

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology

Counseling and Mental Health Services in Foster Care
CPSY 590-01
Rogers Hall Room 217, Wednesdays 5:30 pm-8:30 pm (10 weeks)

Nathaniel O. Brown, PhD, CSW-A
Rogers Hall 422
Office Phone: 503-768-6096
nbrown@lclark.edu

Office Hours: Please request to schedule an appointment via your Lewis and Clark College e-mail calendar by creating a meeting invitation. Please view my faculty profile below.

<https://graduate.lclark.edu/live/profiles/9895-nathaniel-brown>

Required Texts/Readings:

Trejos-Castillo, E. (Ed.), Trevino-Schafer, N. (Ed.). (2018). Handbook of foster youth. New York:

Routledge, <https://doi.org/10.4324/9781351168243>

Aguirre, L. (2018). Faces of foster care: Messages of hope, hurt, and truth. Bloomington:

WestBow Press

Additional Information:

Visit the following websites below for a variety of additional articles, resources, videos and training activities.

1. National Foster Care Coalition at <http://www.nationalfostercare.org/>
2. Foster Care Alumni of America at <https://fostercarealumni.org/>
3. National Foster Care Youth & Alumni Policy Council at <https://www.fosterclub.com/what-we-do/policy/national-foster-care-youth-alumni-policy-council>
4. State Youth Advocacy/Advisory Boards and Foster Care Alumni Associations at https://www.childwelfare.gov/organizations/?CWIGFunctionsaction=rols:main.dspList&rolType=Custom&RS_ID=160
5. Child Welfare League of America at <https://www.cwla.org/>
6. Casey Family Programs at <https://www.casey.org/>
7. Children's Bureau: An Office of the Administration for Children & Families at <https://www.acf.hhs.gov/cb>
8. The Annie E. Casey Foundation at <https://www.aecf.org/>
9. One Simple Wish at <https://www.onesimplewish.org/>
10. Oregon Department of Human Services at <https://www.oregon.gov/dhs/children/fostercare/pages/index.aspx>

Moodle:

Other readings may be uploaded in Moodle or provided in class. Moodle is the Lewis & Clark Learning Management System. Log on to moodle.lclark.edu (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email. If you have any trouble with Moodle, please let me know or contact the Helpdesk at 503-768-7225 or consult@lclark.edu.

Ethical Guidelines:

Students will abide by all ethical principles as indicated in the ACA Ethical Code.

https://www.counseling.org/docs/default-source/ethics/2014-code-of-ethics.pdf?sfvrsn=2d58522c_4

Catalog Description:

CPSY 590 - Counseling and Mental Health Services in Foster Care is a course that will provide an introduction and overview of counseling and mental health services with clients who experienced foster care in the U.S. Students will receive broad perspectives that have shaped mental health policies and services while establishing a connection between child welfare policy, mental health services, and counseling interventions across the lifespan. The course will provide a historical view of the treatment of vulnerable children and youth, subsequent development of child welfare services, and the value and benefits of mental health counseling for this population. Particular attention will focus on the effects of poverty, racial disproportionality, identity development, and transitions from the child welfare system.

Course Objectives:

1. Students will develop a working knowledge of the child welfare/foster care system (History, Structure, Policy, Practice, and Reformation).
2. Students will gain a working knowledge on addressing foster youth development and overall health, aging out of foster care to independence and the challenges and opportunities encountered.
3. Students will gain a working knowledge on conceptualizing a foster care case, developing a biopsychosocial assessment, developing a biopsychosocial developmental plan with interventions, and case closure utilizing counseling theories and techniques consistent with theoretical orientation.
4. Students will gain a working knowledge on cultural humility, cultural competence. Students will utilize the Advocacy Competencies and Multicultural and Social Justice Competencies to develop culturally specific assessment, development plan, and interventions to support underserved, underrepresented, and marginalized populations.

Assignments and Grading:

1. Attendance and Participation (3 points a day for 10 weeks = 30 Points)

Class attendance is expected and required. This course is a 2-credit course that is ten weeks in duration. Students are required to attend all ten weeks unless previous arrangements have been made with the instructor. Students are expected to be on time to class and tardiness may be viewed as an absence that may require an attendance and participation grade reduction. An attendance and participation rubric has to be submitted weekly by 11:30 p.m. as a self-evaluation of your attendance and participation. Well-prepared students make for the best class discussions. Learning the course material is dependent upon student participation in small and/or large group discussions. Small group activities and experiential exercises will require participation and professional vulnerability. Participation in all class activities (inside and outside of the classroom) is expected and required.

2. Develop Biopsychosocial Assessments (4 @ 10 points = 40 Points)

In each class, students will participate in a group team meeting each week to complete a biopsychosocial assessment to assess client background, needs, and propose an intervention consistent with your professions' code of ethics and best practices. Students will participate in Dyadic, Triadic, or One Group that will allow you to practice the role of **professional mental health counselor, art therapist, professional mental health counselor with addictions specialization, marriage, couples, and family therapist, or school psychologist** to make a decision on the best counseling and/or mental health intervention, or services needed for your client. You will choose a client from the book entitled, *Faces of Foster Care: Messages of Hope, Hurt, and Truth*. Students will gain insight, information, and experience to facilitate a deeper level of understanding of the different needs of young people who experience foster care from various perspectives. The only information provided is their story of experiencing foster care. You will need to anticipate their needs before foster care, during foster care, and after foster care.

3. Oregon Foster Youth Connection Legislative Service Project (30 Points)

Students will work in dyadic, triadic, or one group to participate in a legislative community service project. On Wednesday, January 15, 2020, students will visit the Oregon State Capitol for a tour from 1:30 p.m. to 2:00 p.m. and then will choose a committee hearing to attend to learn about an area of interest out of the committee meetings occurring at 2:00 p.m. See the link below for specific information for our time at the Oregon State Capitol. Students may car pool to the state capitol.

2:00 PM	House Interim Committee On Judiciary	HR F
2:00 PM	Joint Committee On Legislative Administration	HR A
2:00 PM	Senate Interim Committee On Health Care	HR B
2:00 PM	Senate Interim Committee On Judiciary	HR F

On Monday, January 13, 2020, there will be a committee hearing for foster care. Students may attend on their own time if interested, but it is not required since our class is on Wednesdays. On the other hand, you will need to follow-up with the appropriate Senator Office to determine the implementation status of legislation that has been passed since 2009. This legislation is very

important to youth in foster care, and to the Oregon Foster Youth Connection. See the link below for an agenda if you are interested in attending on Monday, January 13, 2020.

<https://olis.oregonlegislature.gov/liz/2019I1/Committees/SHS/2020-01-13-14-00/Agenda>

Students will develop a legislative report for Oregon Foster Youth Connection and present this report during the last scheduled class. The only requirement is to use some type of visual as if you were presenting to the Oregon State Legislature. This visual could be a Podcast, PowerPoint, or Prezi. Finally, students will submit an electronic report that can be sent to Oregon Foster Youth Connection once the class is over. Use APA Manual 7th edition on the development of reports, and determine if there are specific instructions on developing a legislative report.

Helpful information for the legislative service project:

Legislation:

- [Oregon Legislature Website](#)
- [How to testify](#)
- Where you will find the current [calendar](#)
- Oregon Foster Youth Connection's Legislative History (see in Moodle). Determine the impact of any bill on foster care based on the history of legislative passage. *The 2010 bill about healthcare is obsolete because of the Federal law including youth until they are 26.* Is there an update based on the health care committee meeting occurring on Wednesday, January 15, 2020 at 2:00 p.m.?

OFYC's 2018 Policy Recommendations (attached) are being worked on by youth through a variety of paths. Only one as a bill for both the 2019 session and now the 2020 session. They will create a new set of recommendations in July 2020.

Children First for Oregon's Children Agenda are a broad look at concepts to make things better for Oregon children. Details are here: <https://www.cffo.org/childrensagenda/>

5. **Foster Care Film Reflections (Submit Weekly as part of your attendance and participation grade)**

Students will type a 1-page reflection response to the films on foster care. The reflection response will be in APA format 7th edition, single space, Times New Roman, and 12 pt. font. Students will learn how to **identify demographics, needs, and intersectional barriers** that impact receiving counseling and mental health services in the foster care system. Students will provide reactions, thoughts, feelings, and recommendations for counseling and mental health services improvement. Reflections are due by 11:30 p.m. on the day of the film.

Grading Summary:

Attendance and Participation	30 – 3 points a day for a ten-week course
Biopsychosocial Assessment	40 – 4 assessments x10 points - 4 book cases
Foster Care Film Reflections	00 – apart of attendance & participation grade
Oregon Foster Youth Connection Legislative Service Project	30 – 1 report and presentation (15 points x2)
Total Possible Points	100

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook in the link below.

(http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system) and is the point equivalent of that grading scale (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0).

Thus, grades for the course are determined by the following percentages:

A = 94-100 A- = 90-93 B+ = 87-89

B = 84-86 B- = 80-83 C+ = 77-79

C = 74-76 C- = 70-73

F = Below

ASSIGNMENTS SUBMITTED LATE WILL INCUR A LETTER GRADE DEDUCTION DAILY

Below 80%: As graduate students, you are expected to do the work as assigned and described. If you are unable to complete the work at an acceptable level of performance you will be asked to complete the work again or to complete alternative tasks. A grade of B- or above is considered acceptable performance for the class.

Students with Disabilities:

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

Weekly Course Schedule

Class	Class Discussion Topic	Date	Readings	Assignments Due
1	Welcome & Introduction	1/8/2020	None	Submit attendance and participation rubric by 11:30 p.m. on Tuesday, January 14, 2020.
2	Tour Oregon State Capitol in Salem, OR - Carpool Participate in legislative committee meeting	1/15/2020	Review the links in the syllabus for the legislative service project.	Submit attendance and participation rubric by 11:30 p.m.
3	Understanding the Child Welfare/Foster Care System: History and Structure	1/22/2020	Textbook Chapter 1 and 2 Read about Felicia in second book Read about Dominique in second book Read about Tessa in second book	Submit attendance and participation rubric by 11:30 p.m.
4	Foster Youth Individual Development	1/29/2020	Textbook Chapter 3, 4, 5 Read about Joe in second book Read about Charell in second book	Submit attendance and participation rubric by 11:30 p.m.
5	Impact of Foster Care on Youth's Overall Health	2/5/2020	Textbook Chapter 6, 7, 8, 9 Read about Kellie in second book Read about Brittany in second book	Submit attendance and participation rubric by 11:30 p.m.
6	Foster Youth Development in Context	2/12/2020	Textbook Chapter 10, 11, 12 Read about Dayar in second book Read about Sarah in second book Read about Julia in second book	Submit attendance and participation rubric by 11:30 p.m. Biopsychosocial Assessment #1 Due by 11:30 p.m.
7	Aging Out of Foster Care into Independent Living: Challenges and Opportunities	2/19/2020	Textbook Chapter 13,14,15,16 Read about Leah in second book Read about Schylar in second book Read about John in second book	Submit attendance and participation rubric by 11:30 p.m. Biopsychosocial Assessment #2 Due by 11:30 p.m.
8	Areas of Special Consideration in Foster Youth	2/26/2020	Textbook Chapter 17, 18, 19, 20, 21 Read about Madison in second book Read about Nathaniel in second book	Submit attendance and participation rubric by 11:30 p.m. Biopsychosocial Assessment #3 Due by 11:30 p.m.
9	Social Policy and Institutional Support	3/4/2020	Textbook Chapter 22, 23, 24, 25 Read about Chris in second book	Submit attendance and participation rubric by 11:30 p.m. Biopsychosocial Assessment #4 Due by 11:30 p.m.
10	Legislative Presentation	3/11/2020	Article(s) Read about Kendra in second book Read about Christine in second book Read about Sarah in second book Read about Pam in second book	Submit attendance and participation rubric by 11:30 p.m. Legislative Report and Presentation Due by 11:30 p.m.