I. COURSE DOMAIN AND BOUNDARIES

This course will go beyond introductory level family therapy. It will explore and challenge in greater detail significant components of family systems theory, such as gender issues, adult development, circularity, context, process, homeostasis, and triangles. It will explore different schools’ approaches for assessment and intervention with families. Different types of families in different situations, including race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental disability or illness, age and national origin, will be discussed. Women in families and couples will be carefully examined. A systemic approach with agencies and managed care groups will be described and discussed. The beliefs, concepts and ethical dimensions of these approaches with clients and organizations will be discussed. Available means of evaluating the effectiveness of the various models and theories and the social worker’s own evaluation of practice will be addressed. Finally, the social worker’s use of self in a systems framework, particularly within the different models, will be studied and modeled appropriately.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>C1</td>
</tr>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
</tr>
</tbody>
</table>

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness
of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

**Student Handbook 2019**

**Accommodations:** If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the [Disability Resource Center](#), a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: [https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/)

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [Brown Communications Lab](#). If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the [Office for International Students and Scholars](#) to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the
classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umphreys Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center
Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

Required Texts:

VI. ORGANIZATION OF COURSE

To get the most out of this course it is important to do the readings. The class is organized as a discussion group which includes, lecture, class discussion and relevant exercises. The experiential component of the course is intended to help the student practice essential skills and provide practical applications of the theory covered. It is my intent to expose you to theory and skill sets that are useful in working with many populations, issues and situations that you will encounter in your social work careers.

VII. ROLE OF FACULTY AND STUDENT

Students are expected to attend all classes and to come to class prepared (having read the assigned material). Class participation is important in order to benefit from the experiential work/exercises as well as to contribute to discussion. Assignments must be turned in on time and in CANVAS. Late work will NOT be ACCEPTED unless prior arrangements have been made between student and professor. Email is the best mode of communication, but please allow a 24 hour turnaround time. If you have not heard back from me by then, please re-send your email.
VIII. ASSIGNMENTS AND GRADING CRITERIA

Student responsibilities include:

1. Weekly Readings Discussion Questions
2. Case Assessment and Conceptualization paper
3. Theoretical Approach Paper
4. Group Role Play

Distribution of Points:

1. Weekly Readings Discussion Questions = 25 points total (1 time sign up)
2. Attendance = 15 points
3. Class participation/discussion = 30 points
4. Case Assessment and Conceptualization Paper = 50 points
5. Theoretical Approach Paper = 50 points
6. Group Role Play = 100 points

Grading is on a points system. Total possible points for the course equals 100.

- A = 94 and above
- A- = 90-93
- B+ = 87-89
- B = 84-86
- B- = 80-83
- C+ = 76-79
- C = 73-75
- C- = 70-72

Please note:
Course Instructor’s Policy on Late Assignments. The instructor expects that students will turn in the written assignments by the due dates specified in the Course Outline. Students should contact the instructor immediately (by email) if unforeseen circumstances (e.g., severe illness, family emergency) prevent completion of work by the due date. If the emergency is verifiable, and the instructor agrees that it justifiably prevented the student from completing the assignment, the student may negotiate an extended time frame for completing the work. Late papers will not be accepted if the student has failed to contact the instructor prior to the due date and there must be a discussion. If the student has not contacted the instructor with an unforeseen circumstance regarding why the assignment is late, the instructor may choose to not accept a paper that is more than seven days late, and the student would then receive a zero for the assignment.

Any class not attended will result in a point lost for not attending and 2 points lost for not participating or being part of the class discussion.
An entire grade will be dropped if more than 3 classes are missed in the semester.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Detail</th>
<th>Competency</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekly Readings Discussion</strong></td>
<td>Students will generate 2-3 questions per weekly readings to generate class and group discussion. Students will sign-up for this assignment</td>
<td><strong>C2, C6</strong></td>
<td>Cognitive and Affective Processes/Knowledge</td>
</tr>
<tr>
<td><strong>Class Attendance/Discussion</strong></td>
<td>Students will engage in classroom activities, discussions, and possible debates to further their knowledge of Family Therapy.</td>
<td><strong>C1, C2, C4, C5, C6</strong></td>
<td>Skills, Cognitive and Affective Processes, and Knowledge</td>
</tr>
<tr>
<td><strong>Theoretical Approach Paper</strong></td>
<td>Students will write a paper detailing their chosen theory and approach for Family Therapy contextualizing the changing family in the 21st century. This paper will explain the student theoretical approach and what interventions may be used in clinical practice. This paper will be 5 pages.</td>
<td><strong>C2, C4, C6, C7, C8, C9</strong></td>
<td>Cognitive and Affective Processes/Knowledge</td>
</tr>
<tr>
<td><strong>Case Assessment &amp; Conceptualization</strong></td>
<td>Students will select a movie from a list offered and will conceptualize the family in the film. They will develop treatment goals, determine which theory and interventions to utilize, and address potential clinical challenges.</td>
<td><strong>C7, C8, C9</strong></td>
<td>Cognitive and Affective Processes/Knowledge</td>
</tr>
<tr>
<td><strong>Class Discussion</strong></td>
<td>Students will engage in discussion, debate, and panels that will facilitate an experiential educational experience.</td>
<td><strong>C2, C4, C6, C7, C8, C9</strong></td>
<td>Skills, Cognitive and Affective Processes, and Knowledge</td>
</tr>
<tr>
<td><strong>Group Role Play</strong></td>
<td>Students will engage in family based role plays that will increase their knowledge of theory specific interventions.</td>
<td><strong>C2, C4, C6, C7, C8, C9</strong></td>
<td>Skills, Cognitive and Affective Processes, and Knowledge</td>
</tr>
</tbody>
</table>
## X. COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Meetings</th>
<th>Course Topics</th>
<th>Textbook Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| Week 1 - 8/29   | Introductions  
Course and syllabus overview  
What is Family Therapy?  
Why Family Therapy? | Nichols and Davis-  
Intro and Ch. 1                                                                            | [Discussion Questions](#)                                                   |
| Week 2 - 9/5    | The Changing Family | Walsh Ch. 1 & 2  
Walsh Ch 16 & 20                                                                 | [Discussion Questions](#)                                                   |
| Week 3 - 9/12   | Basic Techniques of Family Therapy  
Genograms, Ecomaps, & Culturagrams | Nicholas and Davis-Ch 2 & 3  
Walsh Ch 11  
Nichols Ch 1                                                           | [Discussion Questions](#)                                                   |
| Week 4 - 9/19   | Classic Schools of Family Therapy  
Bowen and Strategic | Nichols and Davis Ch 4 & 5  
Nichols Ch 3                                                                 | [Discussion Questions](#)                                                   |
| Week 5 - 9/26   | Classic Schools of Family Therapy  
Structural and Experiential | Nichols and Davis Ch 6 & 7  
Nichols Ch 4                                                                 | [Discussion Questions](#)  
[Case Assessment and Conceptualization Paper Due 11:59pm in CANVAS](#) |
| Week 6 - 10/3   | Classic Schools of Family Therapy  
Psychoanalytic and Cognitive Behavioral | Nichols and Davis Ch 8 & 9  
Nichols Ch 5                                                                 | [Discussion Questions](#)                                                   |
| Week 7 - 10/10  | Recent Developments in Family Therapy:  
Family Therapy in the 21st Century Couples, Two-parent Families, Divorce | Nichols and Davis Ch 10  
Walsh 3, 4, 5  
Nichols Ch 6                                                               | [Discussion Questions](#)                                                   |
| Week 8 - 10/17  | Family Constellations and Forms | Walsh Ch 6, 7, 8, 9, 10  
Nichols Ch 7                                                          | [Discussion Questions](#)                                                   |
| Week 9 - 10/24  | Evidenced-based Family Therapy  
Solution Focused & Narrative | Nichols and Davis Ch 11 & 1  
Nichols Ch 8                                                                   | [Discussion Questions](#)                                                   |
| Week 10 - 10/31 | Evidenced-based Family Therapy  
Psychoeducational Family Therapy, Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), | Supplemental Reading List for the week  
Nichols Ch 9                                                          | [Discussion Questions](#)                                                   |
<table>
<thead>
<tr>
<th>Week 11 11/7</th>
<th>Evidenced-based Family Therapy-(Continued) Parent-Child Interaction Family Therapy (PCIT), Narrative Therapy</th>
<th>Supplemental Reading List for the week Nichols Ch 10</th>
<th>Discussion Questions Role Play Group Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 12 11/14</td>
<td>Cultural Dimensions of Families</td>
<td>Walsh Ch 11, 12, 13, 14, 15 Nichols Ch 11</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>Week 13 11/21</td>
<td>Family Resiliency, Normal Family Transitions, &amp; Families facing Serious Illness and Disability</td>
<td>Walsh Ch 17, 18, 19 Nichols Ch 12</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>Week 14 11/28</td>
<td>Thanksgiving Break-NO CLASS</td>
<td></td>
<td>Theoretical Approach Paper Due 11:59pm in CANVAS</td>
</tr>
<tr>
<td>Week 15 12/5</td>
<td>Evaluation of Family Therapy Comparative Analysis Research on Family Interventions</td>
<td>Nichols and Davis Ch 13 &amp; 14 Walsh Ch 21, 22, 23 Nichols Ch 13 &amp; 14</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>Week 16 12/12</td>
<td>Group Role Plays</td>
<td></td>
<td>Group Role Plays</td>
</tr>
<tr>
<td>Week 17 12/18</td>
<td>NO CLASS!</td>
<td></td>
<td>Role Play Deliverable Due 11:59 on CANVAS</td>
</tr>
</tbody>
</table>