

SAN JOSÉ STATE UNIVERSITY – SCHOOL OF SOCIAL WORK
SW224: TRANSCULTURAL MULTI-SYSTEMS PRACTICE:
A SPANISH/ENGLISH FRAMEWORK
COURSE CODE 49064

Fall, 2009
DR. MIGDALIA REYES
SECTION 3
E-MAIL: mreyes@casa.sjsu.edu
TUESDAY 6:00-8:45 P.M.
CBB 101

OFFICE: WSH 211D
OFFICE HOURS:
WED 4:00 – 5:00 PM &
MONDAYS 3:00 – 5:00 PM
OTHERS BY APPOINTMENT
PHONE: (408) 924-5868

CATALOGUE DESCRIPTION

Analysis of culturally relevant services to linguistic minority Spanish-speaking population from a transcultural multi-systems perspective. Skills to include Spanish language interventions appropriate for cultural access, appropriate assessment, individual, family, and group interventions, and advocacy for client systems at all levels.

COURSE DESCRIPTION

This course is an elective in the fields of practice –second year– that uses the curricular framework of cultural and linguistic competency and theory of cognitive and linguistic determinism to educate advanced students in working with Spanish-speaking populations.

The focus of the course is on critical self and class assessment as to competencies in working with Spanish bilingual populations. The class will be divided into levels of Spanish competencies so as to allow students of similar levels to advance together and a supportive and highly interactive environment to take place. A review of various settings and modalities of practice primarily in the health and mental health fields of practice will be applied to work with culturally diverse Spanish-speaking populations with the assistance of Spanish bilingual MSW faculty and guest practitioners.

Students will be expected to prepare teatros (culturally relevant scripts around certain problem areas in which family dynamics and interactions with a service provider is highlighted to depict enabling communication from a transcultural perspective). The teatros will be developed into written curriculum modules of interventions with the goal of publication and dissemination.

LEARNING OBJECTIVES

Upon completion of SW224, students will be able to:

1. Delineate the application of knowledge about language, culture and socioeconomic systems in the delivery of social work services to Latino populations from a transcultural and multisystems perspective. M 1.5 (Apply transcultural/multisystems perspective)
2. Demonstrate the capacity for critical thinking, self-awareness and self-reflection in relation to one's role as a social worker serving Latinos and their communities. M 2.6 (Self-evaluation and use of supervision)
3. Demonstrate skill in the use of theories and evaluating empirical support for social work interventions with Latino individuals, families, groups, and communities from a multisystems perspective. (M 4.4 Advance quality of practice)

4. Articulate how to apply culturally and linguistically appropriate qualitative and quantitative assessment instruments and develop intervention plans that meet the needs and requirements of social work interventions with Latino individuals, families, groups, and communities. (M 2.7 Assess and Intervene in Multi-systems Practice)
5. Demonstrate linguistic and cultural skills, including code switching and moving back and forth from English to Spanish, for use with bilingual Spanish-English populations of diverse backgrounds. M 2.8 (Communication)

LEARNING EXPERIENCES

The course will be conducted primarily in Spanish. Some readings are in Spanish, and it is highly recommended that the quizzes, and the group paper are written in Spanish. This will enable the student to develop skills necessary for working with Spanish-speaking Latino clients systems. The course format includes didactic lectures, interactive student learning exercises, and a seminar-style type of discussion setting. The course will utilize lectures by the instructor, guest speakers, videos, class discussions on readings and case studies as teaching/learning tools. Students are expected to speak Spanish in class participation and during the class teatro presentations (interactive scripts).

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). Professionalism also includes being respectful of each other’s opinions, perspectives and ideologies; refraining from disruptive behavior; and using each other as resources. It is advised to consult with the instructor when something is not understood, and that the student open her/himself to asking questions, and engaged in his/her learning.

Please communicate with the instructor regarding any concerns about the course and your progress in it.

TITLE IV-E COMPETENCIES

This class addresses the following Title IV-E competencies: 1.1, 2.1, 2.15, 3.3, 3.4, 3.5, 4.1, 4.3, 4.4, 4.5, 4.7, 7.4, 7.6, 8.2, 8.3, 8.5.

GRADING AND EVALUATION

<u>Assignment</u>		<u>Grading</u>			
1) Quiz (5 – at 5 points each)	25%	98-100 = A+	80-82 = B-	63-66 = D	
2) Teatro Participation	15%	93-97 = A	77-79 = C+	60-62 = D-	
3) Teatro Presentation	25%	90-92 = A-	73-6 = C	0 -59 = F	
4) Teatro Group Paper	20%	87-89 = B+	70-72 = C-		
5) Class Participation	<u>15%</u>	83-86 = B	67-69 = D+		
Total	100%				

Note that 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).

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

SPECIAL NOTE

If you need course adaptation or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangement in case the building must be evacuated, please make an appointment with me as soon as possible or see me during office hours.

TEXTBOOKS AND READING ASSIGNMENTS

- I. See Topic Outline and Assignments for required readings in Class Reader. You may purchase your Reader at Maple Press, 481 East San Carlos Street
- II. Reyes, M., (2004). *Al compás de la lucha y la añoranza: Un manual educativo sobre la dependencia del alcohol y otras drogas*. Puerto Rico: Editorial Edil (sold in class).
- III. Spanish-English Dictionary

ASSIGNMENTS

1) **Quiz** - Five (5) quizzes will be given during the semester. These involve critical thinking related to the specific class sessions. Dates of quizzes: (1) Session IV, 9/15; (2) Session VI, 9/29; (3) Session VIII, 10/13; (4) Session IX, **10/20**; and (5) Session X, 10/27.

2) **Teatro Participation and Presentation**

During Session V (9/22), each student will join in a group to develop their teatro group project topic, which should relate to working with Spanish-speaking clients and/or clients systems. Each group must list their topic on the sign-up sheet by Session VII (10/6). During Sessions IX (**10/20**) the teatro group will be scheduled. A lottery system will be used. During Sessions XII and XIII, 11/10 & 11/17 the groups will present their teatro. Each presentation should not exceed 30 minutes per group (points will be taken off on groups that exceed the time limit). The presentations must be in Spanish, and involve a social work related problem or issue, accompanied by an intervention (macro, mezzo or micro). The teatro will be videotaped to enable the participants to self-evaluate their progress as Spanish-speaking social workers in-training. It is strongly recommended that the group prepares a class handout (a teatro program) describing the topic, listing the participants, and the role each play in the teatro, and listing any resources used (e.g., literature and internet sources). Each member of the group must participate in all aspects of the teatro project. This includes organization, presentation, and writing the final group paper. The members of the group are **all** responsible for ensuring equality regarding workload distribution and teatro (acting) participation.

3) **Teatro Group Paper**

The written teatro paper is a group paper that must clearly specify the sections written by each member of the group. It consists of a recording of the process related to organizing the project, strengths and weakness of the organization process, material used to develop the project (including a reference list), and what s/he learned from participating in the project. It is highly recommended that the paper be written in Spanish. The group paper should not exceed 4 pages. The written teatro paper is due on Session XIV, 12/1.

Formatting Requirements for Papers

The quizzes and group paper must be typed double-spaced (Times Roman font 11 or 12pts), 1" margins, and properly documented (see APA and read section on *Grading and Evaluation Criteria* at the end of the syllabus). All papers should be written in standard/formal Spanish; avoid slang and refrain from overuse of jargon. Writing should be succinct, include appropriate headings, and be free of grammar and spelling errors. This is considered part of the overall evaluation. It is strongly recommended that you use a Spanish language feature under tools and edit your work with the use of spell check and grammar check.

Quizzes and the group paper will be graded according to the following criteria:

- 1) Clarity and flow of written discussion.
- 2) Answering questions completely and thoughtfully.
- 3) Demonstrate understanding and using critical analysis.
- 4) Obvious effort and attention to the material required for the assignment, including the use of Spanish.
- 5) Organization.
- 6) Appropriate citing of sources used (APA).

Submitting Papers

It is important that papers are submitted on time. Please note that I am unable to accept papers on line. Depending on the assignment, late submissions will have a 2 to 10 of the total points deducted. If not in class when an assignment is due, you must 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.

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).

4) Class Participation

Because this course is intended to build on linguistic abilities, students will be assessed on the frequency, quality, and depth of their in-class participation in class discussions. Social work professional development includes consultation with student colleagues, and accountability to the larger group. Therefore, chronic tardiness, more than one unexcused absence, disruptive behavior (including the use of laptops for other than class-related activities) and inattentiveness, will be reflected in the participation grade. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early. To minimize class disruptions please arrive on time. 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 personal and professional knowledge and social work practice expertise. Class attendance is required during teatro group meetings. These will take place during the last part of the course starting on ____.

TOPIC OUTLINE AND ASSIGNMENTS

COURSE OUTLINE

Session I, 8/25

Course introduction. Exercises to determine students' level of Spanish competency.

Session II, 9/1

Diversity of Latino groups in the USA; issues of populations at risk.

Assignment:

Check the web for 1 piece of information about Latinos in the USA.

Reading Assignments:

Lotito, B. (1988). *Overview: What is culture?* In *Entre nosotros* (pp.2-3). New York: Newbury House Publishers.

Lotito, *Historical perspective: What's in a name?* (pp.4-6).

Session III, 9/8

Overview of transcultural values and skills in social work practice, including mental health services, community social work, group work and administration in social work.

Reading Assignment:

Lotito, Overview: *What is cross-cultural communication?* (pp.102-105).

Session IV, 9/15

Clinical interventions in delivering services to Latinos.

Quiz #1

Reading Assignment:

Class handout: DSM IV (1995). *Manual diagnóstico y estadístico de los trastornos mentales*, Massón, S.A. Barcelona, España.

Session V, 9/22

Advocating for social and economic justice: Latin American countries, and economic political issues affecting Latinos/as in the USA.

Time to join a group to develop their teatro group project.

Reading Assignment:

Córdova, Carlos, B. (1998). *Living in the U.S.A.: Central American immigrant communities in the United States*. In F. G. Rivera and J. L. Erlich, *Community organizing in a diverse society* (pp. 180-200).

Session VI, 9/29

Social Work with Latino Families.

Video: *Semillas del Futuro*

Quiz #2

Reading Assignment: Lotito, *Historical perspective: The family and other support systems* (pp.227-230).

Session VII, 10/6

Social Work with children and youth.

Reading Assignment:

Lotito, *Nonverbal communication: Children's behavior* (pp.231-233).

List teatro topic on the sign-up sheet

Session VIII, 10/13

Alcohol and other drugs: Dependence and abuse; relapse and prevention.

Quiz #3

Choose selected readings from Reyes, M., (2004). *Al compás de la lucha y la añoranza: Un manual educativo sobre la dependencia del alcohol y otras drogas*. Puerto Rico: Editorial Edil.

Session IX, 10/20

Social status and political considerations related to the oppression of Latina women, feminist and organizing.

Video: TBA.

Quiz #4

Reading Assignment:

Choose 1 of 2: Lotito, *Historical perspective: Machismo and the role of women* (pp.180-190); or Valle, N. (1994). *Crianza feminista del varón: Mujeres ensayan nuevas ¿y liberadas? formas para criar a los niños*. FEM 18, no.136 (pp.8-9).

Teatro presentation will be scheduled.

Session X, 10/27

Gay males, lesbian women, bisexual and transgender Latinos/as.

Video: *Con...vivencias: Un acercamiento a la comunidad lésbica, gay, bisexual y transexual (LGBT)*. Mexican LGBT movement.

Quiz #5

Reading Assignment:

Mogrovejo, Norma (2000). *Saliendo del clóset, problemas conceptuales, and saliendo del clóset como un proceso de desarrollo*. Un amor que se atrevió a decir su nombre: La lucha de las lesbianas y su relación con los movimientos homosexuales y feministas en América Latina (pp.72-74). Mexico D.F.: Plaza y Valdez Editores.

Session XI, 11/3

Alternative healing practices, and delivering social work services to the aging Latino/a.

Reading Assignment:

Choose 1 of 3: Ajjan, D., L. *¿Qué es la medicina natural?* (10-16); Ajjan, D., L., *Terapias naturales: Una visión general* (pp.21-60); and Lotito, *Historical perspective: Seeking medical and psychological aid in the Spanish-speaking world –a wide spectrum* (pp.409-416).

Session XII and Session XIII, 11/10 & 11/17

Teatro group presentations.

Session XIII, 11/24

Teatro Group meeting for completing final teatro paper.

Session XIV, 12/1

Watch teatros and course evaluation.

Assignment: **Written teatro paper due**

Session XV, 12/8

Course wrap-up.

¡BUENA SUERTE!

Bibliography

- Ander, Egg, E. (1982). *Diccionario de trabajo social* (10ª Edición). Buenos Aires: Editorial El Ateneo.
- Beaver, M. L., & Millar, D. A. (1998). *La practica clínica del trabajo social con las personas mayores: intervención primaria, secundaria y terciaria*. México: Paidós
- Bernler, G. & Johnson, L. (1988). *Teoría para el trabajo psicosocial*. Montevideo: Espacio Editorial.
- Colectiva del Libro de la Salud de las Mujeres de Boston (2000). *Nuestros cuerpos, nuestras vidas*. Nueva Cork: Siete Cuentos Editorial.
- Cueli, J., Reidi, L., Martí, C., Lartigue, T., & Machaca, P. (1972). *Teorías de la personalidad*. México: Editorial Trillas
- Llamas, Gordo, F. (2003). *La entrevista de trabajo social: conceptos y destrezas básicas*. San Juan: Publicaciones Puertorriqueñas Editores.
- Lotito, B. (1988). *Entre nosotros*. New York: Newbury House Publishers.
- Organista, K. C. (2007). *Solving Latino psychosocial and health problems: Theories, practice, and populations*. Hoboken, NJ: John Wiley and Sons, Inc.
- Ramírez, R. L., García Toro, V. I., & Cunningham, I. (2002). *Caribbean masculinities: working papers*. San Juan: University of Puerto Rico.
- Ruiz, González, M. (1997). *Organización de comunidad y política social: un compendio*. San Juan: Editorial Edil.

**San José State University
Social Work Programs Evaluation and Grading Criteria**

Instructors in the Social Work program promote and evaluate critical thinking¹ and communication² 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-		

Plagiarism³ 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.

¹Critical 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.

²Communication 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.

³According 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).

⁴See 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 . 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.