

SAN JOSE STATE UNIVERSITY
School of Social Work, MSW Program

Transcultural Advanced Generalist Practice 1: Family Systems Focus
Social Work 222 (sec. 1)
(course code – 30218)

Semester: Summer 2008
Instructor: Barry J. Goldman-Hall, LCSW
Class Meeting Time: M/W 6-8 PM (6/2- 8/6)
Classroom: Clark Bldg. 238

Office Hours: M&W 5:30-6PM
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CATALOG DESCRIPTION

Transcultural advanced generalist practice with an emphasis on family systems, diverse cultural patterns, and varying family forms. Assessment of multi-system interactions of communities and organizations, with a focus on enhancing the health and well-being of marginalized populations at-risk. Three units. Prerequisite: ScWk 221. Must be taken concurrently with ScWk 232.

COURSE DESCRIPTION

Social Work 222 is an advanced level practice course that builds on the skills and competencies gained in foundation practice (ScWk 220 & 221), field practicum (ScWk 230 & 231), and HBSE (ScWk 212 & 214). Emphasizing both ecological/family systems, and family life cycle perspectives this course focuses primarily on micro and mezzo level transcultural advanced generalist social work practice with high-risk, oppressed, marginalized, and/or disenfranchised individuals and their families.

Specific populations include, but are not limited to, ethnic minority and/or immigrant individuals and families, gay/lesbian/bisexual/transgendered/questioning (g/l/b/t/q) individuals and their families, poor families, single-parent, divorced, and blended families, as well as individuals and families grappling with chemical dependency, suicide/depression, mental illness, homelessness, and/or violence. Primary focus is on gaining and refining advanced generalist knowledge and skills in the areas of culturally competent assessment and intervention with these individuals and their families.

Specific assessment methods include use of the eco-map and genogram, family systems hypothesis development (utilizing a structural/interactional theoretical perspective), and assessment of high-risk factors (e.g. physical, sexual, chemical abuse, domestic violence, suicide, and acculturation risks).

COURSE DESCRIPTION (continued)

Intervention methodologies include strength-based models, traditional family intervention methods, as well as family crisis intervention. Current trends in program development for high-risk families will be discussed.

THIS COURSE MEETS THE FOLLOWING TITLE IV-E COMPETENCIES

1.1-1.5, 2.1-2.4, 2.7-2.9, 2.15-2.17, 2.19-2.20, 2.22, 3.1-3.5, 5.1-5.2, 6.3-6.4, 6.6, 7.2-7.3, 7.5-7.6, AND 8.9

LEARNING OBJECTIVES

At the conclusion of this course students will be expected to:

1. Articulate knowledge about assessment of and intervention for family systems at intrasystemic and intersystemic levels, utilizing a transcultural perspective.
 - M2.7 (Assess & Intervene)
2. Delineate the application of ecological, systems, and family life cycle theories in social work practice with family systems.
 - M2.5 (Critically Evaluate Theory)
3. Demonstrate skill in evaluating the empirical support for social work interventions with family systems.
 - M4.3 (Research)
4. Demonstrate the capacity for critical thinking, self-awareness and self-reflection in relation to practice issues.
 - M4.4 (Advance Quality of Practice)
5. Understand family dynamics, including those associated with stress and transition.
 - M2.7 (Assess & Intervene)

LEARNING OBJECTIVES (continued)

6. Demonstrate understanding of a multi-systems transcultural perspective to family social work interventions with oppressed, marginalized, and disenfranchised populations, including, but not limited to, Latinos, African-Americans, Native Americans, other ethnic minorities, sexual minorities and their families, low-income families, single-parent families, multi-generational and blended families, as well as families grappling with issues such as divorce, chemical dependency, mental illness, homelessness, and domestic violence.
 - M1.5, M3.6 (Apply Transcultural Multi-Systems)

LEARNING EXPERIENCES

Lectures, small group discussion and exercises, role-plays, videotapes, guest speaker(s), as well as multiple case consultations drawn from student field practicum experiences and instructor's practice are the primary teaching methods utilized. Course assignments include an in class written exam testing the student's ability to identify critical individual and family life-cycle tasks, a family assessment/systemic hypothesis assignment, a written family assessment & treatment plan, and an in-class observational exercise that measures the student's ability to recognize family interactional patterns and formulate preliminary family systems assessments.

GRADING, EVALUATION, and ASSIGNMENTS

The entire course is worth 100 points, with letter grades assigned accordingly:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	0-59	F
93-97	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

1. **Life-Cycle Written Exam:** This in-class written exam will present the student with a series of case vignettes representative of contemporary social work practice with individuals and families. Students will be asked to identify the predominant life-stage being negotiated in each vignette, discuss the major individual and family developmental tasks incumbent to that stage, and briefly explicate an intervention strategy based on their systemic hypotheses.

Date: June 23, 2003

Percent of Course Grade: 20

GRADING, EVALUATION, and ASSIGNMENTS (continued)

2. **Family Assessment/Systemic Hypothesis Exercise**: Students will view the contemporary film “The Squid and the Whale” in-class. Written assignment (to be submitted one week after class meeting) will include genogram, delineation of key system dynamics (from lectures & readings), and articulation of a “systemic hypothesis” that explains the symptoms and struggles of the children in the film.

Date July 7, 2008: In-class viewing of film

Date July 14, 2008: Written Assignment Due

Percent of Course Grade: 20

3. **Family Observation**: This in-class exercise will allow students to observe a videotaped vignette of complex family interaction. Then, utilizing concepts discussed in class and readings, they will write down their observations and initial systemic hypotheses. Students are expected to demonstrate their skill in “seeing family structure” (i.e. hierarchy, boundaries, alliances, coalitions, conflict, gender roles, etc.) through observation of its verbal, non-verbal, behavioral, contextual, and interactional manifestations.

Date: July 21, 2008

Percent of Course Grade: 20

4. **Family Assessment & Treatment Plan**: Student’s will complete a systemic assessment and treatment plan for a case from their field practicum experience (see instructor if you do not have access to a family in your field placement). Assessment and plan will take a “Family Systems” theoretical approach and will include consideration of LCSW Clinical Vignette Written Exam case requirements.

Due Date: August 4, 2008

Percent of Course Grade: 30

GRADING, EVALUATION, and ASSIGNMENTS (continued)

5. **Class Participation:*** Active class participation that demonstrates student's understanding of, and oral proficiency discussing, course concepts, assigned readings, field practicum experiences, and case material.

Percent of Course Grade: 10

*Professional development includes participation in consultation with colleagues, attendance at meetings, and via other communications colleagues, client systems, and peers. Refining professionalism occurs with practice. Active class participation demonstrates this continued professional development.

Assignments must be word processor produced and free of spelling and grammatical errors (write like the professional you are). Written work will be graded on content **and** quality, and is expected to adhere to professional and graduate school standards (i.e. utilize APA 5th edition guidelines for format and references). Only in extreme circumstances will I consider allowing an extension of an assignment's due date. Late assignments (without prior approval) will be penalized one-half (1/2) point for each weekday late. Students are expected to keep a copy of all papers submitted. Regular in-class participation is essential, and has a direct impact on your grade. I do not allow extra-credit assignments. Assignment of a grade of incomplete (I) will be in accordance with University guidelines.

Academic Integrity

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers.

Academic Integrity (continued)

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>

Reasonable Accommodation of Disabilities

If you need course adaptations or accommodations because of a disability, please e-mail me as soon as possible. Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish record of their disability. No matter where students reside, they should contact the SJSU DRC to register. The DRC Web site: <http://www.drc.sjsu.edu/>

REQUIRED TEXTS

Boyd-Franklin, N. & Bry, B.H. (2000). *Reaching out in family therapy: Home-based, school, and community interventions*. New York: The Guilford Press

Carter, B. & McGoldrick, M. (2005). *The expanded family life cycle: Individual, family, and social perspectives (3rd ed.)* Boston: Allyn & Bacon Classics in Education.

Social Work 222, Professor Goldman-Hall, Summer 2008 Course Reader.
Available @ Maple Press, 481 E. San Carlos St., San Jose CA 95112,
(408) 297-1001.

RECOMMENDED TEXTS

McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). *Genograms: Assessment and intervention (2nd ed.)*.

TOPIC OUTLINE, READINGS and ASSIGNMENTS

June 2 Topic: Course overview: Review syllabus, readings, and assignments.

June 4 Topic: The Family Life Cycle: Overview of family life-cycle theory for family as an evolving system with developmental stages and tasks, and their implications for practice with culturally diverse and marginalized, oppressed, and disenfranchised families.

Required Readings:

Carter, B. & McGoldrick, M. (2005). *The expanded family life cycle: Individual, family, and social perspectives (3rd ed.)* Boston: Allyn & Bacon, Chaps. 13-18 **(by 6/25)**.

June 9 & 11 Topic: The Family Life Cycle (cont.): Application of family life-cycle theory to contemporary family structures (e.g. divorced, blended, single-parent, gay/lesbian, immigrant, poor, ethnic minority, etc.).

Required Readings:

Carter, B. & McGoldrick, M. (2005), op. cit. Chaps. 4-6, and 10 **(by 6/25)**.

June 16 & 18 Topic: Systemic Concepts & Models of Family Practice: Examination of contemporary models of family practice, and their applicability to high-risk individuals and families. Discussion of relevant Social Work values and ethics that support these models.

Required Readings:

Boyd-Franklin, N. & Bry, B.H. (2000). *Reaching out in family therapy: Home-based, school, and family interventions*. New York: Guilford. Chaps. 1-3.

June 23 Topic: **Life-Cycle Written Exam**

TOPIC OUTLINE, READINGS and ASSIGNMENTS (continued)

June 25-
July 2 Topic: Family Assessment in Transcultural Advanced Generalist Practice: Use of genograms, ecomaps, and systemic hypothesis development in family systems assessment.

Required Readings:

Aponte, H. *Diagnosis in family therapy* (source unknown). (In reader). McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). *Genograms: Assessment and intervention* (2nd ed.). Chaps. 1-2. (In reader).

July 7 Topic: In-class viewing of “The Squid and the Whale.”

Required Readings:

Carter, B. & McGoldrick, M. (2005), op. cit. Chaps. 22-23.

July 9 -16 Topic: Family Intervention in Transcultural Advanced Generalist Practice: Discussion and utilization of techniques for engaging high-risk and ethnically diverse families utilizing systemic, strengths-based, and culturally competent methodologies.

Required Readings:

Boyd-Franklin, N. & Bry, B.H. (2000), op. cit. Chap. 4-6.

Haley, J. (1987). *Problem-solving therapy* (2nd ed.). San Francisco: Jossey-Bass, Chapter 1. (In reader).

Goldman-Hall, B.J., Jerrell, J., & Seelig, W.R., (1992). “In-home treatment of families with seriously disturbed adolescents in crisis.” *Family Process*, 31(2), 135-149. (In reader).

Family Assessment/Systemic Hypothesis Due July 14th

TOPIC OUTLINE, READINGS and ASSIGNMENTS (continued)

- July 21 Topic: **Family Observation (in-class)**
- July 23 Topic: Family Intervention: Violence and chemical dependency.
Movie: Radio Flyer
- Required Readings:
Carter, B. & McGoldrick, M. (2005), op. cit. Chap. 27 & 28.
- July 28-30 Topic: Family Intervention: In-Home Family video: Challenging the Nurturing Function. Family therapy and suicidal behavior.
- Required Readings:
Goldman-Hall, B. & Ode, S. (1992). Parents as partners: in-home treatment of suicidal adolescents. Empowering Families: Papers from the Fifth Annual Conference on Family-Based Services. (In reader).
- August 4 Topic: TBA & Course Evaluations
- Final Family Assessment & Treatment Plan due**
- August 6 Topic: Professional Issues in Advanced Generalist Social Work Practice: Jobs, interviewing, resumes, supervision, salaries, BBS licensure, etc.