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. Also, 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 TEXTS:


*Additional readings will be assigned to enhance the learning experience

II. PROGRAM LEARNING OUTCOMES

1. Identify as a professional social worker and conduct oneself accordingly. (EPAS 2.1.1)
2. Apply social work ethical principles to guide professional practice. (EPAS 2.1.2)
3. Apply critical thinking to inform and communicate professional judgments. (EPAS 2.1.3)
4. Engage diversity and difference in practice. (EPAS 2.1.4)
5. Advance human rights and social and economic justice. (EPAS 2.1.5)
6. Engage in research-informed practice and practice-informed research. (EPAS 2.1.6)
7. Apply knowledge of human behavior and the social environment. (EPAS 2.1.7)
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EPAS 2.1.8)
9. Respond to context that shape practice. (EPAS 2.1.9)
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (EPAS 2.1.10)

*Educational Policy and Accreditation Standards (EPAS) for the Council on Social Work Education

III. CURRICULUM DESCRIPTION

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

Generalist practice serves client systems utilizing ecological systems approach focusing
on persons, families, groups, organizations and communities. A narrow cadre of theories does not confine it: 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 demand 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, organizations, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and population-at-risk

IV. COURSE OBJECTIVES (Student Learning Outcomes: SLO)

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

1. Demonstrate professional demeanor in behavior, appearance, and communication in a social service agency (PB: 1.4, EP 2.1.1).
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB: 4.1, EP 2.1.4).
4. Demonstrate the ability to use the National Association of Social Workers Code of Ethics in making ethical decisions in practice with individuals, families, groups, communities and organizations (PB: 2.2, EP 2.1.2).
5. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (PB: 4.2, EP 2.1.4).
6. Demonstrate the ability to distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (PB:3.3 EP 2.1.3)
7. Demonstrate the ability to use supervision and consultation to strengthen knowledge of generalist practice (PB: 1.6, EP 2.1.1).
8. Recognize and manage personal values in a way that allows professional values to guide practice (PB: 2.1, EP 2.1.2).
9. Begin to understand the forms and mechanisms of oppression and discrimination when working with individuals, families, groups, organizations, and communities (PB: 5.1, EP 2.1.5).
10. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (PB: 9.1, EP 2.1.9).

11. Demonstrate the ability to attend to professional roles and boundaries in an agency setting (PB: 1.4, EP 2.1.1).

12. The student analyzes models of assessment, prevention, intervention, and evaluation. (PB: 3.2, EP 2.1.3).

13. The student demonstrates effective oral and written communication in working with, and colleagues. (PB: 3.3, EP 2.1.3).

14. The student recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. (PB: 4.1, EP 2.1.4).

15. The student gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. (PB: 4.2, EP 2.1.4).

16. The student recognizes and communicates their understanding of the importance of difference in shaping life experiences. (PB: 4.3, EP 2.1.4).

17. The students view themselves as learners and engage those with whom they work as informants. (PB: 4.4, EP 2.1.4).

18. The student understands the forms and mechanisms of oppression and discrimination. (PB: 5.1, EP 2.1.5).


20. The student engages in practices that advance social and economic justice. (PB: 5.3, EP 2.1.5).


24. The student critiques and applies knowledge to understand person and environment. (PB: 7.2, EP 2.1.7).

25. The student analyzes, formulates, and advocates for policies that advance social well-being. (PB: 8.1, EP 2.1.8).


27. The student continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. (PB: 9.1, EP 2.1.9).

28. The student provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. (PB: 9.2, EP 2.1.9).

29. The student substantively and affectively prepares for action with individuals, families, groups, organizations, and communities. (PB: 10.1 EP 2.1.10).

30. The student uses empathy and other interpersonal skills. (PB: 10.2, EP 2.1.10).
31. The student develops a mutually agreed-on focus of work and desired outcomes. (PB: 10.3, EP 2.1.10(a) (3).
32. The student collects, organizes, and interprets client data. (PB: 10.4, EP 2.1.10).
33. The student assesses client strengths and limitations. (PB: 10.5, EP 2.1.10).
34. The student develops mutually agreed-on intervention goals and objectives. (PB: 10.6, EP 2.1.10).
35. The student selects appropriate intervention strategies. (PB: 10.7, EP 2.1.10).
36. The student initiates actions to achieve organizational goals. (PB: 10.8, EP 2.1.10).
37. The student implements prevention that enhances client capacities. (PB: 10.9, EP 2.1.10).
38. The student helps clients resolve problems. (PB: 10.10, EP 2.1.10).
39. The student negotiates, mediates, and advocates for clients. (PB: 10.11, EP 2.1.10).
40. The student facilitates transitions and endings. (PB: 10.12, EP 2.1.10).

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 text books and readings.

VI. COMPUTER REQUIREMENT

This course will utilize Desire2Learn or D2L to support the delivery of course content (for help with Desire2Learn go to http://www.sfasu.edu/sfaonline/). Students can also get help by telephone by calling 468-1919 or by emailing d2L@sfasu.edu. Students will need basic skills regarding the use of a word processor and web browser. Students must have access to a computer that meets the minimum requirements (for specific details go to http://sfaonline.sfasu.edu/gettingstarted.html). Computers are available to current students through a number of labs across campus (see www.sfasu.edu or the instructor for details).
VII. COURSE SCHEDULE

Week 1

Jan 19: Introduction
Course Overview – Review of Syllabus
Introduction to Generalist Practice with Individuals, Families, and Groups
BSW curriculum
Educational Policy and Accreditation Standards
  Competencies and Practice Behaviors
  Social Work Professional
  Licensing Standards & Social Work Career
Code of Ethics


Jan 21: Human Diversity
Concepts and Discuss
Multiculturalism
Social Pluralism
Socio-Demographic Variability

Readings: Chapter 2–Timberlake et al. (2008)

Week 2

Jan 26: Building of Communication: Communicating with Empathy and Authenticity
Confidentiality
Affective words and statements
Empathic communication
Authenticity
Relating assertively to clients
Engagement

Readings: Chapter 5–Hepworth et al. (2013).

Jan 28: Strengths- based problem solving interviews
The General Method
The Empowerment Perspective
The Strengths- Perspective
The Risk and Resilience Perspective
The General Method Interview

Readings: Chapter 4–Timberlake et al. (2008); Hugh (2003); Brun and Rapp (2001).

Week 3
Feb 2: Verbal Following, Exploring, and Focusing Skills
Maintaining psychological contact with clients and exploring their problems.
Professional Relationships/Interviewing techniques
Verbal and non- behaviors
Furthering/Paraphrasing Responses
Open/Closed Ended Questions

Readings: Chapter 6-Hepworth et al. (2013)

Feb 4: Verbal Following, Exploring, and Focusing Skills (cont’d)
Seeking Concreteness
Focusing
Summarizing Responses

Readings: Chapter 6-Hepworth et al. (2013)

Week 4
Feb 9: Eliminating Counterproductive Communication Patterns
Eliminating Nonverbal Barriers to Communication
Eliminating Verbal Barriers to Communication
Gauging the Effectiveness of Your Responses

Readings: Chapter 7-Hepworth et al. (2013)

Data Collection

Readings: Chapter 6–Timberlake et al. (2008)

Feb 11: Competency exam 1

Week 5
Feb 16: TBD

Feb 18: Application Exam 1

Week 6
Feb 23: Assessment: Exploring and Understanding Problems and Strengths
Social Assessment and Planning
Assessing Cognitive/Perceptual Functioning
Assessing Emotional/Behavioral Functioning
Assessing Motivation
Assessing Environmental Systems
Written Assignments/Case Notes

**Readings:** Chapter 8- Hepworth et al. (2013); Corcoran & Nichols –Casebolt (2004)

Feb 25: Assessment: Intrapersonal, Interpersonal, and Environmental Factors
The interaction of multiple Systems in Human Problems
Intrapersonal Systems
Biophysical Functioning
Assessing Use and Abuse of Medications, Alcohol and Drugs

**Readings:** Chapter 9- Hepworth et al. (2013)

**Week 7**

Mar 1: Developing Goals, Formulating a Contract
Purpose/Function of Goals
Types of Goals
Applying Goal Development Guidelines with Minors
Measurement and Evaluation
Contracts

**Readings:** Chapter 12- Hepworth et al. (2013)

Assessment and Contract Planning
**Readings:** Chapter 7–Timberlake et al. (2008)

Mar 3: Planning and Implementing Change-Oriented Strategies
Goal Attainment Strategies
Models and Techniques of Practice
Information and Referral
Case Management and Teamwork
Direct and Indirect Interventions
Role of social workers

**Readings:** Chapter 13- Hepworth et al. (2013); Murdach (2009)

**Week 8**

Mar 8: Videotape Interviews

Mar 10: Videotape Interviews and Social Assessment Due
Week 9  Spring Break

Week 10  Mar 22: Planning and Implementing Change Oriented Strategies (cont’d)
Procedures of the Task-Centered Model
Crisis Intervention
Cognitive Restructuring
Solution-Focused Brief Treatment

Readings: Chapter 13-Hepworth et al. (2013)

Mar 24: No Class- Easter Holiday

Week 11  Mar 29: Competency Exam 2

March 31: No Class- Professor at conference

Week 12  Apr 5: TBD

Apr 7: Application Exam 2

Week 13  Apr 12: Developing Resources, Organizing, Planning, Advocacy as Intervention Strategies
Linking Micro and Macro Practice
Macro Practice Activities
Intervention Strategies
Developing and Supplementing Resources
Intervention in macro generalist practice
Macro Practice Knowledge and Skills
Advocacy, Social Planning and Community Development
Designs for Macro Intervention

Readings: Chapter 9 –Timberlake et al. (2008); Proctor (2004)

Apr 14: Developing Resources, Organizing, Planning, Advocacy as Intervention Strategies (cont’d)
Utilizing and Enhancing Support Systems
Advocacy and Social Action
Community Organization
Models and Strategies of Community Intervention
Steps and Skills of community Intervention
Ethical Issues in Community Organizing
Improving Institutional Environments
Organizational Environments  
Service Coordination and Inter-organizational Collaboration

**Readings:** Chapter 14- Hepworth et al. (2013)

**Weeks 14**

Apr 19: Enhancing Family Relationships  
Approaches to Working with Families  
Cultural and Ecological Perspectives  
Strategies to Modify Interactions

**Readings:** Chapter 15- Hepworth et al. (2013)

**Apr 21: Social Work Intervention Paper Due**

**Social Work with Groups**  
Interventions in Social Work Groups

**Readings:** Chapter 16- Hepworth et al. (2013)

**Week 15**

Apr 26: The Final Phase: Evaluation and Termination  
Evaluation  
Outcomes  
Types of Termination  
Evaluation Questions  
Human Diversity in Evaluation

**Readings:** Chapter 19- Hepworth et al. (2013), Chapter 10 – Timberlake et al. (2008); Altshuler & Schmautz (2006)

**Apr 28: The Final Phase: Evaluation and Termination (cont’d)**  
Clients’ Reactions to Termination Process  
Social Workers’ Reactions to Termination Process  
Consolidating Gains and Planning Maintenance Strategies

**Readings:** Chapter 19- Hepworth et al. (2013); Baer (2001)

**Week 16**

**May 3: Termination**  
Tasks in the Termination Process  
Working with Different Systems  
Developing Sensitivity and Skills

**Readings:** Chapter 11 –Timberlake et al. (2008)

**May 5: Termination**  
Summary, evaluation, review for final
Week 17  May 10: Final Exam @ 10:30am- 12:30pm
Competency Exam 3 and Application Exam 3

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 or not 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.
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. All assignments are due in the D2L Dropbox before the class that they are due, and hard copies should be submitted during the class period. **Assignments are due during the class period. Late assignments may not be reviewed until the end of the semester.** Late assignments will result in a 10% reduction in possible points per day, with the first 10% immediately deducted following the class period during which the assignment is due. No late assignments will be accepted after the 10th day it is late.

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.

F. **Classroom Learning Activities/Skill Enhancement Exercises:** 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**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Competency Exams</td>
<td>3 @ 50</td>
</tr>
<tr>
<td>Application Exams</td>
<td>3 @ 80</td>
</tr>
<tr>
<td>Skill Enhancement Exercises</td>
<td>6 @ 10</td>
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<tr>
<td>Social Assessment</td>
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<tr>
<td>Videotape Interview</td>
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<tr>
<td>SWK Intervention Paper</td>
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<td><strong>TOTAL</strong></td>
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**GRADING SCALE**

- **A** = 650-585
- **B** = 584-520
- **C** = 519-455
- **D** = 454-390
- **F** = 389 and below

**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.

**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 complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**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 the Student Conduct Code, policy D-34.1). 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 Early Alert Program.
This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

IX. 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, go to http://www.sfasu.edu/disabilityservices/.

STEPHEN F. AUSTIN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
BSW PROGRAM

SWK 350       Kara Lopez, Ph.D., LMSW
Generalist Practice in Social Work
(Generalist Practice I)     Office 115
Spring 2016     936-468-5093
lopezs@sfasu.edu

Recording Assignment (80 pts)
SOCIAL ASSESSMENT

[Assessment for: (EP 2.1.1 – PB1.1); (EP 2.1.2 – PB2.1, PB2.2, PB2.3); (EP 2.1.3 – PB3.1, PB3.2, PB3.3); (EP 2.1.4 – PB4.3); (EP 2.1.7 – PB7.1, PB7.2) ;( EP 2.1.9 – PB9.1, PB 9.2); (EP 2.1.10 – PB10.1, PB10.4, PB10.5, PB10.7, PB10.8, PB10.9, PB10.12, and PB10.13)]

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

I. Client Information (Utilize information given in class)

Name                        Age/D.O.B.
Gender                      Race/Ethnicity
Address                      Telephone Number

Source of Referral:
II. **Reason for Referral**

Give a brief explanation of the problem statement presented by the referral source and the type of help requested from the agency.

III. **Assessment of the Client System (Subheadings)**

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.).

**Subheadings:**

1. Family Background and Situation
2. Physical Functioning and Health
3. Intellectual Functioning
4. Emotional Functioning
5. Interpersonal and Social Relationships
6. Religion and Spirituality
7. Cultural Factors

IV. **Problem-Solving Ability**

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.

V. **Target System**
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.

VI. Action System

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

VII. Problem-Solving Analysis

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? What measures need to be in place to ensure sustainability?

VIII. Recommendations

Utilizing ethical principles identify specific needs and recommendations based on information in the assessment. Discuss the role of advocacy as it relates to ensuring that recommendations are followed.

IX. Signature

This assignment is due: March 10, 2016
INTERVENTION PAPER (to address your social assessment and single-system design case) (60 pts) EPAS 2.1.10, PB 10.8, 10.9, 10.10, 10.11, 10.12

In this assignment, students are to briefly describe and apply an intervention (case management & team work, 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. (3/4 to 1 page for each.) (20 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. Explain your reasons for choosing this particular intervention method. Each article should relate to the specific intervention category. You can use multiple intervention categories. (20 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)

4. APA and physical presentation of paper (i.e. grammar, sentence and paragraph structure). (10 pts.)

This assignment is due: April 21, 2016
BIBLIOGRAPHY


Clifford, D., Burke, B., Peery, D. & Knox, C. (2002). Combining key elements in training and research: Developing social work assessment theory and practice in


SUGGESTED READINGS


family-centered practice in schools. *Children & Schools*, 23(2), 73-84.


