

SAN JOSÉ STATE UNIVERSITY
School of Social Work, MSW Program

Transcultural Generalist Practice I
Social Work 220 – 3 units
Code: 46417

Fall, 2009
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SECTION 4
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WEDNESDAY 6:00-8:45 P.M.
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WED 4:00 – 5:00 PM &
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Catalog Description

Transcultural Generalist Practice with client systems, particularly individuals and families, at micro, mezzo (messo), and macro levels. Assessment, planning, and implementing intervention within a professional relationship, utilizing a strengths perspective focusing on Latinos, African-American, and Asian-Americans.

Course Description

This foundation course emphasizes system and ecological perspectives within a problem-solving framework to social work practice in various modalities at the micro, mezzo, and macro levels. Social work interventions will be examined from bio-psycho-social-spiritual contexts. A transcultural focus to social work practice emphasizes intervention with diverse populations including Latinos, African and Asian Americans, women, gays, lesbians, older adults, and other disenfranchised and marginalized populations. Students will gain knowledge and skills to help promote economic and social justice, engage in reflective and critical thinking, evaluate their own practice, and utilize alternative approaches to promote human well-being.

SW 220 is a foundation course that focuses on individuals and families. Students enroll in it concurrently with SW 230 (Field Practicum). Next semester, SW 221 will focus on groups, organizations, and communities.

Learning Objectives

Upon completion of Social Work 220, social work students will have gained the ability to:

1. Apply ecological, strengths, and empowerment approaches to social work practice in various modalities at micro and mezzo levels with individuals, couples, and families.
 - M3.1 (Social Justice).

2. Articulate the use of evidence as a basis for social work intervention.
 - M4.1 (Critical Thinking)

3. Demonstrate knowledge of individuals, families, and other social systems, their interconnectedness and dynamics, and plan appropriate social work interventions.
 - M2.4 (Apply Transcultural)
4. Demonstrate the capacity to practice social work with integrity, in a disciplined and professional manner, and that utilizes skills of critical thinking and self-reflection.
 - M2.2 (Self-reflection)
5. Apply with integrity social work values, ethics, and legal mandates in all phases of contacts with client systems, community representatives, and other professionals.
 - M1.3 (Values & Ethics)
6. Apply to social work practice a transcultural generalist approach.
 - M1.1 (Transcultural Competence)
7. Demonstrate assessment and intervention skills in beginning, middle, and ending phases of practice.
 - M2.3 (Transcultural Communication)

This Course Meets the Following Title IV-E Competencies:

1.1-1.5, 2.1, 2.2, 2.15, 2.17, 2.19, 2.22, 3.3-3.5, 4.2, 4.3, 4.5, 4.7, 4.10, 7.6

Learning Experiences

This course includes didactic lectures, interactive learning exercises, and seminar-style discussion. Please note 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).

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.

Exams and paper assignments will be graded according to the following criteria:

- 1) Clarity and flow of discussion or presentation.
- 2) Answering questions completely and thoughtfully-demonstrate understanding and using critical analysis.
- 3) Obvious effort and attention to the material required for the assignment. Writing (grammar, punctuation, and spelling).
- 4) Organization.

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.

APA format required:

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 - 12pt font), and properly documented with citations of material used from other authors or sources. (Please read section on Grading and Evaluation Criteria at the end of the syllabus. Also, see Student Handbook for additional information.)

GRADING, EVALUATION AN ASSIGNMENTS

The course is worth 100 “points,” with letter grades assigned as follow:

Assignment		Grading			
SW Practice Portfolio	10 points	98-100 = A+	80-82 = B-	63-66 = D	
Midterm Exam	35 points	93-97 = A	77-79 = C+	60-62 = D-	
Final Paper	25 points	90-92 = A-	73-76 = C	0 -59 = F	
Pomeroy & Wambach	15 points	87-89 = B+	70-72 = C-		
Participation	15 points	83-86 = B	67-69 = D+		
Total	100 points				

UNIVERSITY, COLLEGE & DEPARTMENT POLICY INFORMATION

Reasonable Accommodation of Disability

If you need course adaptation or accommodations because of a disability, or if you need or if you need special arrangement in case the building must be evacuated, please make an appointment with me as soon as possible. President Directive 97-03 requires that students with disabilities requiring accommodations must register with the Disability Resource Center (DRC) to establish record of their disability. No matter where students reside, they should contact SJSU DRC to register. The DRC site: <http://www.drc.sjsu.edu>

Academic Integrity

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the

Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. Additional information on academic integrity can be found at: http://sa.sjsu.edu/judicial_affairs/index.html

TEXTBOOKS AND READING ASSIGNMENTS

Required Texts

American Psychiatric Association (2000). Diagnostic and statistical manual of mental disorders (4th ed. TR). Washington, DC: Author.

Miley, K. R., O'Melia, M., & DuBois, B. (2007). Generalist social work practice: An empowering approach (5th ed.). San Francisco: Allyn and Bacon.

Pomeroy, E., & Wambach, K. (2003). The clinical assessment workbook: Balancing strengths and differential diagnosis. Pacific Grove, CA: Brooks/Cole.

Reader available at Maple Press. You may purchase at Maple Press, 481 E. San Carlos Street.

Recommended Texts

American Psychological Association. (2009). Publication manual of the American psychological association (6th ed.). Washington DC: Author.

Walsh, J. (2006). Theories for direct social work practice. Belmont, CA: Thompson Brooks/Cole.

ASSIGNMENTS

Your grade will be determined from evaluations of the following:

- **Social Work Practice Portfolio** (two portfolio assignments @ 5 points each)
This assignment is intended to help the student reflect on his/her professional social work identity and skills development. The two main components of the assignment are: practice philosophy, and skills in the delivery of social work services to diverse populations from a transcultural perspective. Further guidelines will be provided by the instructor.

Due 9/9 and 10/7

10 points

- **Midterm Exam**

The midterm exam will cover material discussed in class and reading assignments. This will be a take-home exam that will include short answer and essay questions. You will have 2 weeks to complete the exam. The exam will be **distributed** on **9/30**.

Due on 10/14

35 points

- **Final Paper**

This paper consists of an assessment, DSM diagnosis, and intervention (treatment plan) of a client served at the agency where completing an internship. The client should represent someone different from the student, regarding social group membership: ethnicity, race, sexual orientation, age, class, disability, etc. The paper will be a minimum of 9, not exceed 10 pages, excluding title page and references. Further guidelines will be provided by the instructor.

Due on 12/2

25 points

- **Pomeroy & Wambach Exercises** (3 exercises @ 5 points each assignment)
The Pomeroy & Wambach textbook offers the opportunity to practice assessment and intervention skills. With the use of the DSMIV as a tool, three (3) vignettes (@ 5 points each assignment) from the book will be completed within a group (no more than 4 student members) and submitted (group grade). Guideline will be provided by the instructor. Note: A student missing a session where material on the exercise material is covered, cannot participate in the group assignment.

Due on 10/21, 11/4, 12/2

15 points

- **Participation**

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.

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).

15 Points

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 the end of the syllabus. Also, see Student Handbook for additional information.) Writing should be succinct, include appropriate headings, and be free of grammar and spelling errors. All papers should be written in standard/formal English; 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 the Pomeroy & Wambach assignment, be advised that if you miss the session where the material was covered, you cannot receive points for the assignment. 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 midterm exam will only be accepted on the due date.

Plagiarism is unacceptable and will be dealt with according to SJSU policies and procedures (Office of Student Conduct and Ethical Development, http://sa.sjsu.edu/student_conduct).

Topic Outline and Assignments

Session 1, 8/26 Introduction

Topics: Introduction of course content and assignments; professionalism in social work

Assignment: Complete student information sheet. This information sheet will be used to develop a database of students and their contact information. Your answers to questions on the sheet allow you to introduce yourself to me. Due: 9/2

Session 2, 9/2, What do social workers do?

Topics: The helping relationship and client-centered social work practice
Conscious use of the self in social work practice
The social work relationship: Starting where the client is
NASW Code of Ethics (Introduction)

Reading Assignments:

Miley, K. R., O'Melia, M., & DuBois, B. (2007).

Preface (pp. xvii-xx).

Chapter 1, Generalist social work practice (p. 4-23).

Portfolio #1: Philosophy of Practice due next week.

Session 3, 9/9, Critical thinking, and evidence based practice

Topics: What is evidence based practice?
Engaging clients
Transference and countertransference

Reading Assignments:

Miley, K. R., O'Melia, M., & DuBois, B. (2007).

Chapter 2, The ecosystems perspective (pp. 25-52).

Chapter 3, Values and multicultural competence (pp. 54-78).

Portfolio #1: Philosophy of Practice due

Session 4, 9/16, Brief introduction to social work theories, models and perspectives.

Topics: Systems Theory, and Person-in-Environment

Empowerment, and strengths perspective

Reading Assignments:

Miley, K. R., O'Melia, M., & DuBois, B. (2007).

Chapter 4, Strengths and empowerment (pp. 80-102).

Chapter 5, An empowering approach to generalist practice (pp. 104-126).

Recommended Assignments

Brun, C. & Rapp, R. C. (2001). Strengths-based case management: Individuals' perspectives on strengths and the case manager relationship. *Social Work*, 46, 278-288. In Reader.

Rose, S. M. (2000). Reflections on empowerment-based practice. *Social Work*, 45, 403-412. In Reader.

Session 5, 9/23, Ethical and mandatory requirements in the delivery of social work services: Important practice considerations

Topics: Shaping solutions for ethical considerations
Suicide and no-harm contract
Duty to warn
Court mandated clients

Reading Assignments:

Miley, K. R., O'Melia, M., & DuBois, B. (2007).

Chapter 12, Activating resources (pp. 320-350).

Chapter 13, Creating alliances (pp. 352-383).

Session 6, 9/30, Transcultural social work practice. Service delivery from a diverse perspective. Assessment and Social History

Topics: Transcultural social work practice
Assessing capacity
Forming, articulating, defining, and cognition
Collecting and evaluating data

Portfolio #2: Transcultural Perspective due next week.

Midterm exam will be handed out today. Due: 10/14

Reading Assignments:

Miley, K. R., O'Melia, M., & DuBois, B. (2007).
Chapter 6, Forming partnerships (pp. 130-157).
Chapter 7, Articulating situations (pp. 159-188).
Chapter 8, Defining directions (pp. 190-215).

Session 7, 10/7, Treatment Plan: Documenting (assessment and diagnoses)

Topics: Clinical assessment interpretations and impressions
The DSM IV as a tool, and debates over its use

Reading Assignments:

Pomeroy, E., & Wambach, K. (2003) text.
Chapter 1, Introduction (pp. 1-13).

American Psychiatric Association (2000). Diagnostic and statistical manual
of mental disorders (4th ed. TR). Washington, DC: Author.
(Use DSM 4th ed. if TR not available.)
- Introduction
- Use of the manual

Note: **Bring a copy of the DSM-IV or DSM-IV-TR manual to class.**

Portfolio #2: Transcultural Perspective due.

Midterm exams due next week: 10/14

Session 8, 10/14 Brief Interventions, and anxiety disorder

Topics: Crisis intervention
Social cognition and social work practice
Task-centered and solution-focused practice
Anxiety disorders, and the use of the DSM IV

Reading Assignments:

Miley, K. R., O'Melia, M., & DuBois, B. (2007).
Chapter 9, Identifying strengths (pp. 220-247)
Chapter 10, Assessing resource capabilities (pp. 249-287).
Chapter 11, Framing solutions (pp. 289-316).

Pomeroy, E., & Wambach, K. (2003).
Chapter 7, Anxiety disorders (pp. 173-208).

Group Project Assignment 1: Come prepared to complete the Pomeroy & Wambach cases on Anxiety disorders, 7.1 through 7.6 (pp. 179 through 206) with your group. Hand in next week: 10/21

Midterm exam due today

Session 9, 10/21, Social work practice with children and youth. Disorders of children and adolescents

Topics: The mind of the child
Suspected child abuse and neglect (SCAN)
Using the DSM when diagnosing children

Reading Assignments:

Pomeroy & Wambach (2003).

Chapter 2, Infant, childhood and adolescent disorders (pp. 14-68).

Group Project Assignment 1: Pomeroy & Wambach exercise on Anxiety disorders due.

Session 10, 10/28, Clinical Practice: Mood Disorders. Assessment and treatment plan (intervention) with individuals diagnosed with depressive disorder

Disorders related to emotional state or mood

Situational depression versus clinical depression
Alcohol and other substances that lead to depression
The silent killer: Untreated depression

Assignments

Pomeroy & Wambach (2003).

Chapter 6, Disorders related to emotional state or mood (pp. 143-172).

Miley, K. R., O'Melia, M., & DuBois, B. (2007).

Chapter 14, Expanding opportunities (pp. 385-408).

Group Project Assignment 2: Come prepared to complete Pomeroy & Wambach cases on disorders related to emotional state or mood, 6.1 through 6.5 (pp. 149 through 170) with your group. Hand in next week: 11/4.

Session 11, 11/4 Treatment modalities: the intervention phase

Topics: Individual change processes
Cognitive, behavioral, psychoanalysis, and alternative treatment modalities
Existentialism, feminism, and other shifting paradigm perspectives
Treatment based on social group membership

Reading Assignments:

Walsh, J. (2006). Theories for Direct Social Work Practice. Belmont, CA: Thomson

Brooks/Cole.

Chapter 6, Behavioral theory (pp. 107-130).

Chapter 7, Cognitive theory (pp. 131-139).

In Reader

Group Project Assignment 2: Pomeroy & Wambach exercise on disorders related to emotional state or mood due.

Holiday: No Class on 11/11

Session 12, 11/18, Gender and Sexuality in Social Work Practice

Topics: Women consumer of services
Delivering services to transgendered populations
Social service delivery to lesbian women and gay males

Reading Assignments:

Pomeroy & Wambach (2003).
Chapter 10, Sexual and gender identity disorders (pp. 237-256).

Group Project Assignment 3: Come prepared to complete Pomeroy & Wambach cases on sexual and gender identity disorders, 10.1 through 10.6 (pp. 241 through 256) with your group. Hand in on 12/2.

Session 14, 11/25, Endings ... and new beginnings

Topics: Empowering self to meet personal health-oriented needs and requirements
Closure and letting go of the client clinician relationship

Reading Assignments:

Miley, K. R., O'Melia, M., & DuBois, B. (2007).
Chapter 15, Recognizing success (pp. 410-435).
Chapter 16, Integrating gains (pp. 437-462).

Session 15, 12/2, Spirituality and social work practice

Topic: Alternative health practices: A spiritual perspective
Faith based perspectives
Alternative views: Curanderismo, buddism, espiritismo, etc.
Later life concerns in treatment
Wrap-up and evaluation

Group Project Assignment 3: Pomeroy & Wambach exercise on sexual and gender identity disorders due.

Final Papers due

Bibliography

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- Anderson, L. E., Weston, E. A., Doueck, H. J., & Krause, D. J. (2002). The child-centered social worker and the sexually abused child: Pathway to healing. *Social Work*, 47, 368-378.
- Baird, B. (1999). *The internship, practicum, and field placement handbook: A guide for the helping professions* (2nd ed.). Upper Saddle Hill, NJ: Prentice Hall.
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- Chaffin, M., & Freidrich, B. (2004). Evidence-based treatments in child abuse and neglect. *Children and Youth Services Review* 26, 1097-1113.
- Cohen, N. (Ed.). (2000). *Child welfare: A multicultural focus*. Needham Heights, MA: Allyn and Bacon.
- Constable, F., Flynn, J., & McDonald, S. (1999). *School Social Work* (5th Ed.) Chicago: Lyceum Books.
- Coulborn Faller, K. F. (1998). *Interviewing for child sexual abuse: A forensic guide*. New York: Guilford Press.
- Crime Prevention Center, Office of the Attorney General. (2000). *Child abuse prevention handbook... and intervention guide*. California Department of Justice.
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- Freeman, E. M. et al. (1998). *Multisystems skills and interventions in school social work practice*. Washington, DC: NASW Press.
- Garbarino, J. et al. (1992). *What children can tell us*. San Francisco: Jossey Bass.
- Gil, E. (1991). *The healing power of play: Working with abused children*. New York: Guilford Press.
- Goldstein, E., & Noonan, M. (1999). *Short-term treatment and social work practice*. New York: The Free Press.
- Henggeler, S. et al. (1998). *Multisystemic treatment of antisocial behavior in children and adolescents*. New York: Guilford Press.
- Houston-Vega, K., & Nuehring, E. M. (1996). *Prudent practice: A guide for managing malpractice risk*. Washington, DC: NASW Press.
- Icard, L. D., & Syfried, S. (1997). Does reliance on diagnostic labels help clients more than it hurts them? In E. Gambrill & R. Pruger (Eds.), *Controversial issues in social work ethics, values, and obligations* (pp. 25-38). Boston: Allyn and Bacon.
- Kaplan, L. (1986). *Working with multiproblem families*. Lexington, MA: Lexington Books.
- Kraus, W. (1980). *Collaboration in organizations: Alternatives to hierarchy*. New York: Human Sciences Press.
- Loewenberg, F., & Dolgoff, F. (1992). *Ethical decisions for social work practice*, (4th ed.). Itasca, IL: Peacock Publishers.
- Lum, D. (1992). *Social work practice and people of color: A process/stage approach* (2nd ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.
- Lynch, E., & Hanson, M. (1992). *Developing cross-cultural competence: A guide for working with young children and their families*. Baltimore: Paul Brookes Publishing Co.
- Martin-Baro, I. (1994). *Writings for a liberation psychology*. Cambridge, MA: Harvard University Press.
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San José State University
Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking* and communication† 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; 5th 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:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	59 or less	F
93-97	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

Plagiarism‡ is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.§ Any student who plagiarizes will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

* 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.

† 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.

‡ 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).

§ 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 clear 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 to 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.