



THE CATHOLIC UNIVERSITY OF AMERICA

National Catholic School of Social Service

Washington, DC 20064

202-319-5458

Fax 202-319-5093

SSS 605

Generalist Social Work Practice with Individuals, Families and Groups

Fall 2009

(3 credits)

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I. COURSE PURPOSE

This course, SSS 605, is the first part of the two-semester course continuum in which foundation knowledge, skills, and values for professional social work practice are taught. These courses prepare students to apply the generalist perspective to social work practice with individuals within the context of their family, treatment groups, and the community. The second semester course, SSS 606, prepares students to apply the generalist perspective to social work practice with task groups, organizations, and communities. These courses are taught in conjunction with the student's field education internship.

Generalist Practice is characterized by its multi-theoretical approach to assessment and multi-method approach to planned change. It is applicable to diverse fields of human services, agency settings, program services, populations, and human problems. Generalist Practice is the foundational knowledge base for professional social work practice. It stems from the primary mission of the social work profession, "*To enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people, who are vulnerable, oppressed, and living in poverty*" (NASW, 1999, p.1).

Building upon the values and ethics of the profession and the field agency's social welfare policies and services, the purpose of this course is to teach the social work processes that include engagement, problem/issue/need identification, developmental and theoretical assessment, goal setting, contracting, planned change and intervention, evaluation, and termination. The traditional social work practice paradigm that examines the transactions between persons and their environments is expanded to include current knowledge, skills and values related to an empowerment perspective, a strengths perspective, and a risk and resilience framework. Multiculturalism, social pluralism, and

socio-demographic variability are incorporated into the course to engender culturally competent generalist practice in order to meet the needs of diverse client systems and populations at risk, create effective social services, and promote social and economic justice.

II. EDUCATIONAL OBJECTIVE

At the completion of the course, the student should be able to:

1. To demonstrate an in-depth understand of each component of *Generalist Social Work Practice*, including engagement, problem/issue/need identification, assessment, goal setting, contracting, intervention, evaluation, and termination.
2. To differentiate *knowledge* from values, *facts* from suppositions, and *inferences* from opinions in generalist social work practice.
3. To develop one's *professional use of self*, including
 - awareness of the student's own thoughts, feelings and behaviors and avoidance of attributing them to the client system;
 - maintenance of professional *boundaries*;
 - application of a *non-judgmental attitude* and acceptance of client system differences in gender, race, color, ethnicity, religion, spirituality, culture, disability and sexual orientation;
 - distinguishing *personal values from professional values*; and
 - taking the *initiative* to identify one's own learning needs and acquiring the requisite knowledge and skill through classroom instruction and the field agency internship.
4. To demonstrate effective *interviewing techniques with diverse client systems* by developing a variety of professional social work interviewing skills.
5. To integrate *theories of human development* as well as *theories human behavior and the social environment* to the processes of client system assessment and intervention.
6. To demonstrate increased self-awareness of personal and professional beliefs, attitudes, and values as they influence one's generalist practice with *diverse groups and at-risk populations*.
7. To demonstrate increased awareness of *social and economic justice* issues as they impact on client system functioning.
8. To apply social work *values and ethics* in the delivery of social services.
9. To learn the *role* of the professional social worker in a *host setting* and to develop collaborative skills on a multidisciplinary team.

10. To demonstrate competence in *professional writing and agency documentation*.
11. To learn to conduct oneself in a manner consistent with the *NASW Code of Ethics* in the *classroom* and the field *internship*.

III. COURSE REQUIREMENTS

A. Required Texts

Hepworth, D.H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. (2010). *Direct social work practice: Theory and skill* (8th ed.). Belmont, CA: Brooks/Cole. [Designated as Hepworth within the syllabus].

Saleebey, D. (Ed.) (2009). *The strengths perspective in social work practice* (5th ed.). Boston, MA: Allyn & Bacon. [Designated as Saleebey within the syllabus].

B. Recommended Publications (On Reserve)

Bisman, C. (1994). *Social work practice: cases and principles*. Pacific Grove, CA: Brooks/Cole.

Carter, B., & McGoldrick, M. (2005). *Expanded family life cycle: The individual, family, and social perspectives* (3rd ed.). Boston, MA: Allyn & Bacon.

James, R.K. & Gilliland, B.E. (2004). *Crisis intervention strategies* (5th ed.). Belmont, California: Wadsworth/Thompson Learning.

Rothman, J. (1994). *Practice with highly vulnerable clients: Case management and community-based service*. Englewood Cliffs, NJ: Prentice Hall.

Shulman, L. (2009). *The skills of helping individuals, families, groups and communities* (6th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

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

Turner, F. (Ed.) (1996) *Social work treatment: Interlocking theoretical approaches* (4th ed.). New York: The Free Press.

Walsh, J. (2010). *Theories for direct social work practice* (2nd ed.). Belmont, CA: Thomson Brooks/Cole.

C. Recommended Websites

National Catholic School of Social Service <http://ncsss.cua.edu/>
National Association of Social Workers <http://www.socialworkers.org>
Code of Ethics <http://www.socialworkers.org/pubs/code/default.asp>
NASW Standards for Cultural Competence in Social Work Practice
http://www.socialworkers.org/sections/credentials/cultural_comp.asp

D. Course Assignments

Assignment 1

Generalist Practice Family and Community Context:
Genogram and Ecomap Exercises

Due Date: Class 4

Assignment 2

Process Recording: Diversity Awareness Analysis

Due Date: Class 8

Assignment 3

Psychosocial Assessment Part I

Due Date: Class 10

Assignment 4

Psychosocial Intervention Part II

Due Date: Class 14

E. Grading Policy

Assignment 1	10%
Assignment 2	20%
Assignment 3	30%
Assignment 4	30%
Attendance and Participation	10%

F. Course and Instructor Evaluation

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at <http://evaluations.cua.edu/evaluations> using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

G. Attendance and Participation

Students are required to attend classes and are expected to participate meaningfully in class discussions. The grade for attendance and participation will be lowered by one letter grade unless the student notifies the instructor and requests an excused absence before the class.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to NCSSS Announcements or MSW Program Handbook for Academic Requirements, including scholastic and behavioral requirements. It is expected that students will demonstrate behavior and communication skills consistent with the NCSSS graduate education standards. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living those standards, and upholding them. Please refer to University Policy and the MSW Handbook.

C. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

Class Schedule

UNIT ONE: THE PROFESSION

History of the profession and introduction to generalist practice

Professional ethics and social work values

Class

Topics and Readings

1 The Profession: Our History; what is Generalist Social Work?

- introduction and overview of the course
- history of the profession
- mission of professional social work
- overview of generalist practice method
- meet Mary Agnes Thompson, CUA social work librarian
- e-journal literature
- Blackboard

Required Readings

Hepworth et al., Introduction;

Chapters 1, The challenges of social work;

Chapter 2, Direct practice: Domain, philosophy, and roles; and

Chapter 3, Overview of the helping process

Recommended Readings (On Reserve)

Bisman, Chapter 1, Introduction: The domain of social work
Chapter 2, Becoming a social worker: Major concepts of the profession
Saleebey, Chapter 2, The challenges of seeing anew the world we think we know: Learning strength-based practice.

**2 Professional ethics and social work values:
Agency-based Generalist Social Work Practice**

Guest Lecturer: Sister Ann Patrick Conrad, Ph. D.,
Social Work Ethics National Expert

- NASW Code of Ethics
- social work values and ethics
- who is the client
- voluntary/involuntary clients
- confidentiality
- informed consent
- duty to report, duty warn
- safety
- host settings

Required Readings

Hepworth, Chapter 4: Operationalizing the Cardinal Social Work Values;
NASW Code of Ethics; See NCSSS website

Recommended Readings (On Reserve)

Bisman, Chapter 3, Professional Values and Social Work Ethical Code

**UNIT TWO:
INTERPERSONAL AND ENVIRONMENTAL FACTORS
The family and the community**

**3 Understanding the individual
within the social context of the family and community**

- family life cycle development: vertical/horizontal stressors
- genograms
- social support networks and community connections
- ecomaps

Required Reading

Family

Carter & McGoldrick, Chapter 1, Overview: The expanded family life cycle – individual, family, and social perspectives. (On blackboard).
Shaefor, B., & Horejsi, C. (2008). Data Collection and Assessment:
Genograms and Ecomapping only. In B. Shaefor & C. Horejsi.

Techniques and guidelines for social work practice (8th ed.)
Boston, MA: Allyn & Bacon. (On Blackboard)

Community

Meyer, C., & Mattaini, M. (1996). Communities. In C. Meyer & M. Mattaini, *The foundations of social work practice*. (pp. 176-204). Washington, DC: NASW Press. (On Blackboard).

Recommended Reading

Hepworth, Chapter 10, Assessing family functioning in diverse family and cultural contexts;
Chapter 15, Developing resources, organizing, planning, and advocacy as intervention strategies;
Saleebey, Chapter 12, Honoring philosophical traditions: The strengths model and the social environment;
Chapter 13, Exploring the true nature of internal resilience: A view from the inside out.

**UNIT THREE:
PROFESSIONAL USE OF SELF
Mentally preparing oneself for an interview
Developing the professional relationship**

- 4 Developing the professional relationship: Fully engaging the client by honoring multiculturalism and socio-demographic diversity**
- belief bonding
 - the therapeutic alliance
 - empowerment, strengths, and resilience perspectives

Required Readings

Bisman, Chapters 4, Relationship: The belief bonding.
(On blackboard).

Saleebey, Chapter 1, Introduction: Power in the people.

Timberlake, E., Farber, M., & Sabatino, C (2008). Strengths-based problem-solving interview. In Timberlake, Farber, & Sabatino *Generalist social work practice: A strengths-based problem-solving approach* (pp. 129-156). Boston, MA: Allyn & Bacon. (On Blackboard)

Recommended Readings

Bisman, Chapter 7, Practitioner observation: The self monitoring of practice (On Reserve)

Saleebey, Part Two of the text – any chapter of interest.

**UNIT FOUR: SOCIAL WORK ASSESSMENT
Professional interviews for the purpose of data collection
Organizing and sorting information – facts and observations**

5 Conducting the professional interview: The building blocks of basic communication

- professional interviewing
- strengths-based interviewing

Required Readings

Hepworth et al., Chapter 5, Building blocks of communication: Communicating with empathy and authenticity; and Chapter 6, Verbal following, exploring, and focusing skills.

Recommended Readings

Bisman, Chapter 6, Communication: the methods and skills (On Reserve);
Hepworth et al., Chapter 7, Eliminating counterproductive communication patterns;
Chapter 17, Additive empathy, interpretation, and confrontation

6 Traditional fact gathering using person-in-environment factors: Defining needs, issues, challenges, or problems.

- the ecological perspective revisited
- bio-psycho-social-cognitive-spiritual data
- genogram revisited
- ecomap revisited

Required Readings

Hepworth et al., Chapter 8, Assessment: Exploring and Understanding Problems and Strengths;
Chapter 9, Assessment: Intrapersonal and Environmental

Recommended Readings

Refer to human development texts of your own choosing

7 Non-traditional fact gathering through post-modern frameworks:

Defining needs, issues, challenges, or problems.

- strengths-based interviewing
- narrative story
- multicultural perspective
- risk and resilience perspective

Required Readings

Cowager, C.D. (1994). Assessing client strengths: Clinical assessment for client empowerment. *Social Work*, 39, (3), 262-267. (E-journal).

Fraser, M. (1997). Risk and resilience in childhood: An ecological perspective, Chapter 2. Risk and resilience in childhood (pp. 2-

33). (On Blackboard)
Saleebey, Chapter 5, The Strengths Approach to Practice;
Walsh, J. (2009). Narrative Theory. In J. Walsh, *Theories for direct social work practice* (pp. 273-300). Belmont, CA: Wadsworth Cengage Learning. (On Blackboard).

Recommended Readings

Fraser, M., Richman, J., & Galensky, M. (1999). Risk, protection, and resilience: Toward a conceptual framework for social work practice. *Social Work Research*, 23(3), 131-143.
(E-journal)

Saleebey, Chapter 15, The strengths perspective: Possibilities and problems. Also, read chapters that resonate with your field of practice, population, presenting problems, or service delivery system.

UNIT FIVE: CASE THEORY

Linking interview data to human behavior and human development theory for a professional understanding of the client's psychosocial functioning.

8 Social work professional assessment elements

- application of HBSE theories to facts of the case
- application of human development theory to facts of the case
- professional conclusions formulated
- professional redefinition of the need/issue/challenge/problem

Required Readings

Bisman, Chapter 5, Assessment: The Case Theory (On Blackboard)
Pick your favorite HBSE Theory and read it in depth.
Read up on human development related to your agency population.

UNIT SIX: INTERVENTION

Strengthening Client Psychosocial Functioning through Social Work Interventions and Planned Change

9 Formulating a contract: Goal setting, objective and task development

- overarching conceptual goal
- related objectives
- comprehensive task development

Required Readings

Hepworth et al., Chapter 12, Negotiating goals and formulating a contract
(skip the section on measuring and evaluating that is covered later);

Chapter 13, Planning and implementing change-oriented strategies (**pp. 353 – 378 only**).

Recommended Readings

Hepworth et al., Chapter 13, Managing barriers to change

10 Crisis intervention and traumatic loss

- characteristics of crisis and loss
- the six-step model of crisis intervention
- neurobiology of trauma

Required Reading

James, R.K., & Gilliland, B.E. (2001). *Crisis intervention strategies* (5th ed.). Belmont, California: Wadsworth/Thompson Learning. Chapter 1 and 2. (On Blackboard)

Basham, K., & Miehl, D. (2004). Trauma theory. In K. Basham & D. Miehl, *Transforming the Legacy*. (pp.70-90). New York: Columbia University Press. (On Blackboard).

Recommended Reading

Applegate, J.S. & Shapiro, J. (2005) *Neurobiology for clinical social work: Theory and practice*. NY: W.W. Norton & Company.

James, R.K., & Gilliland, B.E. (2001). *Crisis intervention strategies* (5th ed.). Belmont, California: Wadsworth/Thompson Learning.

Read chapters on specific crises that apply to your internship.

Hepworth et al., Chapter 13, pp. 379-390 only.

Schore, A. (2005). Attachment, affect regulation, and the developing right brain: Linking developing neuroscience to pediatrics. *Pediatrics in Review*, 26 (6), 204-217.

11 Case management intervention services with vulnerable clients

- resource identification
- formal linkages: inter-organizational service coordination
- informal linkages: social networks
- monitoring
- socio-economic issues

Required Reading

Rothman, J. (1994). *Practice with highly vulnerable clients: Case management and community-based service*. Englewood Cliffs, NJ: Prentice Hall. Chapter 1 & 2. (On Blackboard)

Recommended Reading

Brun, C., & Rapp, R. C. (2001). Strengths-based case management: Individuals' perspectives on strengths and the case manager relationship. *Social Work*, 46(3), 278-288. (On e-journal)

Hepworth et al., Chapter 14, Developing resources, planning, and advocacy as intervention strategies.

Rothman, Jack. (1994). *Practice with highly vulnerable clients: Case management and community-based service*. Englewood Cliffs, NJ: Prentice Hall. Chapters 2-12. (On Reserve)

Saleebey, Chapter 8, Strengths-based case management.

12 Monitoring social work interventions and Termination of the planned change processes

Monitoring

- reviewing original problems/needs/issue/challenge statement
- reviewing goal statement
- evaluating achievement of tasks and objectives

Termination

- types of termination
- client and worker reflections on changes
- endings as loss and celebration

Required Readings

Hepworth et al., Chapter 12, Measurement and evaluation, **pp. 332 – 342 only**; Chapter 19, The final phase: Evaluation and termination.

Recommended Readings

Timberlake, Farber, and Sabatino, Chapter 10, Evaluation; Chapter 11, Termination. (On reserve).

**UNIT SEVEN:
GENERALIST PRACTICE WITH GROUPS
A bridge to SSS 606**

13 Introduction to group work

- **group defined**
- **classification of groups**
- **treatment groups defined**
- **task groups defined**

Required Readings

Toseland and Rivas, Chapter 1. Introduction; Chapter 6. Planning the group. (On blackboard).

Recommended Readings

Hepworth et al., Chapter 11, Forming and assessing social work groups. Shulman, Chapter 8, The group as a mutual-aid system. (On Reserve).

14 Group dynamics and group leadership

- communication and interaction patterns
- group cohesion
- social control dynamics
- group culture
- leadership

Required Readings

Toseland and Rivas, Chapter 3, Understanding group dynamics; Chapter 4; Leadership. (On blackboard).

Recommended Readings

Hepworth et al., Chapter 16, Intervening in social work groups. Shulman, Chapter 9, Group formation. (On Reserve).

References

- Barker, R.L. (2003). *The social work dictionary*. Washington, DC: NASW Press.
- Becvar, D. S., & Becvar, R. J. (2009). *Family therapy: A systematic integration* (7th ed.). Boston, MA: Allyn & Bacon, Publishers.
- Berzoff, J., Flanagan, L., & Hertz, P. (2007). Inside out and outside in: *Psychodynamic clinical theory and practice in contemporary multicultural contexts* (2nd ed.). Northvale, NJ: Jason Aronson.
- Boyle, S. W., Hull, Jr., G. H., Mather, J. H., Smith, L. L., & Farley, O. W. (2009). *Direct practice in social work* (2nd ed). NY: Allyn & Bacon.
- Canda, E., & Smith, E. (2001). *Transpersonal perspectives in social work*. New York: Hayworth Press.
- Compton, B. R., Galaway, B., & Cournoyer, B. R. (2005). *Social work processes* (7th ed.). Belmont, CA: Brooks/Cole.
- Cummins, L., Sevel, J., & Pedrick, L. (2006). *Social work skills demonstrated* (2nd ed.). Boston, MA: Allyn & Bacon.
- DeJong, P., & Berg, I. (2008). *Interviewing for solutions* (3rd ed.). New York: Brooks/Cole.
- Diagnostic and statistical manual of mental disorders* (4th ed). Washington, DC: American Psychiatric Association.

- Epstein, L., & Brown, L. (2001). *Brief treatment and a new look at the task-centered approach* (4th ed.). New York, Macmillan Publishing Company.
- Fong, R., & Furuto, S. (Eds.) (2001). *Culturally competent practice: Skills, interventions and evaluations*. Boston, MA: Allyn & Bacon.
- Fraser, M. (Ed.) (2004). *Risk and resilience in childhood: An ecological perspective* (2nd ed.). Washington, DC: NASW Press.
- Garvin, C.D. (1997). *Contemporary group work* (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- Garvin, C.D., & Seabury, B.A. (1997). *Interpersonal practice in social work: Promoting competence and social justice* (2nd ed.). Needham Heights, MA: Allyn & Bacon.
- Goldstein, E. (2001). *Object relations theory and self psychology in social work practice*. New York: Free Press.
- Goldstein, E. (1995). *Ego psychology and social work practice* (2nd ed.). New York: Free Press.
- Granvold, D. (Ed.) (1994). *Cognitive and behavioral treatment*. Pacific Grove, CA: Brooks/Cole.
- Green, J. (1999). *Cultural awareness in the human services: A multi-ethnic approach* (3rd ed.). Boston, MA: Allyn & Bacon.
- James, R. K., & Gilliland, B.E. (2008). *Crisis intervention strategies* (6th ed.). Belmont, CA: Brooks/Cole.
- Greene, R.R. (2007). *Social work practice: A risk and resilience perspective*. Belmont, CA: Brooks/Cole.
- Gutierrez, L.M., Parsons, R.J., & Cox, E.O. (2003). *Empowerment in social work practice: A sourcebook*. Pacific Grove, CA: Brooks/Cole.
- Ivey, A. E., & Ivey, M.B. (2007). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (6th ed.). Belmont, CA: Brooks/Cole.
- Koslow, D., & Salett, E. (Eds.). (1989). *Cross cultures in mental health*. Washington, DC: SIETAR International.
- Meyer, C. & Mattaini, M. (Eds.). (1995). *The foundations of social work practice*. Washington, DC: NASW Press. [Prefer this edition].
- Minuchin, S., Nichols, M. P., & Lee, W. (2007). *Assessing families and couples: From symptom to system*. Boston, MA: Allyn & Bacon Publishers.

- Mizrahi, T., & Davis, L. (2008). *Encyclopedia of social work* (20th ed.). Washington, DC: NASW Press
- National Association of Social Workers (2006). *NASW standards for cultural competence in social work practice*. Washington, DC: Author.
- Nichols, M. P., & Schwartz, R. (2008). *Family therapy: Concepts and methods* (8th ed.). Boston, MA: Allyn & Bacon.
- Poulin, J. (2010). *Strengths-based generalist practice: A collaborative approach* (3rd ed.). Belmont, CA: Brooks/Cole.
- Rapp, C. A. (1998). *The strengths model: Case management with people suffering from severe and persistent mental illness*. New York: Oxford Press.
- Reamer, F. G. (2006). *Ethical standards in social work: A critical review of the NASW code of ethics* (2nd ed.). Washington, DC: NASW Press.
- Rothman, J. C. (1998). *Contracting in clinical social work*. Chicago, IL: Nelson Hall Publishers.
- Rothman, J. C. (1999). *The self-awareness workbook for social workers*. Boston, MA: Allyn & Bacon.
- Rothman, J. C. (2005). *From the front lines: Student cases in social work ethics* (2nd ed.). Boston, MA: Allyn & Bacon.
- Rothman, J. C. (2008). *Cultural competence in process and practice: Building bridges*. Boston, MA: Allyn & Bacon.
- Rothman, J., & Sager, J. S. (1998). *Case management: Integrating individual and community practice* (2nd ed.). Boston, MA: Allyn & Bacon. [Prefer this edition].
- Shaefer, B., & Horejsi, C.R. (2008). *Techniques and guidelines for social work practice* (8th ed.). Boston, MA: Pearson/Allyn & Bacon.
- Shulman, L. (2009). *The skills of helping individuals, families, groups and communities* (6th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.
- Spiegler, M., & Guevremont, D. (2009). *Contemporary behavioral therapy* (5th ed.). Belmont, CA: Thomson/ Wadsworth.
- Timberlake, E.M., Farber, M.L., & Sabatino, C.A. (2008). *Generalist social work practice: A strengths-based problem-solving approach* (5th ed.). Boston, MA: Pearson Education, Inc., Allyn & Bacon Publishers.

- Turner, F. (Ed.) (1996). *Social work treatment: Interlocking theoretical approaches* (4th ed.). New York: The Free Press, Simon & Schuster, Inc.
- Vargas, L., & Koss-Chioino, J. (Eds.) (1982). *Working with culture: Psychotherapeutic interventions with ethnic minority children and adolescents*. San Francisco, CA: Jossey-Bass.
- Walsh, J. (2010). *Theories for direct social work practice* (2nd Ed.). Belmont, CA: Brooks/Cole.
- Zastrow, C. (2008). *Social work with groups: A comprehensive workbook* (7^h ed.). Belmont, CA: Brooks/Cole.

Social Work Classics

- Addams, J. (1910/1961). *Twenty years at Hull House*. New York: McMillan Company.
- Bartlett, H. (1970). *The common base of social work practice*. Washington, DC: National Association of Social Workers.
- Biestek, F. (1957). *The casework relationship*. Chicago, Ill: Loyola University Press.
- Cabot, R. (1915/1988). *Social service and the art of healing*. New York: Moffat, Yard, & Co.
- Germain, C., & Gitterman, A. (1980). *The life model of social work practice*. New York: Columbia Press.
- Kadushin, A. (1972). *The social work interview*. New York: Columbia Press.
- Pinderhughes, E. (1989). *Understanding race, ethnicity, and power: The key to efficacy in clinical practice*. New York: The Free Press.
- Richmond, M. E. (1917/1945). *Social diagnosis*. New York: Russell Sage Foundation.
- Reynolds, B. (1951/1987). *Social work and social living: Explorations in philosophy and practice*. Silver Spring, MD: National Association of Social Workers.
- Specht, H., & Courtney, M. (1994). *Unfaithful angels*. New York: The Free Press.
- Towle, C. (1945/1965). *Common human needs*. New York: National Association of Social Workers.
- Towle, C. (1954). *The learner in education for the professions*. Chicago: The University of Chicago Press.

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Generalist Social Work Practice with Individuals, Families and Groups

Assignment One

Generalist Practice in Family and Family Context:
Genogram and Ecomap Exercises

Due Date: Class 4

Introduction:

The defining characteristic of professional social work practice, which sets it apart from all other helping professions, is the viewpoint that a client system need, challenge, issue, or problem may be fully understood only in the context of the transactions between the person and their environments. Professional social work assessment requires data be collected in relation to the client and all pertinent contexts to ensure the development of proper interventions.

Definition of Terms:

A Genogram graphically depicts a family over two or three generations.
An Ecomap graphically depicts a family within their social context.

Assignment:

Because we are only four weeks into the fall term, it is possible that you have not been assigned or met with a client at this point in the semester. In order to begin to develop your knowledge and skills, you are asked to **use yourself** for this assignment.

Develop a Genogram of your family.
Develop an Ecomap of your family context.

You may hand draw the Genogram and Ecomap to create these documents, as long as they are legible to the reader. Or you may use the computer.

The information in this paper is considered confidential and will be seen only by the professor.

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Assignment Two

Culturally Competent Generalist Social Work Practice
Diversity Awareness Analysis
(Adapted from Rothman and Miley, O'Melia, & Du Bois)

Due Date: Class 8

Introduction:

Culture represents a worldview composed of beliefs and values that guide and motivate behavior thereby providing standards of appropriate conduct. Client and worker differences in worldview, beliefs, and values may act as barriers to assessment and intervention.

Definition of Terms:

Culture: an ideological dimension or worldview which guides and motivates behavior.
Belief: a conviction or acceptances of something not immediately open to rigorous proof.
Value: an attribution of worth or merit assigned to a belief.

Assignment:

Submit a portion of a process recording that you have already completed for SSS 673 and analyze it according to the following outline. (Omit the Field Instructor's comments).

I The Process Recording – three pages maximum of dialogue (25 points)

- Select a portion of a process recording that you have completed for SSS673 that represents a challenging or difficult part of the interview in relation to one of the following topics:

Race	Language	Ethnicity/Culture
Social Class	Sexual orientation	Physical Ability/Disability
Immigrant Status	World view/values	Mental Ability/Disability
Gender	Appearance	Region
Age	National Origin	Religion/Spirituality

You may select another topic with prior approval of your Seminar Instructor.

Include Part I of the process recording form in order to orient your instructor to your agency and the client. Do not include Part III of the process recording because your analysis will be completed using the following outline.

II. Your Values and Beliefs – maximum two pages in length (25 points)

- Discuss the challenge or difficulty that you experienced during this interview.
- Discuss your beliefs and values in relationship to this topic; Specifically, address your underlying negative assumptions or prejudicial stereotypes.
- Who or what has been instrumental in your development of these values and beliefs? What messages have they given you that have shaped who you are, how you think, and how you behave?
- Discuss how your values and beliefs on this topic have changed over time.

III. The Influence of Your Values and Beliefs on this Interview – maximum two pages (25 points)

- Discuss how your values and beliefs (assumptions and expectations) influenced your perceptions, interactions, and relationship with the client during this interview.

IV. Developing a Culturally Competent Practice Framework – maximum two pages in length (25 points)

- Place yourself in the role of the client. What expectations do you have for this interview and the social work helping relationship?
- Place yourself in the role of the social worker. What expectations do you have for your work with this client?
- Compare these expectations. How do they differ? How are they similar?
- Upon reflecting upon this interview, what strengths, competencies, and protective factors may be present that you initially overlooked?
- Upon reflection, what would you do differently if you had the chance to redo this interview in terms of your behavior, thoughts, and feelings?
- What impact do you imagine this would have on the interview and your helping relationship?

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Generalist Social Work Practice with Individuals, Families and Groups

Assignment Three

Psychosocial Assessment: Part I.

Client Information and Agency Services – Facts and Observations

Due Date: Class 10

Introduction:

Each agency uses its own format for collecting information for client records as well as a specific structure for documenting a client assessment and intervention plans. This is the first part of a two-part exercise in developing a comprehensive psychosocial assessment and intervention plan, which classically trained professional social workers keep in mind no matter what format an agency uses.

This first part of the paper consists of collecting and organizing information relevant for developing a statement about who the client is, what brings the client to your agency, and what services are available to meet the needs of this client.

Definition of Terms:

Compton, Galaway, Cournoyer (2005) state that “**assessment** involves the collection, exploration, organization, and analysis of relevant information for use in making decisions about the nature of the problem and what is to be done about it.” (p. 194).

“The purpose of the assessment is to reach an understanding of the presenting problem, applicant wants and solutions, and the person-in-situation so that worker and applicant can construct a plan to alleviate the problem.” (p. 194).

Assignment:

Prepare the first part of the psychosocial assessment and intervention plan using to the following outline. Neither these categories nor the items in each category constitute an exhaustive list of factors to be considered. Feel free to consult additional resources and add additional categories and items. You are expected to use traditional normative developmental stages to measure and discuss your client’s current level of functioning.

In addition, not all the information may be available to you; however, you are expected to note this fact, i.e., “marital status is unknown.”

Basic Client Information. Length: one page

Introduce your client by presenting information about gender, race, age, socioeconomic/income status, occupation/employment status, educational level/school history, marital status/significant other/family constellation, household composition, ethnic/cultural identity, religious/spiritual preferences (if any), and information about client housing, the neighborhood, and the community. Please add any other pertinent data.

Presenting Problem. Length: one page

Orient the staff to the client's point of entry to the agency by discussing the following.
What is the client's perception or definition of why services are sought from the agency?
(State exactly what the client says; do not edit the client presentation).
What brought the client to seek help now?

History of the Problem. Length: one to two pages

Deepen the staff's understanding of this problem by discussing the following.
When did this problem start (onset)?
How long has the client been trying to address the issue (duration)?
How severe is the problem for the client (intensity)?
What coping methods has the client used (strengths perspective)?
Are other agencies/professionals previously/currently involved in this situation?
How do these other agencies/professionals explain the need/issue/situation/problem?
Does the client agree?
What other collateral information may be available to strengthen this assessment?

Type of client. Length: one paragraph

Discuss the client's motivation for seeking services by discussing the following.
Is this client voluntarily seeking service, involuntarily seeking services, or mandated to receive services? Further, is the client an adult or a minor/aged client?

Language. Length: one paragraph

Discuss potential barriers to service.
For example, how well does your client speak/read/write English as his or her first language?
Do you need an interpreter to work with the client?
Add pertinent data on other barriers.

Current Level of Functioning – The Person

Length: four to six pages

Organize the information you have collected up to this point and discuss it according to the following dimensions.
Be descriptive and factual. Do not make interpretations of the facts.
Add additional dimensions central to the work of your agency.

Developmental Status/History

Physical Health and Development

Chronological age congruent with physical development
Speech and language skills congruent with age level
Intellectual functioning congruent with age level
Current or previous physical conditions of note
Physical conditions that impede normal functioning

Nutrition/Appetite

Adequate food available
Normal weight for his or her height and age
Significant weight gain or loss
Appetite/appetite changes

Medical History

Medication

Current medical condition
Medications for current or chronic health conditions
Allergies to medications
Current or previous medical conditions of note

Addictions

History of alcohol, drug or nicotine use/abuse
Age of onset, specific addiction, extent of abuse, family history, treatment history

Trauma

Crisis events
Chronic or situational trauma
Domestic violence
Physical or sexual abuse;
Physical, emotional, educational neglect

Dental

Current dental condition

Educational History

Academic performance

Grade completed
Number of schools attended
Public/private/charter/church-sponsored/home-schooled
Academic distinctions/awards
Learning difficulties
Special education services

Social and behavioral characteristics

After-school activities
Club/intramural or varsity sports
Attendance/truancy
Victim/instigator of bullying
Behavioral/social/health/mental health issues interfering with learning

Social Development

Individual

Adequate clothing available
Behavior congruent with chronological age
Behavior congruent with social norms and societal role expectations
Hobbies/leisure/recreational activities
Healthy social relationships established
Ability to act independently
Illegal or criminal behavior
Friends/isolated

Family

Parenting skills
Child care arrangements
Support systems

Interpersonal Transactions

Summarize the interactions between you and the client during the interview(s).
Be factual and make no judgments and draw no conclusions.

**** Attach a Genogram for the client and an Ecopmap of the client system's context.

Culture and Ethnicity

Specific worldview regarding self and family
Attitude toward seeking help outside the family
Cultural memberships/activities

Employment History

Occupation
Full-time or part-time employment
Current employer
Years with current employer
Second job
Income adequate/inadequate
Specialized/adult education/vocational training for position

Empowerment, strengths, and resilience

Discuss the knowledge and skills the client has for effecting change.
Discuss the client's aspirations and competencies.
Discuss the protective aspects of the client situation in the face of the current circumstance.

Current Level of Functioning – The Environment

Length: two to three pages

Structural Issues Access to:

Grocery stores
Housing (safe and affordable)
Clothing stores
Medical Care
Open spaces
Recreation facilities

Employment

Opportunities in the community
Training for employment
Location of employment
Unemployment percentages in the community

Education

Schools
Adult education and training

Communication

Media
Informal communication
Internet access
Phone access (cell and landline)

Transportation

Bus service
Rail service

Safety

Sense of safety
Police protection/crime
Air and Water
Waste and Drainage

Informal Community Networks

Neighborhood social supports/clubs/churches/associations
Sense of belonging and pride
Landmarks
Gathering places
Fairs, celebrations, parades

Environmental Strengths

Environmental assets, resources, and opportunities available to the client

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Assignment Four

Psychosocial Assessment: Part II
Professional Analysis of Client Situation

Due Date: Class 14

Introduction:

This is the second part of a two-part exercise in developing a comprehensive psychosocial assessment and intervention plan, which classically trained professional social workers keep in mind no matter what format an agency uses.

In this second part of the psychosocial assessment and intervention plan, the facts of the case are connected to each other and given professional meaning by anchoring them in appropriate theories of human behavior. Interpretations and conclusions are drawn from the facts through the use of theory.

Note; if there were deficiencies in the first section of the assessment, you may be asked to rewrite it and present the corrections with this second part of the assessment.

Definition of Terms:

Bisman (1994) states that **assessment** is an information-gathering and information-organizing process that evolves from the specifics of the client's situation to the general theories of human behavior and the social environment to the individualized case theory for this presenting problem or issue. Distinctions are made among facts, observations, and judgments, and attention is paid to issues of difference. Constructed in this manner, the assessment applies to this client and no other client.

Compton, Galaway, Cournoyer (2005) state that the **intervention plan** has three components.

First is a statement or definition of the problem for work.

Second are the objectives tasks agreed to be worked upon by the client and worker.

Third is the action plan to accomplish the identified objectives and tasks.

Assignment:

Prepare the second part of the psychosocial assessment and intervention plan using to the following outline. You are expected to retrieve your texts and notes from your Human Behavior and the Social Environment courses to complete this assignment.

Application of Theory

Length: two to three pages

Select a theory (or two) of human behavior to explain your client's situation.

Discuss the basic premise of the theory.
Provide your rationale for choosing this theory for the client situation.

Select two concepts from each theory chosen.
Define each concept theoretically.

Apply each concept to the client situation.
Discuss how each concept explains the client situation.

**Professional Redefinition of the Problem:
Professional social work analysis of the situation**

Length: one to two pages

Summarize the client's problem/challenge/issue/need.
Explain the client's problem/challenge/issue/need according to your chosen theory of human behavior and the social environment. Here you are expected to use theoretical interpretations and inferences that tie together the specific facts of this client situation with general human behavior theory, to state your professional analysis, and to draw conclusions about how to understand and change the client situation.
Discuss the client's strengths and resources that will contribute to problem resolution.

Intervention Plan

Length: three to four pages

An intervention plan consists of goals, objective, and tasks that are consistent with agency programs and policies. Develop an intervention plan and present this section of the paper in chart form.

Overarching Goal	
Objective One	Intervention Tasks for Objective One
	1. 2. 3.
Objective Two	Intervention Tasks for Objective Two
	1. 2. 3.

State the overarching goal.

The overarching goal is mutually agreed upon by the client and the social worker.

It is the endpoint to be achieved.

It is conceptual and abstract.

It is stated in positive terms and expresses the desired outcome.

(Turn the presenting problem upside down).

Objectives

Identify a minimum of two objectives that will help achieve the overarching goal.

Each objective should be discrete and measurable.

Each objective should be stated in directional terms (increase, decrease, eliminated, etc.).

Tasks

Write one to three tasks for each objective. Each task must be related to its objective.

A well written task indicates

who (client, social worker, other) will do

what by

when and

under what conditions (**where**).

NOTE: Counseling and therapy are not acceptable as objectives or tasks because they are methods of intervention. Ask yourself what is the specific change you want to take place in counseling, which will guide you to the objective or task for the intervention plan.

End this section by discussing why you chose the specific goal, objectives and interventions.

Further, discuss why you ruled out working on a specific goal, objective, or task.

Termination

Length: one to two pages

Write a termination plan or discuss termination if it has already occurred.

Discuss the reason for the termination (goal achievement/mutual agreement, time-limited agency services, client dropped out of services, you are leaving at the end of the semester, client did not successfully transfer to the next worker).

Discuss how you plan to address the various elements of the termination process.

- Deciding when to terminate the professional relationship
- Evaluating achievements
- Stabilizing and maintaining progress
- Resolving emotional reactions of the client and worker
- Making appropriate referral
- Disengaging

How are you monitoring and evaluating the effectiveness of your practice?