Tosca Toussaint, L.C.S.W  
Phone number: 916-271-3538  
Email: Saintcounseling@aol.com  
Office Hours: Thursday 5- 6pm  
Thursday: 5-6pm  

Class meeting day: Thursday  
Class meeting time: 6:30 to 9:15pm

COURSE DESCRIPTION

This course focuses on the social work practice process and the building of generalist practice skills. Generalist practice skills are the core of social work practice at all levels (individuals, families, groups, organizations, communities, and society-politics). The social work process will be keenly examined and social work practice skills honed. Social work practice--relationship building, assessment, intervention, and termination skills--will be the primary focus of both SWRK 140B and SWRK 140C. SWRK 140B focuses on social work practice with individuals and families. SWRK 140C focuses on social work practice with groups, organizations and communities.

Both SWK 140B and SWK 140C emphasize practice within a diverse (age, gender, ethnicity, mental and physical ability, sexual orientation, religion/spirituality) society. This emphasis is supported by the NASW Code of Ethics which states that “Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability” (NASW Code of Ethics, 1.05c).

COURSE OBJECTIVES

The course provides learning opportunities for students to develop or achieve the following course objectives:

1) Articulate and apply the social work practice process, operating principles, and contexts for practice.
2) Develop detailed understanding and learn to apply a generalist perspective.
3) Apply the strengths, empowerment, and ecological frameworks, in your field setting, when working with individuals, families, and groups (small client systems), and organizations, and communities (large client systems).
4) Understand social work practice theories and apply one or more theories in your field setting.
5) Develop a critical perspective of the frameworks and theories utilized in practice.
6) Further develop your personal and professional capacities and the ability to manage personal and professional boundaries (this includes demonstration of the ability to apply the values and ethics of social work as articulated in the NASW Code of Ethics).
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7) Utilize and critique assessment frameworks (bio-psycho-social, eco-map, genogram, and others as assigned).
8) Develop interviewing skills as they pertain to diverse client systems.
9) Develop and demonstrate the ability to engage in all phases of the social work process with diverse client groups.
10) Develop the skills and demonstrate ability to work with multicultural clients in diverse settings.
11) Demonstrate the ability to engage in the lifelong learning process as a professional social work practitioner.

COURSE FORMAT

This course emphasizes student participation. A variety of teaching methods are used to engage students as active learners as they gain skills for social work practice. These include lecture, discussion, experiential exercises, group work, video and audio material, and case studies. The instructor implements cooperative and collaborative learning processes as the primary engines for learning. It is important to realize that this is not a lecture, note taking, and multiple-choice type of course. This is a social work practice course and demands your active engagement and participation for successful completion.

Cooperative and collaborative learning are dependent upon student preparation and active participation. Students are expected to have read all assigned readings before the class session for which they are assigned and be active in cooperative and collaborative learning exercises.

Disability Accommodation

If you would like to request academic accommodation due to a disability, please contact Services to Students with Disabilities- Lassen Hall room 1008, phone: 916-278-6955 (voice only) or 916-278-7239 (TDD only) or http://www.csus.edu/sswd. Office hours are Monday through Friday 8:00 a.m. to 5:00 p.m. (except holidays). If you have a letter from Services to Students with Disabilities please present the letter to me so we can discuss the accommodations you might need for this class.

Attendance

This class does require that students are present and ready to work at each class session. I expect that you will complete the assigned readings prior to each class and be prepared to share your own thoughts and reactions to the readings with the class.

If you must be absent from class because of illness or a family emergency, please let me know before missing a class. In the event that you must miss a class you are still responsible for the readings and for submitting any assignments that are due that day. You must get any missed assignments or handouts from classmates.
The following criteria will be used in assessing students’ attendance:

- Anyone missing more than three scheduled class sessions (excused or unexcused) loses one letter grade from the final grade. There is no substitute or make-up for attendance. Missing one-third six days or more of scheduled class sessions will result in a grade of FAIL for the course.
- Students are responsible for signing the roll if late for class.
- Repetitive lateness or early departure (i.e., 10 minutes late arrival or early departure - more that three times) will affect the final grade (up to 10 points deducted from final grade).

Written Assignments

Clear and concise writing are key ingredients for your future in the field of social work. As future social workers, each of you will be called upon to write letters that will impact the lives of individuals, funding, and social policies. The development of writing skills is a life long endeavor; therefore I encourage you to seek out the assistance of the writing tutor whenever you feel the need. Additionally, after I read your assigned work I may refer you to the writing tutor.

All writing assignments shall be typed, double-spaced and have one-inch margins. Font (typeface) size shall be 12 points. All papers should include a cover page with your name, name of assignment, instructors’ name, course name and date. No late papers will be accepted unless there are extraordinary circumstances and/or prior approval has been given by the instructor. Always keep a copy of each assignment you submit to the instructor.

1) All papers are evaluated for proper use of grammar and spelling and coherently and logically arranged thoughts.
2) All papers are evaluated for proper use of knowledge: the integration of concepts, theories, models, and information from readings, lectures and class discussions is used in a way that demonstrates your grasp of the material.
3) All papers should demonstrate accurate citation of references (both text and Internet) in the style of the American Psychological Association (APA Style).

Plagiarism

Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporating another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge.

If it is determined that a student has plagiarized the work of another, it can result in the student being suspended or expelled from the University, depending on the circumstances. (http://www.csus.edu/admbus/umanual/UMP14150.htm). In this course a grade of {F} can be expected by students who plagiarize.
### COURSE ASSIGNMENTS AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Field Check-Ins</td>
<td>25</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Bio-Psychosocial Assessment and Intervention</td>
<td>150</td>
<td>Week 13</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>100</td>
<td>Week 7</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>Week 15</td>
</tr>
<tr>
<td>Quiz # 1</td>
<td>25</td>
<td>Week 5</td>
</tr>
<tr>
<td>Quiz # 2</td>
<td>25</td>
<td>Week 10</td>
</tr>
<tr>
<td>Journals</td>
<td>65</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Who am I Paper</td>
<td>15</td>
<td>9/28/06</td>
</tr>
<tr>
<td>Narrative</td>
<td>15</td>
<td>11/30/06</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>550</strong></td>
<td></td>
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1) All assignments are required to be turned in on time.
2) Late assignments will have 5 points deducted for each day the assignment is late. The instructor reserves the right not to accept late assignments.
3) I have provided clear guidelines for each assignment and suggest that you follow them closely.
4) I am happy to discuss and answer questions about any assignment.
5) You will receive clear feedback on each assignment so that you will know both the strengths of your work as well as the ways in which your work can be improved.
6) Students are reminded to *retain a duplicate copy* of all their written assignments prior to submitting them for grading in the event of accidental loss or destruction.

Semester grades are based on a total of points

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>550 – 525</td>
<td>A</td>
<td>394 – 369</td>
<td>C</td>
</tr>
<tr>
<td>524 – 499</td>
<td>A-</td>
<td>368 – 343</td>
<td>C-</td>
</tr>
<tr>
<td>498 – 473</td>
<td>B+</td>
<td>342 – 317</td>
<td>D+</td>
</tr>
<tr>
<td>472 – 447</td>
<td>B</td>
<td>316 – 291</td>
<td>D</td>
</tr>
<tr>
<td>446 – 421</td>
<td>B-</td>
<td>290 – 265</td>
<td>D-</td>
</tr>
<tr>
<td>420 - 395</td>
<td>C+</td>
<td>264 and below</td>
<td>F</td>
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DESCRIPTION OF ASSIGNMENTS

Participation (30 Points)

Given the integrative nature of our Division’s practice course with field experience, it is important that students bring their experiences in field to class. Following social work ethics and values, it important to note that all in-class practice examples and case presentations are bound by the rules of confidentiality.

The following list is a summary of the expectations for student participation in this class:

1) Arrive for class on time.
2) Turn off cell phones.
3) Be an active participant by participating in class discussions, small group discussions, role playing, group exercises, and homework assignments.
4) Read and think about the readings prior to each class so that you may contribute to the class in an intelligent manner.
5) Challenge yourself to be an active learner by asking questions, discussing the course content with your classmates, and by addressing your concerns and criticisms to the professor.
6) Challenge yourself to be open to hearing the ideas and thoughts of people with whom you disagree.
7) If you have concerns about your understanding of the course content or assignments I expect that you will let me know so we can discuss your concerns.
8) Thoughts on ethical practice. As developing social work professionals, it is expected that students will become familiar with and adhere to the *NASW Code of Ethics*. This code for professional behavior should guide your actions in class and in the field agency setting. Disrespect for student colleagues will not be tolerated as classroom dynamics must be safe, appropriate, on topic, open and respectful of diverse opinions and experiences.
9) Students take ownership of expression of bigotry. In other words, rather than attribute negative characteristics to a social group or to a member of that group, students begin with, “This is how I have been taught to believe,” or “I don’t like to admit it, but I do have the belief that…”
10) Students are responsible for reading the Student Standards of Performance found at [http://www.hhs.csus.edu/SWRK/SWForms.htm](http://www.hhs.csus.edu/SWRK/SWForms.htm).
11) Please be sure to see me about any frustrations, anxiety and any problems you are experiencing in field. As the faculty liaison to your field placement I will want to assist you with any concerns you have about your placement.

As a guideline for organizing your workload, note that it is standard educational expectation that students spend 2-3 hours outside of class time “studying” for every hour spent in class.
Field Check-In  (25 points)

- Students’ interest, time, commitment to the course, as well as personal/professional
development is highly valued. Being prepared for class discussion and activities are
required.
- Your intelligent, verbal contribution to the class at least once a week and your case
presentations and solicitation of consultation from your peer colleagues.
- Each student is required to share throughout the semester their field experiences with the
class and instructor. Classroom exercises, assignments and group exercises may be a part
of this experience.
- Group case consultations are popular at all levels of social work practice. This is your
opportunity to utilize the wisdom and creativity of your colleagues.

Journals

One page reflection of your field placement is to be turn in each week. The reflection should
reflect your prior week due at the beginning of each class. This will reflect any concerns or
question you may need answered regarding your placement. Both days are to be discussed on
each entry. No hand written entry’s or late journals will be accepted.

Bio-Psycho-Social Assessment  (150 points)

Students are expected to write a bio/psycho/social/cultural/spiritual assessment based on a client
they are currently working with in their field placement using the outline that will be handed out
in class. Choose an individual or family that you have been working with in your field
placement during this semester. Please advise your field instructor about this assignment early in
the semester so that you will have material for this paper.

Multicultural Competence:

Students will assess which areas of social work which involved working with diverse clients that
needed strengthening.  (30 total  points)

- Who am I? Complete this exercise and include a one page reaction to the class
discussion on this issue. (15  points)

- Write a 1-2 page narrative on the areas you feel you would like to become more
competent related to cultural diversity and explain why. (15  points)

Final Exam  (100 points)

The final exam will consist of a overview of the material given throughout the semester, which
will be in the format of multiple choice and true and false questions. This is an in-class closed-
book test. (A study guide will be given)
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**Quizzes** (25 points each)

There are two scheduled quizzes in this course. The quizzes cover material in the Generalist Social Work Practice text. This purpose of these quizzes is to have student’s study the materials and become grounded in a generalist framework for social work practice.

**Mid-term** (100 points)

The mid-term exam is an in-class open book and note test. The mid-term exam materials may be taken from readings, lectures in class. Each student is expected to complete his or her work independently. The purpose of this exam is to prepare students for more intense work for the remainder of the semester. Follow the directions given on the exam.

**REQUIRED BOOKS**


*THE INSTRUCTOR MAINTAINS THE RIGHT TO MAKE CHANGES TO THE SYLLABUS. AS A MATTER OF FAIRNESS THE INSTRUCTOR WILL GIVE ADEQUATE NOTICE TO STUDENTS BEFORE DURING SO.*

**COURSE STRUCTURE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Quiz and Assignment Dates</th>
</tr>
</thead>
</table>
| 1    | Course Overview  
Syllabus Overview  
Check-In | |
| 2    | Chapter 1 (GSWP)  
Chapter 1 (EBSW) | Check-In  
Small Groups |
| 3    | Chapter 2 (GSWP)  
Chapter 2 (EBSW) | Check-In  
Small Groups |
| 4    | Chapter 4& 5 (GSWP)  
Check-In  
Who am I Paper  
Small Groups | |
| 5    | Chapter 4& 5 (GSWP) | Check-In  
**Quiz # 1 Study Guide for Midterm** |
| 6    | Chapter 6 & 7 (GSWP) | Check-In  
Small Groups |
| 7    | Check-In  
**Midterm** | |
| 8    | Chapter 8 (GSWP) | Check-In / Small Groups |
| 9    | Chapter 9 (GSWP) | Check-In/ Small Groups |
| 11   | No Class 11/21/06 | |
| 12   | Chapter 11 (GSWP) | Check-In  
**Narrative Due/ Study Guide For Final** |
| 13   | Guest Speaker | Check-In  
**Bio-Psychosocial Assessment and Intervention** |
| 14   | Guest Speaker | Check-In  
**Final Exam 12/21/06** |