Catalog Description
Social Work 221, Transcultural Generalist Practice with client systems, particularly groups, organizations, and communities to enhance well-being. Approaches and skills to ameliorate conditions affecting people adversely, particularly those of diverse backgrounds and populations at-risk. Emphasis on promoting social and economic justice. Prerequisites: Social Work 220 and 230, concurrent placement in SW 231.

Course Description
Social Work 221 is the second foundation practice course. It emphasizes theoretical frameworks, skills, knowledge, and values of transcultural practice from an ecological social systems perspective and a problem-solving approach, with emphases on critical thinking skills for social work practice with mezzo and macro systems—including groups, organizations, and communities. Themes of the course include those of groups, community, transcultural practice, and strengths and empowerment orientations. The eradication of oppression and institutional racism are explored. Additional topics covered include interdisciplinary teamwork, social work practice in health and mental health settings, aging and gerontological social work, evidence-based interventions, and advanced clinical practice theories and perspectives.

Learning Objectives
At the conclusion of ScWk 221, students will be able to:

1. Discuss the use of assessment skills in beginning, middle, and ending phases of practice with families, groups, organizations, and communities. M2.3 (Transcultural Communication)

2. Apply ecological, strengths and empowerment approaches to social work practice in various modalities at mezzo and macro levels with families, groups, organizations, and communities. M3.1 (Social Justice)

3. Understand the interrelatedness of groups, organizations, and communities and how these inform social change and community-based social work practice. M3.4 (Systems Change)

4. Articulate the use of evidence as a basis for social work intervention with families, groups, organizations, and communities. M4.1 (Critical Thinking)
5. Describe the design and implementation of interventions for families, groups, organizations, and communities, including those directed at enhancing social functioning and promoting social and economic justice. *M2.4 (Apply Transcultural)*

6. Delineate skills to practice mezzo- and macro-level social work with integrity, in an ethical and professional manner, and that utilizes skills of critical thinking and self-reflection. *M2.2 (Self-reflection), M1.3 (Values & Ethics)*

7. Apply a transcultural generalist approach to social work practice with families, groups, organizations, and communities. *M1.1 (Transcultural Competence)*

**This course meets the following Title IV-E competencies:**
1.1–1.5, 2.1, 2.2, 2.5, 2.17, 2.19, 2.20, 2.22, 3.1–3.5, 4.2, 4.3, 4.5, 4.6, 4.9, 4.10, 5.2, 6.3, 6.4, 7.5, 7.6, 8.9

Notice: In order to save resources the School of Social Work is moving toward the distribution of class syllabi and handouts via electronic means (e.g., email and internet).

**Learning Experiences and Classroom Protocol**
This course includes didactic lectures, interactive learning exercises, and seminar-style discussion. Audiovisual materials, guest speakers, and other methods will augment the seminar experience. Students are encouraged to discuss their field experiences in class. Students are expected to maintain professionalism; this includes preserving the confidentiality of clients/cases (discussed in class or written in assignments) and their professional peers (e.g., FFLs, FI, and fellow students). Professional development includes consultation with fellow students. This includes being respectful of each other’s opinions, perspectives and ideologies; refraining from disruptive behavior; and using each other as resources. I ask you to consult with me when you do not understand what is covered, open yourself to asking questions, and be engaged in your learning. Please communicate with the instructor regarding any concerns about the course and your progress in it.

I take very seriously the responsibility of grading your work and will always strive to be fair in my evaluations. My guidelines on contested grades is as follows: If you are unhappy with a grade, I require you to wait at least one day after receiving your work before contacting me to discuss the matter. During this time, I ask that you read and consider my comments carefully. I also ask that you have ready specific reasons why you believe the grade to be inaccurate and to come prepared to discuss the grade you think you deserve. I will take your thoughts seriously and will listen earnestly to each request and judge it on its merits.

Note: Chronic tardiness, more than one unexcused absence, and disruptive behavior (including the use of laptops for other than class-related activities) and/or inattentiveness will be reflected in the participation grade. To minimize class disruptions please arrive on time. Class attendance will be usually taken and recorded during the first part of class sessions. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early (See Student Handbook for additional information).
Note Regarding Furlough
Due to state budget cuts, San José State University will offer reduced services on during certain days of the semester, and most staff members and faculty will be on furlough (not on campus). The required university dates are Feb. 15 & 26, and May 6. Aside from these 3 days, faculty are also required to take 6 additional furlough days. I will take my furlough days on those other than when we have class. Please check with me to learn about my furlough dates. Remember that placing a phone call or emailing will not be answered until the next business day.

Required Textbooks and Reader


Other readings are available in a Reader, which is available through Maple Press, 481 E. San Carlos Street. See topic outline for selected readings.

Recommended Text

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. You students should be aware of the current deadlines and penalties for adding and dropping classes.

ASSIGNMENT AND GRADING POLICY

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<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Grading System</th>
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</thead>
<tbody>
<tr>
<td>Group Processes Paper</td>
<td>25 points</td>
<td>98-100 = A+ 80-82 = B- 63-66 = D</td>
</tr>
<tr>
<td>Class Group Presentation</td>
<td>15 points</td>
<td>93-97 = A 77-79 = C+ 60-62 = D-</td>
</tr>
<tr>
<td>Case Consultation Paper</td>
<td>20 Points</td>
<td>90-92 = A- 73-6 = C 0-59 = F</td>
</tr>
<tr>
<td>My Life as a Social Worker</td>
<td>5 points</td>
<td>87-89 = B+ 70-72 = C-</td>
</tr>
<tr>
<td>Community Social Work</td>
<td>20 points</td>
<td>83-86 = B 67-69 = D+</td>
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<tr>
<td>Class Participation</td>
<td>15 points</td>
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<td>Total</td>
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Your grade will be determined from evaluations of the following:
Group Processes Paper (25 points)
This paper documents social work practice with a group in your practicum. In this paper you will describe your roles and skills as a group facilitator, leader; discuss the group’s development, stages, and the intervention strategies and techniques you used as a group worker; and suggest how you resolved challenges with group members. This assignment is designed to help students integrate lecture, classroom activities, and readings. If you will not facilitating a group next semester, there is an alternative assignment you can follow. See attached detailed guidelines for completing assignment.

Due: Session 7, 3/10

Case Consultation Paper (20 Points)
This assignment provides you with the opportunity to demonstrate a higher level of direct practice skills from that of SW 220. It consists of a proposed social work intervention plan (treatment plan) with a client you are working with at your internship. See attached detailed guidelines for completing assignment.

Due Session 10, 4/7

Community Social Work Assignment (Group-20 Points) - Presentation (Individual-15 Points)
Early in the term you will be divided into working, or task, groups. You and the members of your group will work on a project related to community social work. The members of the group will be responsible for researching a social issue or problem, and proposing a community social work intervention. Your group must submit a 3-page paper describing the social issue or problem and community social work intervention proposal, and each member will submit a 1-page personal reflection about the group process while completing this project. In the later part of the class sessions, your group will have a portion of class time to work on the project and consult with the course instructor. Your group will make a presentation on your project (15 points) during the last class sessions. This is a group grade and every member is expected to make the same type of time and work commitment. This assignment is designed to help students integrate lecture, classroom activities, and readings. See syllabus for group presentation schedule. A lottery system will be used to assign groups. There will be a group grade for this assignment. It consists of: 5 points= Participating in group task process; 10 points= Community social work proposal paper; 5 points= individual reflection paper. Be aware that you need to work as a team since your performance as a member, will have an effect on everyone’s performance and grade. See attached detailed guidelines for completing assignment.

Due Session 14, 5/5

My Life as a Social Worker (5 Points)
This 2-page paper requires personal reflection. Picture yourself 5 years from now. What type of social work are you doing? What agency are you working for? In what town or city? What population are you delivering services to? What contributions are you making to the community? What are your professional accomplishments? How do you reconcile failures and challenges? Have you received any awards, certificates or recognitions? Describe. How do you manage personal and professional life? There is no required reading for this assignment.
Due Session 13, 4/28

Participation (15 Points)
Because this course is intended to build on group work interactions and cohesion, students will be assessed on the frequency, quality, and depth of their in-class participation in class discussions. Professional development includes consultation with colleagues, attendance at various meetings, and a growing accountability to client systems and peers. Refining these skills, as well as acquiring new knowledge, occurs during each class session. As part of class participation students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss readings, and provide additional insights on issues from their own special knowledge, expertise and internship experience. Your ideas and input are an essential part of the learning process, so I expect you to assume some responsibility for the quality and success of this course. With this in mind, please make sure to turn off your cell phone and be aware that laptop computers can only be used in class during note taking. The use of laptops for personal purposes is considered disruptive to class. Expanding these skills, enhance opportunities to build new knowledge, and academic and professional development.

All paper assignments will be graded according to the following criteria:
1) Obvious effort and attention to the material required for the assignment.
2) Answering questions completely and thoughtfully—demonstrate understanding the material and using critical analysis. Demonstrate clarity and flow of discussion or presentation.
3) Writing should be succinct, include appropriate headings, and be free of grammar and spelling errors.
4) Appropriate inclusion and use of the literature. APA Format (see below)
5) Organization.

Formatting Requirements for Papers
The Publication Manual of the American Psychological Association 6th edition, is the style manual adopted by the Masters in Social Work Program. Papers must be typed double-spaced (Times Roman font in pica 11 or 12), 1” margins, and properly documented with citations of material used from other authors or sources (please read section on Grading and Evaluation Criteria at end of the syllabus. Also, see Student Handbook for additional information). All papers should be written in standard/formal English. Because of the nature of this course, it is expected that professional language is employed. Avoid slang and refrain from overuse of jargon. If you need editorial assistance please consult with the instructor.

Submitting Papers
It is important that papers are submitted on time. Please note that I am unable to accept papers on line. On assignment related to a group grade require that you show up for sessions where group discussions or presentations will take place. Depending on the assignment, late assignment will have a 5 to 10 of the total points deducted. If you are submitting a late assignment, you must either bring it directly to my office, or give it to a front-office staff person at the School of Social Work’s main office (WSQ Hall Suite 215) by 5:00 PM. The date of receipt must be stamped on the front page by the staff person. It is your
responsibility to confirm that I have received your paper. Please note that the final paper (e.g., final community proposal group paper) will only be accepted on the due date.

UNIVERSITY, COLLEGE & DEPARTMENT POLICY INFORMATION

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all
students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop–in basis, no reservation required. Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/.

TOPIC OUTLINE AND ASSIGNMENTS

Session 1, 1/27

Introduction to Mezzo and Macro Social Work Practice

Topic: Introduction to Course, Syllabus Review, Assignments

Session 2, 2/3

Family as a Group; Family Social Work

Topic: Understanding the Family within Group Practice

Reading Assignment:


Session 3, 2/10

Family Assessment and Treatment Plan

Topic: The use of the Family Genogram and the Ecomap

Reading Assignment:


Session 4, 2/17

Group Development, the History of Group Work. Planning, Purpose and Goals within a Group and

Topics: Historical Perspectives on Group Work Definitions and Determination of Working Groups

Reading Assignments:

Chapter 1, Introduction – pp. 1-28
Chapter 2, Stages of Groups, Group Process, and Therapeutic Forces – pp. 29-50
Chapter 3, Purpose of Groups – pp. 51-63
Session 5, 2/24

**Stages of Group Work; Leading and Processing**

Topics: Leading Styles in Group Work Practice
Stage of phase of a Group
Dealing with Problem Situations in a Group

Reading Assignments:
Chapter 4, Planning – pp. 64-84.
Chapter 5, Getting Started: The Beginning Stage and Beginning Phase – pp. 85-120.
Chapter 6, Basic Skills for Group Leaders – pp. 121-140.
Chapter 12, Leading in Middle Stages – pp. 260-281.

Session 6, 3/3

**Transitions and Endings in Group Work; Group Work Alliances**

Topics: Ending and Evaluating Group Work Practice
Creating Group Work Alliances

Reading Assignments:
Chapter 13, Creating alliances (pp. 366-397).

Chapter 17, Working with Specific Populations – pp. 396-431.

Session 7, 3/10

**Therapeutic Groups, Micro Practice and the DSM Diagnosis**

Topics: Clinical Interventions in Micro Practice
Case Management, Group Work and Mental Health Disorders
Using the DSM as a Diagnostic Tool

**Group Processes Paper Due**

Session 8, 3/17

**DSM IV: Individual Group Members. Clinical Considerations Regarding Alcohol and other Drugs**

Topics: DSM Diagnosing and Intervention and Treatment Plan with Group Members
Substance Dependence and Abuse
Pomeroy & Wambach Small-Group Exercise on Alcohol and Drugs-related Disorders

Reading Assignment:
Chapter 4, Alcohol and drugs-related disorders – pp. 88-117.
Session 9, 3/24
Introduction to Macro- Level Practice: Problems and Populations

Topics: History of Macro Practice
Values in Macro Practice
Understanding Problems and Populations

Reading Assignment:
   Chapter 1, An Introduction to Macro Practice – pp. 3-19. In Reader.

March 31 Spring Break

Session 10, 4/7
Community Social Work Practice

Topics: Understanding Community Social Work and Organizations
The Role of the Community Social Worker
Knowing the Community and its Needs

Reading Assignments:

Case Consultation Paper Due

Session 11, 4/14
Community Social Work Practice (continues)

Topics: Leadership, Capacity, and Evaluation
Evidence-based Community Social Work Practice

Reading Assignments:
   Chapter 4, Understanding a Communities and Community Social Problems – pp. 67- 92. In Reader (Maple Press).

Session 12, 4/21
Cultivating Change: Social and Economic Justice

Topics: Community social work with disenfranchised groups
Empowerment, and issues of social and economic justice

Session 13, 4/28
Community Social Work Project Group Presentations

Assignment
My Life as a Social Worker Paper Due
Session 14, 5/5
Community Social Work Project Group Presentations

Assignment
Community Social Work Assignment Group Paper Due

Session 15, 5/12
Community Social Work Project Group Presentations
Wrap-up and evaluation
Bibliography


**Group Processes Paper Guidelines (25 points).** Recommendation: Read the guidelines entirely before you begin to write paper. **Length: 5 double-spaced full pages, not to exceed 6 (see syllabus for formatting)**

**Due: Session 7, 3/10**

This paper is about a group that you are leading currently at your internship. If you are not currently facilitating, or co-leading a group, you may either use a group you have been attending outside your agency (personal experience) or a chosen one to complete this assignment (e.g., support group for smoking cessation, AA, NA, ALANON, CODA). In order to complete the assignment you will need to attend (and document on this paper) no less than 3 sessions (1 hour each). Although technically a “group,” please do not use family therapy group, or decision making and task groups to complete the assignment. Also, do not use a fictitious (future group).

Your paper should be written in narrative format (no use of bullet-point or lists), cohesively and include concepts and skill areas discussed in class, and the readings. Also include illustrations of experiences related to your professional social work training. Use numbers (no need to write question). **Note: I have made suggestions on different parts of the paper’s guidelines in order for you to include the required readings to document and support your knowledge base, skills, and practice areas related to your training as a group worker.**

Part I: Offer information on the agency or place where the group meets. (1 point)

Part II: Provide a definition of group. Please use the Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2006). Group counseling strategies and skills (5th ed.). Pacific Grove, CA: Brooks/Cole, textbook for this purpose. Do not include any other sources (e.g., from HBSE). (2 points)

1. Identifying the Group and its Purpose (16 point – 1 per question)

   1) What type of group is it? Explain.

   2) What is the overall purpose (e.g., depression)?

   3) Who are the members of the group and how are they recruited? Is there a screening process?

   4) What were the reasons for selecting specific group members—what is the criterion for selection or exclusion of members? Is the participation voluntary or involuntary?

   5) Include information on the social and cultural factors that describe the group, for example, the social group membership of the members (e.g., race, ethnicity, physical/developmental abilities, sexual/emotional orientation/preference, etc).

   6) Is this an open or closed group? What do you think are the pros and cons of an open, or a closed group related to this group?

   7) What is (are) the goal(s) of the group? What are the norms and/or rules? Does the group have a concrete number of sessions? If so, how many, and why was this number selected? If not, why? Explain.
8) Are you the facilitator or co-facilitator? Is someone other than you facilitating the group? How does co-facilitating benefit the group? In what way may this be problematic for the group? If you are not facilitating the group, add a brief evaluation of the facilitator. (1 point)

9) In your professional judgment, is there evidence that shows that this group has the potential to meet its goals? Why? Explain.

10) Use the Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2006) readings to address stages of group development. Reflect upon these stages or development processes for the group you are writing about? If applicable, indicate the stage it is currently in. If this is not a group based on stages, add how it may potentially benefit from this.

11) What is the “cost” and “pay off” of being in this group? For example, what ‘individual needs’ does the group meet and what are some of the challenges of being in this group? Explain.

12) Use the Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2006) readings to address group cohesion. What are the communication styles within the group? How and why have these styles developed? How has the facilitator(s) fostered group cohesion and a sense of mutual aid/support? What skills have been used to promote cohesion? What are the challenges of fostering or maintaining group cohesion? Why?

13) Describe the environment related to power dynamics, monopolizing, disruptive behavior, apathy, and/or treatment issues. How do participants react or respond to the group environment? (Address storming if applicable).

14) What makes a group-based intervention the best option for the members of the group? Would you suggest another type of social work intervention instead of a group work intervention? Explain.

15) What is the practice model, treatment modality model or theoretical framework used? Explain.

16) Most of you may not be at the final stage of the group. But if you have reached this level, briefly discuss this stage – adjourning. If not, address the following: Briefly identify and discuss an evaluation strategy that would help you determine the effectiveness and success of the group (everyone must answer this question).

Part III: Describe a typical session for this group—that is, the general group format? Why is this format used? In your observation, what was (is being) done to help establish or maintain this format? (2 points)

Part III: Describe at least one exercise or technique used in the group. What is (was) the purpose? How was this exercise or technique introduced? How does this exercise or technique relate to the ‘practice model or theoretical framework’ used in the group? How did the members of the group respond to this exercise or technique? How does this exercise or technique prepare the group for meeting its goals? Evaluate this exercise or technique, and indicate if you would change it or modify it in the future. Explain why, and suggest how you would do this. (2 points)

Part III Provide a general assessment of your experience with this group. This is a subjective question. (2 points)
Case Consultation Paper Guidelines (20 pts)

Due: Session 10, 4/7

Last semester you had the opportunity to complete assignment related to assessment and intervention (treatment plan). This semester you will submit a paper that follows a similar sequence, but it focuses on the use of consultation on a case you have. Not to exceed 2 pages (excluding Title Page).

- Please read guidelines completely before you begin to answer.
- Your case must relate to an individual client (even when collateral sessions may be suggested).
- Add Title Page which includes a short summary of your agency description/setting.

Part I: should be single spaced, one-page, and include the following:
- Case Summary. Create a 1-page case summary that includes:
  1. Reason for Seeking Services
     - How did this client come into contact with you?
     - Why did this client seek out services (presenting problem/challenge)?
  2. Relevant Bio-psycho-social-spiritual Assessment Information
     - Provide a brief description of the client’s situation and history that is relevant to the reason for seeking services (identifying information, living situation, history, etc.).
     - Include a genogram, and an ecomap (can be attached as an appendix).
     - Social supports
     - Previous services, attempted solutions.
  3. Client Strengths
  4. DSM IV-TR Diagnosis (5 axis)

Part II: should be double-spaced (except for table), one page, and include the following:

- Intervention Plan (Presenting problem/challenge & proposed solutions)
  - Use the table shown below to answer. List:
    1. Three challenges or problem areas that you & the client identified in the assessment. List them in the order of priority. These will be the focus of your proposed intervention. Remember that the DSM-IV diagnosis may inform your plan.
    2. An appropriate intervention/treatment general goal related to each challenge.
    3. A measurable behavioral objective related to each goal.

<table>
<thead>
<tr>
<th>Challenge / Problem</th>
<th>Goal (Remember goals are general)</th>
<th>Measurable Outcome (What do you expect to see happen as a result of your intervention)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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- Offer a short discussion on what you believe has contributed to or caused these challenges or problems?
- How do these challenges or problems affect the client and others involved in her/his life?
• In your professional judgment, what factors maintain these challenges or problems (e.g., lack of specific types of resources)?
• What has the client done to attempt to resolve, alleviate or eliminate the challenges?
• Use the table shown below to answer. List at least 2 “case management” activities you would suggest on your treatment plan.

<table>
<thead>
<tr>
<th>Resource Need</th>
<th>Case Management Activity</th>
<th>Responsible Party(ies)</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
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• Discuss any of the following that are relevant:
  o ethical/legal considerations;
  o countertransference/transference issues;
  o challenges to your professional skills;
  o transcultural issues or challenges to your cultural competence.

• Pose 1 meaningful consultation question for feedback.

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<thead>
<tr>
<th>CRITERION</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Summary with Dx</td>
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<tr>
<td>Agency Description</td>
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<tr>
<td>Intervention Plan</td>
<td>5</td>
<td></td>
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<tr>
<td>Additional Relevant Issues</td>
<td>3</td>
<td></td>
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<tr>
<td>Consultation Question</td>
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<tr>
<td>Graduate Level Writing</td>
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<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
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Community Social Work Assignment (20 Points)

Due Session 14, 5/5

This assignment relies on the strengths of your group to solve social problems. Your group will work as a task group to achieve the completion of your community social work project. This will involve teamwork, and collective (collegial) decision-making. Communication between group members is key to a successful project. I, as the instructor, am available for group consultation. When meeting in class, you may request in-class consultation, or can make an appointment during my office hours (see syllabus for office hours).

Here are the guidelines for your task groups’ community social work project, as well as to write the paper.

The Group Paper (10 points)


1. Propose a community social work intervention.
   The members of the group must together write and submit a 3-page paper that responds to the questions presented above, and those that emerge during the working-groups’ progress. It is up to the group members to decide how to divide up the work for writing the paper. Note: Remember that this is a group grade and every member is expected to make the same type of time and work commitment.

   Your group is to identify a social problem that affects, preferably a group of marginalized or disenfranchised individuals within a community system. Because most of you will be writing a proposal, and not necessarily carrying out the project, you will need to be creative in how you inform the reader about the community social work intervention.

   a) Define clearly the problem. Provide background information on the social issue or problem.

   b) Articulate why the community, the city, county or state should be concerned about the problem.

   c) Justify why social workers should be concerned about the problem.

2. The Community Social Work Intervention Plan:
   What can be done to reduce or eliminate this problem?

   The intervention should include:

   a) A goal.

   b) At least one strategy.

   c) At least 4 tactics.

Individually Personal Reflection Paper (5 points)

Each working group member also has the responsibility of writing a 1-page personal reflection summary of her or his experience about the group process while completing this project. This personal reflection
should identify: (1) roles in the group, including those of leadership; (2) information on how the group worked together; (3) group dynamics; (4) communication styles; (5) decision-making and conflict resolution strategies; (6) division of tasks and responsibilities (work); (7) overall evaluation of personal learning experiences and newly acquired insights into group processes and dynamics; and (8) strengths and weaknesses of the completed project (could include group process or the actual final product), and a brief evaluation about what you would do differently if completing this project again). Add any other salient insights.

**Class Presentation** (15 points - Individual grade)

It is up to the group members to decide what content from the community social work project to present. Of course the social problem and the intervention plan must be part of the presentation. Recommendation: **Do not just report! Be creative in how you present the intervention. In other words, market your plan! Sell the project!** With regards to your intervention, justify its use, demonstrate how it works, provide supportive resources to your peers/colleagues. Some ideas are as follow:

a. What do your peers (class colleagues) need to know about your community intervention plan?
   b. How may your peers get involved?
   c. How will your proposed community social work intervention benefit your chosen community?
   d. How will your proposed intervention be supported and sustained?

The members of the group should decide the format of the presentation. However, because this is a group grade, every member needs to participate in the presentation (panel style). Those members, who are uncomfortable with public speaking, need to be supported (through coaching and mentoring) by the members of the group. (Note: make sure to provide the students with a brief information ‘hand out’ related to the topic.)

IMPORTANT NOTE: If you need a Power Point project and need to get it from the campus’ RIC, I will need to make the reservation and sign for it. That means that I will need to know from you a week prior to your presentation, and you will have to pick it up at least 15 minutes before class, and drop it off.

**A lottery system will be used to schedule the groups.**

Remember, creativity is highly encouraged!
San José State University
Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking\(^1\) and communication\(^2\) skills to help students achieve academic and professional excellence. These skills encompass one’s ability to organize ideas, reason concretely and abstractly, and apply objective and subjective reasoning to ideas, situations, and theories.

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

Grades are calculated based upon the scale below:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>D+</td>
<td>67-69</td>
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<td>F</td>
<td>59 or less</td>
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<td>A</td>
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<td>B</td>
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<td>D-</td>
<td>60-62</td>
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Plagiarism\(^3\) is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.\(^4\) Any student who plagiarizes will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

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

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

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

\(^4\) See Academic Senate policy on plagiarism detection (http://www.sjsu.edu/senate/S02-4.htm)
FIRES EARTHQUAKES AND OTHER DISASTERS:

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.

- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.

- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a dear area well away from structures or overhead hazards such as trees or power lines.

- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.

- Tune to radio station KSJS 90.7 FM for campus information.

MEDICAL EMERGENCIES:

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)

- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.

- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.

- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.

- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.

- Use the stairs. Do not use elevators—in case of fire or earthquake many elevators stop in place and you may be trapped.

- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.