Transcultural Advanced Generalist Practice 1: Family Systems Focus  
Social Work 222 (sec. 1)  
(course code – 30382)

Semester: Summer 2012  
Instructor: Barry J. Goldman-Hall, LCSW  
Class Meeting Time: M/W 6-8 PM (6/4-8/8)  
Classroom: Clark Bldg. 234

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 through the MSW foundation-year courses. The primary focus is on transcultural multi-systems knowledge and skills in the areas of culturally competent assessment and intervention with ethnically, racially, sexually diverse, and marginalized individuals and their families. As a multi-systems social work practice course, it adopts the family systemic-interaction related to life-stage theoretical orientation, while taking into consideration the impact of the larger ecological context on individuals and their families. Various forms of families, such as single-parent (separated/divorced), blended and adopted families, are examined. Special attention is given to the impact of sociopolitical, economic and ethnic-racial and cultural diversity of families (e.g., immigrant, LGBT, homeless, families with violence in the home).

The course content introduces various theoretical frameworks. The overall family systems —family development perspectives— and family life cycle perspectives are examined as part of the knowledge and skills for conducting an assessment, formulating and carrying out an intervention (treatment), and evaluating expected outcomes. Moreover, different therapeutic approaches and clinical modalities are examined and adopted within the context of the strengths-based model, and the need to advance human rights and promote social justice when delivering social work services to families.
COURSE STUDENT LEARNING OBJECTIVES
The following Competencies/Program Objectives (PO) are realized through this course:

PO 1. Identify as a professional social worker and conduct oneself accordingly
PO 2. Apply social work ethical principles to guide professional practice
PO 3. Apply critical thinking to inform and communicate professional judgments
PO 4. Engage diversity and difference in practice
PO 5. Advance human rights and social and economic justice
PO 9. Respond to contexts that shape practice
PO 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Upon completion of ScWk 222 students will be able to:
1. Demonstrate the capacity to create awareness around personal values by reflecting on potential biases, in order to build on the type of professional conduct that guides social work practice. PO: 1 (a, b, c) (Professional Social Work)
2. Exhibit practice effectiveness, and professional relationships between clients, colleagues, and institutions. PO: 1 (e) (Professional Social Work)
3. Apply with integrity the values, ethics, and legal mandates of the National Association of Social Workers Code of Ethics, in all phases of contacts with families, as well as demonstrate awareness of personal biases, and the capacity to identify, manage, and correct these. PO: 2 (a, b) (Ethics)
4. Display critical thinking skills, and effective oral and written communication in working with individuals and their families. PO: 3 (a, b, c) (Critical Thinking)
5. Demonstrate knowledge of family systems at intra and inter-systemic levels, by integrating a transcultural social work perspective, and strengths-based an empowerment approach to practice. PO: 4 (a, d, e) (Diversity and Transcultural Perspective)
6. Demonstrate knowledge of factors that due to historical, economic, political and social conditions, negatively impact families, and lead to oppression, marginalization, poverty, and discrimination. This knowledge will provide the foundation for promoting strategies that support social, economic and political justice in social work delivery of services to families. PO: 4 (a, d, e) (Diversity and Transcultural Perspective) & PO: 5 (b, c) (Social and Economic Justice)
7. Ability to seek and access information, scientific and technological resources, and emerging societal trends to provide relevant services at all levels of practice with families. PO: 9 (a, b) (Shape Practice)
8. Demonstrate knowledge and apply skills involving dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels with individuals and families. PO: 10 (a, b) (Engagement and Assessment) & PO: 10 (c, d) (Intervention and Evaluation)
REQUIRED AND RECOMMENDED TEXTS

Required Texts

Recommended Texts


(1) In order for you to save money on this textbook you can order the 2011- 4th edition through coursesmart.com, or purchase the 3rd edition online. If you buy the old edition, you need to be responsible for checking the reading topics and reconcile different page numbers that are assigned on the syllabus. Through coursesmart.com, you need to register with http://www.coursesmart.com/the-expanded-family-life-cycle-individual/monicamggoldrick-betty-carter-nydia-garcia/dp/9780205747979. The etext is ISBN-10 0-205-74797-3 or ISBN-13 978-0-205-74797-9. The printed copy is very expensive, but if you want to purchase it, the ISBN is 10 0-205-74796-5 or 13 978-0-205-74796-2 and the price $146.80.

(2) I am not going to order these books. If you are interested, they can be purchased through the Guilford Press, and Allyn and Bacon publication companies, online, or from a student who took the course during prior years.

(3) The DSMIV is expensive. I suggest you obtain it from your agency or MLK Library. 

Important Note: The assigned readings that do not appear in your textbook will be sent to you electronically by the instructor. These are marked as “e-copy” on the Course Outline. I use the roster to access your email address. Make sure it is listed correctly on your university contact information.

Library Liaison
For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at http://libguides.sjsu.edu/scwk. The Social Work Library Liaison is: Crystal Goldman 408.808.2015 or Crystal.Goldman@sjsu.edu.
Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late/Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

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, and a family assessment & treatment plan group paper and presentation.

Assignments and Grading Policy
Your grade in this course will be based on your exam, written work, group presentation and participation as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>SLO</th>
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</thead>
<tbody>
<tr>
<td>1. Family Life-Cycle Exam</td>
<td>20</td>
<td>1,2, and 3</td>
</tr>
<tr>
<td>2. Family Assessment/Systemic Hypothesis Paper</td>
<td>20</td>
<td>2,3,4, and 9</td>
</tr>
<tr>
<td>3. Fam. Assessment &amp; Treatment (group paper)</td>
<td>25</td>
<td>2,4,5,9, and 10 (a,b and c)</td>
</tr>
<tr>
<td>4. Fam. Assessment &amp; TX Plan (group presentation)</td>
<td>20</td>
<td>4,5,9, and 10 (a,b, and c)</td>
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<tr>
<td>5. Participation</td>
<td>15</td>
<td>1,2,3,9, and 10 (a,b, and c)</td>
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<tr>
<td>Total</td>
<td>100</td>
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GRADING, EVALUATION, and ASSIGNMENTS

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

- 98-100 A+
- 93-97 A
- 90-92 A-
- 87-89 B+
- 83-86 B
- 80-82 B-
- 77-79 C+
- 73-76 C
- 70-72 C-
- 67-69 D+
- 63-66 D
- 60-62 D-
Penalty for Late Work
All assignments will be turned at the start of class by the due date. Depending on the assignment and reason, 5% can be deducted if turned in after the due date.

Assignments

1. Family Life-Cycle Exam 20 Points – In-class Wednesday June 20th
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 assessment of life-stage challenges.

2. Family Assessment/Systemic Hypothesis Paper 20 points
Students will view a film (see suggested listing below) on their own that depicts various family types, structures, situations, dynamics, etc. Although you do not have to cite the literature for this paper, it is highly recommended that you complete the McGoldrick, M., Carter, B., & Garcia-Prieto, N. (2011), Part 2 (Chapters 12-17). Written assignment will include genogram, delineation of key system dynamics (from lectures & readings), and articulation of a “systemic hypothesis” that explains the symptoms, struggles, presenting problem(s) in the film chosen.
A) Reflect on, and write observations about areas highlighted in the film that relate to what has been discussed in class and in the readings. Include a thorough and thoughtful description of one presenting problem; in-depth analysis of the family’s functioning by focusing on aspects that you view as essential to the presenting problem (i.e. a systemic hypothesis); and address the following concepts:

1) Family system roles
2) Characteristics of the various subsystems (i.e. emotional cutoffs, alliances, coalitions, conflicts, triangles, collusive relationships, etc.)
3) Cultural elements that impact the family
4) Rules and traditions (could include also cultural traditions)
5) Family stress, dysfunction, and risk factors
6) Boundary issues (e.g., clear, rigid, and/or diffuse), and relational distance issues (e.g., disengaged-enmeshed continuum).
7) Hierarchy (i.e. distribution of power in the system)
8) Family life cycle and individual developmental issues
9) Major transitions (i.e. nodal events, major life-cycle shifts, etc.)
10) Strengths
GRADING, EVALUATION, and ASSIGNMENTS (continued)

Date: Week of July 2nd - 6th: Viewing of film
Date: Monday July 9th: Written Assignment Due
Percent of Course Grade: 20

B) Take into account cultural, linguistic (if applicable), social, economic and political factors related to the reality of the family observed, use the School of Social Work’s transcultural social work model in order to demonstrate critical thinking (critical analysis) skills. Make sure you address your role as a social worker (e.g., your level of awareness and consciousness) if you were working with a family like the one observed.

Suggested movies:
Precious (2009)
The Color Purple (1985)
The Joy Luck Club
The Scent of Green Papaya (1994)
The Squid & The Whale
The Virgin Suicides
Tortilla Soup

Note: Other suggested films on families are welcomed. If you would like to choose a film not listed, please speak with me for approval. I recommend that you look up these films online and read about them before you make your selection. Some are foreign films and have subtitles, and some are non-traditional. Most of these films you can access through Netflix. Length of paper: 4 pages (not to exceed 5) of text, 1 page for genogram. No cover page required. You can print in two-sided. See APA Format and Writing Requirements for more information.
3.4. Family Assessment & Treatment-Intervention Plan (FATIP), and Class Presentation - Group Project

25 points for FATIP, and 20 points for class presentation

This assignment is two-fold. It includes: (1) writing a paper based on completing a case formulation assessment, proposing a treatment-intervention plan and family therapy theory approach or treatment modality, and (2) making a group class presentation in the format of a case consultation social work team meeting (which can include a brief family role-play as well). Early in the semester (Session III, 9/12), the members of the class will be divided into working groups of 4 or 5 students. Group-member selection will be based on a chosen family therapy theory approach or treatment modality perspective (see attached guidelines for list). You and the members of your group will work collaboratively, analyzing the chosen family case, carrying out the (mock) assessment and proposing a treatment-intervention plan, which includes proposing and explaining the application of a family treatment theory approach or treatment modality. In the later part of the class sessions, your group will have a portion of class time to work on the assignment. Your group’s presentation will be scheduled for 25 or 30 minutes. This two-part assignment is a group grade and every member is expected to make the same type of time and work commitment. The assignment is designed to help students integrate lecture/readings and practice experiences. See attached detailed guidelines for completing assignment and breakdown for points.

Class Participation 15 Points

Professional development includes class attendance since it is the main form for acquiring new knowledge and skills, and consulting with class members (especially the members of the group assignment). As part of class participation students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss readings, and provide additional insights on issues from their own special knowledge, professional expertise and internship experience. It is expected that the student assume responsibility for her/his learning, and the quality and success of this course. With this in mind, please note that cell phones and laptop computers can only be used for class-related activities. Please let me know if you are “on call” and required to check your cell calls. The use of laptops and cell phones (including texting) for personal purposes, chronic tardiness, absence from the group assignment meetings, and disruptive behavior and/or inattentiveness will be reflected in the participation grade. To minimize class disruptions please arrive on time. Class attendance will be usually taken and recorded during the first part of class sessions. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early.
GRADING, EVALUATION, and ASSIGNMENTS (continued)

(See Student Handbook for additional information). Also, you must contact your team group if not in class during sessions when groups will meet to discuss the Family Assessment & Treatment-Intervention Plan assignment.

APA Format and Writing Requirements
The Publication Manual of the American Psychological Association (APA) 6th edition, is the style manual adopted by the Masters in Social Work Program. All papers must follow current APA format guidelines with the following exceptions: the use of running heads is not necessary. All papers must use standard, 11 or 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. All papers should be written in standard/formal English; avoid slang and refrain from overuse of jargon. It is strongly recommended that you make use of WORD tools for edit your work (spell check and grammar check). Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules. Make sure to add a reference if using a website. See School of Social Work Writing Policy for more information.

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/

TOPIC OUTLINE, READINGS and ASSIGNMENTS

June 4  Topic: Course overview: Review syllabus, readings, and assignments.

June 6  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:

June 11/13  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:

June 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:

June 20  Topic: Life-Cycle Written Exam

Required Readings:


July 2  No class – Independent study, view movie for assignment #2

July 4  No Class – Holiday

July 9/11  *Family Assessment/Systemic Hypothesis paper due July 9th*

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:


July 16/18  Topic: *Family Intervention (continued)*

Required Readings:

TOPIC OUTLINE, READINGS and ASSIGNMENTS (continued)

Movie: Radio Flyer

Required Readings:


Required Readings:

Jul 30/Aug 1  Group Presentations. Papers due July 30th

August 6/8  Topic: Professional Issues in Advanced Generalist Social Work Practice: Jobs, interviewing, resumes, supervision, salaries, BBS licensure, etc.