

**Child and Family Counseling**  
**May 10 - August 2, 2016**  
**Tuesday, 5:30pm-9pm**  
**Rogers Hall 219**

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**Required Objectives:**

Professional Identity Standards (CACREP 2009 Standards)

- 2d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- 3a. theories of individual and family development and transitions across the life span
- 5c. essential interviewing and counseling skills;
- 5e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;

Clinical Mental Health Standards (CACREP 2009 Standards)

- A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (2001-A4)
- B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
- C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

**Key Required Assignments/Student Learning Outcomes**

These assignments are required for the course, but will not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Clinical skill		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 1 of 5							
Students develop therapeutic communications skills emphasize the client-counselor relationship with individuals and families	Early Program	Student demonstrates high level of skill in family role play Grade: 90-100%	Student demonstrates adequate skill in family role play Grade: 80-89%	Family session/role play is rudimentary/emerging Grade: 70-80%	Student fails to complete assignment	MHC 534 or CPSY 504 Grade in Course and Family session/role play	First year portfolio/advisor review; referral to Benchmark Review Committee Note: Family session/role play is a group assignment and should not be the only assignment considered in evaluation

## **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.

## **ESSENTIAL GOALS**

Students will establish a foundation for their professional role as effective counselors working with children and families through a comprehensive study of the major theories of family counseling and therapy. Through presentations, projects 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. Self-awareness and reflection of how personal experiences in family dynamics have shaped your own understanding of relationship, attachment and growth will create a foundation of accountability with client treatment, and is an essential component in effective therapeutic interactions.

## **CPSY DEPARTMENTAL ATTENDANCE POLICY**

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.

## **STUDENTS 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/http://www.lclark.edu/offices/student\\_support\\_services/rights/disability\\_policy/](http://www.lclark.edu/offices/student_support_services/rights/disability_policy/http://www.lclark.edu/offices/student_support_services/rights/disability_policy/)

## **REQUIRED TEXTBOOKS**

Family Therapy: Models and Techniques (2011)

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

Everyday Blessings: The Inner Work of Mindful Parenting (2014)

Myra and Jon Kabat-Zinn

No-Drama Discipline: The Whole-Brain Way to Calm the Chaos and Nurture Your Child's Developing Mind (2014)

Daniel J. Siegel, M.D., Tina Payne Bryson, Ph.D

## COURSE PROJECTS AND ASSIGNMENTS

### Weekly Logs

For each week of reading, you will write a 1-2 page log engaging in critical thinking and integration of theory, application of interventions and personal reflections. These logs will be discussed in class. You are encouraged to direct your logs towards your therapy interest (i.e. addictions, cultural inequities, mindfulness). The logs will be integrated into a body of work that utilizes theory and concepts from the texts to support your area interest and conceptualizations of successful therapy interventions and skills. **A hard copy of your logs are due at the beginning of each class. 8 assignments. 20 pts**

### Capstone Project

You will create a 10 minute presentation for the class utilizing the logs you've kept throughout the course. Your presentation will highlight at minimum three specific areas of text reading (at least one from the textbook, and at least one from No-Drama Discipline or Everyday Blessings). You are encouraged to gear your presentation towards your area of interest and develop a project that utilizes your critical thinking and understanding of the course material through your lens. Personal Reflection Piece can contribute directly or indirectly to this project/presentation. 20 pts

### Personal Reflection Piece

For this project you will develop an understanding of your personal history and family dynamics using one or more of the following modes of reflection: A personal narrative of approximately 4 pages reflecting on how your family dynamics has shaped your understanding of yourself; A family Genogram; An artistic representation such as a painting, needlepoint, written play, series of poems, a song. You will not be required to share your Personal Reflection with your peers, but time to share will be built in to class time if you choose. 25 pts.

### Family Therapy Practice

Each student will have at least one opportunity to practice therapy using other students as their "clients". Groups will be formed within the first three sessions. This will be a 15 minute session with time for classroom feedback and interaction. Each student is required to write a case study as a free write during class time. They will be collected and distributed randomly to the different groups. 25 pts

### Class Participation

While you are expected to attend each class on time and in completion, please inform me if you are going to be absent via email or phone so we can make arrangements for an assignment that will serve as hours needed to fulfill class requirements. In addition to required attendance, your class participation is crucial to the class being a successful and meaningful aspect of your education and growth as a therapist and personal development. It is my hope through various modes of learning and dynamic experiences between you and your cohort, this class will synthesize an understanding of your growth and personhood and the ways in which your life and experiences influence your practice of helping others through counseling. Should class participation prove challenging for you, please contact me outside of class time to discuss. 10 pts

### 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

**CLASS ASSIGNMENTS CALENDAR**

<b>Week</b>	<b>Date</b>	<b>Class Content</b>	<b>Assignments due at next class</b>
Week 1	May 10	Introductions, Class expectations, Case studies, Experiential learning and discussion	Reading: Ch. 1-3 FT, Intros and prologues for NDD, EDB <b>Log 1 due</b>
Week 2	May 17	Discussion of readings/log shares, Case studies, Experiential learning and discussion	Reading: Epilogue EDB, Ch 4-5 FT, NDD Ch 1-2 <b>Log 2 due</b>
Week 3	May 24	Groups established for family therapy practice, Discussion of readings/log shares, Experiential learning and discussion	Reading: FT Part III, NDD Ch 3, EDB Parts 1-3 <b>Log 3 due</b>
Week 4	May 31	Family therapy practice groups, Experiential learning and discussion, Discussion of readings/log shares	NDD Ch 4, EDB Part 4-5, FT 6 <b>Log 4 due</b>
Week 5	June 7	Family therapy practice groups, Experiential learning and discussion, Discussion of readings/log shares	<b>Personal reflection piece due</b>
Week 6	June 14	Family therapy practice groups, Personal reflection piece share, Experiential learning and discussion	Reading: NDD Ch 5, EBD Part 5-7, FT 7-8 <b>Log 5 due</b>
Week 7	June 21	Family therapy practice groups, Experiential learning and discussion, Discussion of readings/log shares	Reading: EDB Part 8-9, FT 9 <b>Log 6 due</b>
Week 8	June 28	Family therapy practice groups, Experiential learning and discussion, Discussion of readings/log shares	Reading: NDD Ch 6 and Conclusion, FT 10 <b>Log 7 due</b>
Week 9	July 5	Discussion of family therapy practice groups, experiential learning, Q&A about capstone presentations, Discussions of readings	Reading: FT 10 , EDB Part 10 <b>Log 8 due</b>
Week 10	July 12	Capstone presentations, Discussion of readings/log shares	
Week 11	July 19	Capstone presentations	
Week 12	July 26	Capstone presentations	
Week 13	August 2	Capstone presentations wrap-up, closing	

**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.**

- \*NDD = No Drama Discipline
- \*FT = Family Therapy Textbook
- EBD = Everyday Blessings

## **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). 2 point deduction for a late assignment per day. Please communicate with me with concerns.

### **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.

### **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.