

CHILD AND FAMILY COUNSELING—MHC 534

Time & Day: Monday 5:30 – 9:00 pm

Place: York Graduate Center, Room 116

Instructors: Sally Rasmussen MA, LPC, MAC James Gurule MA, LPC

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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 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 PURPOSE & OBJECTIVES

The following program objectives as well as objectives defined by **CACREP** are 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

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a family therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

ABSENCES

Please notify professor. Missing any class time results in an additional class assignment at the discretion of the professor. It is the student's responsibility to contact the professor to discuss the make-up work. According to the Lewis & Clark Counseling Psychology attendance policy, missed class periods may result in lowered final grades and students who miss two class periods may be failed.

CONFIDENTIALITY

Because of the nature of classroom work and group dynamics it is expected that "personal" information shared by students will be kept in confidence. Students are not required to share personal information as part of the classroom dynamics, or as a requirement for any evaluation or for grading purposes. Students are asked to be intentional about what they choose to share with other students in the class during classroom-activities.

LAPTOPS AND CELL PHONES

Due to the experiential nature of the class laptops may be used only when designated by the instructor. Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell. Please be prepared to take handwritten notes. If an alternate learning ability requires the use of a laptop please let the instructor know at the beginning of the semester.

GRADING

93-100 = A 90-92 = A-
88-89 = B + 83-87 = B 80-82 = B-
78-79 = C+ 73-77 = C 70-72 = C-

Grades on the border may be determined by attendance and demonstration of completing readings prior to each class session.

TEXT: Gehart, D. (2014). Mastering competencies in family therapy: A practical approach to theory and clinical case documentation. Belmont, CA: Brooks/Cole. Required

LeCroy Craig Winston & Daley, Janice M (2005). Case Studies in Child, Adolescent, and Family Treatment. Belmont, CA: Thomson Brooks/Cole. Recommended

ASSIGNMENTS

1. Each week there are chapters in the text that are assigned. It is expected that you will arrive for class ready to actively participate in the discussion.
2. There will be 3 quizzes worth 25 points each.
3. In addition, each student will be assigned to a small group of approximately 4 students. The small groups will have two functions. First, each small group will take on the roles

of family members for purposes of practicing family therapy skills discussed in class. Each “family member” from the small group will have opportunities to switch roles from “family member” to “therapist”. More information will be forthcoming.

4. Secondly, each small group will have responsibility for doing extra research on a particular family or couple treatment theory which will be presented to the class. The presentation will be approximately one hour long and will include theoretical and practical information on the particular theory. It will also include a demonstration of techniques used as well as facilitation of a practice session for your colleagues. More information will be coming on this. It will be worth 25 points.

Child and Family Counseling

MHC 534, Summer 2014

Date	Topic	Readings	Pages	Assignment Due Points (up to #)
May 5, 2014	Class Introductions	Chapters 1 & 2	1 - 34	Attendance
May 12, 2014	Philosophical Foundations	Chapter 3	Pages 37-59	Participation
May 19, 2014	Systemic & Structural therapy	Chapter 4	Pages 61-123	Presentation # 1
May 26, 2014	No Class			
June 2, 2014	Structural Family Therapy	Chapter 5	Pages 125-163	Presentation # 2 Quiz # 1 (25 pts.)
June 9, 2014	Experiential Therapies	Chapter 6	Pages 165-227	Presentation # 3
June 16, 2014	Intergenerational & Psychoanalytic Family Therapies	Chapter 7	Pages 229-272	Genogram - In class project
June 23, 2014	Cognitive-Behavioral & Mindfulness based Couples & Families	Chapter 8	Pages 275-329	Presentation # 4
June 30, 2014	Solution-based Therapies Collaborative & Narrative Therapies	Chapter 9	Pages 331-445	Presentation # 5
July 7, 2014	Evidence based treatments in Couple & Family Therapy	Chapters 11 & 12	Pages 445-513	Presentation # 6 Quiz # 2 (25 pts.)
July 14, 2014	Case Conceptualization	Chapter 13	Pages 515-545	Class participation
July 21, 2014	Best practices Group for Family & Couples	Chapter 12	Pages 503-513	Class participation
July 28, 2014	Assessment & Treatment planning	Chapters 14 & 15	Pages 551-593	Class participation
August 4, 2014	Evaluating Progress & Progress notes	Chapters 16 & 17	Pages 595-612	Quiz # 3 (25 pts.) Wrapping up