therapy Ch: 4, 5 and 6 No Drama Ch: 5, 6 and Conclusion	
June 7th	Theor-a-Thon: Experiential, Psychoanalytic, & CBT Role Play Sessions	Family Therapy Ch: 8 and 9	“My Family” Genograms
June 14th	Theor-a-Thon: Solution-Focused, Narrative & Comparative Role Play Sessions	Family Therapy Ch: 12, 13 and 14	
June 21st	Group Presentation Gender Nonconforming Kids & Their Families Role Play Sessions	Weekly Readings Posted to Moodle	
June 28th	Group Presentation Boundaries, Boundaries, Boundaries! Role Play Sessions	Weekly Readings Posted to Moodle	
July 12th	Group Presentation Immigrant & Refugee Families Role Play Sessions	Weekly Readings Posted to Moodle	
July 19th	Group Presentation Intergenerational Trauma & Healing Role Play Sessions	Weekly Readings Posted to Moodle	“My Family” Assignment
July 26th	Play Therapist Interview Ethical Considerations & Continuing Education Role Play Sessions	Weekly Readings Posted to Moodle	
Aug 2nd	Role Play Group Discussions Course Wrap-Up Discussion	Weekly Readings Posted to Moodle	