

SAN JOSÉ STATE UNIVERSITY
School of Social Work, MSW Program
Transcultural Generalist Practice I
Social Work 221 – 3 units
Section 01 – Code 20866

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Office Hours:	Wed 12:00 -1:00, and by appointment
Class Days/Time:	Wednesdays 9:00-11:45 AM
Classroom:	Sweeney Hall 312

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 part of the social work foundation practice course. It suggests theoretical frameworks related to ecological social systems perspective, and skills and knowledge from a critical thinking, problem-solving and strengths perspective approach that emphasizes practice skills working with groups, organizations, and communities (mezzo and macro systems). The transcultural social work practice aspect of the course gives emphasis on interventions with diverse and marginalized populations (ethnic, racial and sexual minorities, and other marginalized groups). The threshold of the course promotes economic and social justice, and the eradication of oppression with the use of evidence-based interventions of social group work, and community social work practice.

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 221 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 a social work transcultural generalist perspective, and strengths/empowerment approach group work and community social work service delivery. PO: 4 (a, d, e) (Diversity and Transcultural Perspective)
5. Ability to work with various client systems with the use of an assessment instrument, working toward accomplishing shared goals, and carry out treatment/intervention plans related to skills in beginning, middle, and ending phases of group work practice, and community social work practice. PO: 9 (a, b) (Shape Practice) & PO: 10 (a, b) (Engagement and Assessment)
6. Demonstrate knowledge of individuals, and other social systems, their interconnectedness and dynamics, in order to plan and evaluate appropriate social work interventions (mezzo & macro). 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. Articulate and demonstrate the use of critical thinking (the ability to communicate ideas; both oral and written communication), and best evidence practices as the basis for social work intervention with groups, organizations, and communities. PO: 3 (a, b, c) (Critical Thinking)

REQUIRED TEXTS AND READING ASSIGNMENTS

Required Texts

Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2009). *Group counseling strategies and skills* (6th ed.). Pacific Grove, CA: Brooks/Cole. *

Miley, K. R., O'Melia, M., & DuBois, B. (2009). *Generalist social work practice: An Empowering approach* (6th ed.). San Francisco: Allyn and Bacon (You can use the 2007, 5th edition)

Recommended Texts

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

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington DC: Author.

* I do not plan to order this textbook through the bookstore. Consider using the electronic copy. There are two ways you can go about this proposed system. One is through cengageBrain:

<http://www.cengagebrain.com/shop/en/US/storefront/US?cmd=CLHeaderSearch&fieldValue=978-0-495-55436-3>, and the other is through courseSmart: <http://www.coursesmart.com/group-counseling-strategies-and-skills-6th/jacobs-masson-harvill/dp/9780495554363>

(The “eText” is either ISBN-10 0-495-68236-5 or ISBN-13 978-0-495-68236-3).

You can also consider purchasing this book online or from a former students. If you buy the older edition, you need to be responsible for checking the reading topics and reconcile different page numbers that are assigned on the syllabus.

* The DSMIV is expensive. I suggest you obtain it from your agency or MLK Library.

Library Liaison

For assistance in the library go to the King Library Reference Desk (2nd 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 has moved 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 using each other as resources, being respectful of each other’s opinions, perspectives and ideologies; and refraining from disruptive behavior. **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 me 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. My guidelines on contested grades is as follows: If you disagree 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](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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:

Assignment	Points	Course Student Learning Objective/Competency (SLO)
Group Processes Paper	25	SLO: 1,2,3,4,9,10 (a & b)
Case Consultation	20	SLO: 1,2,3,4,5,10 (c)
My Life as a Social Worker	5	SLO: 1,2,9
Class Group Presentation	15	SLO; 1,2,3,4, 9,
Community Social Work	20	SLO: 1,2,3,5,9,10
Class Participation	15	SLO: 1,2,3,9,10
Total	100	

Penalty for Late Work

All assignments will be turned 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:

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 be facilitating a group next semester, there is an alternative assignment you can follow. *See attached detailed guidelines for completing assignment.*

Due: 2/29

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 3/14

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 steps have you taken to improve your cultural competency? What more do you plan to do? 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. Be creative.

Due 4/18

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. Your group will make a presentation on your project 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 times. A lottery system will be used to assign groups. There will be a group grade for this assignment. *See attached detailed guidelines for completing assignment and breakdown for points.*

Proposal Due 4/25

Class 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 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).

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.

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.

Submitting Papers

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

Percentage	Grade
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.

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

TOPIC OUTLINE AND ASSIGNMENTS

Session 1, 1/25

Introduction to Mezzo and Macro Social Work Practice

Topic: Introduction to Course, Syllabus Review, Assignments; Family as a Group; Family Social Work

Session 2, 2/1

Family Assessment and Treatment Plan

Topic: Understanding the Family within Group Practice; The use of the Family Genogram and the Ecomap

Reading Assignment:

Miley, K. R., O'Melia, M., & DuBois, B. (2009).

Chapter 10, Assessing resource capabilities (pp. 262-300). With special emphasis on the section related to the genogram and the ecomap: pp. 282-285.

Constable, R. & Lee, D. (2004). Social work and families. *Social work with families Content and process* (pp. 1-29). Chicago: Lyceum Books. E-copy.

Session 3, 2/8

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

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

Reading Assignments:

Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2009).

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, 2/15

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:

Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2009).

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, 2/22

Transitions and Endings in Group Work; Group Work Alliances

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

Reading Assignments:

Miley, K. R., O'Melia, M., & DuBois, B. (2009).

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

Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2009).

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

Session 7, 2/29

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, 3/7

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:

DSMIV (TR) Chapter on alcohol dependence and alcohol abuse (page numbers depend on use of the big or small book).

Session 9, 3/14

Introduction to Macro- Level Practice: Problems and Populations

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

Reading Assignment:

Netting, F. E., Kettner, P. M., & McMurtry, S. L. (2004). In *Social Work Macro Practice* (3rd Ed.). Boston: Pearson Education.
Chapter 1, An Introduction to Macro Practice – pp. 3-19. E-copy.

Case Consultation Paper Due

Session 10, 3/21

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:

Netting, F. E., Kettner, P. M., & McMurtry, S. L. (2004).
Chapter 3, The knowledge and value base of macro practice – pp. 45-63.
E-copy.

March 28 Spring Break

Session 11, 4/4

Community Social Work Practice (continues)

Topics: Leadership, Capacity, and Evaluation

Evidence-based Community Social Work Practice

Reading Assignments:

Netting, F. E., Kettner, P. M., & McMurtry, S. L. (2004).

Chapter 4, Understanding a Communities and Community Social Problems – pp. 67- 92. E-copy.

Session 12, 4/11

Cultivating Change: Social and Economic Justice

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

Session 13, 4/18

Community Social Work Project Group Presentations

Assignment: My Life as a Social Worker Paper Due

Session 14, 4/25

Community Social Work Project Group Presentations

Assignment

Community Social Work Proposal Assignment (Group Paper) Due

Session 15, 5/2

Community Social Work Project Group Presentations

Session 16, 5/9

Wrap-up and evaluation

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 page limit (see syllabus for formatting)**

- 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 (e.g., personal experience) or a chosen one (e.g., support group for smoking cessation, AA, NA, ALANON, CODA) to complete this assignment. In order to complete it you will need to attend (and show evidence; document on the 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 group (future group) or one you facilitated prior to completing this assignment. If the assignment is due before your begin to facilitate an assigned group at your internship or agency, please speak to me so we can discuss time-line. Those evaluating an alternative group (e.g., AA, CODA, etc.) cannot have an extension on this paper.
 - 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. See syllabus for additional information on grading criteria)
 - Use numbers (no need to write out question).
 - Make sure you read the question careful, and do not repeat the information (or rather repeat yourself) when answering.
 - Make sure to use the Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2009). Group counseling strategies and skills (6th ed.). Pacific Grove, CA: Brooks/Cole textbook for this purpose (you can use the 2006 –5th edition). Points will be taken off for not including. Do not include any other sources (e.g., from HBSE).
- 1) Offer brief information on the agency or place where the group meets. Indicate number of sessions you are writing about. For those observing an alternative group, you will need to indicate date, place and type of group (if your decide to go to different meetings e.g., AA, CODA, & ALANON). (1 point)
 - 2) Define group work. Use the required reading even when the authors do not provide a specific definition clearly apparent. (2 points)
 - 3) Identifying the Group and its Purpose: What type of group is this and what is the overall purpose (e.g., depression-for adults diagnosed with a mood disorder)? Explain your answer briefly. If addressing a12-step group, use online information. (1 point)
 - 4) Who are the members of the group and how are they recruited? Is there a screening process? What were the reasons for selecting specific group members—or in other words, what is the criterion for selection or exclusion of members? Is the participation voluntary or involuntary? (1 point)

- 5) Include information related to cultural/social group membership (SGM) norms and the social and cultural factors that describe the group, for example, race, ethnicity, physical/developmental abilities, sexual/emotional orientation/preference, etc. (1 point)
- 6) Use the literature to address the topic of open and closed group. Is this an open or closed group? What are the pros and cons of it being open or closed (2 points)
- 7) What is (are) the goal(s) of the group? In your professional judgment, is there evidence that shows that this group has the potential to meet its goals? Why? Use depth and breadth in your explanation. (1 point)
- 8) 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 even if you believe not applicable, such as in the case of those writing about a 12-step group. In this case look at the literature (AA, CODA). (1 point)
- 9) 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? Briefly explain. (1 point)
- 10) 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. Note that self-help or 12-step groups don’t have facilitators, but do have a speaker or someone responsible for running the meeting. (1 point)
- 11) Use the literature 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. Be careful not to suggest the group is in all stages all-at-once (e.g., during one meeting). (2 points)
- 12) Describe the environment related to challenges: power dynamics, monopolizing, disruptive behavior, apathy, and shout-down. How do the participants react or respond to the group environment if challenges exist? For example, what are the communication styles? How and why have these styles developed? If there are no perceived challenges, indicate in your judgment what has contributed to this. (1 point)
- 13) Use the literature to address the topic of group cohesion. Address this topic in relation to your observations with your chosen groups? (2 points)
- 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. (1 point)
- 15) What is the practice model, **treatment modality model or theoretical framework** used? Explain model and illustrate. Note that even with 12 step groups there is a use of treatment modality. (2 points)

- 16) Describe one exercise or technique used in the group. What is (was) the purpose? How was this exercise or technique introduced? How does it 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? 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. (3 points)
- 17) Briefly identify and discuss an evaluation strategy that would suggest in order to help determine the effectiveness and success of the group (1 point).
- 18) Provide a general assessment of your experience with this group. This is a subjective question. (1 point)

Case Consultation Paper Guidelines (20 pts)

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). I will provide a case if you don't have case assignments at your agency or place of employment (needs to be a social work agency).

Part I: This piece should be single-spaced, and **include the following:**

- Add a *title page*, which aside from your name, title of the assignment, date, your course section, includes a short summary of your agency description/setting. Add this even if you are using a case provided by me.
- **Case Summary.** Create a **1-page** case summary (like the ones used in class). No need to add if you are using a case provided by me.

Part II: Relevant bio-psycho-social-spiritual assessment and diagnosis information

- Provide a brief description (or summary of the bio-psycho-social-spiritual assessment). Include the client's situation and history that is relevant to the reason for seeking services (identifying information, living situation, history, social supports and client strengths, and previous services and attempted solutions (if applicable)
- Include a genogram, and an ecomap (attached as an appendix)
- Provide the DSM IV-TR Diagnosis (5 axis)

Part III: Intervention Plan (Presenting problem/challenge & proposed solutions)

- Use the table shown below to 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. Identify transcultural issues (using the what you have learned in this class).
 3. A measurable behavioral objective related to each goal.

Challenge / Problem	Goal <i>(Remember goals are general)</i>	Measurable Outcome <i>(What do you expect to see happen as a result of your intervention)</i>
1		
2		
3		

- In a one double-spaced page add the following:
 1. A short discussion on what you believe has contributed to or caused these challenges or problems?

2. How do these challenges or problems affect the client and others involved in her/his life?
3. In your professional judgment, what factors maintain these challenges or problems (e.g., lack of specific types of resources)?
4. 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/intervention plan.

Resource Need	Case Management Activity	Responsible Party(ies)
1		
2		

- Weave into your discussion any of the following that are relevant:
 - ethical/legal considerations;
 - countertransference/transference issues;
 - challenges to your professional skills;
 - transcultural issues or challenges to your cultural competence.

Part IV: Pose 1 meaningful consultation question for feedback from your supervisor, team of social workers, or me.

CRITERION	Points Possible
Agency Description	1
Case Summary with Dx	7
Treatment/Intervention Plan	10
Case Management Activities	1
Consultation Question	1
TOTAL	20

Community Social Work Proposal Assignment (20 Points)

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 Community Social Work Proposal Group Paper

Define the type of community. Use the Netting, F. E., Kettner, P. M., & McMurtry, S. L. (2004).

Chapter 4, *Understanding a Communities and Community Social Problems* – pp. 67- 92 in answer.

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) Looking a transcultural perspective, 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.

Criterion for Grading	Points
Task group participation (includes the Personal Reflection Paper)	5

Proposed community social work intervention	5
Community Intervention Plan	4
Graduate Level Writing	6
TOTAL	20

Individually - Personal Reflection Paper (5 points included as part of the task group participation)

Each working group member also has the responsibility of writing an “individual” 1-page personal reflection summary of her or his experience about the group process while completing this project. This personal reflection paper should critically analyze the following areas: (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. Although this is a reflection paper, graduate level writing is expected, and considered when graded.

Class Presentation (15 points - Individual grade)

The presentations are 25 minutes. You must keep track of the time (points will be taken off for going over or remaining under time allocated. 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, and demonstrate how it works. Provide a one-page handout with general information on your presentation to hand out to the class. Email me a copy of the Powerpoint transparencies.

Make sure to include the following:

- a. What do we, in the class, need to know about your community intervention plan?
- b. How may we 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 (e.g., panel style). Points will be taken for taking more time than others or for limited participation). Those members who are uncomfortable with public speaking, need to be supported (through coaching and mentoring) by the members of the group.

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 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 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.