STEPHEN F. AUSTIN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
BSW PROGRAM
TUESDAY/THURSDAY 11a-12:15p
Human Sciences North 115

SWK 350.002
Generalist Practice I
Spring 2020

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Office hours: Monday: 9am – 11:30 am, 2pm – 4 pm
Tuesday: 9 am – 10:30 am, 3 pm – 5 pm
Thursday: 3 pm - 5 pm

Prerequisites: SWK 225, SWK 333, SOC 378
Co-requisites: SWK 315, SOC 379, SWK 425

COURSE SYLLABUS

I. COURSE DESCRIPTION

The primary purpose of this course is to teach students the General Method utilizing a problem-solving process. In this course, students learn to integrate and to apply the social work knowledge, values and skills learned in SWK 215 and other prior course work to generalist practice.

Generalist Practice I, primarily focuses on developing professional helping skills for use with individuals, families and groups. The General Method is emphasized as it relates to smaller systems and students prepare for ethical social work practice.

The course begins with the stages of engagement and data collection including establishing rapport with clients; focusing on the problem, feelings and goals, the impact of human diversity issues in opening up boundaries between the client and worker; and the gathering and recording of data. Secondly, it addresses assessment issues, the development of assessment statements, prioritization of problems, goal setting and contracting, and the use of the holistic foundation in the assessment process. In addition, the course teaches intervention and addresses the four major intervention methods used by the generalist, including direct intervention, information and referral, case management and teamwork, and indirect intervention.
Finally, students will learn evaluation and termination skills through goal analysis, contract reviews and reformulation, the process of ongoing evaluation, termination planning, and the overall use of the General Method to further social development.

Throughout the course, the students will be expected to apply the theoretical concepts and to practice with individuals, families and groups. Students will examine issues of human diversity (including gender, sexual orientation, race, ethnicity, culture, class, physical and mental ability, age, and national origin), the promotion of social and economic justice, and how the needs of populations-at-risk are addressed in generalist social work practice. Case examples will be employed to assist students with the application of theory to practice.

REQUIRED TEXT:


II. CURRICULUM DESCRIPTION

The BSW program at SFASU features a generalist perspective to social work practice, defined as follows:

Generalist practice is a practice perspective that serves client systems utilizing an ecological systems approach focusing on persons, families, groups, organizations, and communities. It is not confined by a narrow cadre of theories; rather it is versatile enough to allow problems and situations, as well as strengths, capacities, and resources, to determine the practice approach. Generalist practice employs a problem solving framework and a broad knowledge, value, and skill base, which demands ethical practice and on-going self-assessment.

Briefly, generalist social work practice:

• Is multi-level to include individuals, families, groups, organizations, and communities
• Is multi-theory, allowing for the free selection of theories as appropriate
• Utilizes a problem identification and solving focus that follows a problem-solving framework
• Utilizes multiple interventions at multiple levels, as appropriate
• Addresses the complexity of individual, family, group, organizational, and community system interactions
• Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk
III. PROGRAM LEARNING OUTCOMES (PLO) (CSWE CORE COMPETENCIES)
1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education

IV. STUDENT LEARNING OUTCOMES (SLO) (CSWE COMPONENT BEHAVIORS)

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of the history, mission and professional values of the profession of social work and apply knowledge, values, and skills. (competency 1)

2. Make application of ethical standards, laws and regulations and their impact on all levels of practice (micro, mezzo, and macro levels.) (competency 1)

3. Apply ethical decision-making strategies and concepts of critical thinking and will be able to apply critical thinking in the application of strategies in practice, research, and policy arenas as demonstrated in a seminar setting. (competency 1)

4. Demonstrate how personal and professional values as well as cognitive and affective reactions influence professional judgement and behavior. (competency 1)

5. Articulate their understanding of the value and role of social work in working with inter-professional teams. (competency 1)

6. Discuss the importance of life-long learning and the ethical use of technology to the profession of social work. (competency 1)

7. Demonstrate their knowledge of the dimensions of diversity and difference and the multiple factors that intersect with those dimensions and will demonstrate their
knowledge of how the culture of a structure may be changed to be more powerful or privileged and/or may be oppressed, marginalized, or alienated. (competency 2)

8. Demonstrate knowledge of theories of human need and social justice and strategies that promote human rights and social and economic justice globally. (competency 3 and 4)

9. Demonstrate knowledge related to research methods consistent with advancing the profession and will demonstrate their understanding of the value of practice-informed research and research-informed practice. (competency 4 and 7)

10. Demonstrate the ability to apply knowledge relative to policy formulation, analysis, implementation and evaluation. (competency 1, 4, 5 and 9)

11. Demonstrate knowledge relative to facilitate engagement with diverse clients and constituencies, including individuals, families and groups. (competency 2, 6, 7, and 8)

12. Demonstrate knowledge of theories of human behavior and the social environment, and will be able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families and groups. (competency 3, 5, 6, 7, 9)

13. Demonstrate ability to engage in inter-professional communication and inter-organizational collaboration. (competency 8)

V. INSTRUCTIONAL METHODS

This class requires extensive student participation and discussion. While some of the material is presented in a traditional lecture format, the primary emphasis of the course is on experiential and interactive learning. Simulated case situations, video recording, group exercises, classroom dialogue, in-class exercises, and role-play are examples of instructional techniques used to facilitate student learning in this course. These activities are focused on building professional helping skills. Students are required to actively participate in all classroom discussions and take significant responsibility as active learners.

There will be considerable class discussion of the application of the principles, theories, ethics, and values to case situations. Students will be expected to not only know the material presented, but to be able to apply it in simulated cases. Class attendance is very important and students must assume responsibility for their own learning. You are responsible for all the content in the textbooks and readings.
VI. COMPUTER REQUIREMENTS

This course will utilize Desire to Learn (D2L) to support the delivery of course content (for help with D2L go to http://www.sfaonline.info/#!/d2ltutorials/-c14y8). The student will need basic skills regarding the use of a word processor and web browser. The student must have access to a computer that meets the minimum requirements outlined below. Computers are available to current students through a number of labs across campus (see www.sfasu.edu or the instructor for details).

Your computer should meet or exceed the minimum computer system requirements as listed below:
• Operating System: Windows XP, Windows 7, Windows 8 or a Macintosh with OSX or higher
• Processor: 2.0 GHz or higher
• Memory: 2 GB of RAM
• Internet: 1.5 Mbps+/high-speed recommended

VII. COURSE SCHEDULE

Weeks 1 and 2 Review of Syllabus

Social Work and Social Work Practice Generalist Practice BSW Curriculum
Use of Helping Relationships to Engage Client Systems Establishing positive helping relationships
Maintaining appropriate worker-client roles and behaviors
Responding appropriately to requests for help
Focusing on problems, feelings, and goals in the engagement process
Applying the engagement process to different systems
Addressing issues of diversity, social and economic justice, including distributive justice and the needs of populations-at-risk in the engagement process
Code of Ethics

Readings: BSW Student Handbook,
Kirst-Ashman & Hull, Ch. 1 & 2
International Federation of Social Workers
Code of Ethics
Hepworth, et. al. chapter 3 & 5

Weeks 2 Review of Syllabus
Use of Helping Relationships to Engage Client Systems
Establishing positive helping relationships
Maintaining appropriate worker-client roles and behaviors
Responding appropriately to requests for help
Focusing on problems, feelings, and goals in the engagement process
Applying the engagement process to different systems
Addressing issues of diversity, social and economic justice, including distributive justice and the needs of populations-at-risk in the engagement process

Code of Ethics

Readings: BSW Student Handbook,
Kirst-Ashman & Hull, Ch. 1 & 2
International Federation of Social Workers
Code of Ethics
Hepworth, et. al. chapter 3 & 5

**Week 3**

Collection of Data Related to Stated Problems
Sources of data
Interviews with the client
Collateral interviews
Retrieved records
Records from other agencies
Data Collection media
Face-to-face interview
Home visits
Telephone interview
existing records
Computer databases & Cyberspace

Readings: Kirst-Ashman & Hull, Ch. 2
Allen-Meares & Lane, pp. 452-458.
Hepworth, et. al., chapter 5
Gonchar, N. & Adams, J. R. pp. 587-596

**Week 4**

Planning Data Collection Strategies

Identifying the problem(s), persons, and the environment that surrounds the client
maintaining confidentiality
Methods of recording data
The collection of data in various systems
Issues of human diversity, social and economic justice, including distributive justice and addressing the needs of populations-at-risk in the data collection process

Readings:
Kirst-Ashman & Hull, Chapter 6
Hepworth, et. al, chapters 6 and 7

**Weeks 5** Addressing the components of the assessment stage formulating the assessment statement

Considering the nature of the problem
Identifying the strengths and deficits of person(s)
Determining the formal and informal resources in the environment Prioritizing the problem(s)

Selecting problems with a high change potential for resolution or need satisfaction
Developing the contracted plan

Identifying what needs to be done, by whom, and when
Enhancing client empowerment and reducing dependency
Readings: Kirst-Ashman & Hull, Chs. 5 & 6
Swain, pp. 44-57
Clifford et al., 105-116
Moon, pp. 375-391
Crisp, pp. 199-215
Corcoran & Nichols-Casebolt, 211-235

**Weeks 6** Addressing the components of the assessment stage formulating the assessment statement

Considering the nature of the problem
Identifying the strengths and deficits of person(s)
Determining the formal and informal resources in the environment Prioritizing the problem(s)

Selecting problems with a high change potential for resolution or need satisfaction
Developing the contracted plan

Identifying what needs to be done, by whom, and when
Enhancing client empowerment and reducing dependency
Readings: Kirst-Ashman & Hull, Chs. 5 & 6
Swain, pp. 44-57
Clifford et al., 105-116
Moon, pp. 375-391
Crisp, pp. 199-215
Corcoran & Nichols-Casebolt, 211-235

Weeks 7 Applying the assessment process to different systems Addressing issues of diversity, social and economic justice, and the needs of populations-at-risk in the assessment process

Readings: Van Voorhis, pp. 121-133
Altshuler & Schmautz, pp. 5-14
Crisp, pp. 115-126
Kirst-Ashman & Hull, Chaps. 11, 12, & 13

Weeks 8 Applying the assessment process to different systems Addressing issues of diversity, social and economic justice, and the needs of populations-at-risk in the assessment process

Readings: Van Voorhis, pp. 121-133
Altshuler & Schmautz, pp. 5-14
Crisp, pp. 115-126
Kirst-Ashman & Hull, Chaps. 11, 12, & 13

Week 9 Applying the assessment process to different systems Addressing issues of diversity, social and economic justice, and the needs of populations-at-risk in the assessment process

Readings: Van Voorhis, pp. 121-133
Altshuler & Schmautz, pp. 5-14
Crisp, pp. 115-126
Kirst-Ashman & Hull, Chaps. 11, 12, & 13
Week 10 Applying entry-level generalist interventions to social work practice direct intervention models
Providing ongoing support to a system as it carries out contracted tasks
Evaluating outcome in the change process

Utilizing relationship skills
1.) Listening
2.) Responding
3.) Guiding
4.) Paraphrasing
5.) Clarifying feelings
6.) Sensing
7.) Confronting

Information and Referral
Clarifying the problem and the goals to be accomplished;
Researching appropriate and available resources and informing the client of them;
Discussing options and selecting resources;
Planning and contracting the means of contact with selected resources;
Meeting of the system in need with the resource
Follow-up to see if goal is being or has been accomplished
Case Management and Teamwork
Providing case management services
Coordination Monitoring
Evaluation
Elements of teamwork
Indirect
Intervention
Administration
Supervision
Management
Class advocacy in regard to populations at risk
Targeting outside agencies and resources for change in order to achieve client goals
Developing political skills for social and economic justice in regard to individuals, families and groups
Providing evidence
Publicizing
Bargaining
Organizing
Demonstrating
Taking legal action
Lobbying
Developing policy

**Readings:** Kirst-Ashman & Hull, Ch.7; Thompson & Peebles-WilkinsW. Hepworth, et. al, chapter 15 Fortune & Proctor, 67-69 Proctor, pp. 67-69 Proctor, pp. 8-10 Gelman & Mirabito, pp. 479-494 Peebles-Wilkins, O’Brien et al., pp. 3-10. Markward, M. J. & Bride, pp. 73-84

**Week 11** Applying entry-level generalist interventions to social work practice direct intervention models
  - Providing ongoing support to a system as it carries out contracted tasks
  - Evaluating outcome in the change process

Utilizing relationship skills
1.) Listening
2.) Responding
3.) Guiding
4.) Paraphrasing
5.) Clarifying feelings
6.) Sensing
7.) Confronting
**Information and Referral**

Clarifying the problem and the goals to be accomplished; Researching appropriate and available resources and informing the client of them; Discussing options and selecting resources; Planning and contracting the means of contact with selected resources; Meeting of the system in need with the resource Follow-up to see if goal is being or has been accomplished

**Case Management and Teamwork**

Providing case management services

**Coordination Monitoring**

Evaluation

Elements of teamwork

Indirect

**Intervention**
Administration
Supervision
Management
Class advocacy in regard to populations at risk
Targeting outside agencies and resources for change in order to achieve client goals
Developing political skills for social and economic justice in regard to individuals, families and groups
Providing evidence
Publicizing
Bargaining
Organizing
Demonstrating
Taking legal action
Lobbying
Developing policy

**Readings:** Kirst-Ashman & Hull, Ch.7;
Thompson & Peebles-Wilkins W.
Hepworth, et. al, chapter 15
Fortune & Proctor, 67-69 Proctor, pp. 67-69
Proctor, pp. 8-10
Gelman & Mirabito, pp. 479-494
Peebles-Wilkins,
O’Brien et al., pp. 3-10.
Markward, M. J. & Bride, pp. 73-84

**Week 12** Applying intervention methods to different systems
Addressing issues of human diversity, social and economic justice, and the needs of populations at risk in the intervention process

Readings: Kirst-Ashman & Hull, Chs. 3, 4, & 14
Lum pp. 231-279
Asher, pp. 15-18
Atwood, pp. 23-28
Marino et al., 90-98
Michal & Boehm, pp. 343-361
Jones, pp. 33-52
Misha, Michalski, & Cummings, 153-172
Week 13  Evaluation in Generalist practice Analyzing goals reviewing the contract

Contract reformulation
Asking essential questions during the evaluative stage
The process of ongoing evaluation and goal attainment
Evaluating different systems
Using the holistic foundation in evaluation
Addressing issues of human diversity, social and economic justice, and the needs of populations-at-risk in the evaluation process

Readings: Kirst-Ashman, Ch. 8
Elks & Kirkhart, pp. 554-563;
Hepworth, et al, Chapter 12
Baer, pp. 127-136

Week 14  Evaluation in Generalist practice Analyzing goals reviewing the contract

Contract reformulation
Asking essential questions during the evaluative stage
The process of ongoing evaluation and goal attainment
Evaluating different systems
Using the holistic foundation in evaluation
Addressing issues of human diversity, social and economic justice, and the needs of populations-at-risk in the evaluation process

Readings: Kirst-Ashman, Ch. 8
Elks & Kirkhart, pp. 554-563;
Hepworth, et al, Chapter 12
Baer, pp. 127-136

Week 15  Termination

Reasons for termination
Deciding to terminate, transfer, or refer
Preparing clients for termination, transfer, or referral
Process of termination, transfer, or referral
Client system reactions to termination, transfer, or referral
Maintenance of change and follow-up
Termination issues in different systems using the holistic foundation in termination
Issues of human diversity, social and economic justice, and the needs of populations-at-risk in the termination process
Identity and Integration
The General method—a purposeful procedure using the General method for social development A holistic vision for future practice

Readings: Kirst-Ashman, Ch. 8

**Week 16** Termination

Reasons for termination
Deciding to terminate, transfer, or refer
Preparing clients for termination, transfer, or referral
Process of termination, transfer, or referral
Client system reactions to termination, transfer, or referral
Maintenance of change and follow-up
Termination issues in different systems using the holistic foundation in termination
Issues of human diversity, social and economic justice, and the needs of populations-at-risk in the termination process
Identity and Integration
The General method—a purposeful procedure using the General method for social development A holistic vision for future practice

Readings: Kirst-Ashman, Ch. 8

**VIII. COURSE REQUIREMENTS**

A. Class Attendance and Participation: It is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class. Students are responsible for maintaining their status in the class (i.e. files, attendance, scores)

Cell Phones/Electronic Devices/Social Media: Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average. No such devices are to be within view during exams. Students that consistently disrupt the learning environment will be asked to leave the class. Computers or other note-taking devices can be used for this purpose only.
B. Readings: Each week contains required readings from the text. They can also be found in the journals referenced. You can copy the articles for home study, exam preparation or research. You will be responsible for all readings at test time whether they have been reviewed in class. Other readings may also be utilized to facilitate coverage of the many issues to be discussed in this course.

C. Exams: (3) competency exams (3) major application exam will be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses guest presentations are subject to examination. The exams will consist of a combination of multiple choice, true/false, and essay questions. Application exams are also integrated within the evaluation process.

The student is expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at www.sfasu.edu/bulletin). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam.

D. Missed Assignments: Missing an assignment due to an unexcused absence will result in a grade of “0” on that assignment. Make-up or late assignment will be given for an excused absence as defined by the SFASU General Bulletin and will be scheduled by the instructor. It is the student’s responsibility to provide appropriate documentation. Assignments are due during the class period and no later. You may not email an assignment unless prior arrangements were made.

E. Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). A description and outline of assignments is provided. All assignments are to be in APA format per the most recent Publication Manual of the American Psychological Association. Failure to meet these guidelines will result in loss of points. Video recording will consist a recording of students demonstrating their interview skills within the framework of generalist practice. The intervention paper will require student to apply their knowledge, values and skills related to evidence-based practice.

Classroom Learning Activities/Skill Enhancement Exercises
F. During the semester there will be a variety of classroom activities that will assist students in understanding and integrating classroom material into the generalist practice framework. In order to receive credit for these activities you must be in class. A total of 60 points will be awarded throughout the semester.
GRADING:
Competency Exams (3 X 50pts) = 150
Application Exams (3 X 80pts) = 240
Skill Enhancement Exercises (4 X 15pts) = 60
Social Assessment = 80
Interview = 60
Social Work Intervention Paper = 60
Total = 650

GRADING SCALE:
A 585-650
B 520-584
C 455-519
D 390-454
F 0-389

IX. Academic Integrity (SFASU Policy A-9.1)

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1 (SFASU Policy A-9.1 can be found at the web address below). All incidents will result in a grade of “0”. Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work...
when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the Student Academic Dishonesty policy (SFA Policy 4.1) on http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Withheld Grades:
Ordinarily, at the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please read the complete policy on Course Grades: http://www.sfasu.edu/policies/course-grades.pdf

Acceptable Student Behavior:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see Student Conduct of Conduct (SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the ICARE Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

X. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.
For additional information, read Academic Accommodation for Students with Disabilities (SFA Policy 6.1)
http://www.sfasu.edu/policies/academic-accomodation-for-students-with-disabilities.pdf

Assignments section
SOCIAL ASSESSMENT

Using data collected in class from the case presented, prepare a social assessment using the following format. The data you use should indicate where the information was retrieved from.

Client Information (Utilize information given in class) (5. pts.)
Name
Age/D.O.B.
Gender
Race
Address
Telephone Number
Source of Referral

I. Reason for Referral (5 pts.)

Give a brief explanation of the problem statement presented by the referral source and services requested.

II. Assessment of the Client System (Subheadings) (20 pts.)

Description of relevant information on the presenting problem pertaining to the:
1. Biological (physical, health, etc.)
2. Psychological (intellectual, emotional, interpersonal, etc.)
3. Sociological (education, income, etc.)

Description of gender, racial, ethnic, religious, cultural and/or sexual orientation factors and their relationships to the presenting problem.

Description of family system and the relationship of this system to the presenting problem (e.g., parents, siblings, partners, etc.).
Description of the client system's environmental context and its relationship to the presenting problem (e.g., housing, physical resources, etc.).

III. Problem-Solving Ability (10 pts.)

Analyze the client system in terms of the capacity to cope with the presenting problem(s). Identify both strengths and weaknesses. Assess the extent to which the problem-solving capacity is influenced by skill, impairment of ability, or by external barriers.

IV. Client System (10 pts.)

Identify the potential targets for change. Multi-problem client systems may require the development of multiple targets for change. Clearly identify the changes that need to be made in the client system, the family system, the environmental system, and in the transactions between systems.

V. Agency System (10 pts.)

Identify the appropriate resources available to address the targets of change. Include the resources and services available in the agency, as well as, through community resources. Specify if appropriate resources are available or, if not, how they might be developed.

VI. Problem-Solving Analysis (10 pts.)

Briefly analyze the prognosis for change. Given the identified problems, characteristics of the client system, the target system, and the action system, to what extent is resolution of the problem(s) likely to occur?

VII. Recommendations (10 pts.)

Identify specific needs and recommendations based on information in the assessment.

This assignment is due: 3/27/20 – please e-mail to Dr. Oliphant at oliphante@sfasu.edu
INTERVENTION PAPER
(regarding your social assessment and single-system design case)

In this assignment, students are to briefly describe and apply an intervention (case management & teamwork, tasks groups, psychosocial intervention groups, beginning counseling with family and individual (not therapeutic requiring advanced intervention) information and referral, crisis management/intervention. Students are to write a paper of 8-10 pages in length (typed, double-spaced). At least four sources, excluding the class text and readings, are to be used. The sources used are to be cited using APA format. Your references must be from professional social work journals and not websites. All work is to be original and any material copied from sources is to be placed in quotation marks and acknowledged. Write a summary of each of the sources describing the intervention method, its applicability to the case (from the previous social assessment) and its appropriate citation.

This paper must include the following:

1. Write a brief summary of the four articles addressing the intervention you identified in your assessment/case. Assure its relevancy to the case by discussing the case and the relevancy (3/4 to 1 page for each.) (40 pts.)

2. From the four categories of entry-level generalist intervention, Discuss the intervention method most suitable to the case utilized in the social assessment. Identify what outcomes you will need to Explain your reasons for choosing this particular intervention method. Each article should relate to the specific intervention category. You can use multiple intervention categories. (40 pts.)

2. Identify the long term goals and outcomes of the intervention. Explain who are included in the intervention. Explain how you will evaluate it (40 pts).
3. Describe how the issues of human diversity (i.e. race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, nation origin, etc.), affect social and economic justice as it relates to the social assessment. (10 pts)

10 points are allotted for APA and physical presentation of paper (i.e. grammar, sentence and paragraph structure).

This assignment is due: Friday 5/01/2020 – Please e-mail to Dr. Oliphant at oliphante@sfasu.edu


International Federation of Social Workers (IFSW) http://www.ifsw.org/


better than others? Social Work Research, 28(2), 67-69.

Robinson, K., Irwin, J. & Ferfolja, T. (2002). From here to diversity: The social impact on 
lesbian and gay issues in education in Australia and New Zealand. NY: The Hawthorn 
Press, Inc.


Nacogdoches, TX: Author.

Swain, P. A. (2005). No expert should cavil at any questioning: Reports and assessments for 

support networks on the psychological well-being of black adolescent mother. Social 
Work, 37, 322-328.

DC: NASW Press.


Additional Readings

Altshuler, S. J. & Schmautz, T. (2006). No Hispanic student left behind: The consequences of 
“High Stakes” testing. Children & Schools, 28(1), 5-14.


Week 11


Additional Readings Week 1 & 2

Week 3

Week 5 & 6


Week 7 & 8


Week 9 & 10


Week 11


Week 12 & 13