I. COURSE PURPOSE

This course, SSS 453, is the second part of the three-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 third course, SSS 454, 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/]
- National Association of Social Workers [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 6_

**Assignment 3**
Psychosocial Assessment Part I
_Due Date: Class 10_

**Assignment 4**
Psychosocial Intervention Part II
_Due Date: Class 14_

E. Grading Policy

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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] 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 9/2/09 | 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 9/9/09 | 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;
UNIT TWO:
INTERPERSONAL AND ENVIRONMENTAL FACTORS
The family and the community

3 9/16/09
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).

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 9/23/09
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.
(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 9/30/09
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 10/07/09
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 10/14/09
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
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 10/21/09
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

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

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

Required Reading

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

11/11/09

- 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

11/18/09

**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 454

13
12/2/09
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
12/9/09
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**


