SWK 5305: Generalist Practice

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DIRECTOR AND ASSOCIATE DEAN OF THE
SCHOOL OF SOCIAL WORK
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Syllabus Review

- SWK 5305: Generalist Practice in Social Work
- Co-requisites
- Course Description
- Required and Recommended Texts
- Curriculum Description
  Generalist Practice/Specialized Practice
  Rural Context – Rural Lifestyles
- Program Learning Outcomes – 2015 EPAS Competencies
- Course Objectives – Student Learning Outcomes
- Assignments
Job Description

• Position Summary
• Position Responsibilities
• Minimum Qualifications

  Educational Level – Required (MSW/CSWE)
  ▪ Licensure
  ▪ Certification
  ▪ Required or Preferred
  ▪ Knowledge, Skills, & Abilities
  ▪ Experience
First Year – Generalist Practice

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<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>SOCW 5301</td>
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<td>SOCW 5302</td>
<td>SOCW 5307</td>
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<td>SOCW 5312</td>
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<td>SOCW 5319</td>
<td>SOCW 5315</td>
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<td>SOCW 5329</td>
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<td>Integration of knowledge, values, skills,</td>
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<td>Cognitive and affective processes</td>
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<td>Nine Competencies</td>
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Second Year – Generalist Practice

- SOCW 5317
- SOCW 5320
- SOCW 5325
- SOCW 5335
- SOCW 5304
- Integration of knowledge, values, skills, Cognitive and affective processes
- Nine Competencies

- SOCW 5330
- SOCW 5339
- SOCW 5440
- SOCW 5441
- SOCW Elective
- Integration of knowledge, values, skills, Cognitive and affective processes
- Nine Competencies
Social Work Curriculum

Generalist Practice
Competencies, Behaviors and Domains

Behaviors
Students must demonstrate...
Generalist practice behaviors
31

Domains
Measure with domains...
Knowledge
Values
Skills
Cognitive and Affective Processes

HOW?
Signature
Pedagogy (Field)
In the classroom

HOW?
Assessment
Implicit
Explicit

Introduce
Reinforce
Demonstrate

Engage Assess Intervene Evaluate

Individuals Families Groups Communities Organizations
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. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. (NASW Code of Ethics)
Purpose of Social Work

- Enhance social functioning of individuals, families, groups, organizations, and communities.
- Link client systems with needed resources.
- Improve the operation of the social service delivery network.
- Promote social justice through development of social policy.
Purpose of Social Work Education

- Train Helping Professionals – professionally trained person who provides professional and personal services to individuals, groups and social systems with the intent of improving their quality of life.
- They are professional and personal.
- Professional because of the expert knowledge base and personal because of being people oriented.
- Helping person’s Worldview – interpersonal relationships are critical.
One way to view the world is as the environment which we live. As an environment, the world is a physical world of space and time. Subjective to the laws and balance of nature. It is a world of objects and things. It is an objective world of cause and effect that individuals need to understand in order to gain as much control as possible.
Helping Professionals View of the World

- We live in the same world....
- The world is not primarily defined in such objective terms.
- For the world to be fully understood, helping professionals believe the world must also be perceived as a world of others.
- Objectivity must be balanced with subjectivity, the material with the relational, the physical with psychosocial.
- Interpersonal relationships are quite significant.
Professional and Social Consciousness

- Awareness
- Realization
- socially conscious means being deeply aware of the people around you in society – how you impact them and how they impact you. Being socially conscious can make you feel empathy for others and therefore mindful of how your actions impact them.
SOCIAL CONSCIOUSNESS

Enter your sub headline here

Resonant
- Participating in an emergent field of shared experience with a felt sense of essential interconnectedness with others.

Collaborative
- Co-creating & sharing consciousness toward the greater good through collaborative inquiry & action.

Engaged
- Bringing intention and taking action to make a difference in some outwardly directed way.

Self-Reflexive
- Becoming consciously aware of how the environment conditions experiences.

Embedded
- Consciousness is passively shaped outside of awareness by biological, social, and cultural factors.
SELF-AWARENESS

- Emotional Self-awareness
- Accurate Self-Assessment
- Self-Confidence

SOCIAL AWARENESS

- Empathy
- Organisational Awareness
- Service Orientation

SELF-MANAGEMENT

- Self-Control
- Transparency
- Adaptability
- Achievement Drive
- Initiative

RELATIONSHIP MANAGEMENT

- Inspirational Leadership
- Developing Others
- Influence
- Change Catalyst
- Conflict Management
- Building Bonds
- Teamwork & Collaboration
Facilitating Critical Consciousness

- Critical Consciousness: Questioning power in society
- Requires communication between students and teachers
- Requires dialogic practices
  - Teachers are also students
  - Students are also teachers
- Teachers and students as legitimate sources of knowledge
- Students as critical co-investigators with the teacher
  - Emphasis on critical investigation rather than memorization
- Emphasis on student voice and relating student experiences to the curriculum
A Profession and a Discipline

WHAT is the difference?
Attributes of a Profession - Greenwood

- Systematic Body of Theory
- Professional Authority
- Community Sanction
- Ethical Codes
- Culture
Systematic Body of Theory

- Difference between professional and nonprofessional is the element of skills
- Skills flow from and are supported by knowledge – Body of Theory
- Skills and theoretical knowledge require intellectual and practical experience
- Formal education in an academic setting
- Presence of scientific method – research
- Professional members convene regularly to learn and evaluate innovations in theory
- Stimulating milieu in contrast to setting of nonprofessional occupation.
- There are research-theoretician – role scientific investigation
- Expansion of knowledge affect the profession
Professional Authority

- Extensive education in the systematic theory of a profession conveys knowledge – separate from nonprofessional.
- Base of professional authority
- Nonprofessionals have customers and professionals have clients
- What is the difference?
Community Sanction

- Professions have a series of **powers** and **privileges**
- Community and governmental approvals
- Powers – control training centers
- Achieved through an accrediting process by one association within the profession
  - Regulates academic programs
  - Location of programs
  - Curriculum content
  - Instruction (Classroom & Internships)
Community Sanctions

- Control over admission into the profession
- Title protection – accredited school
- Licensing system for practice of a skill
  - Police power of those who are not license - punished by public authority
  - Professional performance can only be evaluated by his or her peers.
  - Professional privilege related to confidentiality
  - This power and privileges are considered a monopoly granted by the community
  - Professional associations strive to achieve this monopoly but it is not easy. (Explain)
- All 50 states have some type of licensure – Association of Social Work Boards (ASWB)
• Document that **guide the behaviors** of the professional insuring for itself the continue confidence of the community. Because without it the following:

1. Monopoly can be abused.
2. Powers and privileges can be used to protect vested interests against the public.
3. Increase price of its services at an unreasonably high Level.
4. Restrict the numbers entering the occupation to create a scarcity of personnel.
5. Dilute the caliber of its performance without community Awareness.
6. Push for socially beneficial changes in practices.
Ethical Code

- Professional code is necessary which is explicit, systematic, and binding.
- Emotional neutrality
- Professional cannot deny client his or her service
- Professionally is motivated less by self-interest but more about the ability to perform at the maximal level of service
- Nonprofessional can dilute service based on fee
- Professional must be prepared to render services upon request even at the sacrifice of personal convenience
Ethical Codes

- Ethics governing the colleague relationships and behaviors
- Consultation and referral of professionals
- Relationships with clients
- Relationships with students
- Type of services provided
- Quality of services
- Disciplinary process for ethical violations
A Culture

- Every profession operates through a network of formal and informal groups.
- Organizations were social workers performs it services.
- Organizations whose functions are to replenish the profession’s knowledge base (Educational & Research Centers).
- Organizations that represent the professional group interests, mission and goals.
Professional Culture

- Interaction of social roles formally and informally creates what is called the professional culture
- This is one attribute that distinguishes professions from other occupations.
- The culture of a Profession consists of:
  1. Values - basic and fundamental beliefs
     - value of this service to society
  2. Norms that guides behaviors in social situations
     - Range of appropriate behaviors for admittance
  3. Symbols – history, heroes, stereotypes
Social Work Professional Organizations

- Council on Social Work Education (CSWE)
- National Association of Social Workers (NASW)
- Association of Social Work Boards (ASWB)
- National Association of Deans and Directors (NADD)
- Group Association of Doctoral Education (GADE)
- Baccalaureate Program Directors (BPD)
Generalist Practice Defined

- Knowledge, values and skills
- Cognitive and affective processes
  Think, feel and performance
- Behaviors associated with competence at the generalist level of practice
- Nine competencies and 31 behaviors in Educational and Accreditation Standards of the Council on Social Work
- Curriculum Design – Classroom & Internships
Signature Pedagogy: Field Education

- Learn the fundamental dimensions of professional work and practice – to think, to perform, and to act ethically and with integrity.
- Integrate theoretical and conceptual contribution of classroom with the practical world of the practice setting.
- Classroom & Field are equally important
- Implicit and Explicit Curricula
- Shaping the professional character & competence of graduates
- Pursuit of Practice Wisdom
## Diversity

<table>
<thead>
<tr>
<th>Learning environment</th>
<th>Race</th>
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<tbody>
<tr>
<td>Learn about differences</td>
<td>Religion/spirituality</td>
</tr>
<tr>
<td>To value and respect diversity</td>
<td>Sex</td>
</tr>
<tr>
<td>Develop a commitment to cultural humility</td>
<td>Sexual orientation</td>
</tr>
<tr>
<td>Dimensions of diversity and intersectionality</td>
<td>Tribal sovereign status</td>
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<tr>
<td>Age, class, color, culture, disability and ability</td>
<td>Physical presentation</td>
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<tr>
<td>Ethnicity, gender, gender identity and expression</td>
<td>Visible and invisible diversity</td>
</tr>
<tr>
<td>Immigration status, marital status, political ideology</td>
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Concepts of Understanding - GP

- Person-in-environment/Ecological System perspective
- Provides a conceptual framework that guide how social workers view the world
- Individuals, families, groups, communities and organizations
- Systems theory and target systems of change
- Impact of social systems in the lives of people
Generalist Practice - Concepts

- Promote human and social well-being
- Range of prevention and intervention methods
- Ethical principles and critical thinking
- Diversity practice
- Advocate for human rights and social and economic justice
- Recognize and build on strengths and resiliency of all human beings
- Engage in research-informed practice and responds to the context of professional practice
Concepts – Generalist Practice

- Need/Problem Focus
- Strengths/Need Orientation
- Multilevel Approach (Micro, Mezzo, Macro)
- Open selection of theories and interventions
- Problem-solving process or Planned change process
- Engagement and Assessment
- Planning
- Intervention
- Evaluation
- Termination and Follow-up
Problem-solving process or Planned change process

- Seven-Step Planned Change Approach
- Step 1: Engagement
- Orient yourself to the problem(s)
- Begin to establish communication and relationship(s) to address the problem
  - Establish a working relationship
  - Use of micro skills
Step 2: Assessment

- Assess the client situation
- Identify the client
- Assess client situation from micro, mezzo, macro and diversity perspective
- Collect information about client problems and needs
- Identify strengths
Step 3: Planning

- Formulate a plan for the intervention process
  - Work with client
  - Prioritize problems
  - Translate problems into needs
  - Evaluate levels of intervention for each need
  - Establish goals
  - Specify objectives
  - Specify action steps
  - Formalize a contract
Implementation/Intervention

- Implement the contract
- Specific intervention plan and strategies
- Monitoring and assessing
- Interpretive Conferences/meetings
Evaluation

- Evaluation of the plan
- Social work accountability
- Review interventions
- Goal achievement
- Review helping process
- Apply research principles
- Evidence-based practice
- Progress and Effectiveness of the plan
Termination and Follow-Up

- Types of terminations
- Process of ending the professional relationship
- Specific skills & techniques
- Follow-up – review of client’s situation after the intervention is complete
Social Work Concepts

- Social Work
- Social Functioning
- Social Problems
- Personal Problems
- Social Work Practice
- Indirect Practice
- Direct Practice
- Social Casework
- Social Care
- Social Welfare Services

- Social Work Education
- Code of Ethics – values, principles, rules of a profession
- CSWE – Council on Social Work
- NASW – National Association of Social Workers
- ASWB – Association of Social Work Boards
Professional Development Plan and Career Planning

- Resume or Curriculum Vitae
- Memberships in profession organizations
- Attendance at Professional Meetings
- Student Memberships
- Experiences
- Volunteer
- Professional relationships
- References
- Internships
- Certification/Licensure
Continuation of Development Plan

- Preparation for Licensure
- Surviving Graduate School
- Self-Care Plan
- Professional Paper for doctoral education
- Presentations
- Research Activities
- Awards/Achievements
- Licensure Exam Apps
- Strengths & Weaknesses
- Use of Technology
- Digital Identity
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. A historic and defining feature of social work is the profession’s focus on individual well-being in a **social context** and the **well-being** of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. (NASW Code of Ethics)
Hierarchy of Needs

Social media and social work practice – Challenges and Opportunities
Conceptual Framework for Understanding Needs

- Basic/Survival Needs
- Secondary Needs
- Improving Social Functioning of various systems