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, 2008, 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 OBJECTIVES

At the completion of the course, the student will 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.
   - addressing the impact of the work on the student and taking professional responsibility for self-care to best serve clients and agencies.

4. To demonstrate effective interviewing techniques with diverse client systems by developing a variety of professional social work interviewing skills.

5. To explore the role of clinical case management as part of Generalist Social Work Practice with individuals and families.

6. 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.
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.

8. To demonstrate increased awareness of social and economic justice issues as they impact on client system functioning.

9. To apply social work values and ethics in the delivery of social services.

10. To learn the role of the professional social worker as leaders, in a host setting, and to develop collaborative skills on a multidisciplinary team.

11. To demonstrate competence in professional writing and agency documentation.

12. 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 Text


B. Recommended Publications


C. **Writing Format:**

All written assignments must be in the style of the American Psychological Association Manual for manuscripts, as referenced below:


D. **Course Assignments**

**Assignment 1**
Generalist Practice Family and Community Context:
Genogram and Ecomap Exercises
**Due Date:** Class 6 October 2, 2012

**Assignment 2**
Process Recording: Diversity Awareness Analysis
**Due Date:** Class 8 October 23, 2012

**Assignment 3**
Psychosocial Assessment Part I
**Due Date:** Class 11 November 13, 2012

**Assignment 4**
Psychosocial Intervention Part II
**Due Date:** Class 14 December 4, 2012

E. **Grading Policy**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1 Ecomap and Genogram</td>
<td>Class 6 October 2, 2012</td>
<td>10%</td>
</tr>
<tr>
<td>2 Diversity Awareness Process Recording</td>
<td>Class 8 October 23, 2012</td>
<td>20%</td>
</tr>
<tr>
<td>3 Psychosocial Evaluation Part I</td>
<td>Class 11 November 13, 2012</td>
<td>25%</td>
</tr>
<tr>
<td>4 Psychosocial Evaluation Part II</td>
<td>Class 14 December 4, 2012</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance, Class Participation, &amp; Blackboard Postings</td>
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<td>20%</td>
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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](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 all classes, having read all required readings prior to class. Required readings may be found in the Hepworth text, online, or on Blackboard. Recommended texts are on library reserve. Other recommended readings are available via CUA journal databases. Students are expected to participate meaningfully in class discussions, forwarding their own knowledge development as well as actively assisting their colleagues learning processes.

The class participation grade will be determined by the instructor’s perception of the student’s preparation for, and contribution to, class discussion. Different students will make different kinds of contributions to class discussion. Some will have an easy time with spontaneous interactions, and others will be most comfortable making a planned statement about key ideas from the readings or other sources. Both types of contributions are valued.

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. More than three unexcused absences will result in a grade of F for participation.

Assignments are to be submitted to the instructor on the due date. For each day the assignment is late, five points will be deducted.

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.

Additional Behavioral Requirements:

Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
• Demonstrate competence in planning academic activities and in following through on those plans
• Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
• Use an appropriate level of class time and instructor’s time and attention in and out of class
• Behave in a manner that is consistent with the ethical principles of the social work profession.

B. Academic Honesty
As members of the community of scholars at The Catholic University of America, students are expected to act in accordance with the “Academic Graduate and Undergraduate Student Academic Dishonesty” policy available at http://policies.cua.edu/academicundergrad/integrityfull.cfm. 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. It is the responsibility of the student to begin the process. More information can be obtained from the Disability Support Services website at http://dss.cua.edu/. 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 AND GENERALIST PRACTICE

1. The Profession
   - Introduction and overview of the course
   - Profession defined
   - History of the social work profession
   - Mission of professional social work
   - Bio-psycho-social-spiritual human nature
   - Enhancement of psychosocial functioning
   - Overview of generalist practice method

Required Readings

Recommended Readings

2. Generalist Social Work
   - Agency based work; host settings
   - Direct Practice
   - The helping process
   - Individual with the contest of family and community
   - A strengths and empowerment perspective

Required Readings

Recommended Readings
3  Professional Ethics and Social Work Values
   • NASW Code of Ethics
   • Social Work values and ethics
   • Voluntary and involuntary clients
   • Confidentiality, informed consent, duty to report and warn, safety

Required Readings
   Chapter 4  Direct social work practice: Theory and skill (9th ed.).  

Recommended Readings
   in Social Work Practice: Cases and Principles.  Thompson Brooks Cole;  
   San Francisco
   Research on Social Work Practice, 16(3), 338-357. doi:  
   10.1177/1049731505284205

UNIT TWO:  THE PROCESS OF INTERPERSONAL FACT GATHERING &  
   BIO-PSYCHO-SOCIAL- SPIRITUAL ASSESSMENT

4  The Interview:  Self and Other
   • Communication
   • Diversity and Difference
   • Use of Self, Relationship, and Engagement
   • Self-Care
   • The Process Recording

Required Readings
   of Communication.  Chapters 3 and 5 in Direct social work practice:  
   Theory and skill (9th ed.).  Belmont, CA: Brooks/Cole , pp 35-56 and 89- 
   134.
Lukas, S. (2012). How to conduct the first interview with an adult.  Chapter 1 in  
   Where to start and what to ask: An assessment handbook.  New York:  
   Norton, pp 1-12.

Recommended Readings
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.  Boston, MA:  
   Allyn & Bacon, pp. 129-156.
5 Fact Gathering and Assessment

- Exploration and Problem Identification
- Bio-psycho-social-spiritual data
- Ecomaps and Genograms

Required Readings

Recommended Readings

6 Application of Theory and Other Conceptual Frameworks to Assessment of the Individual in Context

- Application of theories of development and human behavior to facts of the case in assessment
- Ecological perspective
- Strengths perspective
- Risk and Resilience perspective
- Multicultural perspective
- The Bio-Psycho-Social-Spiritual Assessment

Required Readings
Recommended Readings

7  Assessment of Family and Environmental Factors
- Interaction of multiple systems in human problems
- Family life cycle and family functioning
- Vertical and Horizontal stressors
- Family resilience
- Assessment from a systems perspective
- Trauma, Traumatic Loss

Required Readings

Recommended Readings
Saleebey, Chapter 11, A shift in thinking: Influencing social worker beliefs about individual and family resilience in an effort to enhance well-being and success for all.

8  Formulating a Contract for Measurable Change
- Overarching conceptual goal
- Related objectives
- Comprehensive task development
- Evidence-Based Practice

Required Readings

Recommended Readings
UNIT THREE: THE PROCESS: PLANNING AND IMPLEMENTING CHANGE

9 Planning and Implementing Change

- Common factors
- Planning change strategy
- Managing barriers to change

Required Readings


Recommended Readings

10 Implementing Change, Monitoring, and Terminating

- Reviewing and evaluating progress
- Types of termination
- Client and worker reflection on changes
- Endings as loss and celebration

Required Readings


Recommended Readings
11 Specific Direct Service Models for Generalist Direct Service with Vulnerable Individuals

- Clinical Case Management
- Crisis Intervention
- Task Centered

Required Readings


Recommended Readings


12 Generalist Practice with Families: Enhancing Family Functioning and Relationships

- Intervening with families
- Focus on future and family strengths
- Family communication
- Family alignment

Required Readings


Recommended Readings
13 Generalist Practice with Treatment Groups

- Defining group
- Classification of groups
- Group dynamics and culture
- Leadership

Required Readings


Recommended Readings

UNIT FOUR: LINKING MICRO AND MACRO PRACTICE: TRANSITION TO 606

14 Developing Resources, Organizing, Planning & Advocacy as Intervention Strategies

- Social support networks and community connections
- Linking micro and macro practice

Required Readings


Recommended Readings