

Professional Mental Health Counseling
CPSY 534 Child and Family Counseling Department of Counseling Psychology
Lewis and Clark College Spring 2014

Margaret Eichler PhD LPC NCC ASC

E-mail: meichler@lclark.edu

January 6th to April 21nd 2014 Rogers Hall #219 Monday: 5 :30 to 8 :45pm

Catalogue Subscription

Content: 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.

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)

Readings in Family Therapy: From Theory to Practice (2009)

Janice M. (Matthews) Rasheed (Editor), Mikal N. (Nazir) Rasheed (Editor), James A. Marley(Editor)

Common Factors In Couple and Family Therapy:The Overlooked Foundation for Effective Practice (2009) Douglas H. Sprenkle PhD (Author), Sean D. Davis PhD (Author), Jay L. Lebow PhD (Author)

Attachment-Focused Family Therapy Workbook (2011) Daniel A. Hughes

One Zentangle A Day (2012) Beckah Krahula

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 in the 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.

- 5 a. An orientation to wellness and prevention as desired counseling goals,
- 5 b. Counselor characteristics and behaviors that influence helping processes,
- 5 c. 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 interventive 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 textbook 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 in 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.

Confidentiality and Ethical Guidelines

It is expected that students will follow the ethical guidelines as defined by the American Counselors Associations. 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 a final evaluation of professional qualities and ethical demeanor. This includes the expectation for completion of all assignments as well as a respectful and earnest attitude towards 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 (8 quizzes worth 10 points each)=80pts

These will be open book, but timed quizzes or alternate projects related to any of the reading material due that night or from previous reading assignments.

Family Worldview Paper 30 pts

This will be a 4 to 6 page informal paper portraying your experience of your family and perspectives as a family member. This will include a historical component up to current timeframes. You may be selective and general in what you reveal knowing this paper is not a command to expose very private and personal matters you do not wish to share. I will be the only reader of these papers and will not share any elements without your permission. Activity from first class night will provide a framework for elements to be included in paper.

Zen Tangle & Reflection (Self-Care Assignmnt):(12 assgnmnts 5 pts each)= 60 pts

Each week one Zen tangle will be created as well as a brief reflection on class experiences. This reflection can be brief- a Haiku, a poem or a few sentences.

Readings in Family Therapy Chapter Presentation: 40 pts

Each classmate will have an opportunity to present from the Readings in family Therapy textbook. A sign-up sheet will define what is to be presented and on what night. This is a 20 minute presentation that summarizes the readings (5 minutes because all students will have read the chapter.) Please do some further research into your topic to explore and expand the class's knowledge on your topic. Often references at end of chapter are a good lead. Please include your thoughts on social/political context and perspectives as well as questions about your topic.

Discussion & Evalution: 8@ 5pts = 40pts

On class nights designated for discussion small groups of students will be formed to discuss the readings due for that night. Each group will have a form designed by the professor to respond to collectively. Each student will bring in 3 questions they have related to any of the readings due and hand those in along with the group evaluation. The groups might also be asked to lead the class in a discussion.

Family Session & Outline 60 pts

Each student will simulate a live family session of their design (can be couples) using class members. The student will outline (in writing) their "theoretical" approach as well as the context of the family issues. This will be a 15 minute session with time for classroom feedback and interaction.

Final Exam: 60 pts This will be an open textbook final exam.

Final Reflection Paper: 30 pts

A three to four page paper encompassing meaningful experiences, insights and learning related to this class. Include ideas of at least six different "readings" as well as beginning articulation of your professional perspectives on Family Counseling. This might formulate some theories and modalities that resonate with who you are as an emerging professional counselor.

Grades: 400-380=A 379-360 A- 359-340=B 339-320= B- 319-300 C
Points less than 300 result in failure of Class
Assignments points are earned for correct information, effort and quality of work-
completeness-timeliness and as defined under the evaluation section of syllabus and the
following classroom policies.

Classroom Policies

Missing Assignments:

Students are expected to do all assignments; any assignments not completed may result in class failure.

Late Assignments:

Assignments are due at the beginning of class (otherwise considered a day late). **5 point deduction for a late assignment per day.**

Make-up Work and incompletes:

Incompletes will be determined before the final class, including what is expected and the timeframe for completion. **All incompletes must be fulfilled before moving forward into clinical practicum & internship.**

Absences:

Please notify instructor. Missing any class time results in an additional class assignment at the discretion of the instructor. Missing more than 10% of class time over the whole semester (a graduate school policy) may result in **failure to complete class (4.5 hours.)** **There are no absences accepted for the first night of class, and the final night of class (any exceptional circumstances may be considered by the instructor.)**

Laptops and Cell Phones:

Laptops may be used to write notes as needed in class except as defined by the following. **Laptops may be used only when designated by the instructor** during the experiential activities including classmate presentations and videos in the class. Please come prepared to take hand written notes during these times. **Using computers or cellphones for non-classroom activities during classroom time unless directed by Professor will result in 10 pt. penalty and/or being asked to leave the class and losing all points for that night.** **Cell phones must be silenced (if necessary vibrate ok) and text messaging is not allowed during class time.** If there is an emergency you may exit the class to use your cell. Laptops and cells phones may of course be used on breaks. If a disability requires the use of a laptop please let the instructor know at the beginning of the semester.

Please notify instructor of any special learning considerations that need to be taken into considerations as covered by the American Disabilities Act.