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


B. Recommended Publications (On Reserve)


C. Recommended Websites

- National Catholic School of Social Service [http://ncsss.cua.edu/](http://ncsss.cua.edu/)
- National Association of Social Workers [http://www.socialworkers.org](http://www.socialworkers.org)

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](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

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Profession: Our History; what is Generalist Social Work?</td>
</tr>
<tr>
<td></td>
<td>• introduction and overview of the course</td>
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<tr>
<td></td>
<td>• history of the profession</td>
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<td>• mission of professional social work</td>
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<td></td>
<td>• overview of generalist practice method</td>
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<td></td>
<td>• meet Mary Agnes Thompson, CUA social work librarian</td>
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<td></td>
<td>• e-journal literature</td>
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<td>• Blackboard</td>
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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).
Techniques and guidelines for social work practice (8th ed.)
Boston, MA: Allyn & Bacon. (On Blackboard)

Community

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.

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**
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;

**Recommended Readings**
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
Chapter 1 and 2. (On Blackboard)

Recommended Reading
Read chapters on specific crises that apply to your internship.
Hepworth et al., Chapter 13, pp. 379-390 only.

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

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


**Social Work Classics**


SSS 605 Fall 2009
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.
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:

<table>
<thead>
<tr>
<th>Race</th>
<th>Language</th>
<th>Ethnicity/Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Class</td>
<td>Sexual orientation</td>
<td>Physical Ability/Disability</td>
</tr>
<tr>
<td>Immigrant Status</td>
<td>World view/values</td>
<td>Mental Ability/Disability</td>
</tr>
<tr>
<td>Gender</td>
<td>Appearance</td>
<td>Region</td>
</tr>
<tr>
<td>Age</td>
<td>National Origin</td>
<td>Religion/Spirituality</td>
</tr>
</tbody>
</table>

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 in length (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?
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
SSS 605 Fall 2009
Generalist Social Work Practice with Individuals, Families and Groups

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 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 interferences 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.

<table>
<thead>
<tr>
<th>Overarching Goal</th>
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<tbody>
<tr>
<td><strong>Objective One</strong></td>
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<td>3.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Objective Two</strong></th>
<th><strong>Intervention Tasks for Objective Two</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
</tbody>
</table>
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?