

Child and Family Counseling MHC 534
Professional Mental Health Counseling
Lewis and Clark College
Summer 2015

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Office hours by appointment

Dates 5/11/2015 – 8/10/15
5:30pm - 9:00 pm
York 116
(class not in session 5/25
and 7/27/2015)

Welcome to our class. I am grateful to be on this learning journey with you. This class is designed to introduce you to child and family counseling. We will be highly engaged in learning and practicing skills while also exploring our thoughts, beliefs and reflections in response to various child and family counseling theories and models. I invite you to bring your experiences and ideas to our class and stay open to opportunities for deep learning, self-reflection, collaboration and discourse. Together, I am hoping we build an authentic learning community by creating an atmosphere that fosters open and respectful dialog and feedback. I hope to cultivate a curious and dynamic examination of counseling skills as we courageously address the strengths and limitations of our course content.

Required Textbook:

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

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

CPSY Departmental Attendance Policy

Class attendance and participation is a critical factor to your success in the course. As you develop your professional identity as a counselor, I encourage you to subsume professional behaviors such as timeliness, attentiveness and engagement in the class. You are adult learners, making professional and personal decisions. I encourage you to be involved in this course participating to the best of your ability, use effective communication skills, and directly express your ideas, needs, desires, conflicts, and/or relevant learning.

We will have initial and ongoing discussions around acceptable class norms, breaks, etc. I appreciate your honest input and continued engagement in this process.

Class attendance is expected and required. ***It is important to note that although you will be expected to make up missed course content, any missed class time will lower your ability to earn full professional participation points and potentially jeopardize your ability to complete the requirements for this course.*** 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.

Student 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. Please see the Student Support Services website for more information:

http://www.lclark.edu/offices/student_support_services/rights/disability_policy/h
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Assignments and Evaluation

Evaluation:

Assignment	Point Value	Date(s) Due
Family Genogram	15	June 15
Discussion Lead	10	TBD
Capstone proposal	5	June 1
Creative assignment	15	June 29*
Applied assignment	20	July 13*
Research/writing	20	August 3*
Professional participation	15	August 10

* These dates are interchangeable, ie., you will choose which assignment to turn in on these specific dates.

Grading scale:

93 - 100 = A	77 - 79 = C+
90 - 92 = A-	73 - 76 = C
87 - 89 = B+	70 - 72 = C-
83 - 86 = B	69 and below = F
80 - 82 = B-	Total possible 100 points

1. Family of origin genogram
Complete a family of origin genogram, going back 3-4 generations. Genograms should follow a standard format and can be produced in any way you desire (ie electronic, paper, creative, posterboard).
2. Content discussion lead
Students will sign up (in dyads) to lead an approximate 20-30 minute class discussion on a designated section of the required textbook. Discussions can be experiential based, however, **the leaders should assume all students in the class have read the content we are discussing.** Therefore, presenting the content is not the intention of the assignment, rather, *the goal is to lead a discussion that demonstrates a synthesis and critical discourse based on learned content.*
3. Capstone Portfolio
You will choose a topic related to child and family therapy to research and give a presentation on. These topics can range from a specific developmental concern (ie. Families with children of special needs, birthing and post-partum depression, blended families) or a topic related to child and family therapy (divorce, grief and loss, homelessness) or you may choose to go deeper into a family therapy theory. You will then choose to complete specific assignments around this topic. You will be asked to complete a brief proposal and then one assignment from each of the following categories. Finally, you will present your findings and assignments to class in a 20 - 30 minute presentation.

Assignment	Creative	Applied	Research
	Create a tri –fold poster board display of your topic	Interview a professional in the field and record and/or write a summary and reflection of your interview	Complete an annotated bibliography, using 10 articles related to this topic (** read a book related to your topic, you can annotate up to 5 chapters for your bibliography)
	Create a pamphlet or other advertisement around the content	Observe a counseling setting specializing in your topic and write a summary and reflection of your learning and observations	Write a literature review of your topic, 2,500 words and 10 reference sources **
	Create a game that covers the highlights of your topic	Teach an in-class, experiential lesson and demonstration of the highlights of your topic (to our class or to another audience)	Start a blog about your topic, share your blog with others, and blog 1X week (X10) approx. 250 words per blog, regarding your topic (include 10 references)**
	Create a collection of poems about your topic to share	Complete a clinical assessment and case conceptualization for an identified client	Writings should reflect APA formatting and citing

If you have ideas about other ways to complete these assignments, please see me.

These assignments will be graded on your ability to:

- Accurately synthesize and represent learned content
- Deeply articulate learned content
- Demonstrate excellence in representing chosen assignment

General scoring rubrics (scale to point value of assignment)

0/1 Demonstrates lack of understanding related to content

2 Demonstrates minimal understanding and articulation of learning

3 Articulates superficial understanding, completes requirements of assignments

4 Articulates moderate understanding and completes assignments with care

5 Articulates deep understanding and completes assignments with excellence

Week	Date	Class content	Next week/class
Week 1	May 11	Introductions and review of course design. Competency and Theory	Chapter 1-3
Week 2	May 18	Research, Ethical and Philosophical foundations	Chapter 13 and 14
Week 3	May 25	Class not in session - holiday	Consider capstone theme
Week 4	June 1	Case conceptualization and Clinical assessment Capstone project theme proposal	Chapter 4
Week 5	June 8	Systemic and strategic therapies	Chapter 5
Week 6	June 15	Structural Family therapy Genograms Due	Chapter 6
Week 7	June 22	Experiential family therapies	Chapter 7
Week 8	June 29	Intergenerational and psychoanalytic family therapies First capstone assignment due *	Chapter 8
Week 9	July 6	Cognitive behavioral and mindfulness – based couple and family therapies	Chapter 9
Week 10	July 13	Solution-Based therapies Second capstone assignment due *	Chapter 10
Week 11	July 20	Collaborative and Narrative therapies	Chapter 11 and 12
Week 12	July 27	Class not in session prep for capstone presentation	
Week 13	August 3	EBT and EB group treatments Final capstone project presentations *	Chapters 15, 16, 17
Week 14	August 10	Documentation and treatment plans Final capstone project presentations *	

A note about late work: late work will be accepted, with the reduction of possible point de-value of one letter grade increment per day the late assignment is turned in, e.g.

1 day A to A-

2 days A- to B+

3 days B+ to B

4 days B to B-

5 days B- to C+

6 days C+ to C

7 days C to C-

Late work will not be accepted after 7 days.