

ADVANCED SOCIAL WORK PRACTICE WITH COUPLES AND FAMILIES (SWRK 227)

INTRODUCTION TO COURSE AND INSTRUCTOR

Catalog Statement

Analysis and application of theories, principles, and techniques of social work practice with couples and families from a strength-based, empowerment perspective.

ADVANCED SOCIAL WORK PRACTICE WITH COUPLES AND FAMILIES (SWRK 227)	
Spring 2020	California State University, Fresno
Class Location	Instructor Name:
Units 3	Office Hours:
Time:	E-Mail:
Location:	Telephone Office:

Course Rationale

This seminar is designed to prepare the student to establish effective working relationships with couples/families, to formulate an assessment of the couple/family system within its context, and to develop and implement an intervention strategy relevant to family and/or couple needs. The course is also designed to prepare the student to create and operationalize an evaluation of practice plan within a context of social work practice standards, values and ethics. Specific seminar content and discussion will focus on the special needs of marginalized families and families at risk. Additional attention is also given to a multicultural perspective in the service of developing an ethnically respectful practice posture and multicultural competency. Central to the multisystems framework used in this seminar will be the recognition of couples/families as an intergenerational system moving through time facing both expectable developmental/transitional demands and unpredictable stressors in a global community. Practice theories and interventions which facilitate the departmental mission of social justice, empowerment and cultural diversity.

Prerequisites: SWRK 224, 225, 246, 282, and concurrent enrollment in SWRK 247 and 283

Course Goals and Primary Learning Outcomes

1. To facilitate student ability to apply knowledge of a multi contextual framework for family-centered social work practice with diverse populations in a global community.
2. To facilitate student development of knowledge and skills in assessment, intervention and evaluation with family systems.

3. To facilitate student understanding, empowerment, and social justice for marginalized families/families at risk.

Learning Objectives/Outcomes

Based on the use of case material brought from the field setting (written or oral presentation), written assignments, analysis of video materials, and/or performance in simulated situations in class/experiential exercises, students will demonstrate an ability to:

- 1.1 Identify social work's historical place as a primary force in working with family systems and in establishing the person-in situation/family-in situation perspective.
- 1.2 Apply relevant social systems concepts/ecological principles to a family-centered social work practice.
- 1.3 Identify the individual, immediate household, extended family, community, societal and global components of a multi-contextual framework for family-centered social work practice.
- 1.4 Apply an understanding of culture/ethnicity, gender and social class components as central elements in working with families.
- 1.5 Apply an understanding of selected ethnic families in the service of developing an ethnically respectful family-centered practice approach.
- 1.6 Identify the profession's values and ethics in shaping and implementing a family-centered practice approach shaped by empowerment and social justice perspectives.

Based upon the use of case material brought from the field setting (written or oral presentation), written assignments, analysis of video materials, and/or performance in experiential exercises/simulated situations in class, students will demonstrate an ability to:

- 2.1 Identify the initial practice tasks of beginning the family interview, joining/engaging all family members, gathering information and contracting.
- 2.2 Identify presenting concerns and needs and relevant underlying issues with couples and families.
- 2.3 Identify and assess expectable developmental/transitional demands and tasks as well as unanticipated stressors in the life of a family.
- 2.4 Assess the components of the family/multi-contextual interface through the construction of an eco-map, identifying domains for intervention and strategies for change.
- 2.5 Make advanced, sophisticated use of genograms and family chronologies from an intergenerational perspective as major tools for assessment, treatment goal setting and intervention.

- 2.6 Identify and assess boundaries, sub-systems, authority and power, roles, rules, communication patterns/processes, triangles, secrets, symptom formation and strengths in relationship to the expectable developmental tasks/transitional demands of a family and/or the unanticipated stressors in the life of a family.
- 2.7 Understand and select intervention methods/techniques from a range of multi-systemic and functional family-centered practice models appropriate to the needs of the family.
- 2.8 Evaluate the effectiveness of one's practice with marital/family systems by selecting, applying, and interpreting appropriate clinical measures.
- 2.9 Critically assess and respond to ethical dilemmas in practice with couples and families.
- 2.10 Critically evaluate family practice approaches with respect to values, explanatory theory, interventive methods and empirical support.

Based on the use of case material brought from the field setting (written or oral presentation), written assignments, analysis of video materials, and/or performance in experiential exercises/simulated situations in class, students will demonstrate an ability to:

- 3.1 Understand marginalized families/families at risk and identify the interventions necessary to address both their needs and facilitate their empowerment:
 - a) migrating, international and refugee families
 - b) families living in poverty
 - c) substance abuse in families
 - d) violence in families
 - e) families with a member with acute/chronic physical or mental illness
 - f) families with a member who has a disability
 - g) abandonment, separation or divorce in families
 - h) death in families
- 3.2 Understand non-traditional families and identify the interventions required to address their needs and facilitate their empowerment:
 - a) single-parent families
 - b) divorced/blended/remarried families
 - c) same sex couples and their families
 - d) ethnically diverse, intergenerational, multiracial families
- 3.3 Identify how women, people of color, gay men and lesbians who are members of the aforementioned families warrant additional practitioner consideration in the assessment/intervention process.
- 3.4 Identify how conventional/traditional or stereotypic views of women/men warrant practitioner evaluation of gender bias/gender marginalization and disempowerment in families and family practice models.

- 3.5 Identify and construct multisystem interventions which effectively impact organizational/structural arrangement, in practice settings and in the larger socio-political realm, which empower or disempowers families and which enhance or obstruct family-centered social work practice.

Grading and Assignments

Take-home Assignments: Short written feedback assignments which apply class content to practice situations. Six take-homes will be handed out; you are required to do all six (6).

Midterm Assignment: a written paper which applies core course theories and interventions, using assessment tools to facilitate an understanding of one’s own, fieldwork practice or theoretical, couples and families.

Final Paper- Advanced multisystem assessment of a couple using a vignette case study. (COMMON ASSIGNMENT): An interactive assignment requiring critical thinking and application of course concepts to a couple from a diverse background.

Oral and written communication skills are essential professional skills. Edit your work carefully before turning it in. If you are unclear about the assignment or would like to review your work before submitting it, please consult instructor. All work should be printed in hardcopy and use APA format. Late work will not be accepted unless discussed and approved by the instructor in advance. Please see the instructor if you require special arrangements.

Grading will be based on take-home assignments, a midterm and a final paper. Handouts on each assignment will be distributed in class and/or available on Blackboard. The basis for grading is described below but may vary according the instructor. Please consult grading and assignment values for the instructor teaching your section.

Take-Home assignments: (6 required, 20 points each)	120	30%
Midterm Paper	120	30%
Final exam	160	40%

Course grades will be assigned according to the following scale (total points and point values according to percentages may vary with instructors):

Percentage	Points	Grade
93-100	372-400	A
92-80	320-371	B
79-71	284-319	C
70-60	240-283	D
59 or below	239 or less	F

The course grade is based on the following expectations: Students are expected to engage actively in class discussions. It is important to read the assigned readings so that you will

develop a thorough knowledge of various theoretical perspectives. Class participation includes a balance of talking, listening, and the ability to demonstrate and application of course concepts to practice examples. The student is encouraged to demonstrate a willingness to take risks in discussing points of view, giving honest, constructive feedback to others, and participating in experiential exercises.

Course Content

- I. The Context of Multisystemic Couples and Family Centered Practice
 - A. Historical and current social work practice on couples, family and family policy
 - B. Systems theory and ecological practice principles: a multicontextual and global perspective for working with couples and families
 - C. Family theory for family-centered practice
 - D. Culture/ethnicity, gender, and social class
 - E. Selected ethnic families
 - F. Social work values and ethics in family-centered practice

- II. Family and Couple Engagement, Assessment, and Intervention
 - A. Agency and case-management issues
 - B. Interviewing: Joining, engaging and contracting
 - C. Ecological assessment and intervention
 - D. Intergenerational needs, concerns and issues; assessment and intervention
 - E. Intrafamilial assessment of structure and communication process and intervention
 - F. Selected intervention methods/techniques
 - G. Current multisystemic, functional, and relationship theories and practice
 - H. Clinical measures for evaluation

- III. Marginalized Couples, Families/Families at Risk: Interventions to Address Needs and Facilitate Empowerment
 - A. Migration, refugee status and cultural/legal issues
 - B. Families living in poverty
 - C. Substance Abuse in couples and families
 - D. Violence in couples and families
 - E. Families and couples with a member with acute/chronic physical or mental illness
 - F. Families and couples with a member who has a disability
 - G. Abandonment, separation, or divorce
 - H. Death in families
 - I. Single-parent families
 - J. Blended, remarried couples and their families
 - K. Same sex couples and their families

Required Textbooks and Materials

Gurman, Alan S. and Jacobson Neil S. (2015). *Clinical Handbook of Couple Therapy, (5th ed.)*. NY. Guilford Press.

McGoldrick, M., Carter, B. & Garcia-Preto, N. (Eds.) (2011). *The expanded family life cycle: Individual Family, and social perspectives. (5th ed.)*. Boston, MA: Allyn & Bacon.

Nichols, M. (2011). *The essentials of family therapy. (5th ed.)*. Boston, MA: Allyn & Bacon.

Recommended Texts:

Gottman, J. & Silver, N. (2012). *What makes love last*. New York, NY: Simon and Schuster.

Minuchin, S. & Fishman, H.C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Press.

Ziegler, P. & Hiller, T. (2001). *Recreating partnership: a solution-oriented collaborative approach to couples Therapy*. New York: W. W. Norton & Co.

Assignment and Examination Schedule

Date	Assignment	Points
See Outline due dates- 6	Take Home's	120
March 14	Midterm	120
May 14	Final exam	160

Course Policies & Safety Issues

Attendance: Spring SWRK 227 is a twice weekly seminar and therefore requires your active and meaningful participation. Students are expected to attend class regularly and to engage in class discussions and activities throughout the semester. Students will be allowed two (2) excused absences during the course of the semester without those two absences affecting points earned. In order for the absence to be considered an excused absence, a physician's note must be presented at the class following the excused absence except in extenuating circumstances. For unexcused absences and those beyond the two excused absences, students will receive a 3-point deduction for each class missed. Tardiness and early departures from class will be noted by the instructor and could result in point reductions.

Make/up/Late Paper Policy: Assignments that are not turned in to the instructor on the due date and time specified on the syllabus will automatically be reduced by one whole letter grade. All assignments must be turned in within one week of the due date or they will not be accepted by the instructor. Exceptions to this rule are at the discretion of the instructor and will be granted only for rare, extenuating circumstances of compelling reasons that can be documented. An assignment or exam may be made up only if absence is due to extenuating circumstances of compelling reasons and at the instructor's discretion. The student is responsible for notifying the instructor regarding an absence in advance and making arrangements to turn in the assignment.

Use of electronic devices (pagers, cell phones, etc.): To minimize class disruptions, please turn these devices off during class. If you are required to be "on-call," please advise me at the

beginning of class, turn off the "audio," and sit near the door, so you can exit with minimal disruption to the class. Please advise me if you would like to use your laptop in class, record the lecture, etc. Web surfing and reading e-mail during class are not allowed.

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code:

"Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's

policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. **Turnitin Originality Reports will be available for your viewing.**

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

University Services

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

**Social Work 227
Course Schedule
Spring, 2020**

Week	Content	Reading	Assignment s Due
Week 1 Tues. Jan 21 Thurs. Jan 23	INTRODUCTION: A Family Centered Social Work Practice Framework Introduction to the course and to each other	Carter/McGoldrsk/Garcia-Preto, Chapter 1 and 2	
Week 2 Tues. Jan 28 Thurs. Jan 30	Socio Cultural Constructions of Family Values and Ethics in Family Work/Practice: Models and Contexts of Practice, Family Perspectives and Developmental Tasks	Carter/McGoldrick/Garcia-Preto, Chap2, 11-17, 26 Nichols Text, Chap. 1 and 2	Take Home #1 Due Tues. Jan 28
Week 3 Tues. Feb 4 Thurs. Feb 6	Murray Bowen Theory of Family and Individual Development (power point and film)	Nichols Text, p. 75-93	Take Home #2 Due Tues. Feb 4
Week 4 Tues. Feb 11 Thurs. Feb 13	Family Assessment Tools: Genogram, Ecomap, Timeline (lecture and class exercise)	Class handouts Carter/McGoldrick/Garcia-Preto Appendix A	Take Home #3 Due Tues. Feb 11
Week 5 Tues. Feb 18 Thurs. Feb 20	Structural Family Therapy (Power point and film)	Nichols text, Chap 7	Take Home #4 Due Tues. Feb 18
Week 6 Tues. Feb 25 Thurs. Feb 27	Cultural, Ethnicity, and the Family (lecture and class exercise)	Carter/McGoldrick/Garcia-Preto, Chap. 6, 8, 22 Nichols text, Chap. 11	Take Home #5 Due Tues. Feb 25
Week 7 Tues. Mar 3 Thurs. Mar 5	Strategic Family Therapy (lecture and class exercise)	Nichols text, Chap. 6 Carter/McGoldrick/Garcia-Preto, Chap. 9, 27	Take Home #6 Due Tues. Mar 3
Week 8	Applied Practice Practicalities (Lecture; class role play)	Nichols text, Chap 3	MIDTERM DUE-3/10

Tues. Mar 10		Carter/McGoldrick/Garcia-Preto, Chap. 10. 15	<i>Begin Role Play Activity</i>
Thurs. Mar 12			
Week 9 Tues. Mar 17	Substance Abuse and Families (Lecture and class role play)	Review Nichols text, Chap. 3 Carter/McGoldrick/Garcia-Preto, Chap. 24	<i>Role Play Activity</i>
Thurs. Mar 19			
Week 10 Tues. Mar 24	Domestic Violence and the Family (Lecture and class role play)	Carter/McGoldrick/Garcia-Preto, Chap. 25 Nichols text review, Chap 3 Gurman & Jacobson text, Chap. 16	<i>Role Play Activity</i>
Thurs. Mar 26			
Week 11 Tues. Mar 31	No Class-Caesar Chavez Day	Nichols, Chap. 3, review Gurman & Jacobson, Chap. 18 and page 591	<i>Role Play Activity</i>
Thurs. Apr 2	Ethical Dilemmas in Work with Families and Couples (Lecture and class role play)	Carter/McGoldrick/Garcia-Preto, Chap. 19, 20, 21, 25 Selected Handouts	
Week 11 Tues. Apr 7		Gurman & Jacobson, Part I, Chap. 1 through 15 Carter/McGoldrick/Garcia-Preto, Chap. 20, 21, 17, 19, 28 Nichols, Chap. 13 and 14	
Thurs. Apr 9	Spring Break		
Week 12 Tues. Apr 14	Models of Relationship Therapy and Integrated Intervention Models (Lecture and class role play)	Gurman and Jacobson, Chap. 13 and 14. Selected Handouts	<i>Role Play Activity Wrap-Up</i>
Thurs. Apr 16			
Week 13 Tues. Apr 21	Gottman Theory, Research, and Practice (Film and power point)	Keep up with readings.	
Thurs. Apr 23			
Week 14 Tues. Apr 28	Emotion-Focused Couple Therapy (film and lecture)	Selected handouts	FINAL EXAM HANDED OUT

Thurs. Apr 30			
Week 15 Tues. May 5 Last class	Solution-Focused Relationship Therapy (lecture and class exercise)	Nichols, Chap. 12 and selected handouts	
May 14th	FINAL EXAM DUE	FINAL EXAM DUE	FINAL EXAM DUE: Bring to class at 3:30 PM

BDM: 1/15/20

Bibliography

- Becvar, Dorothy S; & Becvar, Raphael. (2006). *Family therapy: a systematic integration, 6th ed.* NY: Allyn. Allyn & Bacon.
- Carrillo, Ricardo & Tello, Jerry, Eds. (1998) *Family violence and men of color: healing the wounded male spirit*. NY: Springer Publishing Co
- Cohen, Neil A; Tran, Thanh V; & Rhee, Siyon Y. ((2007). *Multicultural approaches in caring for children, youth and families*. NY: Allyn & Bacon
- Flores, Maria T. & Carey, Gabrielle. (2000). *Family therapy with Hispanics: Toward appreciating diversity*. NY: Allyn & Bacon
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- Kilpatrick, A. C. & Holland, T. P. (2008). *Working with families: an integrative model by level of need. (5th ed.)*. New York, NY: Allyn & Bacon.
- McGoldrick, M. (2011). *The genogram journey: Reconnecting with your family*. New York, NY: W.W. Norton & Company.

McGoldrick, J. & Hardy, K. (Ed.) (2008). *Re-visioning family therapy: Race, culture and gender in clinical practice*. (2nd ed.) New York, NY: The Guilford Press.

McGoldrick, M., Gerson, R. & Petry, S. (2008). *Genograms: Assessment and intervention*. (3rd ed.). New York, NY: W.W. Norton & Co.

McGoldrick, M. Giordano, J. & Garcia-Preto, N. (2005). *Ethnicity and Family Therapy*. New York, New York: Guilford Press.

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Simon, G. M. (2003). *Beyond technique in family therapy: Finding your own therapeutic voice*. New York, NY: Allyn & Bacon.

Van Hook, M.P. (2013). *Social work practice with families: A resiliency-based approach*. Chicago, IL: Lyceum Books, Inc.

Wilcoxon, S.A., Remley Jr., T. & Gladding, S.T. (2013). *Ethical, legal, and professional practice issues in marriage and family therapy*. New York, NY: Allyn & Bacon.

Ziegler, P. & Hiller, T. (2001). *Recreating partnership: A solution-oriented collaborative approach to couples therapy*. New York, NY. WW Norton & Co.