

**Professional Mental Health Counseling
CPSY 534 Child and Family Counseling
Department of Counseling Psychology
Lewis and Clark College Spring 2013**

Margaret Eichler PhD LPC NCC ASC

E-mail, meichler@lclark.edu

January 7th to April 22nd 2013

York Conference Center room #121

Mondays 5 :30 to 8 :45

Catalogue Subscription

Content: 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.

Prerequisites: CPSY 502 or CPSY 503, CPSY 506, CPSY 509 or CPSY 511, CPSY 513, CPSY 550, CPSY 530 or CPSY 535.

Restrictions: Admission to Professional Mental Health Counseling Program or Professional Mental Health Counseling--Addictions Program.

Credits: 3 semester hours

Textbook & Readings (required)

Family Therapy: Models and Techniques (2010)

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

Re-Visioning Family Therapy, Second Edition: Race, Culture, and Gender in Clinical Practice
(Revisoning Family Therapy: Race, Culture, & Gender) (2008)

Monica McGoldrick LCSW PhD (Editor), Kenneth V. Hardy PhD (Editor)

Doing Couple Therapy: Craft and Creativity in Work with Intimate Partners

(2010) Robert Taibbi LCSW (Author)

Essential Goals

Students will establish a foundation for their professional role as effective counselors working with children, couples and families through a comprehensive study of the major theories of family counseling and therapy. Through collaborative presentations 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. Awareness and articulation of a personal worldview and family experiences will create a foundation of accountability when considering their clients along with increased awareness of self as an essential component in effective therapeutic interactions.

CACREP OBJECTIVES

The following program objectives as well as objectives defined by **CACREP** are the 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,

Format and Outcomes

Students will demonstrate the understanding of the major theories of Family counseling and therapy as well as clinical applications of interventive and effective modalities of therapy used in work with children, couples and families. Emphasis will be placed on developing an empathetic and therapeutic relationship within the counseling context. 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. Discussions of social justice, position of power and privilege, as well as ethical considerations of marginalization and discrimination in counseling interactions will be employed. The class will be developed as a community of collaborative learners where each will be an active in agent in their own learning experiences. Students will participate in generating a classroom environment where students support each other in a respectful, productive and resourceful manner as might be paralleled in the world of work.

Confidentiality and Ethical Guidelines

It is expected that students will follow the ethical guidelines as defined by the American Counselors Associations. Guidelines, parameters and boundaries are implemented into assignments and class discussions it is expected that anything presented by students during class presentations, assignments and discussions will remain absolutely confidential. Failure to follow these guidelines may result in failure of the class.

Evaluation of Professional Qualities

Each student will be evaluated in the areas of demonstration of self-awareness, empathetic presence, integration and application of skills, ethical considerations, effectiveness of oral and written communication, and openness to feedback. Factored into the possible points earned for each assignment will be a final evaluation of professional qualities and ethical demeanor. This includes the expectation for completion of all assignments as well as a respectful and earnest attitude towards classmates, instructor and future clients. Judgments about what constitutes satisfactory performance will be made by the class instructor which if not satisfactory might result in failure of the class. Final decisions will be made by the class instructor about successful completion of the class. If there are concerns about a students work a meeting with the instructor will be schedule to discuss the dynamics and potential outcomes.

ASSIGNMENTS

Quizzes (12 quizzes worth 8 points each) 96 pts

These will be open book, but timed quizzes or alternate projects related to any of the reading material.

Re-Visioning Family Therapy: (Five readings 10 points each) 50 pts

Students will select **one reading from each of the five sections**. A one page reflection will be required for each reading and **one** of these readings will be shared orally as a brief presentation to classmates. See schedule

Family Therapy Chapter Presentation: 60 pts

A two person team will present one main Family theory or chapter from Family Therapy textbook. This is a one hour presentation which includes an outlined handout, activity to encourage classmate participation and discussion. A brief showing of a library/online counseling video that represents the clinical practice of the theory and/or a brief role play/demonstration is to be included.

Doing Couple Therapy: 20 pts

Summarize your selected chapter as handout and give 8-10 minute presentation, which includes your impressions, reflections and open questions for the class discussion.

Personal Family Genogram: 28 pts

To be defined further by instructor

Self-Care Assignments: (12 assignments 3 pts each) 36 pts

Each week a "template" will be completed which includes a "Zentangle" and brief reflective writing on experiences and insights related to the Child and Family Counseling class.

Final Exam: 80 pts

This will be an open textbook final exam.

Final Reflection Paper: 30 pts

A three to four page paper encompassing meaningful experiences, insights and learning related to this class. Include ideas of at least six different "readings" as well as beginning articulation of your professional perspectives on Family Counseling. This might formulate some theories and modalities that resonate with who you are as an emerging professional counselor.

Grades: 400-380=A 379-360 A- 359-340=B 339-320= B- 319-300 C

Points less than 300 result in failure of Class

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.

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). **5 point deduction for a late assignment per day.**

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.**

Absences:

Please notify instructor. Missing any class time results in an additional class assignment at the discretion of the instructor. Missing more than 10% of class time over the whole semester (a graduate school policy) may result in **failure to complete class (4.5 hours.)** **There are no absences accepted for the first night of class, and the final night of class (any exceptional circumstances may be considered by the instructor.)**

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.** 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 cell 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.

Please notify instructor of any special learning considerations that need to be taken into considerations as covered by the American Disabilities Act.

CPSY 534 SP 2013

***Family Therapy; Models and Techniques **Re-Visioning Family Therapy ***Couples Therapy**

- January 7** Personal Family Reflections Class intro/ Sign-ups/Self-Care Bean-O-grams
- January 14** *Chapter 1 History of Family Therapy **Quiz 1:** Answer Question #4 pp. 41 write out for handing in
- *Chapter 2 The Ecology of Families **Quiz 2:** Create “Flow of Stress” page 74 personal current perspective create diagram to share and hand in
- *Chapter 11 (skim) Lecture by Professor Clinical Focus in Family Therapy
 Zentangle Information
- January 21** **Martin Luther King Jr. day celebration No Class Meeting**
- January 28** *Chapter 3 Ethnicity and Family Life **Quiz chp 3**
- Geno-O-grams Presentation of Models Lecture by Professor
Due: Zentangle 1
- February 4** *Chap 4: Humanistic Family Therapy **Quiz chp 4**
- Theory Presentation One : Humanistic Family Therapy
 *Chapter 11 (skim) Lecture by Professor Phases of Family Therapy
Due: Zentangle-2
- February 11** *Chapter 5: Family of Origin Family Therapy **Quiz Chp 5**
- Theory Presentation Two: Family of Origin Family Therapy
 **Re-Visioning Section One: Theoretical Perspectives (3 presentations)
 Hand in your one Chapter Reading from this section.
Due: Zentangle-3
- February 18** *Chapter 6: Structural Family Therapy **Quiz chp 6**
- Theory presentation three: Structural Family Therapy
 **Re-Visioning Section Two: Cultural Legacies and Stories (3 presentations)
 Hand in your one Chapter Reading from this section.
Due: Zentangle-4
- February 25** *Chapter 7: Strategic Family Therapy **Quiz chp 7**
- Theory Presentation four: Strategic Family Therapy
 **Re-Visioning Section Three: Racial Identity and Racism (3 presentations)
 Hand in your one Chapter Reading from this section.
Due: Zentangle-5
- March 4** *Chapter 8: Solution Focused Family Therapy **Quiz chp 8**

Theory Presentation five: Solution Focused Family Therapy

**Re-Visioning Section Four: Implications for clinical Practice (4 presentations)

Hand in your one Chapter Reading from this section.

Due: Zentangle-6

March 11 *Chapter 9: Cognitive-Behavioral Family Therapy **Quiz chp 9**

Theory Presentation six: Cognitive-Behavioral Family Therapy

**Rev-Visioning Section Five: Implications for Training (3 presentations)

Hand in your one Chapter Reading from this section.

Due: Zentangle-7

March 18 *Chapter 10: Narrative Family Therapy **Quiz chp 10**

Theory Presentation seven: Narrative Family Therapy

Due: Zentangle-8

March 25th **Spring Break- No Class Meeting**

April 1 *Chapter 13 Family Stress, Crisis and Trauma **Quiz chp 13**

Presentation eight: Family Stress, Crisis and Trauma

Due: Zentangle-9

April 8 *Chapter 12 Families in Transition **Quiz chp 12**

***Couples Chapter Presentations

Due: Zentangle-10

April 15 ***Couples Chapter Presentations

Due: Zentangle-11

April 22 Class Final

Due: Zentangle-12