

San José State University
School of Social Work
Social Work 112: Generalist Practice II
(Course Code: 24598; Section 1)
Spring 2012

Instructor:	Juan Sanchez, MSW, LCSW
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Office Hours:	Monday, 3pm-4pm
Class Days/Time:	Monday, 12:00pm-2:45pm
Classroom:	Sweeney Hall 312
Co or Pre-requisite:	ScWk 111 is a prerequisite and ScWk112 is a co-requisite

Faculty Web Page and MYSJSU Messaging (optional)

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my [faculty web page](http://www.sjsu.edu/people/Juan.Sanchez/) at <http://www.sjsu.edu/people/Juan.Sanchez/> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Catalog Description

Use of groups in social work for socialization, self-help, advocacy, and organizing. Analysis of group and community development, structure, roles, dynamics, and leadership. Methods of involving community members in meeting their own needs (Prerequisite: Scwk 111; corequisite: Scwk 142. Three units, open to social work majors only)

Course Description

Social work 112: Generalist Practice II is the third course in the undergraduate social work practice sequence and builds on the concepts introduced in social work 110 and 111 and practice skills learned in social work 140 and 141. This course continues to develop generalist social work practice using a transcultural perspective. The course includes a knowledge base focused on an array of theories and research relevant to generalist social work practice with groups, organizations, and communities. A special focus will be placed on transactions to optimize social well-being and empowerment of individuals, families, and communities using strengths and transcultural perspectives. In addition, emphasis will be placed on populations-at-risk, diversity, social work values and ethics, and the promotion of economic and social justice.

Course Student Learning Objectives (SLO)

Upon completion of ScWk 112 students will be able to:

- PO 1. *Identify as a professional social worker and conduct oneself accordingly*
- PO2. *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 6. *Engage in research informed practice and practice informed research*
- PO 9. *Respond to contexts that shape practice*
- PO10. *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*

1. Understand and apply concepts of group work: group formation, group dynamics, and leadership roles in a variety of setting with diverse populations (Program Objectives 3b, 4c)
2. Engage in group work and community action consistent with the values and ethics of the social work profession (Program Objectives 2a-d)
3. Demonstrate self-awareness in all aspects of contacts with client system, colleagues, and other professionals to best serve clients (Program Objectives 1a-d)
4. Demonstrate the ability to understand and address issues of diversity as it affects group work and community practice (Program Objectives 4a, 4b, 4d)
5. Demonstrate interpersonal communication skills and leadership skills with various clientele groups (Program Objectives 10a-d)
6. Demonstrate a beginning capacity to use knowledge of how to consult and utilize research evidence to inform social work practice (Program Objectives: 6a, 6b)
7. Critically evaluate community needs and assets to provide relevant services and to improve the quality of social services (Program Objectives 3c, 9b)

1. Required Texts/Readings

Toseland, R. W., & Rivas, R. F. (2009). *An introduction to group work practice*. (6th Ed.). Boston: Allyn and Bacon.

* All other assigned readings are on reserve in MLK Library. Both hardcopy and electronic copy of each reading material are available.

Supplemental Readings:

National Association of Social Workers. (1999). *Code of Ethics of the National Association of Social Workers*. Washington, D.C.: NASW Press.

Johnson, L., & Yanca, S. (2010). *Social work practice: A generalist approach* (10th ed.). Boston: Allyn and Bacon. (ScWk 111 textbook)

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: Teresa Slobuski, Teresa.Slobuski@sjsu.edu or 408-808-2318.

Classroom Protocol

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to ones peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices.

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/. 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 presentations, written work, tests and participation as follows:

Assignment	Points	Course Student Learning Objective/Competency (SLO)
Group Observation Paper	15	SLO: 1, 4
Group Facilitation Self-evaluation Paper	10	SLO: 1, 2, 3, 5
Community Assessment Paper	25	SLO: 2, 3, 4, 6, 7
In-Class Exam#1	20	SLO: 1, 4, 6
In-Class Exam#2	15	SLO: 2, 6, 7
Class Participation	15	SLO: 1, 2, 3, 4, 5, 6, 7

Penalty for Late Work

It is your responsibility to submit assignments on time. If you are unable to submit an assignment by the date and time indicated on this syllabus (or announced in class), you must discuss your situation with me at least 48 hours prior to the time the assignment is due. If you submit an assignment after the due date and time without discussing with the instructor, 10% of the total assignment point value will be deducted automatically. Errors in spelling, grammar and syntax will also be subject to a grade penalty.

Assignment #1: Group Observation Paper

Based on the first few weeks of course material, lecture, and readings, students will articulate a group observation paper. This perspective should be approximately 4-5 type-written pages and will address the following content areas:

1. Purpose of the group
2. Composition and structure
3. Facilitator's leadership style
4. Interaction between members
5. Overall assessment: strengths and areas that need improvement: Discuss your interpretation of the group (group cohesion, group dynamic, etc.), the leadership skills, concerns and direction of the group.
6. Review at least 2 peer-reviewed journal articles to articulate the effectiveness of the group work.

IF YOU ARE UNABLE TO START OR PARTICIPATE IN A GROUP AT YOUR AGENCY, SEE ME ASAP. PLEASE DO NOT WAIT UNTIL THE LAST MINUTE. AN ALTERNATIVE ASSIGNMENT CAN BE GIVEN.

Assignment #2: Group Facilitation Self-Evaluation Paper

Each student is required to facilitate a group discussion for a group in class. The actual facilitation lasts about 20 minutes and is followed by a general feedback and processing discussion led by the instructor and the student facilitator. This paper should be 3 pages long. In your paper, you will describe the following:

1. Type and purpose of the group you facilitated
2. What beginning/opening skills you used and how well it worked
3. Interaction between you and members, between/among members and other group dynamics if any
4. Overall assessment of your leadership: strengths and areas that need improvement.

Assignment #3: Community Assessment Paper

You will identify and describe social problems relevant to your agency's purpose and function that would lend itself to a community approach and/or intervention. You will be asked to 1) describe your community, 2) assess the community needs using theory-based analytic tools, 3) describe your findings and make recommendations to fill the gaps in service exist in the community.

Please write in NO MORE than 10 pages total and this paper should include the following:

1. Community Description (2-3 pages).
 - a. Define your community: A particular focus on the identified population and/or the identified geographic area
 - b. Basic demographic information of your community
 2. Assessment and findings (3-4 pages)
 - a. Your perception about the community needs
 - b. What data collection methods (i.e., focus group, interviews, etc.) you used and how you implemented it.
 - c. Your findings about what gaps in service exist in your community.
 - d. Your findings about strengths/resources of the community.
 3. Recommendations (2-3 pages)
 - a. Discuss how you might develop a community intervention to fill the needs.
- ❖ **Include at least 3-4 references to support your project (i.e., references to describe the community, to support the identified community needs or to support your recommendations).**
 - ❖ **Attach an assessment tool (for example, a qualitative interview guide) as needed.**

In-Class Exams

The first exam will cover all class material (i.e., from lectures, class discussions and required readings) up to Week 6. The second exam will cover all class material from Week 8 to Week 12. These exams will include any or all of the following: multiple choice, short-answer questions, and essay questions.

Extra Credit:

Students may earn up to a total maximum of 2 extra-credit points for this course by attending a social justice or cultural event/workshop (example would be attending Lobby Day). You need to verify your attendance by turning in the registration form and a one page write-up.

Class Participation:

Students will be assessed on the frequency, punctuality, quality, and depth of their in-class participation in class discussions. 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 and expertise. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early. Social work is a verbal profession, thus being verbally involved in class discussions, activities, and your ability to share how your personal learning experience is evolving will be evaluated. Please respect the instructor and your colleagues.

APA Format and Writing Requirements:

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional*. All papers must use standard, 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. 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.

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.

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/>

Course Number / Title, Semester, Course Schedule

This schedule is subject to change with fair notice. I will announce any changes in class.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/30/12	<u>Introduction and Course Overview</u> <ul style="list-style-type: none"> - Overview of the course - Revisit the transcultural perspective and linkage to the course - Discussion of syllabus & Overview of the assignments - Review of generalist social work practice (Scwk 111)
2	2/6/12	<u>Working with Groups</u> <ul style="list-style-type: none"> - Group work: values & ethics - Defining group work - The history and evidence-base for group work - Nature and typology of groups :Treatment group and task group <p>Reading: Toseland & Rivas, Chapter 1 & 2 Corey, G. (2008). Ethical and professional issues in group practice, In <i>Theory and practice of group counseling</i> (7th Ed.) (pp. 43-65). Pacific Grove, CA: Brooks/Cole. (on reserve)</p>
3	2/13/12	<u>Understanding Group Dynamics</u> <ul style="list-style-type: none"> - Dimensions of group dynamics - Types of group interaction and communication styles - Group norms, group cohesion, & group culture <p>Reading: Toseland & Rivas, Chapter 3</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	2/20/12	<p><u>Understanding Leadership and Group Facilitation</u></p> <ul style="list-style-type: none"> - Types of leadership - Characteristics of leadership - Use of leadership skills <p>Reading: Toseland & Rivas, Chapter 3 & 4</p> <p>Davis, L., Galinsky, M., & Schopler, J. (1995). RAP: A framework for leadership of multiracial group. <i>Social Work</i>, 40 (2), 39-44. (on reserve)</p> <p>Jonhson, T. Jons, J., & Lang, S. (2006). African-American Boys in Relative Care and a Culturally Centered Group Mentoring Approach. <i>Social Work With Groups</i>, 30(1), 45-69. (on reserve)</p>
5	2/27/12	<p><u>Understanding Group Development</u></p> <ul style="list-style-type: none"> - Different stages of group development and their characteristics - The planning stage - The beginning stage - Individual changes through small group <p>Reading: Toseland & Rivas, Chapter 6 & 7</p>
6	3/5/12	<p><u>Group Work with Diverse Populations</u></p> <ul style="list-style-type: none"> - Culture as world view - Group identity, individual identity, values, beliefs, norms, and communication styles - Impact of individual group member's ethnicity/race, gender, class, disability status, and sexual orientation on group dynamic - Leadership of multicultural groups <p>Reading: Toseland & Rivas, Chapter 5</p> <p>Chen, E. C., Kakkad, D., & Balzano, J. (2008). Multicultural competence and evidence-based practice in group therapy. <i>Journal of Clinical Psychology: In Session</i>, 64, 1261-1278. (on reserve)</p> <p>Weinberg, H. (2003) 'The Culture of the Group and Groups From Different Cultures. <i>Group Analysis</i>, 36(2), 253-268. (on reserve)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
7	3/12/12	<u>In-Class Exam #1</u> Student Preparation for Group Facilitation Exercise
8	3/19/12	<u>Group Facilitation Exercise and Self-Evaluation in Class and De-briefing</u>
9	3/26/12	<u>Spring Recess</u>
10	4/2/12	<u>Working within Agency</u> - Utilizing supervisions - The organizational context of social work practice - Understanding Organization and its impact on practice - Working with individuals - Working with groups Reading: Toseland & Rivas, Chapter 11 & 12
11	4/9/12	<u>Working with Communities</u> - Theory-based critical analysis of community needs and tools of community assessment - Needs assessment using focus groups, surveys and interviews - Asset mapping - Force-field analysis Reading: Johnson & Yanca, Chapter 15 (from ScWk 111) Community Tool Box: Chapter 3: Assessing community needs and resources: Go to http://ctb.ku.edu/tools/en/chapter_1003.htm Delgado, M. (1997). Role of Latina-owned beauty parlors in a Latino community. <i>Social Work</i> , 42(5), 445-453. (on reserve) Capraro, J.F. (2004). Community organizing + community development = community transformation. <i>Journal of Urban Affairs</i> , 26, 151-161. (on reserve) Gottfredson, G. (2001). Planning to overcome obstacles to change: a force-field analysis and action planning. Available:

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>http://www.gottfredson.com/FFAnalysis.PDF.</p> <p>Ellis, G., Reed, D., & Scheider, H. (1995). Mobilizing a low-income African-American community around tobacco control: a force field analysis. <i>Health Education Quarterly</i>, 22(4), 443-457. (on reserve)</p> <p>Group Facilitation Paper Due</p>
12	4/16/12	<p><u>Termination</u></p> <ul style="list-style-type: none"> - Introduction to types and methods of evaluation - Examination of the components of a termination phase - Termination with individual client - Termination with group - Termination with agency - Termination of your field placement - Self- evaluation of effectiveness of social work practice <p>Reading: Toseland & Rivas, Chapter 13 & 14 Johnson & Yanca, Chapter 12 (from ScWk 111)</p>
13	4/23/12	<p><u>In-Class Exam #2</u></p> <p><i>Community-Based Agency Assessment Paper Preparation: Individual consultation</i></p>
14	4/30/12	<p><u>Community-Based Agency Assessment Paper Preparation Continued</u></p>
15	5/7/12	<p><u>Community-Based Agency Assessment Paper Students Presentations</u></p>
16	5/14/12	<p><u>Class Ending</u></p> <ul style="list-style-type: none"> - Review of generalist social work practice - Assessment of learning <p>Community Assessment Paper Due</p>