

CHILD AND FAMILY COUNSELING—MHC 534

Time & Day: Monday 5:30 – 8:45 pm. Jan. 12, 2015 - Apr. 27, 2015

Place: Rogers Hall, Room 219

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. Students will:

1. Know the history, philosophy, and trends in marriage, couple, and family counseling.
2. Understand a variety of models and theories of marriage, couple, and family counseling.
3. Identify theories of individual and family development and transitions across the life span.
4. Gain a systems perspective that provides an understanding of family and other systems theories and major models of family & related interventions.
5. Understand family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.
6. Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
7. Identify individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
8. Develop essential interviewing and counseling skills.
9. Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling.

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 hand written 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

ASSIGNMENTS

- 1.) Please read the chapter(s) assigned for each class. It is expected that you will arrive for class ready to actively participate in our discussions.
- 2.) Each student will receive up to two (2) points per class based on attendance and active participation for fourteen (14) classes. This can add up to a total of twenty eight (28) points over the course of the semester.
- 3.) There will be will be quizzes on chapters 4 through 12 from our text as well as a quiz on the addiction information. Each quiz will vary between seven (7) and ten (10) points each,

depending on the topics and chapter density. Your instructors will clarify the possible point totals before each quiz. Students can earn up to seventy two (72) quiz points during the semester.

- 4.) Therapy skills are best learned in a safe, cooperative, and collaborative environment. As such, students will have opportunities to practice and experiment with skills for most therapy approaches. While no points will be assigned, these activities will help students learn and integrate skills needed for future clinical work.

Date	Topic	Readings	Pages	Assignments and expectations
January 12, 2015	Introductions	Chapters 1, 2 & 3	Pages 1 – 55	Attendance and Participation*
January 19	No Class			
January 26	Systemic and Strategic therapies	Chapter 4	Pages 61 – 107	* Quiz 1
February 2, 2015	Structural Family Therapy	Chapter 5	Pages 125 – 146	* Quiz 2
February 9	Experiential Therapies	Chapter 6	Pages 165 – 210	* Quiz 3
February 16	Intergenerational Therapies	Chapter 7	Pages 229 – 256	* Quiz 4
February 23	Cognitive Behavioral family therapy	Chapter 8	Pages 275 – 313	* Quiz 5
March 2, 2015	Solution based therapies	Chapter 9	Pages 331 – 360	* Quiz 6
March 9	Collaborative and Narrative therapies	Chapter 10	Pages 379 – 430	* Quiz 7
March 16	Addiction & Family	TBA		* Quiz 8
March 23	No Class			
March 30	Evidence Based Treatments	Chapter 11	Pages 447 – 483	Quiz 9
April 6, 2015	Best practices for Group and Couples therapy	Chapter 12	Pages 503 – 514	*
April 13	Case Conceptualization	Chapter 13	Pages 517 – 544	*
April 20	Assessment and Treatment plans	Chapters 14 & 15	Pages 551 – 594	*
April 27	Evaluating therapy progress	Chapter 17	Pages 595 - 612	*