**Course Outline**

1. **September 8**  Introduction and Overview, No readings - First Day of Class
   
   **HOMEWORK:** EVERYONE MUST HAVE SEEN 1 TV EPISODE OF MALCOM IN THE MIDDLE BY 9/14 CLASS SESSION TO PREPARE FOR THE ROLE PLAY
   

2. **September 14**  Oppositional Defiant & Conduct Disorders, Part I
   
   **Practical Application Topic:** The First Interview/ Gathering Information
   
   
   
   
   

3. **September 21**  Practical Application Topic: Family Therapy Approaches: Systemic (Mainly Structural) & Cognitive-Behavioral (Mainly Parent Training)
   
   
   
   
   
4. September 28 
Oppositional Defiant & Conduct Disorders, Part II 
Practical Application Topic: CBT & Systems Approaches, Continued 
STUDENT-LED DISCUSSION #1: CBT THEORETICAL ORIENTATION


5. October 5 
Family Broad Band Measures (FACES IV, Clinical Rating Scales, & the Family Environment Scale) & Relational Diagnosis

STUDENT-LED DISCUSSION #2: SYSTEMS ORIENTATION
TOPICS DUE FOR ANNOTATED BIBLIOGRAPHY/CASE PRESENTATIONS


RECOMMENDED: 1) Family Environment Scale and scoring
2) FACES IV manual

6. October 12 
Attention Deficit Hyperactivity Disorder (ADHD)
Practical Application Topic: Doing Case Presentations on Families

7. October 19 Elimination Disorders
   Practical Application Topic: Resistance/Nonspecific Factors in Therapy
   STUDENT-LED DISCUSSION #3: EXTERNALIZING DISORDERS
   OR

8. October 26 Adolescent Disorders

9. November 2 Anxiety-Related Disorders
   STUDENT-LED DISCUSSION #4 & Practical Application Topic: Ethnicity & Culture


10. November 9  Depression
STUDENT-LED DISCUSSION #5: INTERNALIZING DISORDERS
STUDENT PRESENTATION: ___________________

ANNOTATED BIBLIOGRAPHIES DUE
Practical Applic. Topic: Tx Modalities (e.g. individuals vs. families, play therapy, etc.)


2) Gil, E. (1994). Play in family therapy. NY: Guilford Press (pp. 89 -137 [chapters 5 & 6]).

Developmental Disorders and Psychosis

11. November 16  Learning Disorders
Practical Application Topic: The Context of Treatment (e.g. inpatient, school, etc.)
STUDENT PRESENTATION: ___________________


12. November 23  Mental Retardation & Pervasive Developmental Disorders
STUDENT PRESENTATION: ___________________


13. **November 30**

**Schizophrenia**

**Practical Application Topic: Empirical Treatments, Efficacy & Effectiveness**

**STUDENT-LED DISCUSSION #6: DEVELOPMENTAL DISORDERS & PSYCHOSIS**

**STUDENT PRESENTATION:**


**Other Common Child/Family Problems**

14. **December 7**

**Divorce, Remarriage, and Family Transitions**

**Discussion of Cumulative Exam, Course Wrap-up/Feedback**

**STUDENT PRESENTATION:**


15. December 14 FINAL CUMULATIVE EXAM DUE
COURSE REQUIREMENTS

1. **Attendance and full participation in all class sessions:**
   
   Please contact Dr. Kelly BEFORE each class session that you miss. If you miss more than two classes, make-up work will be negotiated. As this course emphasizes active learning, **ALL students must also volunteer for three role plays over the course of the term.** Students are expected to participate in class discussions, especially regarding readings and cases.

2. **Lead ONE class discussion (SLD):**

   For each discussion, the student will engage the class in a 30-minute discussion of students’ reactions to and application of the relevant course material to family therapy. To assist in preparing to lead this discussion, it is suggested that students compose reactions related to the readings. They can be in the form of questions, concerns/criticisms, or reflections. They should reveal your thoughts on how to deal with/think about/address (i.e. APPLY) the material in a family therapy context, and they should be designed to facilitate discussion. Towards applying the material, **students are strongly encouraged to discuss their own cases, and to include aspects of diversity in the discussions whenever relevant.** Further, it is not mandatory, but the incorporation of relevant outside readings, such as those used in one’s bibliography are encouraged. Discussion dates will be chosen on the first day of class. **Students auditing the class only lead one discussion.** My student-led discussion date is: __________

3. **Present child/family therapy case in class:**

   You will be provided with an outline and will receive guidance on how to Do your presentations. Please note that they will be based upon your family case that has a child with a diagnosable disorder, unless one has had adequate experience with such a case within the past six months (in this event, see Dr. Kelly for approval). Relevant aspects of diversity must be addressed in your case presentation, including race, ethnicity, income, religion, etc. **My Presentation is Due On:** ________________

4. **Annotated bibliography of 3 articles (two related to your case, and Related to a class topic listed in the syllabus):**

   Provide a bibliography that includes a brief summary of each article. Your articles should reflect the latest and most important information in a cogent area related to the course and your case (so they should not be more than five years old). For your case, one article should be empirical, and one should be therapy related. The third article can be either. Students are also strongly encouraged to include an article addressing any relevant diversity aspects of the case (to help with assignment #3 above). **Students auditing the class do not need to do bibliographies.** Topics due: 10/5, bibliographies due: 11/9.

5. **Cumulative exam:**

   A handout will be provided and discussed two weeks prior to the exam to help direct your studies. **Students auditing the class do not take it.**