

**SW 620: ADVANCED SOCIAL WORK PRACTICE:
CHILD AND FAMILY WELLBEING**

Instructor:
Phone:
Office hours:

Office:
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Catalog Course Description

Prerequisites: SW 500, SW 570, and SW 592. Corequisite: SW 680A.

Advanced practice course that focuses on working with children and families. Emphasis is on evidence-based intervention techniques and evolving perspectives of goals of social work practice. Multicultural perspectives on assessment and interventions will be examined. Letter grade only (A-F).

Course Overview

This advanced course focuses on social work practice with children, adolescents, and families. It is designed to help students assess families from the systems perspectives and provide interventions with families from diverse backgrounds. In addition to the concepts and ethical considerations in working with families, students will be exposed to a variety of intra- and inter-personal theories and evidence-based interventions with children, adolescents, and caregivers while utilizing strengths-based approaches. Students will develop advanced levels of assessment and practice skills with consideration of a broad scope of protective and risk factors from ecological and multicultural perspectives. Students will be expected to evaluate existing practice methods and critically think about new directions for intervening with children and families.

Course Objectives

Upon successful completion of the course the student will be able to:

- A. Identify the ethical and legal challenges of working with children and families.
- B. Assess families from the systems perspectives, and identify strengths and needs of children and families from diverse backgrounds.
- C. Differentiate among the various theories, treatment approaches, and the values and assumptions that are made in each.
- D. Apply social work values, ethics, and advocacy to practice situations and interventions shown to be effective with children and families.

- E. Conduct family assessments and interventions from ecological and multicultural perspectives, and accurately document demographic information, presenting issues, and intervention plans.
- F. Apply practice evaluation and critically examine empirical support.

Texts (Required)

Brandell, J. R. (Ed.) (2014). *Essentials of clinical social work*. Thousand Oaks, CA: Sage.
ISBN: 978-1-4522-9153-6

Nichols, M. P. (2016). *Family therapy: Concepts and methods* (11th ed). Boston, MA: Pearson.
ISBN: 978-0133826609

Supplemental Texts (Not Required)

Berzoff, J., Flanagan, L.M., & Hertz, P. (2016). *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (4th ed.)
Lanham, MD: Rowman & Littlefield. ISBN: 9781442236851

Walsh, F. (2016). *Strengthening family resilience*. New York, NY: Guilford. ISBN:
9781462522835

Payne, M. (2016). *Modern social work theory*. New York, NY: Oxford. ISBN: 9780190615246

Other Assigned Readings and Materials (Required and Supplemental)

Other materials from a variety of sources addressing contemporary issues in working with children and families are used throughout the semester.

Course Format

This course will be conducted through the use of lectures, multimedia (videos and powerpoints), large and small group discussions and activities, readings, case material, as well as questions and issues raised by students from their fieldwork and relevant employment activities. Guest speakers may participate, as available.

Assignments

Assignments are designed to facilitate the integration of classroom content and fieldwork, and are structured to facilitate a sequential understanding of the subject matter. They are designed to provide opportunities to use analytic, verbal, and written skills, parallel to social work practice related to the course focus. They include the following activities:

Case Assessment and Analysis Report (20 points):

Students will assess and analyze a case using Family Systems and Structural Theories and Practices as well as social work values and approaches. This 10 – 12-page report must be supported by required readings that include:

1. Current Situation and Challenges
2. Family Functions

3. Analysis of Genogram and Ecomap
4. Strengths, Needs, and Goals of Family and Each Family Member
5. Recommended Interventions and Justifications of Selected Interventions
6. Hypotheses and Expected Outcomes
7. Genogram and Ecomap (diagrams)

Role Play (30 points):

Practice Paper (20 points)

The students will practice skills and intervention techniques learned from this course while performing role-plays. The students will write a 6 – 8 page paper on the modalities, approaches, and specific techniques used in this practice as well as the outcomes of the interventions.

Reflection Paper (10 points)

The students will prepare a 4 – 5-page paper based on the Practice Paper and feedback received. Reflect on self-awareness (transference/countertransference and use of self), impasses experienced during the role play, cultural considerations, changes you will make for future and more effective practice, qualities you will like to maintain or expand, and learnings from the role play and feedback.

Evidence-Based Intervention Paper (20 points):

Each student will write a 10 – 12-page Evidence-Based Intervention Paper on topics that address unique needs, strengths, and treatment issues of children, adolescents, and families from diverse socio-cultural groups and communities. The paper must be supported by at least 10 scholarly articles from reliable sources. Turnitin will apply automatically for the originality check.

Presentation (20 points):

Based on the Evidence-Based Intervention Paper, the students will make a presentation on their findings.

Class Participation (10 points):

This includes attending class meetings on time and active participation in class discussions and activities to comment on experiences in the field, readings, and information presented by colleagues, instructors, and guest speakers in the class, and behaviors that promote a positive learning environment for everyone.

* School Attendance Policy: “For Fall, Spring and Regular (12-week) Summer Session courses, students are allowed the same number of absences equal to the number of course meetings per week (e.g. two absences in courses meeting two times per week, one absence in courses meeting once a week, see Field Education Manual for specifics about absences in field education internships and seminars)... The next absence after the maximum allowed may lower the final course grade by one full letter (or from Credit to No Credit in Field Education courses; each subsequent absence will continue to lower the final grade accordingly. Students are encouraged to save these absences for situations in

which they may not be in control of circumstances. One additional absence will be allowed without consequence to the final grade **ONLY** for illness, injury, or other University established excused absences (as specified above in A. Excused Absences) and **only** when documentation is provided.” Please also refer to the University/School Policies for details.

Grading Scale

Exam and Assignments	Points	Weight
Assessment #1 – Case Assessment and Analysis Report	20	20%
Assessment #2 – Practice Paper (Role Play)	20	20%
Assessment #3 – Reflection Paper (Role Play)	10	10%
Assessment #4 – Evidence Based Intervention Paper	20	20%
Assessment #5 – Presentation	20	20%
Assessment #6 – Class Participation/Attendance	10	10%
Total	100	100%

The maximum number of points for this class is 100. Grading will be based on the total number of points earned:

100 - 90 = A; 89 - 80 = B; 79 - 70 = C; 69 - 60 = D; < 59 = F

Important: Assignments are due on the dates noted under the course outline. All late assignments and papers will be deducted 10% a day until they are turned in. No extra credit will be offered for this course. All papers should be typed, double-spaced, and cited/referenced according to the American Psychological Association (APA) writing style. Complete sentences and correct grammar and spellings are expected.

Course Overview

WEEK	TOPIC	ASSIGNMENT
1	Course Introduction and Review of Objectives: Working with Children, Adolescents, and Families	Required Readings
2	Frameworks for Clinical Social Work Practice	Required Readings
3	Clinical Social Work Practice: Application to Children, Adolescents, and Families	Required Readings
4	Ecological and Strengths-Based Perspectives and Family Systems Therapy	Required Readings
5	Family Interventions in Social Work Practice: Structural Family Therapy	Required Readings Case Assessment and Analysis Report
6	Motivational Interviewing in Social Work Practice, and Role Play 1	Required Readings

7	Overview of Cognitive and Behavioral Therapies	Required Readings
8	Cognitive Behavioral Therapy in Social Work Practice, and Role Play 2	Required Readings
9	Solution-Focused Therapy in Social Work Practice, and Role Play 3	Required Readings
10	Trauma Informed Practice	Required Readings Practice Paper/Reflection Paper
11	Integrative Approaches: Developmental, Psychosocial, and Behavioral Challenges	Required Readings
12	Integrative Approaches: High Risk Behaviors with Relational and Emotional Challenges	Required Readings Evidence-Based Intervention Paper
13	Fall Break/No Class	
14	Diverse Socio-Cultural Understandings Part I, and Presentations	Required Readings
15	Diverse Socio-Cultural Understandings Part II, and Presentations	Required Readings

Course Outline

Week 1: Course Introduction and Review of Objectives: Working with Children, Adolescents, and Families

- Overview of the course and classroom policies
- Introduction to working with children, adolescents, and families from multicultural perspectives
- Ethics and roles of the social worker in family interventions

Required Readings

Brandell - Ch. 1

Nichols - Ch. 1 and Ch. 2

Suggested Readings

Congress, E. P., & Kung W.W. (2013). Using the culturagram to assess and empower culturally diverse families. In E.P. Congress & M. Gonzalez (Eds.), *Multicultural perspectives in social work practice with families 3rd ed.* (pp. 1-20). New York: Springer Publishing.

Ortega, R. M., & Faller, K. C. (2011). Training child welfare workers from an intersectional cultural humility perspective: A paradigm shift. *Child Welfare, 90*(5), 27-49.

Week 2: Frameworks for Clinical Social Work Practice

- Use of psychotherapy in clinical social work practice

- History and evolution of theories and practices with considerations of culture

Required Readings

Brandell - Ch. 3 (pp.42-60) and Ch. 9

Nichols - Ch. 8

Suggested Readings

Brandell – Ch. 14

Putnam-Hornstein, E., Needell, B., King, B., Johnson-Motoyama, M. (2013). Racial and ethnic disparities: A population-based examination of risk factors for involvement with child protective services. *Child Abuse & Neglect*, 37, 33-46. doi:10.1016/j.chiabu.2012.08.005.

Week 3: Clinical Social Work Practice: Application to Children, Adolescents, and Families

- Developmental phases and attachment as useful perspectives working with children and adolescents
- Role of play as a tool in social work practice

Required Readings

Brandell - Ch. 3 (pp.60-69), Ch. 5, and Ch. 6

Mikulincer M., & Shaver, P.R. (2019). An attachment perspective on family relations. In B.H. Fiese, M. Celano, K. Deater-Deckard, E.N. Jouriles, & M.A. Whisman (Eds.), *APA handbook of contemporary family psychology: Foundations, methods, and contemporary issues across the lifespan, Vol. 1* (pp. 109-125). Washington, DC: American Psychological Association.

Suggested Readings

Brandell – Ch. 10

Carr, A. (2016). Family therapy for adolescents: A research-informed perspective. *Australian and New Zealand Journal of Family Therapy*. 37(4), pp.467-479.

Winley, D.M., Ogbaselase, F., Kodish, T., Okunroumu, E., & Krauthamer Ewin, E.S. (2016). Attachment-based family therapy for teen suicidality complicated by a history of sexual trauma. *Australian and New Zealand Journal of Family Therapy*, 37, 177-189.

Week 4: Ecological and Strengths-Based Perspectives and Family Systems Therapy

- Ecological and strengths-based approaches in family interventions
- Introduction to family therapies with the focus on Bowen Family Systems Therapy

Required Readings

Brandell – Ch. 7

Nichols - Ch. 3

Suggested Readings

Boyd, R. (2014). African American disproportionality and disparity in child welfare: Toward a comprehensive conceptual framework. *Children and Youth Services Review, 37*, 15-27. doi:10.1016/j.childyouth.2013.11.013.

Gowen, L., Bandurraga, A., Jivanjee, P., Cross, T. & Friesen, B. (2012). Development, testing, and use of a valid and reliable assessment tool for urban American Indian/Alaska Native youth programming using culturally appropriate methodologies. *Journal of Ethnic and Cultural Diversity in Social Work (21)2*, 77-94.

McCracken, S. & Marsh, J. (2008). Practitioner expertise in evidence-based practice decision making. *Research on Social Work Practice, 18(4)*, 301-310.

Week 5: Family Interventions in Social Work Practice: Structural Family Therapy

- Family roles, rules, and boundaries in the context of culture
- Introduction to Structural Family Therapy and its application to social work practice

Required Readings

Lindblad-Goldberg, M., & Northey, W.F. (2013). Ecosystemic structural family therapy: Theoretical and clinical foundations. *Contemporary Family Therapy: an International Journal, 35(1)*, 147-160.

Nichols - Ch. 6

Zafra, J. (2016). The use of Structural Family Therapy with a Latino Family: A case study. *Journal of Systemic Therapies, 35(4)*, 11- 21.

Suggested Readings

Jones, L.V., Hopson, L.M., & Gomes, A. (2012). Intervening with African-Americans: Culturally specific considerations. *Journal of Ethnic and Cultural Diversity in Social Work: Innovation in Theory, Research & Practice, 21(1)*, 37-54.

Nichols - Ch. 5

SSW PE 2.2 INTRODUCED

Week 6: Motivational Interviewing in Social Work Practice, and Role Play 1

- Introduction to Motivational Interviewing
- Application of Motivational Interviewing to children, adolescents, and families

Required Readings

Miller, W., & Rollnick, S. (2013). What is motivational interviewing? In *Motivational*

interviewing: Helping people change 3rd ed. (pp. 1-36). New York: The Guildford Press.

Rollnick, S., Kaplan, S.G., Rutschman, R. (2016). At risk student: MI integrated with other approaches. In *Motivational interviewing in schools: Conversations to improve behavior and learning* (pp. 139- 145). New York: The Guildford Press.

Tevyaw, T.O., Spirito, A., Colby, S.M., & Monti, P.M. (2018). Motivational enhancement in medical settings for adolescent substance use. In P.M. Monti, S.M. Colby, & T.O. Tevyaw (Eds.), *Brief interventions for adolescent alcohol and substance abuse* (pp. 153-187). New York: The Guildford Press.

Suggested Readings:

Brandell - Ch. 15 (Social Work Interventions with Alcohol and Other Drug Problems)

Rollnick, S., Kaplan, S.G., Rutschman, R. (2016). Working with families. In *Motivational interviewing in schools: Conversations to improve behavior and learning* (pp. 116-128). New York: The Guildford Press.

Woodin, E.M. (2017). Motivational interviewing for intimate partner violence. In H. Arkowitz, W.R. Miller, & S. Rollnick (Eds.), *Motivational interviewing in the treatment of psychological problems, 2nd ed.* (pp. 320 – 343). New York: The Guilford Press.

Week 7: Overview of Cognitive and Behavioral Therapies

- Application of Cognitive and Behavioral Therapies to children and families
- Introduction to behavior approaches (e.g., respondent, operant, and observational learnings) as interventions with children and families (e.g., systematic desensitization, reinforcement, time-out, token economy, premack principle, etc.)

Required Readings

Brandell - Ch. 2 and Ch. 8

Hwang, W.C. (2016). Culturally adapting evidence-based practices for ethnic minority and immigrant families. In N. Zane, G. Bernal, & F.T.L. Leong (Eds.), *Evidence-based psychological practice with ethnic minorities: Culturally informed research and clinical strategies* (pp.289-308). Washington, DC: American Psychological Association.

Suggested Readings

Barth, R.P., Lee, B.R., Lindsey, M.A., Collins, K.S., Strieder, F., Chorpita, B.F., Becker, K.D. & Sparks, J.A. (2012). Evidence-based practice at a crossroads: The timely emergence of common elements and common factors. *Research on Social Work Practice*, 22(1), 109-119.

O'Hare, T. (2015). Child abuse and neglect. In *Evidence-based practices for social workers: An*

interdisciplinary approach (pp. 438-488). Chicago, IL: Lyceum Press.

Powell, B., Proctor, E. & Glass, J. (2014). A systematic review of strategies for implementing empirically supported mental health interventions. *Research in Social Work Practice, 24*(2) 192-212.

Week 8: Cognitive Behavioral Therapy in Social Work Practice, and Role Play 2

- Advanced learning on Cognitive Behavioral Therapy with cultural considerations in working with children, adolescents, and families
- Application of Beck's Cognitive Therapy and Rational Emotive Behavioral Therapy in social work practice

Required Readings

DiGiuseppe, R.A., & David, O.A. (2015). Rational emotive behavior therapy: In H.T. Prout & A.L. Fedewa (Eds.), *Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings 5th ed.* (pp. 155-215). Hoboken, NJ: John Wiley & Sons Inc.

Nichols – Ch. 9

Oar, E.L., Johnco, C., & Ollendick, T.H. (2017). Cognitive behavioral therapy for anxiety and depression in children and adolescents. *Psychiatric Clinics of North America, 40*(4), 661-674.

Suggested Readings

He, L. (2017). Cognitive behavior therapy for Asian American families of children with developmental disabilities. *The Family Journal, 25*(2), 179-186.

Lawson, D. M., Kellam, M., Quinn, J., & Malnar, S. G. (2012). Integrated cognitive-behavioral and psychodynamic psychotherapy for intimate partner violent men. *Psychotherapy, 49*(2), 191-201.

SSW PE 7.3 PRACTICED

Week 9: Solution-Focused Therapy and Integrative Approaches, and Role Play 3

- Introduction to Solution-Focused Therapy as a postmodern approach
- Application of Solution-Focused Therapy and Play Therapy in assessment and interventions

Required Readings

Evans, P., Turner, S. & Trotter, C. (2012). *The Effectiveness of Family and Relationship Therapy: A review of the literature.* Melbourne: PACFA.

Nichols – Ch. 11

Leggett, E.S. (2017). Solution-focused play therapy. In E.S. Leggett & J.N. Boswell (Eds.)

Directive play therapy: Theories and techniques (pp. 59 – 79). New York: Springer Publishing Co.

Suggested Readings

Corcoran, J. (2012). Review of outcomes with children and adolescents with externalizing behaviors problems. In C. Franklin, T.S. Trepper, W.J. Gingerich, & E.E. McClollum (Eds.), *Solution-focused brief therapy: A handbook of evidence-based practice* (pp. 121-129). New York: Oxford University Press.

Nichols - Ch. 10

Taylor, E.R. (2015). Solution-focused sandtray therapy for children. In H.G. Kaduson & C.E. Schaefer (Eds.), *Short-term play therapy for children*, 3rd ed. (pp.150 – 174) New York, The Guilford Press.

Week 10: Trauma Informed Practice

- Introduction to types of trauma, trauma theories, and neurological basis of trauma
- Working with victims and survivors of trauma with considerations of diversity and age appropriate approaches

Required Reading

Brandell – Ch. 4 and Ch. 12

Pollio, E., Mclean, M., Behl, L.E., & Deblinger, E. (2014). Trauma-focused cognitive behavioral therapy. In R. Reece, R.F. Hanson, & J. Sargent (Eds.), *Treatment of child abuse: Common ground for mental health, medical, and legal practitioners* (pp. 31-38). Baltimore, MD: Johns Hopkins University.

Suggested Readings

Nichols – Ch. 13

Shapiro, F., & Liliotis, D. (2015). EMDR therapy for trauma-related disorders. In U. Schnyder & M. Cloitre (Eds.), *Evidence based treatment for trauma-related psychological disorders: A practical guide for clinicians* (pp. 205-228). Cham, Switzerland: Springer International.

Week 11: Integrative Approaches: Developmental, Psychosocial, and Behavioral Challenges

- Eclectic and integrative practice approaches to developmental, psychosocial, and behavioral challenges experienced among infants and children in a variety of settings
- Utilizing available programs and resources in a variety of settings

Required Readings

- Kenny, M.C., Dinehart, L.H., Winick, C. (2016). Child-centered play therapy for children with autism spectrum disorder. In A.A. Drewes & C. Schaefer (Eds.) *Play therapy in middle childhood* (pp. 257-274). Washington, D.C., American Psychological Association.
- Miltenberger, R.G., Miller, B.G., & Zerger, H.M. (2016). Applied behavior analysis. In C.M. Nezu & A.M. Nezu (Eds.), *The Oxford handbook of cognitive and behavioral therapies* (pp. 79-95), New York: Oxford University Press.
- O'Brien, K., Berzin, S. C., Kelly, M. S., Frey, A. J., Alvarez, M. E., & Shaffer, G. L. (2011). School social work with students with mental health problems: Examining different practice approaches. *Children & Schools*, 33(2), 97-105.

Suggested Readings

- de Jong, G., & Schout, G. (2011). Family group conferences in public mental health care: An exploration of opportunities. *International Journal of Mental Health Nursing*, 20(1), 63-74.
- Nwabuzor Ogbonnaya, I., Martin, J., & Walsh, C.R. (2018). Using the California evidence-based clearinghouse for child welfare as a tool for teaching evidence-based practice. *Journal of Social Work Education*, 54(1), S31-S40.
- Subcommittee on Attention-Deficit/Hyperactivity Disorder & Steering Committee on Quality Improvement and Management (2011). ADHD: Clinical practice guideline for the diagnosis, evaluation, and treatment of attention-deficit/hyperactivity disorder in children and adolescents. *Pediatrics*, 128(5), 1007-1022.

SSW PE 4.3 INTRODUCED
 SSW PE 6.1 INTRODUCED
 SSW PE 6.1 PRACTICED
 SSW PE 7.3 INTRODUCED

Week 12:

Week 12:

Week 12: Integrative Approaches: High Risk Behaviors with Relational and Emotional Challenges

- Eclectic and integrative practice approaches to high risk behaviors with relational and emotional challenges among adolescents
- Exploration of interventions used in a variety of settings, and roles of caregivers in preventions and early interventions

Required Readings

Bhatnagar, K., & Wisniewski, L. (2015). Integrating dialectic behavior therapy with family therapy for adolescents with affect dysregulation. In K.L. Loeb, D. Le Grange, & J. Lock (Eds.), *Family therapy for adolescents eating and weight disorders: New applications* (pp. 305-327). New York: Routledge/Taylor & Francis Group.

Brandell - Ch. 3 (pp.69-78)

Henggeler, S.W. (2015). Effective family-based treatments for adolescents with serious antisocial behavior. In J. Morizot & L. Kazemian (Eds.), *The development of criminal and antisocial behavior: Theory, research and practical applications* (pp. 461-475). Cham, Switzerland: Springer International.

Suggested Readings

Huemer, J., Shaw, R.J., Prunas, A., Hall, R., Gross, J., Steiner, H. (2015). Adolescent defense styles as correlate of problem behavior. *Zeitschrift für Kinder- und Jugendpsychiatrie und Psychotherapie*, 43 (5), 345-350.

Week 13: Fall Break -Campus Closed/No Class

Week 14: Diverse Socio-Cultural Understandings Part I, and Presentations

- Application of learned theories and practices and Critical Race Theory (CRT) to vulnerable populations
- Discussion on unique strengths and needs of children, adolescents, and families in cultural context
- Future directions of intervention approaches

Required Readings

Brandell – Ch. 13 and Ch. 16

Kolivoski, K.M., Weaver, A., & Constance-Huggins, M. (2014). Critical race theory; Opportunities for application in social work practice and policy. *Families in Society*, 95(4), 269-276.

Suggested Readings

Jacobs, G.A., Gray, B.L., Erickson, S.E., Gonzalez, E.V., & Quevillon, R.P. (2016). Disaster mental health and community-based psychological first aid: Concepts and education/training. *Journal of Clinical Psychology*, 72, 1307-1317.

Ogbonnaya, I. & Pohle, C. (2013). Case outcomes of child-welfare involved families affected by domestic violence: A review of the literature. *Children and Youth Services Reviews*, 35, 1400-1407.

Pernebo, K., & Almquist, K. (2017). Young children exposed to intimate partner violence describe their abused parent: A qualitative study. *Journal of Family Violence*, 32(2), 169-178.

Shirk, J., Herring, D., Goodkind, S. Pohlig, R., & Kim, K. (2013). From child welfare to juvenile justice: Race, gender and system experiences. *Youth Violence and Juvenile Justice*, 11(3), 249 – 272.

Week 15: Diverse Socio-Cultural Understandings Part II, and Presentations

- Application of learned theories and practices and Critical Race Theory (CRT) to diverse socio-cultural groups
- Discussion on unique strengths and needs of children, adolescents, and families in cultural context
- Future directions of intervention approaches

Required Readings

- Few-Demo, A.L. (2014). Intersectionality as the ‘new’ critical approach in feminist family studies: Evolving racial/ethnic feminisms and critical race theories. *Journal of Family Theory & Review*, 6(2), 169-183.
- Lingquist, T.G., & Watkins, K.L. (2014). Modern approaches to modern challenges: A review of widely used parenting programs. *The Journal of Individual Psychology*, 10(2), 148-165.
- Thomas, S.R. (2013). Lesbian, gay, bisexual, transgender and questioning youth. In J. Sandoval (Ed.), *Crisis counseling, intervention, and prevention in the schools* (pp. 264-290). New York, NY: Routledge/Taylor & Francis.

Suggested Readings:

- Sametana, J.G. (2011). Parenting beliefs, parenting, and parent-adolescent communication in African American families. In N.E. Hill, T.L., Mann, & H.E. Fitzgerald (Eds.), *African American children and mental health, Vols 1 and 2: Development and context, prevention and social policy* (pp. 173-197). Santa Barbara, CA: Praeger/ABC-CLIO.
- Shapiro, C., Prinz, R., & Sanders, M. (2012). Facilitators and barriers to implementation of an evidence-based parenting intervention to prevent child maltreatment: The Triple P-Positive Parenting Program. *Child Maltreatment*, 17(1), 86-95.
- Zayas, L., Borrego, J., Domenech Rodriguez, M.M. (2009). Parenting interventions and Latino families: Research findings, cultural adaptations, and future directions. In F.A. Vilarruel, G. Carlo, J.M. Grau, M. Azmitia, N.J. Cabrera, & T.J. Chahin (Eds.), *Handbook of U.S. Latino Psychology: Developmental and Community-Based Perspectives* (pp. 291-307). Sage Publications.
- Zhou, X., Wu, C.S., Juan, M.J.D., & Lee, R.M. (2017). Understanding and addressing parent-adolescent conflict in Asian American families, In Y. Choi & H.C. Hahm (Eds.), *Asian American parenting: Family process and intervention* (pp. 143-163). Cham, Switzerland: Springer International Publishing.

UNIVERSITY (U) SCHOOL(S) AND INSTRUCTOR (I) POLICIES

POLICY REGARDING EMAIL ADDRESS FOR ALL OFFICIAL UNIVERSITY EMAIL CORRESPONDENCE TO STUDENTS (U)

In response to increasing phishing attacks and cyber scams, the university will implement a change on August 2, 2018 that all official CSULB announcements and notices will be sent to your campus-provided “BeachMail” (Outlook) email account. This change means that official University email communications will be sent to your @student.csulb.edu email account only.

As part of this change, *you will no longer be able to assign a third-party email address (e.g., Gmail, Hotmail, Yahoo, etc.) as your “preferred” email account in MyCSULB.* However, if you wish to continue receiving official campus communication at your personal email accounts, you may [Use Rules to Automatically Forward Messages](#) from your BeachMail account to your preferred personal email account. You can access your [BeachMail](#) (Outlook) account within the campus [Single Sign-On](#) (SSO) service. If you have any questions about this service update, please contact DoIT-ServiceManagement@csulb.edu or the Technology Help Desk at (562) 985-4959.

Statement of Non-discrimination (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=34#nondiscrimination-policy>

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Preferred Gender Pronoun (U)

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Statement of Accessibility (U)

http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

Accommodation (U)

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines).

Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the Bob Murphy Access Center (BMAC) (formerly DSS). The telephone number is (562)985.5401 and they are located in the Student Success Center (SSC) Room 110. Email address is BMAC@csulb.edu.

Accommodation is a process in which the student, BMAC, and instructor each play an important role. Students contact BMAC so that their eligibility and need for accommodation can be determined. BMAC identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a BMAC Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the BMAC office.) The instructor welcomes the opportunity to implement the accommodations determined by BMAC. Please ask the instructor if you have any questions.

Campus Behavior (U)

General Policies

CSULB Statement on Civility and Acts of Violence

<http://catalog.csulb.edu/content.php?catoid=2&navoid=34#csulb-statement-on-civility-and-acts-of-violence>

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.

The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

Classroom Expectations

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S)

The NASW Code of Ethics outlines a set of core values that form the basis of social work's purpose and perspective. The core values are:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

The School of Social Work also applies the Code to classroom interactions and comportment. That is, students as emerging professionals are expected to maintain confidentiality, respect for difference and are expected to take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and responsible members of each class or group.

The School of Social Work considers all students as citizens who are subject to all federal, state and local laws in addition to regulations that exist as part of their responsibility to the School/College/University governing student conduct and responsibility. A student may be suspended or disqualified from the BASW or MSW program for violating laws, rules or regulations.

Cheating and Plagiarism (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cheating-and-plagiarism>

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, (i.e., quotation marks, footnotes, or commentary).

Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult with the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by: (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own

words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action

One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

- a. Review – no action.
- b. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
- c. A requirement that the work be repeated;
- d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
- e. Assignment of a failing final grade;
- f. Referral to the Office of Student Conduct and Ethical Development for possible probation, suspension, or expulsion.

Attendance Policy (U/S)

Attendance

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30>

Students are expected to attend classes regularly. Classroom participation is a necessary and important means of learning and is essential to the educational objectives of all MSW and BASW courses.

Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

Excused Absences

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

- a. Illness or injury to the student
- b. Death, injury, or serious illness of an immediate family member or the like
- c. Religious reasons (California Education Code section 89320)
- d. Jury duty or government obligation
- e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty are not obligated to consider other absences as excused and may require students to provide documentation for excused absences.

Attendance and Absences in Field Education Internship Placement

Please refer to the Field Education Manual for absences in field education internship placement and seminar requirements.

Extended or Multiple Absences

Attendance in all Social Work classes is crucial since student participation is essential. Absences

impact a student's academic work and performance as well as the participation of other students. For Fall, Spring and Regular (12-week) Summer Session courses, students are allowed the same number of absences equal to the number of course meetings per week (e.g. two absences in courses meeting two times per week, one absence in courses meeting once a week, see Field Education Manual for specifics about absences in field education internships and seminars). For Summer Session I or III courses, which meet twice a week for only six weeks, students are allowed only one absence. The next absence after the maximum allowed may lower the final course grade by one full letter (or from Credit to No Credit in Field Education courses; each subsequent absence will continue to lower the final grade accordingly.

Students are encouraged to save these absences for situations in which they may not be in control of circumstances.

One additional absence will be allowed without consequence to the final grade **ONLY** for illness, injury, or other University established excused absences (as specified above in A. Excused Absences) and **only** when documentation is provided.

1. Students who anticipate extended or multiple absences, beyond the maximum of two absences allowed as specified above, during a particular semester should consult with the Director of Field Education (if they will be in their field education internship or seminar) and Graduate Program Coordinator before enrolling in any classes to determine whether it will be possible to complete field education placement/seminar requirements and course requirements and develop alternatives to making up missed work as required.
2. Students who realize after enrollment that they will have extended or multiple absences, beyond the maximum of two absences allowed as specified above, should consult with the Director of Field Education (if they are in a field education in internship placement/seminar) and Graduate Program Coordinator to see whether it will be possible to complete field education placement/seminar and course requirements and develop alternatives to making up missed work as required.

Medical-Restriction and Disability-Related Absences

Attendance related matters involving a medical restriction or disability must be reviewed and approved as soon as possible by the Bob Murphy Access Center (BMAC formerly DSS) at (email: BMAC@csulb.edu, telephone: (562) 985-5401, location: Student Success Center (SSC) Room 110). BMAC is the University office authorized to review medical documentation and authorize reasonable accommodations for academic-related matters based on a disability or medical restriction(s).

References: Class Attendance – Academic Information, Policies and Regulations, Course Catalog

http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

Academic Senate – Attendance Policy, Policy Statement 01-01

http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/

Visitors to Classes (U)

Only students registered for the class either as regular students or as auditors and invited guests of the instructor may attend classes at CSULB. Persons wishing to become guests of the instructor should seek the instructor's permission prior to the beginning of the class session.

Withdrawal (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cancellation-of-registration-or-withdrawal-from-csulb>

Cancellation of Registration or Withdrawal from CSULB

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available online at the [Enrollment Services website](#).

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Withdrawal Policy (U)

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction:

Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal:

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,

Withdrawals in terms prior to fall 2009 at CSULB,

Withdrawals at institutions other than CSULB, and

Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Catastrophic Withdrawal

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- a. The Petition to Withdraw from Classes in the Final Three Weeks of Instruction and the appropriate Catastrophic Withdrawal Request (Medical or Beyond Student's Control) is submitted to Enrollment Services by the published deadlines,
and
- b. The student presents evidence to demonstrate that a severe medical condition or other circumstances beyond the student's control prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Incomplete Grades (U)

An "Incomplete" grade ("I") signifies that a portion of the required coursework (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and that there is still a possibility of earning credit. In cases where more than one-third of the work is outstanding, but the instructor feels that an "I" is appropriate, a justification must be provided. It is the responsibility of the student to bring pertinent information to the instructor to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for removal of the incomplete shall be in writing with the instructor.

Supplemental Bibliography

Books:

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Classic Book

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Articles:

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SSW PE 2.2 PRACTICED

SW 620 Advanced Practice Activities and Assignments

Role Play Guidelines

The students will practice skills and intervention techniques learned from this course while performing role-plays. Three roles plays:

1. Motivational Interviewing
 2. Cognitive Behavioral Therapy
 3. **Solution-Focused Therapy**
- On the day of the role plays we will discuss each role play topic (i.e. MI, CBT & SFT)
 - Then each day assign different random groups of 5 (i.e. 1 SW, 1 Observer, 2 Parents & 1 Child) vignettes to role play, each taking turns/rotating roles for 5 minutes each – in separate breakout rooms.
 - After each 5-minute role play the Observer provides 1-minute feedback to the SW.
 - Each student is to take notes about the feedback provided them from all three different role plays to write Practice and Reflection Papers.
 - The professor will would spend time in each breakout room.
 - After everyone plays the role of the SW and receives feedback students return to the main session for processing as a large group and additional feedback.

Every student will role play, practice, observe, and participate in each role play modality.

Motivational Interviewing Role Play Activity- Motivational Interviewing

The students will practice skills and intervention techniques learned from this course while performing role-plays.

There will be different random groups of 5 (1 SW, 1 Observer, 2 Parents & 1 Child) vignettes to role play, each taking turns/rotating roles for 5 minutes each – in separate breakout rooms.

- After each 5-minute role play the Observer provides 1-minute feedback to the SW.
- Each student is to take notes about the feedback provided them from all three different role plays to write Practice and Reflection Papers.
- The professor will would spend time in each breakout room.
- After everyone plays the role of the SW and receives feedback students return to the main session for processing as a large group and additional feedback.

Every student will role play, practice, observe, and participate in each role play modality.

Role Play 1- Motivational Interviewing

Mary is a Latina woman 27 years old; she has a history of alcohol dependence over the past 7 years. Mary has a daughter Kylie aged 7 years who displays signs of a learning disability. Child Protective Services was involved with Mary and Kylie since her birth on a voluntary case that has since closed. Kylie has Regional Center Services the child remains in the home with mom and dad. Kylie has an IEP at her public school. Mary has demonstrated ambivalence regarding her ability to control her alcohol use. The father Javier, lives in the home, but works long days and is not the primary caregiver for the child. Mary has referred herself to therapy as suggested by her doctor and the family has come to see you today for the session.

Consider how you might use the principles of Motivational Interviewing with Mary, Kylie, and Javier? What are some of the strengths and limitations of the family? What resources could benefit the family? What involvement would the School District and Regional Services have with the family? How could you assist the family in order to prevent re-opening a case with Child Protective Services? Please remember to take culture into consideration when working with families.

Class Discussion on Counter-Transference and Vicarious Trauma (Breakout Rooms) – Week 11

Trauma-related Breakout Rooms Activity- in reference to the lecture and video we watched- let's discuss these processes that Social Workers in the field will endure at some point. Please share your own experiences, along with what we just discussed in class. There are 5 groups and each group will take one of the following:

Let's look at:

1. Burnout
2. Compassion Fatigue
3. Secondary Traumatic Stress
4. Countertransference
5. Vicarious Trauma

SSW PE 2.2 ASSESSED

Evidence-Based Practice Paper (20 points) Due 10/30

The students will write a 4-page (excluding title pages and references) paper on Motivational Interviewing, Cognitive Behavioral Therapy and Solution-Focused Therapy. The paper must be supported by scholarly articles from reliable sources including your textbook and the lectures. Papers should be typed, double-spaced, and cited/referenced according to the American Psychological Association (APA) writing style. Complete sentences and correct grammar and spellings are expected. Turnitin will apply automatically for the originality check.

- Purpose/goal of each
 - Techniques/skills for each
 - Outcome – when the purpose is accomplished and/or the goal reached, what does that look like? How are we expecting the client to family to behave/interact?
-

Reflection Paper (10 points) Due 10/30

The students will prepare a 3-page (excluding title page) paper based on the Practice Paper and feedback received. No APA required. Reflect (write) on:

- Self-awareness (transference/countertransference and use of self),
 - Impasses experienced during the role play
 - Cultural considerations
 - Changes you will make for future and more effective practice
 - Qualities you will maintain or expand
 - Learnings from the role play and feedback.
-

SSW PE 7.1 PRACTICED

SSW PE 8.2 ASSESSED

SW 620- Case Assessment and Analysis Report (20 points)

Students will **assess and analyze a case** (of your choice) using Family Systems and Structural Theories and Practices as well as social work values and approaches. This 10 – 12-page (title and reference pages not included) report must be supported by required readings that include:

8. Current Situation and Challenges

- a. Family make-up e.g. parents/caregivers, children, and household members' demographics

- b. Living situation/arrangement e.g. housing, employment, school, etc.
- c. Context/background e.g. culture, race, religion, SES, sexual orientation, etc.
- d. Trauma-related issues that may be impacting the family
- e. Presenting issue e.g. why is the family receiving services?

9. Family Functions

- a. Systems
 - i. Balance between individual system and family system
 - ii. Differentiation of self
 - iii. Emotional triangles
 - iv. Nuclear family emotional process, family projection process, Multigenerational Transmission Process & Societal Emotional Process
 - v. Sibling position
 - vi. Emotional cutoff
- b. Structural
 - i. Structure
 - ii. Subsystems
 - iii. Boundaries

10. Analysis of Genogram and Ecomap (diagrams)

- a. Patterns/trends
- b. Themes/values
- c. Strengths
- d. Pathology
- e. Supports
- f. Resources

11. Strengths & Needs

12. Goals of Family and Each Family Member

- a. Systems
 - i. Get past blame to examine own role in the family
 - ii. Decrease anxiety; increase differentiation
 - iii. Help gain insight into family-of-origin patterns
 - iv. Examine process/patterns of emotional reactivity & of interlocking triangles
 - v. Modify marital system to change the family

- vi. Increase parents' ability to manage their own anxiety
 - vii. Help couple have less anxiety in their family-of- origin
- b. Structural
- i. Structural changes to the family so that the family can solve its own problems
 - ii. Create or strengthen executive subsystem
 - iii. Enmeshed families – differentiate individuals and subsystems by strengthening the boundaries around them
 - iv. Disengaged families – increase contact by making boundaries more permeable
13. Recommended Interventions and *Justifications* of Selected Interventions (do not get into the weeds or details. You will discuss in detail with examples interventions in your separate **Evidence-Based Intervention Paper** assignment).
- a. Systems
- i. Process questions
 - ii. Genograms
 - iii. Therapeutic Triangle
 - iv. Therapy with Couples
 - v. Therapy with Individuals
 - vi. Coaching
- b. Structural
- i. Joining and accommodating – (effective therapy requires challenge and confrontation)
 - ii. Working with interaction (use of enactments)
 - c. Mapping structural patterns (observing enmeshment and disengagement)
 - d. Highlight and modify interactions
 - e. Boundary Making
 - i. Loosen boundaries in disengaged families
 - ii. Strengthen boundaries in enmeshed families
 - f. Unbalancing
 - g. Reframing (adding cognitive constructions) – challenge unproductive assumptions
14. Hypotheses and Expected Outcomes e.g. if intervention “A” and “B” are implemented the family will achieve goals #1 #2 and it will look like this... (behaviorally specific detailed descriptive example).

All papers should be typed, double-spaced, and cited/referenced according to the American Psychological Association (APA) writing style. Complete sentences and correct grammar and spellings are expected. There is no minimum or maximum of scholarly articles required.
