Course Time: Fridays, 9:30am – 4:30pm  Sept. 30th – Oct. 21st – Nov. 18th – Dec. 9th
Course Location: Room 306
Instructor: Wendy Lustbader
Office: 112 L
Voice Mail: 206-985-5400 (the fastest way to reach the instructor)
Email: Instructor prefers voice mail or fax: 206-463-3585
Office Hours: Fridays, before or after class, by appointment
Course Web site: Available through Catalyst only to students registered for this class.

Course Overview:

This is the second in a two-course sequence designed to help students develop specialized knowledge and skills for social work practice with diverse multigenerational families. Emphasizing strengths and challenges common across generations of a family at different points in the lifespan, this course relies on experiential, case-based learning and incorporates a family-centered, ecological, culturally-responsive framework across subject areas.

A special emphasis this quarter is responding to the needs of families affected by trauma. A number of practice frameworks will be discussed in class using a multigenerational perspective to examine clinical interventions for several kinds of trauma: childhood sexual abuse, family violence at any point in the lifespan, having been raised by chemically-dependent parents, elders at the mercy of abusive adult children, and a range of losses throughout the lifespan. State-of-the-art techniques for healing trauma will be explored, along with more traditional therapeutic modalities. Ethical issues will be discussed at length in regard to clients who continue with harming behaviors toward themselves or others. Ways to establish a therapeutic alliance, despite resistance, will be explored. The recovery process will be explicated in terms of family strengths and cultural differences across the generations.

Course Objectives
Upon completion of the course, students will be able to:

1) Adopt a self-aware approach to practice by:
   a) Demonstrating alertness to one’s reactions to client situations based on one’s own family of origin and how these might affect the social work relationship.
   b) Understanding one’s inner attitudes toward chemical dependency, mental illness, disability, and social disenfranchisement as these affect the social work relationship.
c) Affirming and respecting one’s own and others’ cultural expectations about how families and individuals ought to cope with conflict, bereavement, and communication of feelings.
d) Focusing on strengths both in oneself as a social worker and in the persons receiving assistance.
e) Drawing on the perspectives of multiculturalism and social justice when assessing a family’s or individual’s difficulties with regard to their local community and the wider society.
f) Recognizing and critically evaluating ethical dilemmas in one’s own social work practice by using the NASW Code of Ethics.

2) **Apply knowledge and skills to social work with individuals and families to:**
   a) Build relationships characterized by warmth, empathy, and a genuine desire to serve.
   b) Understand how to reduce service barriers while conducting a multigenerational assessment and to use interviewing skills steeped in cultural awareness.
   c) Identify how strengths, conceptualized as resilience, may be transmitted across generations and how such strengths can be promoted.
   d) Draw on current practice theories when considering optimal and individualized intervention alternatives, and use pertinent literature to guide practice.
   e) Implement specialized intervention skills to motivate participation in treatment for chronic PTSD, chemical dependency, and mental illness.
   f) Understand the dynamics of family violence, including the impact of trauma on children and vulnerable adults.
   g) Demonstrate knowledge of issues pertaining to separation, loss, and identity development and their significance in practice with children, families, and elders.

3) **Integrate knowledge about human behavior in the social environment with practice by:**
   a) Drawing on the perspectives of multiculturalism and social justice when assessing a family’s particular challenges with regard to their local community and the wider society.
   b) Applying an anti-oppression lens to analyze critically the effects of power, inequality, and diversity on organizational, community, and policy practice.
   c) Articulating specific economic and social inequities that impact children, parents and grandparents who are affected by adult relatives who are chemically dependent, have a history of multiple traumas, or are enduring other kinds of losses.
   d) Critically assessing the cultural responsiveness of theoretical frameworks and practice interventions and integrating culturally-based knowledge into direct practice strategies.
   e) Applying relevant theories pertaining to groups, communities, and organizations, while recognizing their implications for social and economic justice.

**Disability accommodation:**

The School of Social Work is committed to ensuring access to classes, course materials, and learning opportunities for students with disabilities. If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students, 448 Schmitz, 206-543-8924 /V, 206-543-8925/TTY. If you have a letter from this office indicating you have a disability that requires academic accommodations, please present the letter as soon as possible so that accommodations you might need can be incorporated into class sessions.
Course Expectations, Assignments, and Grading System:

**Attendance and class participation are 25% of your grade.** You must notify the instructor in advance by voice mail (206-985-5400) if illness or some other exigency prevents your attendance, or each absence will count against your final grade. Contacting the instructor about an absence after it has occurred will be considered a missed class. Arriving on time and staying for the duration of the class counts as full attendance.

**Assigned readings should be completed prior to the class for which they have been assigned.** Integrating that reading into class discussions will enhance your learning and will be a central component of how your participation will be evaluated.

**One face-to-face meeting or phone discussion with the instructor is recommended.** Please schedule your meeting or discussion within the first half of the quarter to explore topic areas you would like to pursue for your major paper. You will receive assistance with planning for this paper, due in the 3rd class session November 18th.

**Papers must be handed in on time in class.** E-mailed papers will not be accepted. Papers must be double-spaced, with one-inch margins and 12-point font size.

**Writing assignments completed in class will comprise 25% of your grade.** The paper due November 18th will comprise 50% of your grade. References should follow the APA format. Help is available through the Writing Consultant, edpwrite@u.washington.edu or sswwrite@u.washington.edu.

**Plagiarism warning:**
The student conduct code of the University of Washington requires students to practice “high standards of academic and professional honesty and integrity.” In addition, the School of Social Work’s academic standards specify that students may be dismissed for “academic cheating, lying, or plagiarism.” Students who are suspected of cheating or plagiarism will be confronted directly by the instructor, who will inform the program director and the assistant dean for student affairs. Instructors will not award credit for work that has been plagiarized. The instructor, director and assistant dean will determine if the student’s actions warrant disciplinary action, which may include probation or dismissal. Your program manual contains a fuller explanation of plagiarism and suggestions for avoiding it.

**Grading criteria for the major paper:**
1. **Accuracy.** Precise, detailed, accurate, complete, and demonstrating mastery of important knowledge and concepts, where appropriate.
2. **Comprehensiveness and balance.** Cover the essential information as fully and fairly as possible.
3. **Clarity and correctness.** You must write clearly and correctly. Inaccuracies in spelling, capitalization, punctuation, referencing or syntax should be minimal.
4. **Thoughtfulness and creativity.** Your writing should reflect a personal integration, analysis and synthesis of both assigned readings and those you have chosen relevant to your topic.
5. **Critical thinking.** You should critically analyze information that you read and hear. Your writing should exhibit this skill. Be sure to use citations from reputable sources to back up your thoughts.

6. **Timeliness.** Papers must be handed in by the deadline. 10% will be deducted for each day that a paper is turned in late.

**Course expectations for the instructor:**
1. The instructor will present relevant case studies for class discussion and will use a variety of instructional methods, as well as providing a clear and feasible structure for each class.
2. Student assignments will include clear expectations. Assignments are intended to be relevant to working with multigenerational families.
3. The instructor will be available as a resource on issues related to class assignments or content by phone, or by appointment on Fridays before and after class.

**Course Organization:**

There will be four class sessions with each divided into two parts, morning and afternoon. Readings and objectives for each part are designated separately for the sake of clarity and for ease in referring back to earlier topic areas in later discussions.

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<td><strong>Making Sense of Loss: Grieving and Recovery</strong></td>
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<td>PART #8</td>
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First Session, September 30\textsuperscript{th}

Part #1  Transmission of Strengths and Stressors Across Generations

Required Readings:


Knowledge, values and skills:

- Review cultural factors that promote the transmission of strengths and stressors from one generation to another. *In what ways do cultural factors become diluted across generations?*

- Understand how the effects of a grandparent’s childhood trauma can be identified in the next two generations. *Which mechanisms transfer these effects between parents and children?*

- Articulate the socio-economic and historical factors that impact a family’s transmission of strengths and stressors. *How can these dimensions be included in assessments under practice pressures?*

- Identify current ideas about the role of grandparents in lessening the impact of mental health problems in multigenerational families. *How do grandparents make a difference?*
First Class, Afternoon Session, September 30th

Part #2 Chemical Dependency Across the Generations

Required Readings:


Knowledge, values, and skills:

- Conceptualize the basic theories about the recovery process in families. *Which fundamental aspects of a family system must change if the recovery process is to succeed?*

- Identify current ideas about parenting practices and the early development of addiction. *Have any interventions been shown to be effective in terms of prevention?*

- Depict the intergenerational roots of chemical dependency. *Which stressors and impacts are frequently passed from one generation to another?*
Second Class, Morning Session, October 21st

Part #3 Neurobiology of Trauma and Recovery

Required Readings:


TF-CBT Summary Hand-Out for Families

Symptom Checklist to be Completed by Caregivers


Knowledge, values and skills:

- Conceptualize the basic theories about the neurobiology of trauma. *What areas of the brain are altered during traumatic experiences?*

- Identify the current theories about recovery from trauma. *Which aspects of these approaches are commonly accepted? Which are still controversial?*

- Depict the current treatment modalities for PTSD in terms of their availability, efficacy, and cultural fit. *How do social class, culture, and community factors impact treatment options?*
Second Class, Afternoon Session, October 21st

Part #4  Trauma in Childhood

Required Readings:


Child PTSD Treatment Scale


Cohen, J. (no date). “Trauma Narrative,” a hand-out to guide clinicians who work with children.


Knowledge, values and skills:

- Review the kinds of stresses and losses in childhood that leave their mark. *Which signs of traumatic experience are often carried into adulthood?*

- Understand the intergenerational cycle of child abuse. *Which aspects of the family environment seem to drive the repetition of abuse from one generation to another?*

- Articulate the role of dissociation in childhood trauma. *How does a child victim become an adult abuser? How can this pattern be prevented?*
Third Class, Morning Session, November 18th

Part #5  Family Violence at Any Point in the Lifespan

Required Readings:


Knowledge, values and skills:

- Review the coping strategies that victims of domestic violence and other captives use to endure their situation. *Why is abuse by intimate partners often endured for years?*

- Conceptualize the intergenerational transmission of marital instability and intimate partner abuse. *Which intergenerational factors are at play in unstable or violent relationships?*

- Understand the intergenerational cycle of family violence. *Which aspects of parental violence are often carried from one generation to another?*

- Articulate the effects of aging on those who have endured lifelong violence. *How has the service system failed in prior decades and how are older victims best served currently?*
Third Class, Afternoon Session, November 18th

Part #6 Making Sense of Loss: Grieving and Recovery

Required Readings:


Knowledge, values and skills:

• Conceptualize the basic theories about grief and loss in families. How does healthy grieving facilitate recovery from traumatic loss?

• Identify current ideas about the effects of cultural practices and spiritual involvement on families’ ability to cope with life’s travails. What are the strengths that traditional cultures and communities of faith bring to the healing process for each generation of a family?

• Depict the intergenerational effects of different styles of grieving. Which cultural and personal differences matter the most in recovery from trauma?

• Articulate ways to adapt treatment modalities to fit diverse cultural and socioeconomic contexts. How should service systems be adapted?
Fourth Class, Morning Session, December 9th

Part #7 Lessons From the Resilient

Required Readings:


Knowledge, values and skills:

- Conceptualize the basic theories about resilience. *Why are some people able to endure trauma with few ill effects?*

- Identify current ideas about cognitive restructuring. *How do cognitive techniques help alter the way both the past and the present are conceived?*

- Articulate the beneficial effects of intact cultural traditions and communities in terms of resilience. *How can service systems align with community strengths on behalf of families?*
Fourth Class, Afternoon Session, December 9th

Part #8  From One Generation to Another

**Required Readings:**


**Knowledge, values and skills:**

- Depict the opportunities for intergenerational healing created by shifts in perspective. *How can practitioners make the best use of such techniques?*

- Depict the opportunities for preventing the transfer of destructive family patterns across generations. *How can practitioners make a difference?*

- Understand boundary issues and the importance of self care when assisting traumatized people. *What can clinicians do with their reactions to hearing so many painful stories?*
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<thead>
<tr>
<th>1: Identify as a professional social worker and conduct oneself accordingly.</th>
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<tr>
<td>a. understand and identify the role of a social worker in cross-disciplinary settings</td>
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<td>b. understand and identify professional strengths, limitations and challenges</td>
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<td>c. develop, and maintain relationships with clients/constituents within person-in-environment and strengths perspectives</td>
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<td>d. demonstrate professional use of self with clients/constituents and colleagues</td>
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<th>2: Apply social work ethical principles to guide professional practice.</th>
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<td>a. recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents' interests</td>
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<td>b. apply ethical decision-making skills to their field of practice to promote human rights and social justice</td>
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<td>c. identify and apply knowledge of relationship dynamics, including power differentials</td>
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<td>d. use knowledge about ethical issues (e.g., competing values, client/constituent rights, legal parameters, and shifting societal mores) that affect the provision of services and relationships with clients/constituents</td>
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<th>3: Apply critical thinking to inform and communicate professional judgments.</th>
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<td>a. engage in reflective practice (e.g., regularly question and reflect on one’s own assumptions and consider how these might affect practice)</td>
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<td>b. understand and differentiate the strengths and limitations of multiple practice theories, frameworks, and methods and consider their relevance to clients/constituents</td>
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<td>c. identify and articulate clients'/constituents' strengths and vulnerabilities</td>
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<td>d. utilize a multi-generational framework that is inclusive of children, youth, older adults and their families</td>
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<th>4: Engage diversity and difference in practice.</th>
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<td>a. understand the many forms of diversity and difference and how these influence the relationship with clients/constituents</td>
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<td>b. research and apply knowledge of diverse populations to enhance client/constituent wellbeing</td>
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<td>d. identify practitioner and client/constituent differences, utilizing a strengths perspective</td>
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<th>5: Advance human rights and social and economic justice.</th>
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<td>a. articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems</td>
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<td>b. use knowledge of the effects of oppression, discrimination, structural social inequality, and historical trauma on clients/constituents and their systems to guide intervention planning</td>
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<td>c. critically analyze practice in relation to advancing human rights and social and economic justice</td>
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<th>6: Engage in research-informed practice and practice-informed research.</th>
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<td>a. apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process</td>
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7: **Apply knowledge of human behavior and the social environment.**
   a. apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural)
   b. apply a life course approach to human development in assessments and interventions with individuals, families, and communities

8: **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
   a. recognize the interrelationship between clients/constituents, practice, and organizational and public policy
   b. determine the factors that influence the development of legislation, policies, program services, and funding at all system levels
   c. communicate to stakeholders the implication of policies and policy change in the lives of clients/constituents
   d. apply advocacy skills that can be used to inform policymakers and influence policies that impact clients/constituents and services

9: **Respond to contexts that shape practice.**
   a. work collaboratively with others to effect systemic change towards sustainability
   b. analyze and respond to evolving contexts (e.g., cultural, technological, geographical, political, legal, economic, and environmental)
   c. assess the quality of clients'/constituents’ interactions within their social contexts
   d. identify how relational, organizational, and community systems may impact clients/constituents

10: **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

   **ENGAGEMENT**
   a. demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents
   b. develop a culturally responsive relationship with clients/constituents
   c. establish an engagement process that encourages clients/constituents to be active participants in the establishment of intervention goals and expected outcomes

   **ASSESSMENT**
   a. use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)

   **INTERVENTION**
   a. collaborate effectively with other professionals/stakeholders to coordinate interventions
   b. incorporate knowledge of practice theories and bio-psycho-social-spiritual-structural factors into the design of intervention strategies
   c. critically evaluate, and apply best practices and evidence-based interventions

   **OTHER**
   a. apply frameworks that address the multigenerational transmission of resilience, strengths, and loss in diverse multi-generational families and communities