

Lewis & Clark College
Professional Mental Health Counseling
MHC-534
Child and Family Therapy

Syllabus

May 10th - August 2nd, 2023

Wednesday, 1:00pm-4:30pm York Graduate Center, Room 116

5:30pm-9pm York Graduate Center, Room 101

Professor Natalie Duca, MA, LPC Associate

Pronouns: She/Her

Phone: (503)751-3729

Office Hours by virtual appointment only

Email: nducaten@lclark.edu

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

Methods of Instruction for this Course:

Lecture

Small Group Discussion

Large Group Discussion

Course Readings

Group Presentation

Video (Multi-media) Presentation

Case Study

Required Reading:

ACT for Treating Children: The Essential Guide to Acceptance and Commitment Therapy for Kids
(2022)

Tamar D. Black, PhD

A Therapist's Basic Guide to Working With Children and Adolescents (2018)

Dr. Kristi B. Godwin

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

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. You are encouraged to direct your logs towards your therapy interest (i.e. addictions, cultural inequities, mindfulness). You are also welcome to write discussion questions or insights on the required readings. The logs should utilize theory and concepts from the texts to support your area of interest and conceptualizations of successful therapy interventions and skills. Assignments to be used for in class small and large group discussions of readings. 20 pts

Group Project

You will create a 25 minute group presentation for the class about a common contemporary issue in families and children. You will research and utilize at least one theory highlighted in the textbook to conceptualize, describe and role play client-focused interventions. Groups will be formed and sign up for theory and presentation dates in the first two classes. 25 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 2-4 pages reflecting on how your family dynamics has shaped your understanding of yourself; A family Genogram; An artistic representation such as a painting, a series of poems, a song; a powerpoint presentation. 10 pts

Family Therapy Practice

Each student will have one opportunity to practice therapy using other students as their "clients". Groups will be formed within the first two sessions. This will be a 15 minute session with time for classroom feedback and interaction. Each student is required to write a case study to be used in role play. They will be collected and distributed randomly to the different groups. 20 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. Should class participation prove challenging for you, please contact me outside of class time to discuss. 25 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

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.

Week	Date	Class Content	Homework for next class
Week 1	May 10th	Introductions, Syllabus, Discussions of class expectations, case studies assignment	ACT for Kids - Chapter 1 A Therapist's Guide - Chapter 1 <u>Case Studies</u> Weekly Log
Week 2	May 17th	Discussion of readings/log shares, experiential learning and discussion Case Studies due	ACT for Kids - Chapter 2 A Therapist's Guide - Chapter 2 Weekly Log
Week 3	May 24th	Family therapy practice group 1, Discussion of readings/logs, experiential learning and discussion	ACT for Kids - Chapter 3 A Therapist's Guide - Chapter 3 Weekly Log
Week 4	May 31st	Family therapy practice group 2, Discussion of readings/logs, experiential learning	ACT for Kids - Chapter 4 A Therapist's Guide - Chapter 4 Weekly Log
Week 5	June 7th	Family therapy practice group 3, Discussion of readings/logs, experiential learning	ACT for Kids - Chapter 5 A Therapist's Guide - Chapter 5 Weekly Log
Week 6	June 14th	Family therapy practice group 4, Discussion of readings/logs, experiential learning	ACT for Kids - Chapter 6 A Therapist's Guide - Chapter 6 Weekly Log
Week 7	June 21st	Family therapy practice group 5, Discussion of readings/logs, experiential learning	ACT for Kids - Chapter 7 A Therapist's Guide - Chapter 7 Weekly Log
Week 8	June 28th	Discussion of readings/logs, experiential learning	ACT for Kids - Chapter 8 A Therapist's Guide - Chapter 8 & 9 Weekly Log
Week 9	July 5th	Discussion of readings/logs, experiential learning	
Week 10	July 12th	Group Presentations, Discussion of readings/ logs	
Week 11	July 19th	Group Presentations, Discussion of readings/ logs	Work on final reflection projects

Week 12	July 26th	Final reflection projects	
Week 13	Aug 2nd	Final reflection projects	

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. Using computers or cellphones for non- classroom activities during classroom time unless directed by Professor. Cell phones must be silenced. 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.