I. COURSE DOMAIN AND BOUNDARIES

This course exposes students to theory and issues encountered while working with children, youth and families. Three domains are covered:

- Developmental theory and data
- Intervention-oriented theories and approaches
- Theoretical and empirical content regarding problems and issues commonly encountered by children and families. Each of the below substantive areas will be evaluated relative to theory and empirical content at the biological, psychological, and social levels, and with reference to empirically supported currently available assessment and intervention tools.
  - Theories and empirical content relating to problems encountered in families, including Substance Abuse (Predisposition, drug effects, Personality and CB aspects, Ecological considerations (e.g. peer cluster theory, availability), Child Maltreatment (Parental factors, child factors, role of community), Domestic Violence (Psychological factors, cycle of violence)
  - Theories and empirical content associated with child and adolescent risk behaviors (e.g. delinquency, risky sexual behaviors, school failure, youth substance abuse) and theories for prevention / intervention (positive peer relations, stress & coping, social control, school bonding, self efficacy)

The content of this course enables a student to critically evaluate how a given prevention or intervention fits with a child’s developmental stage and within the context of family. Discussion of diversity in family life is integrated throughout and includes race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental disability or illness, age and national origin. The role of theory in evidence-based social work is emphasized including its use in asking an answerable question and evaluating evidence in relation to client system factors and social work values and ethics.

1. Students will complete a multi-level assessment (incorporating appropriate theories of child development, family functioning and theory regarding substantive issues
faced by the child and family) of a family showing how theory is used to move from identified problems / strengths to concrete intervention options.

2. Students will demonstrate their ability to locate key informational resources regarding child development, family functioning and substantive issues encountered by children and families.

3. Students will demonstrate their ability to identify measures that are grounded in empirical research and relevant to a particular theoretical perspective.

4. Students will demonstrate their ability to understand how selection and use of particular theories may have positive or negative consequences relative to client factors and/or social work values and ethics. This will be demonstrated through an assignment or exercise requiring the student to evaluate positive and negative aspects of a given theory in application to a given practice situation.

5. Students will demonstrate their ability to evaluate the underlying theory relevant to common services and interventions provided by public sector and non-profit agencies. Such evaluation will include the evidences supporting the theory, the known outcomes associated with use of the theory and the practical utility of the theory.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
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<tbody>
<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 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:** Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

*Student Handbook 2017*

**Accommodations:** If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments,
and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

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 English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. 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 which 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 include such activities as 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 will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The 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 points, a loss of the privilege of computer 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 sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and
Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and 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 Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting her office in Umrah Hall. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

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: shs.wustl.edu/MentalHealth.

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office in Brown Hall, room 320.

V. REQUIRED READINGS


*Additional Readings will be assigned EACH week

VI. ORGANIZATION OF COURSE
Course content will be covered through readings, lectures, and discussions. Handouts will be provided in class where appropriate. Group activities and case studies will be used to enhance content. All readings are expected to be completed prior to attending class.
VII. ROLE OF FACULTY AND STUDENT

Class Attendance and Participation: The classroom environment is the mutual responsibility of the instructor and the students. Both class attendance and participation are expected. Both practicum and classroom learning are important components of your MSW education and training.

Obligations at practicum or interviews are not an acceptable reason for missing class. You are expected to read the assigned readings prior to class sessions and come prepared to discuss these readings in class. You are expected to share your knowledge, experience, comments, critiques, feedback, and alternative opinions.

Writing style requirements: Please follow the guidelines in the 6th edition of the APA publication manual for format and citations in your written assignments. This manual is available at the campus bookstore, the library, and the writing lab. Please avoid colloquial expressions, proof read all documents, and employ good grammar. All assignments must be typed.

Course Expectations: The instructor will: prepare and deliver course material; be available to students during by appointment for consultation; and provide timely and clearly explained feedback on student performance. The instructor expects students to: attend each class on time; complete all assignments in a timely manner; come to class prepared, having read all assignments; participate in class discussions; seek any necessary clarification regarding course expectations from the instructor; and provide the instructor with feedback about the effectiveness of the course. If you are unable to attend class, it is your responsibility to email the instructor to notify her of your absence. Late assignments will not be accepted. Other coursework that is outside of the course is NOT the responsibility of Professor Butler-Barnes. All assignments should be submitted by the beginning of class at 12:50 pm promptly. It should be stapled! If the assignment is not stapled or the student has to leave the classroom to print the assignment, you will receive an automatic 0 points!

If you miss a class, please do not ask if you missed something. Of course you did! Additionally, classroom assignments (e.g., case studies, group work, and viewing documentaries) are to be completed during the class and/or completed at home (take home assignment). If you are absent from the class, you WILL NOT be able to make the assignment(s) up. You will receive an automatic 0 points.

Late assignments will not be accepted! If you are going to turn an assignment in late, please be aware that there is an automatic 10-point deduction the first day and 5 points each day it is late.

VIII. ASSIGNMENTS AND GRADING CRITERIA

1. Family of Origin Project: (15 points) Due session 6 (week 6) at the beginning of class.

The purpose of this project is to increase self-awareness of the impact of your family of origin on your work with families and to give you experience in using tools from various models to assess and intervene in family dynamics. This project involves doing YOUR
family genogram. You will construct a three-generation genogram of your own nuclear family including your grandparents, parents, siblings, their spouses if applicable and children if applicable and your children if applicable.

Your genogram will include a transactional map that diagrams your family’s relational patterns (i.e., patterns of attachment, cut-offs, and conflicted relationships, triangles, subsystems, alliances, etc.). You will be using class lecture and course readings descriptive of Structural Family Therapy as a primary tool for completion of your genogram. In addition to structurally mapping out the genogram, students will write a brief (5 page paper) describing what transactional and generational patterns, behaviors, beliefs, and norms you became aware of when analyzing your genogram. How might these family patterns, behaviors, beliefs, norms, impact your practice with families today and in the future? If you were to intervene in one family transaction identified in your genogram, what would that be? What specific intervention strategy (from course material) might you “prescribe” to modify this dynamic? Provide your rationale for choosing this intervention strategy.

2. Weekly Assignments
   A. Case Studies (20 POINTS)
      Case studies present realistic, complex, and contextually rich situations and often involve a dilemma, conflict, or problem that one or more of the characters in the case must negotiate. Case studies will range from individual clients to families. Each week a case study will be presented. Students are to apply appropriate theoretical frameworks. Assignments will range from 3 to 5 double spaced pages. If the assignments are not double spaced, students will receive 0 points.

   B. Weekly Group Presentations of Assigned Readings (10 POINTS)
      Each week student groups will be assigned the weeks reading. The first 20 to 30 minutes of class will be devoted to discussion of the articles and the student group chosen for that week will be expected to lead the discussion. ALL STUDENTS ARE EXPECTED TO PARTICIPATE IN DISCUSSION OF THE ADDITIONAL READINGS!! PLEASE COME TO CLASS PREPARED. POINTS WILL BE DEDUCTED FROM STUDENTS NOT PARTICIPATING IN THE DISCUSSION.

3. Application of Theory Paper (45 POINTS)
   This paper will demonstrate student’s ability in the understanding of theory and its application to practice with children, youth, and/or families by utilizing theory to assess a unique case study. A detailed assignment sheet will be provided later in the semester.

4. Presentation of Application of Theory Paper (10 POINTS)
   For this assignment, prepare a 15-minute class presentation of the group theory paper. It is expected that your group present at your assigned date and time. If not presented on the date and time given by the instructor your group will receive a total of ZERO points. The presentation format should be in POWER POINT, PREZZI, ETC.
IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
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<th>Graded Assignments</th>
<th>Competency/Competencies</th>
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<tbody>
<tr>
<td>Family Reflection Paper</td>
<td>C1</td>
<td>Knowledge and Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Weekly Assignments (Case Studies on Children, Youth, and Families)</td>
<td>C2, C3, C4, C6, C7, C8</td>
<td>Knowledge and Skills</td>
</tr>
<tr>
<td>Weekly Group Assigned Readings (Application of Theories in the Research Literature Review)</td>
<td>C2, C3, C4, C6, C7, C8</td>
<td>Knowledge and Skills</td>
</tr>
<tr>
<td>Application of Theory Paper (Application to a racially and ethnically diverse family)</td>
<td>C2, C3, C4, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Values, Cognitive &amp; Affective Processes</td>
</tr>
<tr>
<td>Presentation of Theory Paper (Presentation of this)</td>
<td>C1</td>
<td>Knowledge and Skills</td>
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**Course Activities**

| Weekly Assignments (Case Studies on Children, Youth, and Families) | C2, C3, C4, C5, C7, C8 | Knowledge and Skills |
| Weekly Group Assigned Readings (Application of Theories in the Research Literature Review) | C2, C3, C4, C5, C7, C8 | Knowledge and Skills |

**X. COURSE OUTLINE**

**Session 1: January 22  Introduction to Course and Theory**

Congress & González, Chapter 1  
- Using the Culturagram to Assess and Empower Culturally Diverse Families

Walsh, Chapters 1 & 2  
- Thinking about Theory  
- A Social Work Perspective on Theory and Practice

**Session 2: January 29  Psychodynamic Theory**

Walsh, Chapter 4, Ego Psychology
Walsh, Chapter 5, Relational Theories with a Focus on Object Relations
Congress & González, Chapter 2, Family and Group Approaches with Culturally Diverse Families: A Dialogue to Increase Collaboration

*Additional readings will be posted on Blackboard

*Case Study Work

**Session 3: February 5  Behavior & Cognitive Theories**

Walsh, Chapter 7, Behavior Theory
Walsh, Chapter 8, Cognitive Theory
Walsh, Chapter 10, Solution-Focused Therapy
Walsh, Chapter 11, Motivational Interviewing and Enhancement Therapy
Congress & González, Chapter 3, Evidence-Based Practice with Ethnically Diverse Clients

*Additional readings will be posted on Blackboard

*Case Study Work
Session 4: February 12   Family Theories

Walsh, Chapter 6, Family Emotional Systems Theory
Walsh, Chapter 9, Structural Family Theory
Walsh, Chapter 12, Narrative Therapy
Walsh, Chapter 13, Crisis Theory and Intervention

*Additional readings will be posted on Blackboard

*Case Study Work

Session 5: February 19   Developmental & Ecological Theories

Walsh, Chapter 3, Person-Centered Theory
Congress & González, Chapter 5, The Multicultural Triangle of the Child, the Family, and the School: Cultural Competent Approaches

*Additional readings will be assigned

Session 6: February 26   IN-CLASS WORKGROUP ACTIVITY
(MIDTERM REFLECTION PAPER DUE)

Session 7: March 5   Theories of Delinquency & Child Maltreatment

*Additional readings will be assigned

Session 8: March 19   Theories of Substance Use, Domestic Violence, & Mental Health

Congress & González, Chapter 21, Evidence-Informed Marriage and Family Treatment with Problem Drinkers: A Multicultural Perspective
Congress & González, Chapter 22, Multicultural Social Work Practice with Immigrant Victims of Domestic Violence
Congress & González, Chapter 23, Multicultural Populations & Suicide

*Additional readings will be assigned

Session 9: March 26   African American, American Indian & Alaska Native Children, Youth, & Families

Congress & González, Chapter 6, Clinical Practice with Multicultural Adolescents
Congress & González, Chapter 10, An Afrocentric Approach to Working with African American Families
Congress & González, Chapter 13, and Assisting Native American Families: Striving for Well-Being in the Seventh Generation
*Congress & González, Chapter 16, Spirituality and Culturally Diverse Families: The Intersection of Culture, Religion, and Spirituality*

*Additional readings will be assigned*

**Session 10: April 2 FILM VIEWING**

**Session 11: April 9**  
Asian and Pacific Islander and Latino American Children, Youth, and Families

*Congress & González, Chapter 7, Contingent But Resilient: The Plight of Young, Male Day Laborers in the United States*  
*Congress & González, Chapter 11, Clinical Practice with Hispanic Individuals and Families: An Ecological Perspective*  
*Congress & González, Chapter 12, Practice with Asian Immigrant Families and Intergenerational Issues*  
*Congress & González, Chapter 20, and Latino Families Affected by HIV/AIDS: Some Practical Practice Considerations*

*Additional readings will be assigned*

**Session 12: April 16**  
White Ethnic and Middle Eastern Children, Youth, and Families

*Congress & González, Chapter 14, Working with Arab Americans*  
*Congress & González, Chapter 17, Legal Issues with Immigrants and Refugees*  
*Congress & González, Chapter 18, Utilizing an Ethnographic Lens in Clinical Social Work Practice with Immigrants and Refugees*  
*Congress & González, Chapter 19, Clinical Work with Survivors of Torture*

*Additional readings will be assigned*

**Session 13: April 23**  
Diversity Issues

*Congress & González, Chapter 8, Working with Culturally Diverse Older Adults*  
*Congress & González, Chapter 11, Grandparents Raising Grandchildren from a Multicultural Perspective*  
*Congress & González, Chapter 15, Practice with Families where Gender or Sexual Orientation is an Issue*  
*Congress & González, Chapter 4, Managing Agencies for Multicultural Services*  
*Congress & González, Chapter 24, Ethical Issues and Future Directions*

* Additional blackboard readings*

**Session 15: April 30**  
Class Presentations

Application of Theory Papers Due
Individual presentations of Application of Theory Papers.

**Session 16: May 7  Class Presentations**

Individual presentations of Application of Theory Papers.