

SAN JOSE STATE UNIVERSITY
School of Social Work, MSW Program

Social Work Practice with Adolescents
 Social Work 262 (sec. 1) – 3 units
 (course code – 43758)

Semester: Fall 2011
 Instructor: Barry J. Goldman-Hall, LCSW
 Class Meeting Time: M 9-11:45 AM
 Classroom: SH346

Office: WSQ 217F
 Office Hours: T 8:30-11:30 & by appt.
 Office Phone: (408) 924-5842
 emails: barry.goldman-hall@sjsu.edu

CATALOG DESCRIPTION

Skills and knowledge in working with diverse populations of at-risk adolescents from a transcultural multi-systems perspective. Focus on understanding adolescent and family development as well as assessments and interventions at various levels in a transcultural multi-systems context. (3 units. An elective)

COURSE DESCRIPTION

SW 262 is an advanced level practice course that offers second year MSW candidates the opportunity to gain skills and knowledge in transcultural multi-systems practice with a specific population at-risk. This course builds on the skills and competencies gained in both foundation and concentration practice courses (i.e. SW 220, 221, 222, and 223), HBSE courses (i.e. SW 212 and 214), and the policy practice courses organized by populations at-risk (i.e. SW 250, 260, 270, and 280). Utilizing ecological/systems, strengths and psychosocial perspectives SW 262 examines micro and mezzo level professional practice, imbedded in macro systems, with high-risk, poor, oppressed, marginalized, and/or disenfranchised adolescents.

Specific populations include, but are not limited to, ethnic minority adolescents, gay/lesbian/bisexual/transgendered youth, biracial/bicultural teens, gang affiliated/violent youth, physically/sexually-abused adolescents, pregnant teens, chemically dependant/abusing youth, and depressed/suicidal teens. Primary focus is on gaining and refining transcultural multi-systems knowledge and skills in the area of culturally competent joining, assessment, and intervention with high-risk teens on individual, family, and community levels.

Current trends in public policy and program development for high-risk adolescents are discussed, including MHSA (i.e. Prop 63), best practices, and evidenced-based practices.

THIS COURSE MEETS THE FOLLOWING TITLE IV-E COMPETENCIES

1.1-1.5, 2.1, 2.7, 2.9, 2.11, 2.15, 2.16, 2.18-2.20, 2.22, 3.1-3.5, 4.2, 4.3, 5.2, 6.3, 6.4, 7.2-7.6, and 8.9

LEARNIING OBJECTIVES

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

1. Discuss tools and techniques for social work assessment of adolescents, with emphasis on those who are identified as high-risk and vulnerable.
 - M2.7 (Assess & Intervene)
2. Articulate an understanding of developmental, ecological, and systems theories with emphasis on the application of these theories to social work practice with adolescents.
 - M2.5 (Critically Evaluate Theory)
3. Demonstrate skill in evaluating the empirical support for social work interventions with adolescents, with an emphasis on best practices for social work with high-risk adolescents and their families.
 - M4.3 (Research)
4. Articulate knowledge about the design and implementation of social work interventions with adolescents, including, but not limited to interdisciplinary collaboration and consultation, interventions with families and caregivers, and community-based interventions.
 - M2.7 (Assess & Intervene)
5. Demonstrate the capacity for critical thinking, self-awareness and self-reflection in social work practice with adolescents.
 - M4.4 (Advance Quality of Practice)
6. Apply with integrity social work values, ethics, and legal mandates in all phases of contacts in social work with adolescents.
 - M1.4 (Resolve Ethical Dilemmas)
7. Demonstrate understanding of a transcultural multi-systems perspective to social work interventions with adolescents that reflects an understanding of the importance of diversity including populations-at-risk, Latinos and Latinas, African and Asian Americans, women, GLBTQ's (gay, lesbian, bisexual, transgender, and questioning persons), and other marginalized and disenfranchised populations such as adolescents in the juvenile justice system.
 - 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 oral presentation focusing on transcultural multi-systems practice with a specific high-risk teen problem area, two papers focusing on the contemporary struggles of high-risk teens including analysis of both the origins and solutions to these problems from community, programmatic, and/or direct practice perspectives, and an in-class assessment exercise that measures the student's ability to make mental status observations (i.e. apply multiple micro-level assessment tools to a "real case").

GRADING, EVALUATION, and ASSIGNMENTS

The course is worth 100 "points" with letter grades assigned as follows:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	59 or less	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-		

Your grade will be determined from evaluations of the following assignments:

1. Violent Teens: Contemporary Epidemic? Paper: Students will be asked to read and critically analyze an article and editorial focused on teens and lethal violence. Drawing from their first year course work and prior field experience, students will discuss and comment on this debate from a transcultural multi-systems perspective. This paper will be used to assess both writing and critical thinking skills. Article and editorial are included in course reader.

Due Date: September 26, 2011

Required length: 4 (minimum)-6 (maximum) pages

Percent of Course Grade: 25

2. Oral Presentation: Students will prepare and present a brief 35-40 minutes (including Q&A time) group didactic presentation focused on a specific area of social work practice with high-risk teens. Presentation will include information on contemporary "best practices/evidenced-based practices" with the population/issue chosen. Presenter(s) will prepare separate one page lists of contemporary literature resources and community resources pertinent to the topic presented.

Presentation Date(s): Nov. 21nd & Nov. 28th (and Nov 14th, if needed)

Percent of Course Grade: 20

GRADING, EVALUATION, and ASSIGNMENTS (continued)

3. Adolescent Observation: This in-class exercise will allow students to observe a videotaped segment of an adolescent being seen in a clinical setting. Using concepts from both the readings and lectures pertaining to the Mental Status Exam, DSM -IV-TR, risk assessment protocols, and others the student observers will document their initial mental status and diagnostic impressions. Students are expected to attend to the verbal, non-verbal, behavioral, contextual and interactional signs and symptoms that support their clinical impressions.

Date: October 31, 2011

Percent of Course Grade: 20

4. High-Risk Adolescent Paper: Students will be asked to read and critically analyze **one of two articles (not both)** focusing on the plight of separate high-risk adolescents. Writing hypothetically from the perspective of a Social Worker working with the article's main character (Mindy or Lawrence) students should assess and discuss this adolescent's situation from one of the following perspectives: adolescent developmental theory, family systems theory, ecological/systems theory, community practice, transcultural multi-systems practice, policy practice, or other perspective (with the instructor's approval). Students will also be expected to propose two micro, mezzo, **or** macro level interventions (2 total, not 2 of each) they would engage in with, or on behalf of this client. Articles are included in course reader.

Due Date: Nov. 28, 2011

Required length: 4(minimum)-6(maximum) pages

Percent of Course Grade: 25

5. Class Participation*: Active class participation, including participation during oral presentations, 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 with colleagues, client systems, and peers. Refining professionalism occurs with practice. Active class participation demonstrates this continued professional development.

GRADING, EVALUATION, and ASSIGNMENTS (continued)

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.

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

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th edition: Text Revision). Washington DC: Author.

McWhirter, J.J., McWhirter, B.T., McWhirter, E.H., & McWhirter, R.J. (2007). *At-risk youth: A comprehensive response* (4th ed.). Toronto: Brooks/Cole.

Social Work 262, Professor Goldman-Hall, Fall 2011 Course Reader. Available @ Maple Press, 481 E. San Carlos St., San Jose CA 95112, (408) 297-1001

RECOMMENDED TEXTS

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Fishman, H.C. (1988). *Treating troubled adolescents: A family therapy approach*. New York: Basic Books, Inc. (on reserve).

TOPIC OUTLINE, READINGS and ASSIGNMENTS

Class 1
Aug 29 Topic: Course overview: Review Syllabus

Sept 5 Labor Day – Campus Closed

Class 2
Sept 12 Topic: Adolescent Development: Psychosocial, Psychosexual, Contextual, and Cultural. Review of HBSE developmental themes and paradigms for their applicability to the struggles of high-risk youth.

Required Readings:

Foster, D. (1993, December 9). If the symptoms are rapid increase in teen deaths from murder, suicide and car crashes, alcohol and drugs...the disease is adolescence. *Rolling Stone* (reader)

McWhirter, et. al., (2007). An introduction to at-risk issues and Individual characteristics of high-risk and low-risk children and youth. In *At-Risk Youth: A Comprehensive Response* (pp. 3-21, 107-122). Toronto: Brooks/Cole.

Class 3
Sept 19 Topic: Adolescent Development: Family Systems Perspective. Understanding the behavior of high-risk youth from a family system's perspective. Particular attention to non-traditional, poor, and ethnic-minority families.

Required Readings:

McWhirter, et. al., (2007). Environmental/societal factors that contribute to risk and Family problems of at-risk children and youth. In *At-Risk Youth: A Comprehensive Response* (pp. 22-41, 65-86). Toronto: Brooks/Cole.

Class 4
Sept 26 Topic: Assessment of High-Risk Adolescents. Focus on micro level assessment of high-risk youth, including psychosocial, mental status, risk-assessment, and DSM-IV-TR protocols. Discussion of the applicability of these assessment tools across cultures.

Required Readings:

Meeks, J.E., & Bernet, W. (1990). The diagnostic evaluation of the adolescent patient. In *The fragile Alliance* (4th ed.) (pp. 46-87). Malabar, FL: Robert E. Krieger. (on reserve)

TEEN VIOLENCE PAPER DUE

TOPIC OUTLINE, READINGS and ASSIGNMENTS (continued)

Class 5
Oct 3 Topic: Assessment of High-Risk Adolescents (cont.). Continuation of week #4 topics. "Karina T. case." (reader)

Recommended Readings:

American Psychiatric Association. (2000). Introduction, Cautionary Statement, Use of the manual, DSM-IV-TR classification, Multiaxial assessment, and Disorders usually first diagnosed in infancy, childhood, or adolescence. In *Diagnostic and Statistical Manual of Mental Disorders (4th edition: Text Revision)*, (pp. XXIII-134). Washington DC: Author.

Class 6
Oct 10 Topic: Assessment of High-Risk Adolescents: Family, Community, & Cultural Contexts. Ecological/systems and strength's based assessments of high-risk youth on mezzo and macro levels.

Required Readings:

Fishman, H.C., (1988). Family therapy: The treatment of choice for adolescents and The tools of therapy. In *Treating Troubled Adolescents: A Family Therapy Approach* (pp. 3-26). New York: Basic Books, Inc. (reader)

Henggeler, S.W., Schoenwald, S.K., Borduin, C.M., Rowland, M.D., & Cunningham, P.B. (1998). Clinical foundations of MST: Nine treatment principles, home-based model of service delivery, and guidelines for clinical supervision. In *Multisystemic Treatment of Antisocial Behavior in Children and Adolescents* (pp.21-57). New York: The Guilford Press. (reader)

Class 7
Oct 17 Topic: Intervention with High-Risk Youth: Micro Level. Use of case material to discuss the clinical challenges, ethical, and value dilemmas endemic to the client/worker relationship with culturally diverse high-risk adolescents.

Required Readings:

Meeks, J.E., & Bernet, W. (1990). Therapist qualifications, The therapeutic alliance with an adolescent, and The problems of ongoing psychotherapy with the adolescent. In *The fragile alliance* (4th ed.) (pp. 30-45, 88-117, 156-194). Malabar, FL: Robert E. Krieger. (on reserve).

TOPIC OUTLINE, READINGS and ASSIGNMENTS (continued)

- Class 8
Oct 24 Topic: Family Intervention with High-Risk Youth
Use of case material to discuss the rationale for family intervention with high-risk teens.
- Required Readings:
- 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. (reader).
- McWhirter, et. al., (2007). Family interventions. In *At-Risk Youth: A Comprehensive Response* (pp. 302-320). Toronto: Brooks/Cole.
- Class 9
Oct 31 Topic: Adolescent Observation (in-class)
- Class 10
Nov 7 Topic: Intervention with High-Risk Youth: Micro and Mezzo Level
Use of case material to discuss assessment and intervention strategies with high-risk youth and their families where the presenting problem involves substance use & addiction, high-risk sexual behavior, and/or juvenile justice involvement. Discussion of "Tony D. case," in course reader.
- Required Readings:
- McWhirter, et. al. (2007). Substance use and addiction, Teenage pregnancy and risky sexual behavior, and Antisocial behavior, delinquency, and youth gangs. In *At-Risk Youth: A Comprehensive Response* (pp. 143-207). Toronto: Brooks/Cole.
- Class 11
Nov 14 Topic: Intervention with Self-Destructive Youth
Use of cross-cultural case material to discuss specific intervention strategies with self-destructive teens and their families. Specific issues of GLBTQ youth.
- Required Readings:
- McWhirter, et. al., (2007). Youth suicide. In *At-Risk Youth: A Comprehensive Response* (pp. 208-230). Toronto: Brooks/Cole.
- Goldman-Hall, B.J. & Ode, S., (1991). Parents as partners: In-home treatment of suicidal adolescents. *Empowering Families: Papers from the Fifth Annual Conference on Family-Based Services*, 5, 131-137. (reader).
- Zayas, L.H., Kaplan, C., Turner, S., Romano, K., & Gonzalez-Ramos, G., (2000). Understanding suicide attempts by adolescent Hispanic females. *Social Work*, 45, 53-63. (reader)

TOPIC OUTLINE, READINGS and ASSIGNMENTS (continued)

Class 12 Topic: **Oral Presentations**
Nov 21

Class 13 Topic: **Oral Presentations**
Nov 28

HIGH-RISK ADOLESCENT PAPER DUE

Class 14 Topic: Final Class: Professional Issues (i.e. gainful employment, salaries,
Dec 5 licensure, the BBS, interviewing, resumes, etc.), course review,
evaluation, and, celebration!

San José State University
Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking¹ and communication² skills to help students achieve academic and professional excellence. These skills encompass one's ability to organize ideas, reason concretely and abstractly, and apply objective and subjective reasoning to ideas, situations, and theories.

One method to evaluate students' critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 5th ed.) is a format guide widely used in many social work assignments. However, alternate formats may be expected for writing assignments such as, but not limited to, process recordings, case or progress notes, court reports, and biopsychosocial and family assessments. Please refer to your course syllabus for guidance on APA assignment requirements. If you need writing or editing assistance, please consult with your instructor.

Grades are calculated based upon the scale below:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	59 or less	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-		

Plagiarism³ is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.⁴ Any student who plagiarizes will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

¹Critical thinking is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and, it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating.

²Communication is fundamental to social work and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports, and proposals, should be clear and cohesive. Effective communication is essential to effective and efficient social work practice on micro, mezzo, and macro levels.

³According to SJSU Academic Senate policy F88-10, “. . . plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, 1.2.1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work” (http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm).

⁴See Academic Senate policy on plagiarism detection (<http://www.sjsu.edu/senate/S02-4.htm>)

FIRES EARTHQUAKES AND OTHER DISASTERS:

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.
- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.
- Tune to radio station KSJS 90.7 FM for campus information.

MEDICAL EMERGENCIES:

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)
- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.
- For first aid, report in person to the Student Health Center weekdays from 8:00 am -5:00 pm or call University Police at 924-2222.
- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.
- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.
- Use the stairs. Do not use elevators -in case of fire or earthquake many elevators stop in place and you may be trapped.
- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.

