

Professional and Mental Health Counseling
CPSY 534 Child and Family Counseling
Department of Counseling Psychology
Lewis and Clark College

Shira Avigal, MA LPC
E-mail, savigal@lclark.edu
Room 219
Contact me for office hours.

Catalogue Subscription

Content: An introduction to theoretical systems and practical approaches to working with children, families, and couples in various settings. Ethical principles, self-awareness, personal counseling style and honoring diversity will be examined through text book 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, family, and couple clients.

Prerequisites: CPSY 502 or CPSY 503, CPSY 506, CPSY 509, or CPSY 511, CPSY 513, CPSY 550, CPSY 530 or CPSY 535.

Restrictions: Admission to Professional Mental Health Counseling Program or Professional Mental Health Counseling--Addictions Program.

Credits: 3 semester hours

Textbook & Readings (required)

Family Therapy: History, Theory, and Practice (2011)
[Samuel E. Gladding](#)

Children in Therapy, (2000)
[C. Everett Bailey](#)

The Practice of Emotionally Focused Couples Therapy (2004)
[Susan M. Johnson](#)

Seven Principles for Making Marriage Work
[John Gottman](#)

Essential Goals

Students will establish a foundation for their professional role as effective counselors working with children, couples, and families through a comprehensive study of the major theories of family counseling and therapy. Through collaborative presentations and dialogues students will develop awareness and intentionality and in conceptualization of

issues impacting families. Applied use of clinical skills representing the dynamics of theory, diversity including race, power and privilege as well as social justice will be identified and practiced. Awareness and articulation of a personal worldview and family experiences will create a foundation of accountability when considering their clients along with increased awareness of self as an essential component in effective therapeutic interactions.

CACREP OBJECTIVES

The following program objectives as well as objectives defined by CACREP are the standards for "helping relationships". These broad objectives will be pragmatically and experientially integrated into the classroom experience.

- 5a. An orientation to wellness and prevention as desired counseling goals,
- 5b. Counselor characteristics and behaviors that influence helping processes,
- 5c. An understanding of essential interviewing and counseling skills,

Format and Outcomes

Students will demonstrate the understanding of the major theories of Family Counseling and therapy as well as clinical applications of interventions and effective modalities of therapy used in work with children, couples, and families. Emphasis will be placed on developing an empathetic and therapeutic relationship within the counseling context. Ethical principles, self-awareness, personal counseling style and honoring of diversity will be examined through text book reading, class discussions, reflective assignments, as well as various classroom activities. Discussions of social justice, position of power and privilege, as well as ethical considerations of marginalization and discrimination in counseling interactions, will be employed. The class will be developed as a community of collaborative learners where each will be an active agent of their own learning experiences. Students will participate in generating a classroom environment where students support each other in a respectful, productive and resourceful manner as might be paralleled in the world of work.

Confidential and Ethical Guidelines

It is expected that students will follow the ethical guidelines as defined by the American Counselors Association. Guidelines, parameters, and boundaries are implemented into assignments and class discussions. It is expected that anything presented by students during class presentations, assignments and discussions will remain absolutely confidential. Failure to follow these guidelines may result in failure of the class.

Evaluation of Professional Qualities

Each student will be evaluated in the areas of demonstration of self-awareness, empathetic presence, integration and application of skills, ethical considerations,

effectiveness of oral and written communication, and openness to feedback. Factored into the possible points earned for each assignment will be final evaluation of professional qualities and ethical demeanor. This includes the expectation of completion of all assignments as well as respectful and earnest attitudes toward classmates, instructor, and future clients. Judgments about what constitutes satisfactory performance will be made by the class instructor which if not satisfactory might result in failure of the class. Final decisions will be made by the class instructor about successful completion of the class. If there are concerns about a student's work a meeting with the instructor will be scheduled to discuss the dynamics and potential outcomes.

Assignments

Quizzes 120 points (12 quizzes total)

Family therapy chapter presentation 70pts

Group will present one main Family Therapy Theory or chapter from Family Therapy textbook. This is a one-hour presentation that includes an outlined handout, and activity to encourage classmate participation and discussion. A brief showing of a library/ online counseling video that represents the clinical practice of the theory and/or a brief role play/ demonstration is to be included.

Genogram project 50 pts

To be defined further by instructor

Self Care Activity 40 pts

To be defined further by instructor

Final exam 80 pts

This will be an open textbook final

Final reflection paper 40 pts

Grades 400-380=A 379-360=A- 359-340=B 339-320=B- 319-300=C
Anything less than 300 results in failure of the class.

May 6th Introductions. Sign ups. Interactive Activity.

May 13 Chapter 2 *Healthy and Dysfunctional Families
Chapter 15 Children in Therapy: Resilience in Children

Intro to strengths based genogram

May 20 Chapter 8 *Couple and Marriage Enrichment Therapy
Chapter 1 Practice of Emotionally Focused Couple Therapy

May 27 NO CLASS

Chapters 1 and 2 Practice of Emotionally Focused Couple Therapy

June 3 Chapter 10 *Experiential Family Therapy
Chapter 5 Children in Therapy: EFT Family Therapy Restructuring Attachment

June 10 Chapter 14* Solution- Focused and Narrative Family Therapies
Chapter 1 Children in Therapy: Child Solution-Oriented Brief Family Therapy with Children

June 17 *Strategic and Systemic Family Therapies Chapter 13
Chapter 13 Children in Therapy: Engaging Families in Therapeutic Play

June 24 *Cognitive Behavioral Family Therapy Chapter 11
Chapters 1-3 The Seven Principles for Making Marriage Work

July 1 - Power and Privilege in the Helping Relationship and beyond (lecture and Discussion)
Chapter 3 Children in Therapy: Collaborating Beyond the Family System.
Chapter 3 *Working with Culturally Diverse Families
How being a culturally informed professional can create systemic change.

July 8 - Chapter 9 *Psychodynamic and Bowen Family
Chapter 17 Children in Therapy: Involving Parents in Children's Therapy

July 15 Safety Planning mandated reporting, crisis intervention. (Lecture and class discussion)
Chapter 8 Children in Therapy: Anxious Children and Their Families Affirming Courageous Alternatives
* pages 369-380 of Chapter 16 *in main text

**July 2 GENOGRAMS DUE
SELF-CARE ACTIVITY DUE**

July 29 Complete reading the Practice of Emotionally Focused Couple Therapy
Interactive self as therapist activity

Complete reading the Seven Principles for Making Marriage Work

Interactive self as therapist activity

August 5 The Power of Play, Creativity, and Fun in Therapy (lecture and discussion)

August 16 Wrap up. Final Reflection Paper and Final Exam Due.