

**SAN JOSÉ STATE UNIVERSITY**  
**School of Social Work, MSW Program**

**Transcultural Generalist Practice I**  
**Social Work 220 – 3 units**  
**Section 5 - Code 45073**

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<b>Classroom:</b>	BBC 225

**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. Students will gain knowledge and skills in professional social work practice, including engagement, assessment, intervention and evaluation of clients at multiple levels (micro, mezzo, and macro), with an emphasis on micro practice. Social work interventions will be examined from bio-psycho-social-spiritual, and evidence-based contexts. A transcultural focus to social work practice emphasizes interventions with diverse populations, including Latinos, African and Asian Americans, women, gays, lesbians, older adults, and other marginalized populations. The threshold of the course is intended to promote economic and social justice by having students engage in reflective and critical thinking, evaluate their own practice, and utilize alternative approaches to promote human well-being within social work practice.

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

**Course Student Learning Objectives**

The following Competencies/Program Objectives (PO) are realized through this course:

- PO 1. *Identify as a professional social worker and conduct oneself accordingly*
- PO 2. *Apply social work ethical principles to guide professional practice*
- PO 3. *Apply critical thinking to inform and communicate professional judgments*
- PO 4. *Engage diversity and difference in practice*
- PO 5. *Advance human rights and social and economic justice*
- PO 9. *Respond to contexts that shape practice*
- PO 10. *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*

Upon completion of ScWk 220 students will be able to:

1. Support the purpose and values of the profession, as suggested by the NASW Code of Ethics, as well as demonstrate awareness of personal values and capacities to identify and manage possible biases. PO: 2 (a, b) (Ethics)
2. Demonstrate the capacity to practice social work with integrity, in a disciplined and professional manner, and that utilizes skills of self-correction and self-reflection. PO: 1 (a, b, c) (Professional Social Work)
3. Demonstrate knowledge, a working understanding of the role and function of historical, economic, and political factors related to oppression, and discrimination, as well as promote strategies that support social, economic and political justice. PO: 5 (b, c) (Social and Economic Justice)
4. Apply to social work practice a transcultural generalist perspective, and a strengths and empowerment approach. PO: 4 (a, d, e) (Diversity and Transcultural Perspective)
5. Ability to work with individuals (and families) as demonstrated by skills in completing a bio-psycho-social assessment, and working toward accomplishing shared intervention goals. PO: 9 (a, b) (Shape Practice) & PO: 10 (a, b) (Engagement and Assessment)
6. Demonstrate knowledge of individuals, and other social systems, their inter-connectedness and dynamics, in order to plan and evaluate appropriate social work interventions (treatment plans). PO: 10 (c, d) (Intervention and Evaluation)
7. Demonstrate ability to pursue learning that contributes to practice effectiveness, and promotes professional relationships between clients, colleagues, and institutions. PO: 1 (e) (Professional Social Work)
8. Demonstrate critical thinking in assessment, intervention, and evaluation and the ability to communicate ideas; both oral and written communication. PO: 3 (a, b, c) (Critical Thinking)

## **REQUIRED TEXTS AND READING ASSIGNMENTS**

### **Required Texts**

American Psychiatric Association (2000). Diagnostic and statistical manual of mental disorders (4<sup>th</sup> ed. TR). Washington, DC: American Psychiatric Publishing, Inc. \*

Miley, K. R., O'Melia, M., & DuBois, B. (2009). Generalist social work practice: An empowering approach (6th ed.). San Francisco: Allyn and Bacon.\*\*

### **Recommended Texts**

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

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

\* The DSMIV is expensive. I suggest you may obtain from your agency or MLKing Library.

\*\*Please note that there is a 2011 updated (and more expensive) version of this textbook. I do not plan to order it through the bookstore. I order for you to save money, you can either register with <http://instructors.coursesmart.com/generalist-social-work-practice-an-empowering/karla-krogsrud-miley-michael-o-melia-brenda/dp/9780205684137> for the use of an electronic copy of the chapters you need (ISBN:10: 0205789811 or ISBN-13: 9780205789818), or purchase the 2009 (6th Edition) on line (ISBN: 13: 978-0-205-68410-6 or 10: 205-68410-6).

### **Library Liaison**

For assistance in the library go to the King Library Reference Desk (2<sup>nd</sup> floor; 808-2100) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is: Crystal Goldman 408.808.2015 or Crystal.Goldman@sjsu.edu.

## **LEARNING EXPERIENCES AND CLASSROOM PROTOCOL**

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 also entails consultation with fellow students. This includes being respectful of one another's opinions, perspectives and ideologies; refraining from disruptive behavior; and using one another 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. Please know that I provide a lot of feedback and often will edit in the spirit of helping improve the quality of your work. If your work will result is less than a B-, I will on a one-time basis allow you to rewrite and resubmit. This will help you practice, as well as obtain higher points (grade). Note, however, that a rewrite does not qualify for the full assignment points. 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. It would help if you rewrote your paper or exam using the feedback and or editing I provided. 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.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

### **Assignments and Grading Policy**

Your grade in this course will be based on your written work, exam, and participation as follows:

<b>Assignment</b>	<b>Points</b>	<b>Course Student Learning Objective/Competency (SLO)</b>
Practice Portfolios (2 @ 5 points each)	10	Portfolio I, SLO: 1,2,3 Portfolio II, SLO: 4, 9
Midterm Exam (take home)	20	SLO; 1,2,3,4, 9, 10 (a & b)
Final Paper	25	SLO: 1,2,4,5,10 (c)
Group-Project Assignments (3 @ 10 points each)	30	Assignment 1: SLO: 1,2,3 Assignment 2: SLO: 4, 9,10 (a,b) Assignment 3: SLO: 5, 9, 10 (c)
Class Participation	15	SLO: 1,2,3,9,10
<b>Total</b>	<b>100</b>	

## **Penalty for Late Work**

All assignments will be turned in at the start of class by the due date. Depending on the assignment, 5% will be deducted if turned in after the due date. Also, note that a student missing a session where material for the **Group-Project Exercises is covered, cannot participate in the assignment nor receive points.**

## **Assignments**

Your grade will be determined from evaluations of the following:

- **Social Work Practice Portfolios** (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 themes of the assignments are: (1) practice philosophy, and (2) skills in the delivery of social work services to diverse populations from a transcultural social work perspective. Guidelines are attached.

**Due: Session 4, 9/19 & Session 7, 10/10**

10 points

- **Midterm Exam**

The midterm exam will cover material discussed in class and reading assignments. This will be a take-home exam related to the assigned text reading, material covered in class and social work practice skills (conducting a bio-psychosocial assessment). The exam will be sent out via email on 10/3. You will have 3 weeks to complete it. There is no extension (or rewrite) for this assignment.

**Due: Session 9, 10/24**

20 points

- **Group-Project Exercises** (3 exercises @ 10 points each assignment)

This assignment offers the opportunity to practice psychosocial assessment, DSMIV diagnosing, and social work intervention skills. With the use of the DSMIV as a tool, three (3) vignettes provided by your instructor will be completed within a group of no more than 4 student members, and submitted as a group assignment. A lottery system will be used to assign students to the group. This is a group-grade assignment. Additional guideline will be provided by the instructor.

**Due:**

**Session 10, 10/31**

**Session 12, 11/14**

**Session 14, 11/28**

30 points

- **Final Paper**

This paper consists of an assessment, DSM diagnosis, and intervention (treatment plan) of a client served at the agency where you are completing your internship. It would be preferable that the client represents someone different from the student, regarding social group membership: ethnicity, race, sexual orientation, age, class, disability, etc. A case will be provided for those who do not have cases assigned at their internship.

The final paper (with guidelines) will be sent out via email on Session 12, 11/14. There is no extension or rewrite for this assignment.

**Due: Session 15, 12/05**

25 points

- **Participation**

Professional development includes class attendance since it is the main form for acquiring new knowledge and skills, and consulting with class members (especially the members of the group assignment). 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, professional expertise and internship experience. It is expected that the student assume responsibility for her/his learning, and the quality and success of this course. With this in mind, please note that cell phones and laptop computers can only be used for class-related activities. Please let me know if you are “on call” and required to check your cell calls. The use of laptops and cell phones (including texting) for personal purposes, chronic tardiness, absence from the group assignment meetings, and disruptive behavior 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

### **APA Format and Writing Requirements**

The Publication Manual of the American Psychological Association, is the style manual adopted by the Masters in Social Work Program. All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is not necessary*. All papers must use standard, 11 or 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. All papers should be written in standard/formal English; avoid slang and refrain from overuse of jargon. It is strongly recommended that you make use of WORD tools for edit your work (spell check and grammar check). Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

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

- 1) Addressing the topic that is relevant to the assignment.
- 2) Clarity and flow of written discussion.
- 3) Answering questions completely and thoughtfully.
- 4) Demonstrate understanding and using critical analysis.
- 5) Obvious effort and attention to the material required for the assignment.
- 6) Organization.
- 7) Appropriate citing of sources used (APA). When adding a review of the literature (a piece of information from an author other than yourself), make sure to separate what you

are writing about your own experience (e.g., with a case), and what an author writes (whether using the author's quote or paraphrasing what s/he wrote).

### **Submitting Papers**

It is important that papers are submitted on time. Please note that I am unable to accept papers on line. 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.

### **Grading**

The grading and evaluation distribution for the class is outlined below.

<b>Percentage</b>	<b>Grade</b>
97-100%	A +
93-96%	A
90-92%	A -
87-89%	B +
83-86%	B
80-82%	B -
77-79%	C +
73-76%	C
70-72%	C -
67-69%	D +
63-66%	D
60-62%	D -
Below 60%	F

### **University Policies**

#### ***Academic integrity***

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires 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 [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 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 [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

## **School of Social Work Policies**

### ***School of Social Work Writing Policy***

The Instructor will return assignments ungraded if at least five unique errors are found in grammar, punctuation, sentence structure, spelling, typos, APA style, or other basic writing errors. Late penalty points may apply, as specified in the syllabus. A unique error is an error that will be counted 1 time. For example, if a possessive apostrophe is left off of a word 5 times in a paper, it will be counted as 1 error (i.e. a possessive apostrophe error). It is the student's responsibility to make corrections throughout the paper and ensure there are no additional instances of the error in the paper before re-submitting the paper and submitting next assignments.

## **University Resources**

### ***Student Technology Resources***

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information 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](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### ***Peer Mentor Center***

The Peer Mentor Center is located on the 1<sup>st</sup> 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. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>.

## TOPIC OUTLINE AND ASSIGNMENTS (*Subject to change with fair notice*)

### **Session 1, 8/29 Introduction**

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

### **Session 2, 9/05 Labor Day Observed – no class session**

### **Session 3, 9/12 What do social workers do?**

Topics: The helping relationship and client-centered social work practice  
Conscious use of the self in social work practice

#### Reading Assignments:

Miley, K. R., O'Melia, M., & DuBois, B. (2009).  
Preface (pp. xx-xviii).  
Chapter 1, Generalist social work practice (p. 4-24).

### **Portfolio #1: Philosophy of Practice due next week 9/19**

### **Session 4, 9/19, NASW Code of Ethics. Critical thinking, and evidence based practice**

Topics: NASW Code of Ethics (Introduction)  
What is evidence based practice?  
The social work relationship: Starting where the client is  
Challenges of working with clients: Transference and countertransference

#### Reading Assignments:

Miley, K. R., O'Melia, M., & DuBois, B. (2007).  
Chapter 3, Values and multicultural competence (pp. 54-78).

### **Portfolio #1: Philosophy of Practice due**

### **Session 5, 9/26, Brief introduction and application of social work practice theories, models and perspectives.**

Topics: Systems Theory, the Ecological Perspective and Person-in-Environment. Empowerment, and strengths perspective.

#### Reading Assignments:

Miley, K. R., O'Melia, M., & DuBois, B. (2007).  
Chapter 2, The ecosystems perspective (pp. 25-52).  
Chapter 4, Strengths and empowerment (pp. 80-102).  
Chapter 5, An empowering approach to generalist practice (pp. 104-126).

**Session 6, 10/03, Ethical and mandatory requirements in the delivery of social work services: Important engagement and assessment 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).

**Midterm exam will be sent out via email today. Due: 10/24**  
**Portfolio #2: Transcultural Perspective due next week 10/10**

**Session 7, 10/10, Transcultural social work practice. Service delivery from a diverse perspective. Integration of social group membership in the assessment and social history.**

Topics: Transcultural social work practice  
Engaging and assessing capacity  
Forming, articulating, defining the clients' bio-psycho social experiences  
Collecting, recording, and evaluating data

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).

**Portfolio #2: Transcultural Perspective due**

**Session 8, 10/17, Clinical assessment and DSM diagnoses**

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

Reading Assignments:

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 to class.**  
**Midterm exam due next week: 10/24**

### **Session 9, 10/24 Diagnosing for anxiety disorder**

Topics: Cognition and other biological considerations  
Social, economic and political stressors leading to mental health disorders  
When Anxiety is a disorders; the use of the DSM IV to diagnose

#### 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).

American Psychiatric Association (2000).  
- Anxiety Disorder

### **Midterm Exam due today**

**Group Project Assignment #1: Come prepared to complete the case on Anxiety disorders. The case will be provided by your instructor. Note: Bring a copy of the DSM-IV or DSM-IV-TR to class. The assignment must be turned in next week: 10/31**

### **Session 10, 10/31, Social work practice with children and youth.**

Topics: Suspected child abuse and neglect (SCAN)  
Disorders of children and adolescents

### **Group Project Assignment #1 on Anxiety disorders due today**

### **Session 11, 11/07, Clinical Practice: Mood Disorders. Assessment and individuals diagnosed with depressive disorder**

Topics: Disorders related to emotional state or mood  
Situational depression versus clinical depression  
The silent killer: Untreated depression

#### Assignments

American Psychiatric Association (2000).  
- Mood Disorders

Miley, K. R., O'Melia, M., & DuBois, B. (2007).  
Chapter 14, Expanding opportunities (pp. 385-408).

**Group Project Assignment #2: Come prepared to complete the case on disorders related to emotional state or mood. The case will be provided by your instructor.**

**Note: Bring a copy of the DSM-IV or DSM-IV-TR to class. The assignment must be turned in next week: 11/14.**

**Session 12, 11/14, The Intervention Phase**

Topics:       Moving from an assessment to an intervention/treatment plan.  
                  Collateral information  
                  The use of case management skills.

**Group Project Assignment #2 on disorders related to emotional state or mood due.**

**Final Exam will be sent out via email today. Due: 12/05**

**Session 13, 11/21, 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:

American Psychiatric Association (2000).  
- Gender Identity Disorder.

**Group Project Assignment #3: Come prepared to complete case on sexual and gender identity disorders. The case will be provided by your instructor.**

**Note: Bring a copy of the DSM-IV or DSM-IV-TR to class. The assignment must be turned in next week: 11/28.**

**Session 14, 11/28 Treatment Modalities**

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).

An electronic copy of these chapters will be made available by your instructor.

**Group Project Assignment #3 exercise on sexual and gender identity disorders due**

**Session 15, 12/05, Spirituality and social work practice**

Topic:           Alternative health practices: A spiritual perspective  
                  Faith based perspectives  
                  Alternative views: Curanderismo, Buddhism, Espiritismo, etc.

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).

**Wrap-up and Class Evaluation**

**Final Paper due today**

10 points (5 points each)

See Assignment due date on syllabus

The *Practice Portfolio* provides an opportunity for you to clarify your beliefs and opinions about social work practice and professional development. Each component of this assignment serves as a means of self-reflection and that of communication between you and your instructor. The feedback that your instructor will provide is to help you further refine your ideas.

Completion of your Portfolio is a developmental process—as your professional identity grows, your beliefs presented in these assignments will evolve. Your portfolio also will characterize you as a social worker to other professionals, such as internship supervisors and employers.

During the term you will submit two portfolio assignments. These are:

- I. Practice Philosophy, and
- II. Diversity and Transcultural Perspective.

The Practice Portfolio is about you. It is about your professional development. This paper is subjective. In grading this assignment, your instructor will look for how you integrate your professional ideas and is NOT looking for a restatement of your readings or what others say about practice concepts. In this assignment, you are being asked to present your own ideas and beliefs, which further develop as you study and practice social work. In these assignments, you are presenting who “you” are as a professional. *It is almost as if what you write is what you might tell a future employer during an interview.*

Each portfolio is expected to be 2-3 pages in length. Descriptions to help your writing are below:

- I. Practice Philosophy (see syllabus for due date)
  - To help you prepare for this section, you may want to review the NASW Code of Ethics found in the appendix of the Miley, O’Melia and Dubois text or at [www.naswdc.org](http://www.naswdc.org)
  - This portfolio assignment is a statement of your personal philosophy about social work practice. This philosophy should be based upon professional ethics and values for practice. While this philosophy also may reflect personal values, it is important for every professional to distinguish between professional ethics and personal beliefs.
  - Here are some questions to help you develop this section:
    1. What do you believe is the goal of social work practice?
    2. Why have you become a social worker?
    3. How does the profession of social work enhance society?

4. How does who you are as a person and a professional influence your practice philosophy?

II. Diversity and Transcultural Perspective (see syllabus for due date)

- The transcultural social work perspective promotes commitment of social work professionals to advocate for social justice and build upon the strengths of diverse cultures to enhance the well-being of individuals, families, organizations, and communities.
- This Portfolio is a statement about what diversity and transcultural social work, as related to the School of Social Work Masters in Social Work program, mean to you, and how it informs your professional vision and practice?
- You might want to consider poignant examples of how diversity shapes who you are and influenced your professional choices.
- Here are some additional questions to help you develop this section:
  1. What is transcultural social work (also use the School of Social Work's definition)?
  2. How do you develop and maintain cultural competence?
  3. How has diversity shaped who you are as a person and as a professional?
  4. How do you foresee diversity influencing your professional social work practice?

**See APA Format and Writing Requirements on syllabus for more information.**

**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; 5<sup>th</sup> 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.

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\*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](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.