

Lewis & Clark College
Professional Mental Health Counseling Program
MHC 534-12
Child and Family Counseling
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

3a. theories of individual and family development and transitions across the lifespan

5b. a systems approach to conceptualizing clients

5g. essential interviewing, counseling, and case conceptualization skills

Entry-level Specialty; Clinical Mental Health Counseling (CACREP 2016 Standards)

5C2l. legal and ethical considerations specific to clinical mental health counseling

Key Required Assignments / Student Learning Outcomes

This assignment is required for the course per CACREP standards, but *will not be the only requirement / expectation*. The chart below lists the assignment, method of evaluation, and benchmark score / grade. These assignments are marked in class. 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 that emphasize the client/counselor relationship with individuals and families	Early Program	Student demonstrates a 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 - 79%	Student fails to complete assignment	MHC 534 / CPSY 504 Grade in Course and in Family Session / Role Play	First year portfolio / advisor review; referral to Benchmark Committee Note: Family session / role play is a group assignment and will be the only assignment considered for evaluation

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	x
Small Group Discussion	x
Large Group Discussion	x
Course Readings	x
Group Presentation	x
Individual Presentation	x
DVD/Video Presentation	x
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	x
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other: Role Play	x

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Child and Family Counseling MHC 534-11
Lewis & Clark Graduate School of Education & Counseling
Department of Counseling, Therapy, & School Psychology

Instructor: Annie Petrossian, MS.

E-Mail: apetrossian@lclark.edu

Meeting Time: Tuesdays – 1:00pm - 4:30pm

Required Textbooks

Nichols, M. (2016). *Family therapy: Concepts and methods*. (11th ed.). Pearson.

Siegel, D., Bryson, T.P. (2014). *No drama discipline: The whole brain way to calm the chaos and nurture your child's developing mind*. Bantam Books.

Suggested Article

Palmer, G. & Efron, D. (2007). Emotionally focused family therapy: Developing the model. *Journal of Systemic Therapies*, 26(4), 17-24. <https://doi-org.library.lcproxy.org/10.1521/jsyt.2007.26.4.17>

Suggested Textbook

APA. (2020). *Publication manual of the American Psychological Association*. (7th ed.). American Psychological Association

For Additional Reference

Lowenstein, L. (2010). *Creative family therapy techniques: Play, art, and express activities to engage children in family sessions*. Champion Press

McGoldrick, M., Gerson, R., & Petry, S. (2009). *Genograms: Assessment and interventions*. (3rd ed.). Norton & Company, Inc.

Special Topics Articles

Gardenshire, J., Schleiden, C., & Brown, C. (2019). Attachment as a tool in the treatment of children within foster care. *Contemporary Family Therapy*, 41(2), 191-200. <https://doiorg.library.lcproxy.org/10.1007/s10591-018-09487-1>

Golden, R. & Oransky, M. (2019). An intersectional approach to therapy with transgender adolescents and their families. *Archives of Sexual Behavior*, 48(7), 2011-2025. <https://doiorg.library.lcproxy.org/10.1007/s10508-018-1354-9>

Grimes, M. & McElwain, A. (2008). Marriage and family therapy with low-income clients: Professional, ethical, and clinical issues. *Contemporary Family Therapy*, 30(4), 220-232. <https://doiorg.library.lcproxy.org/10.1007/s10591-008-9071-5>

Harvey, R. & Stone Fish, L. (2015). Queer youth in family therapy. *Family Process*, 54(3), 396-417. <https://doi-org.library.lcproxy.org/10.1111/famp.12170>

Lewis, A. (2020). Attachment-based family therapy for adolescent substance use: A move to the level of systems. *Frontiers in Psychiatry*, 10, Article 948. <https://doi.org/10.3389/fpsy.2019.00948>

Pakes, K. & Roy-Chowdury, S. (2007). Culturally sensitive therapy? Examining the practice of cross-cultural family therapy. *Journal of Family Therapy*, 29(3), 267-283. <https://doi-org.library.lcproxy.org/10.1111/j.1467-6427.2007.00386.x>

Tadros, E. & Finney, N. (2018). Structural family therapy with incarcerated families: A clinical case study. *The Family Journal*. 26(2), 253-261.

<https://doiorg.library.lcproxy.org/10.1177/1066480718777409>

Walsh, F. (2012). Clinical views of family normality, health, and dysfunction. *Normal family processes, fourth edition: Growing diversity and complexity* (F. Walsh, Ed.), (pp. 28-54). Guilford Press.

<https://ebookcentral.proquest.com/lib/lewisclark/detail.action?docID=829311>

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.

CPSY Departmental Attendance Policy and participation

Class attendance and participation paramount your success in the course; each of you has something to contribute to our learning environment. As you develop your professional identity as a counselor, I encourage you to develop professional behaviors such as working towards deadlines, attentiveness to the class material and discussions, and engagement in our 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 by coming prepared to discuss the material you have been asked to read in preparation for the session, using effective communication skills, and directly expressing your ideas, needs, conflicts, and / or relevant learning through your own life experience and / or work in the field. I realize that each student has their individual comfort level, and opportunities will be given for small group discussions, participation in the large group, through written assignments, and as such, your participation will be assessed on multiple levels. You will, as seen on the syllabus, be expected to speak / engage in front of the class at times; each student will be assessed on a case-by-case basis, but you are absolutely encouraged to go out on a limb and step out of your established comfort zone for your own professional and personal growth. We are here to learn not only from the materials assigned, but from one another as well, and what you have to offer is valuable to the whole class. I am always available for discussion regarding this portion of this evaluation.

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 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 to remove the incomplete must be documented appropriately and stated deadlines met.

*****I will not accept makeup assignments unless an agreement is made in advance.*****

During first class, we can talk about class / discussion norms and expectations around language, engagement in discussion, as well as breaks, etc. Please feel free to provide you own feedback and ideas. We can also always go back and make changes as needed and ongoing discussions can occur.

Students with Disabilities Policy

*****If you have questions about this policy or navigating the process, please let me know.*****

Lewis & Clark College is committed to serving the needs of students with disabilities. Professional staff in the office of Student Support Services ensure that students with disabilities receive all 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 Lewis & Clark 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.

Lewis & Clark Disability Statement: *If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.*

Please see the Student Support Services website for more information:

http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

Laptops / Smart Phones / Tablets

This is your learning experience. Should you choose to use class time to spend more than a few minutes on your phone or computer doing non-class-related things, I understand. However, if you spend most of the class session doing that, you will be taking yourself away from the richness the learning environment provides. This is your choice, completely, and I trust that, being in grad school, you will choose to be engaged. I will not be monitoring you. Having said that, general non-engagement will be noticed and will affect your participation mark.

A Word About Language

We will be discussing this more when talk about class norms. Please be aware that many of your classmates come from marginalized backgrounds based on a variety of identities; they are not enrolled in this class to experience this further. If a person requests that you, or we as a group, use or not use specific terms to describe them or their family, please respect this. This is a skill that will also serve you well as you proceed through your career.

Success

I want you to succeed in my class. I have been in your position and I know how difficult balancing a course load can be. Please communicate with me so that we can work together to develop a plan for your success. I have office hours, albeit limited, and I am relatively prompt with e-mail replies. Please take advantage of this; it's part of what I'm here for.

Assignments Described Below

Assignment	Point Value	Date Due
Attendance & Participation	15	
Reflective Writing (NDD readings – 5 points per chapter)	30	Due Bi-Weekly
Family Genogram	15	Week 5 – June 7
Family Reflection Paper	30	Week 9 – July 5
Family Role Play	20	Weekly
Group Presentation – Part I : theory	20	Due Date Determined by Group Selection
Group Presentation – Part II : case study	30	Due Date Determined by Group Selection

Grading Scale (Total possible 100 points):

93 – 100 = A; 90 – 92 = A-; 83 – 86 = B; 80 – 82 = B-; 77 – 79 = C+; 73 – 76 = C; 70 – 72 = C-; 69 and below = F

Explanation of Assignments

1. Attendance, class participation, and required readings: (15 points)

Attendance, class participation, videos, and required readings: Attendance, class participation, videos, and required readings: Your grade will be determined by class attendance, watching required videos, participation and demonstration of having read the required materials. Please come to class prepared, having read the required chapters and watched the videos before class begins. Come prepared to class with questions and a readiness to participate in discussions and class activities. The content of this course will often be taught in an experiential manner. Therefore, class attendance and active participation is critical to the mastering of course material. In cases of emergency or illness, it is the student's responsibility to contact the professor prior the beginning of the missed class. It is the also responsibility of the student to obtain any missed material, class notes, handouts, etc. Points for attendance and participation will be awarded at the discretion of the instructor and is based on the level of engagement from the student.

2. Reflective Writing (6 assignments 5 points each)

Students will submit a bi-weekly 1–2-page reflection/process paper. In this paper, you should engage and reflect on an aspect/topic discussed in *No Drama Discipline* that caught your attention. You can quote from critical passages in the chapter to develop your ideas and reflect upon. The assignment should include the import for your work as a clinician, and how this might or might not be applicable to culturally specific population.

3. Genogram- (15 points DUE June 7):

Construct a genogram going back at least three generations. If married or partnered include your spouse/partner's family history of three generations as well, including any children you may have also. Genograms are to be either hand drawn, or computer generated. If using a poster larger than 12 x 12, please roll up the paper, and secure with a rubber band. Items to be included in genogram (but not limited to): communication patterns, substance abuse/addiction, physical/emotional/verbal/sexual abuse, family secrets, family rules, religion, triangles, relationship dynamics, career choices, education level, and mental illness. Genograms will be discussed more in-depth during class along with a rubric for your grade. Be creative!

4. Family reflection paper (30 points, DUE July 5)

Family reflection paper is to be 15-20 pages in length and is to include the following:

- a. Timeline- list sequentially a timeline of significant events in your life thus far. (Does not count toward pages.)
- b. Your Story- a narrative version of your timeline. You may be discriminating and/or general in what you write as this is meant to be helpful and meaningful to you and your growth as a therapist. I will be the only reader of your paper and it will be returned to you after grading. (This should only be a third of your paper, 5-6 pages.)
- c. Reflection of your story- Reflect on your timeline, story, and genogram. (This should be the bulk of your paper, 10-14 pages). Use at least 3 sources and properly cite using APA. Include the following subsections in your reflection:
 - i. Family life cycle: How was your family impacted by your family life cycle, what do you notice, where are you now, etc.
 - ii. Family Dynamics: Discuss your understanding of your family rules, myths, triangles, coalitions, communication patterns, etc. Use concepts and ideas from your textbook, and suggested articles.
 - iii. Self as therapist: Impact or influence your story has on your work as a therapist, areas to focus in your own therapy, etc. Your grade will be based on graduate level writing, proper citations, self-awareness, and a demonstration of thorough thought and understanding of material and how it applies to your story and your future work as a therapist.

5. Family role play:

You will be required to participate in family role plays as therapist, observer and family members. Your grade will be determined by actively and professionally participating in roles assigned, demonstration of basic counseling skills, demonstration and understanding of family dynamics, family counseling skills and a verbal discussion of reflection. You will participate in weekly role plays with the same family, with a different role each week.

In the last week of class, you will participate in a small group discussion with the instructor to reflect on your process of participating in the role plays. Please spend time thinking and reflecting on the following questions examining your role as therapist, family member, couple, and observer.

- Examine and reflect on your strengths.
- Examine and reflect on areas to strengthen.
- What surprised you about the process?

- What seemed difficult for you?
- How will you use this experience in the future?
- Have your thoughts, confidence, and/or consideration of being a family or couples therapist changed after this experience?

6. Group presentations- sign up for date:

The class will be divided into groups of four members, each group will focus on one family theory from the textbook – *Family Therapy Concepts and Methods*.

This assignment will be in two parts.

Part I – Your group will study and prepare a presentation discussing the theory assigned. The presentation should include a power point presentation discussing the historical development, key points, applications, and therapeutic techniques of the theory. Be creative!

Part II - Your group will watch a movie (or show) that highlights family dynamics then using the lens from the theory you have presented in part I of the assignment, make a presentation to the class. Please use one the movies suggested below. Presentations will be 50 minutes and to include the following:

- a. Description of the family: gender, age, occupation, communication patterns, family rules, attachment styles, where they are in the family life cycle, etc. Include a genogram.
- b. Presenting problem
- c. History of mental health services
- d. Medical history
- e. Treatment plan: describe course of treatment according to your assigned family theory.
- f. Roadblocks and barriers: discuss possible roadblocks and barriers for family treatment and describe how each would be addressed by the therapist.
- g. Ethical and legal considerations: discuss any ethical or legal considerations and describe how each would be address by the therapist.
- h. Prognosis
- i. Describe or lead the class in an intervention according to your assigned family theory.

***Please include 3-4 short clips from the movie highlighting family dynamics.

Nothing is to be turned in to the instructor. Your grade is based on the information presented in class. However, it can be helpful to include a handout for the class.

Note about the group project: It is important for the learning process that the group works together as a consultation group. Meaning all group members are involved in each section of the project. Please do not divide this up with one group member taking a section. This is designed to be worked on together as if you were a team of therapists working with the family.

Suggestions for Movies on Relationships or Family Dynamics:

The Judge	August: Osage County	Lady Bird
Precious	Fleabag	Mrs. Doubtfire
The kids are Alright	The other sister	The Family Stone
Parenthood	Juno	I am Sam
The Incredibles	Frozen	A Marriage Story

Weekly Schedule

All chapters referenced use an abbreviated version of the books in question; NDD = *No-Drama Discipline*, FTCM = *Family Therapy: Concepts & Methods*

Week	Date	This Week's Class Content	CACREP Standards	Due
Week 1	May 10	General introduction and review of syllabus content. Group project assignment	3a., 5b., C21	
Week 2	May 17	Basic overview of theory, technique, etc. New ideas about discipline, including connection and attachment as it relates to discipline. Classroom discussion of Ch 2 Videos / Case Study/ Timeline	3a., 5b., 5g., 5C21	<ul style="list-style-type: none"> ▪ NDD & FTCM: ▪ Intros, Prologues, Forwards ▪ FTCM: Ch. 1 - 3 ▪ NDD: Ch. 1
Week 3	May 24	Bowenian Systems Theory (Discussion of genograms) Group 1 Presentation	3a., 5b., 5g.	<ul style="list-style-type: none"> ▪ FTCM: Ch 4 • Timeline
Week 4	May 31	Experiential Family Therapy discussion Group 2 Presentation Role Plays	3a., 5b., 5g.	<ul style="list-style-type: none"> ▪ FTCM: Ch 7 ▪ NDD: Ch. 2
Week 5	June 7	CBT Family Therapy discussion Group 3 Presentation Role Plays Genogram Due	3a., 5b., 5g.	<ul style="list-style-type: none"> ▪ FTCM: Ch. 9
Week 6	June 14	Solution Focused Therapy discussion Group 4 Presentation Role Plays	3a., 5b, 5g..	<ul style="list-style-type: none"> ▪ FCTM: Ch. 11 ▪ NDD: Ch. 3
Week 7	June 21	Narrative Therapy discussion Group 5 Presentation Role Plays	3a., 5b, 5g	<ul style="list-style-type: none"> ▪ FCTM: Ch. 12
Week 8	June 28	Group 1 Project Presentation Role Plays	3a., 5b., 5g.	<ul style="list-style-type: none"> ▪ NDD: Ch 4

Week 9	July 5	Group 2 Project Presentation Role Plays Family Paper Due	3a., 5b., 5g.	Family Paper
Week 10	July 12	Group 3 Project Presentation Role Plays	3a., 5b., 5g.	▪ NDD: Ch 5
Week 11	July 19	Group 4 Project Presentation Role Plays	3a., 5b. 5g.	▪ NDD: Ch 6
Week 12	July 26	Group 5 Project Presentation Role Plays	3a., 5b., 5g.	
Week 13	August 2	Final Discussions Role Plays Evaluations	3a., 5b., 5g	n/a

A note about late work: late work will be accepted, with the reduction of possible point value of one letter grade increment per day the late assignment is turned in. You must make every effort to alert me an assignment will be turned in late.

Late work will not be accepted after the seventh day.

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-