

GENERALIST PRACTICE

Foundations of Social Work Practice

GENERALIST PRACTICE

1. multi-level interventions
2. eclectic knowledge base
3. addresses both private and social issues

- To help.
- “At first, do no harm.”
- “...specifying a cookbook recipe for social work practice is impossible because of the variety of problems encountered.”
- “...flexibility and creativity...”

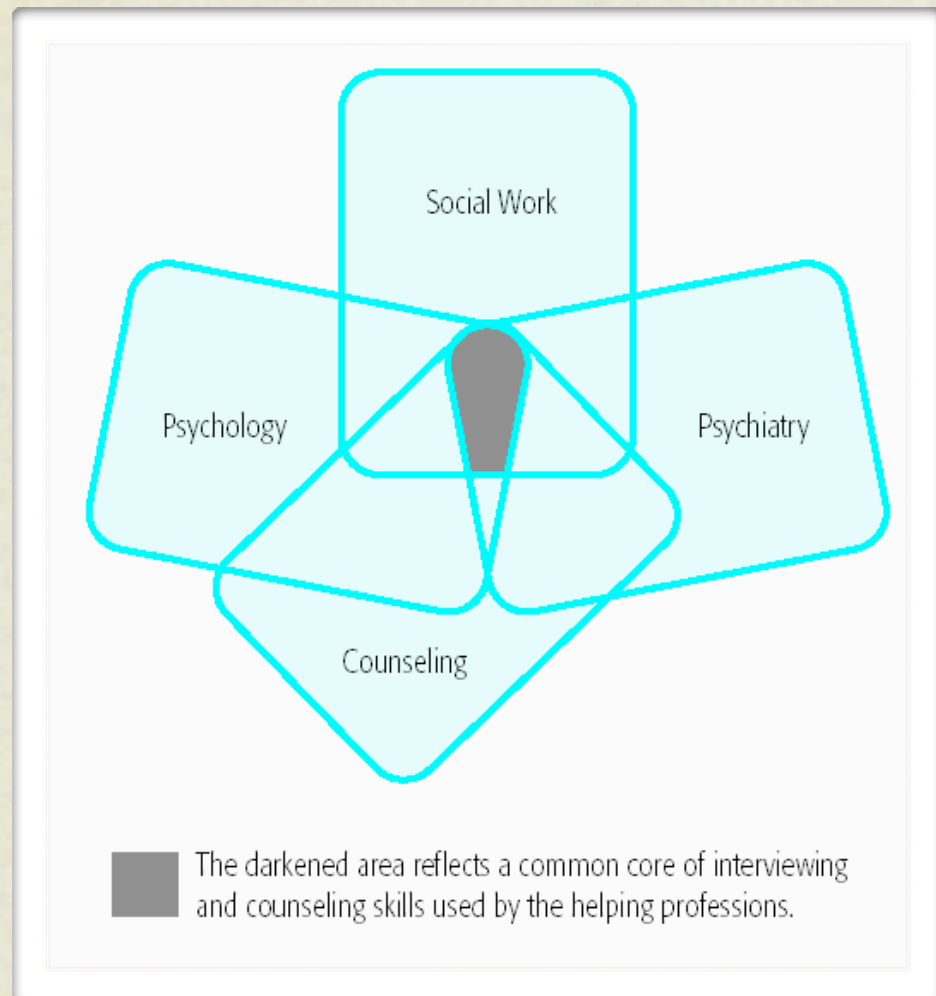
- Is Social Work an art or a science?
- It's both.
- It shouldn't be exploratory surgery.
- Should always be based on all available research-based knowledge.

EVIDENCE-BASED PRACTICE

- Selecting interventions based on existing outcome studies
- When there are no studies in that area - be careful
- Informed consent: letting the client about possible outcomes
- Monitor your practice through systematic evaluation

OVERLAP WITH OTHER FIELDS

(ECLECTIC KNOWLEDGE & AUTHORITY QUESTIONS)



- Sociology
- Psychology
- Psychiatry
- Medicine
- Nursing
- Counseling
- Marriage & Family Therapy
- Christian Counseling
- Biblical Counseling
- Religion
- Law / Law Enforcement
- Politics
- Business
- Marketing

UNIQUE CHARACTERISTICS OF SOCIAL WORK

1. Can work with any problem - do not refuse or refer
2. Identify target systems - individuals to governments
3. Advocate for clients (balance)
4. *NASW Code of Ethics*
5. Self-determination of clients

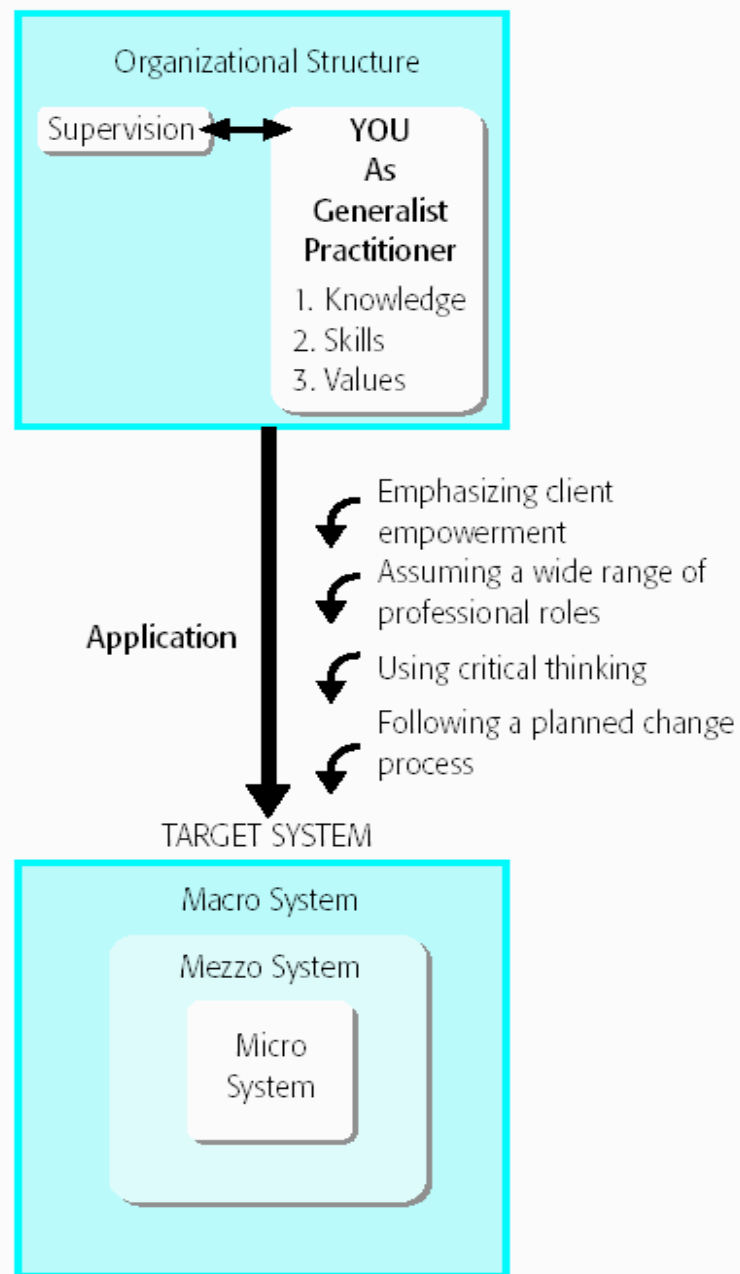
GENERALIST PRACTICE

“the application of an eclectic knowledge base, professional values, and a wide range of skills to target systems of any size, for change within the context of four primary processes.”

FOUR PROCESSES OF GENERALIST PRACTICE

1. Empowering clients
2. Working within an organizational structure
3. Assuming a wide range of professional roles
4. Applying critical thinking skills to the planned change process

FIGURE 1.2 ■ *The Definition of Generalist Practice: A Pictorial View*



THEORIES

SYSTEMS

- systems
- dynamic
- input/output
- homeostasis
- equifinality

ECOLOGICAL

- social environment (P-I-E)
- transactions
- input/output
- interface (root problem)
- adaptation / coping
- interdependence

Which is best?

causal attribution



What we
actually
believe
causes a
problem.

etiology



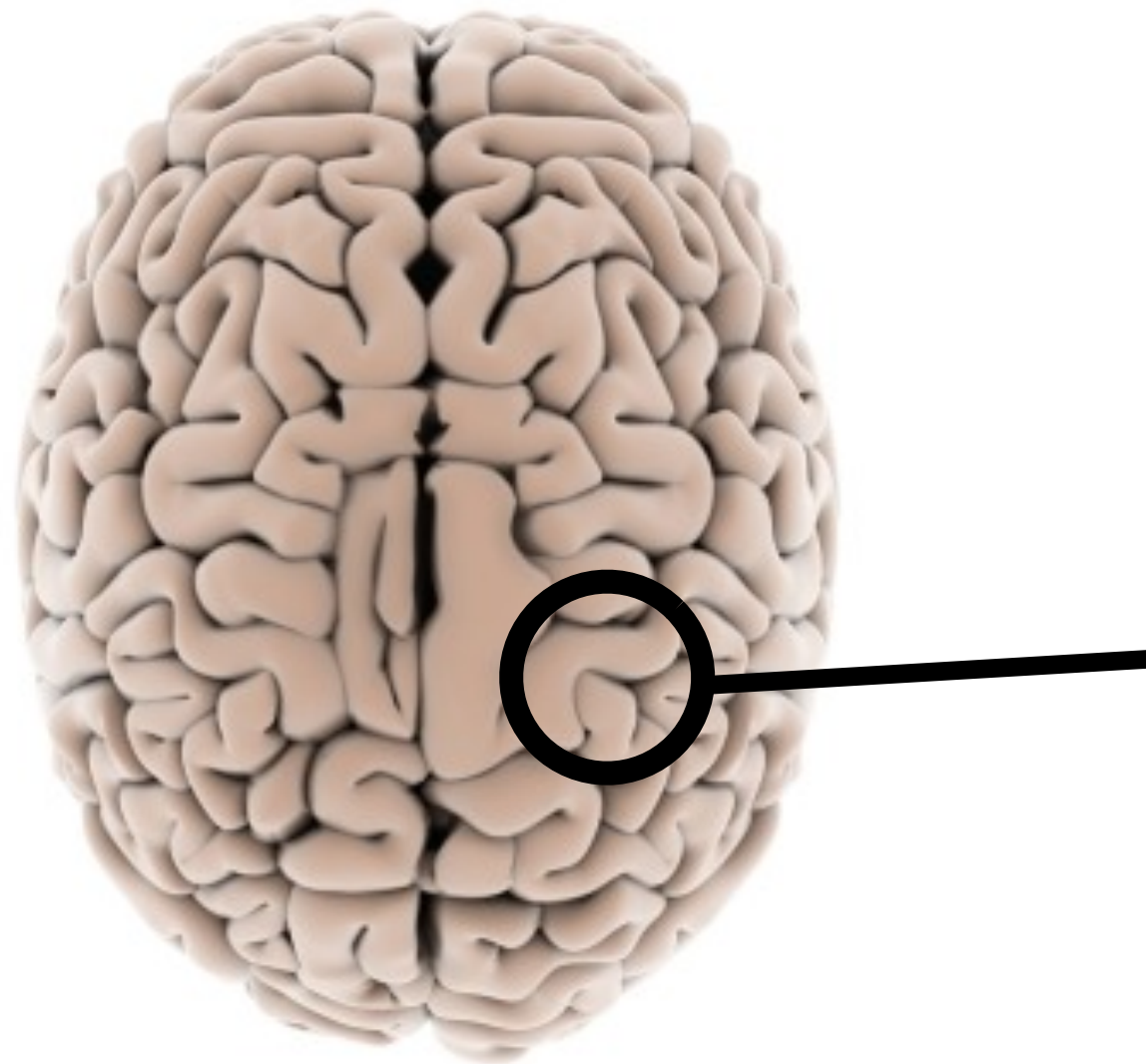
The **scientific** study of what causes a particular problem.

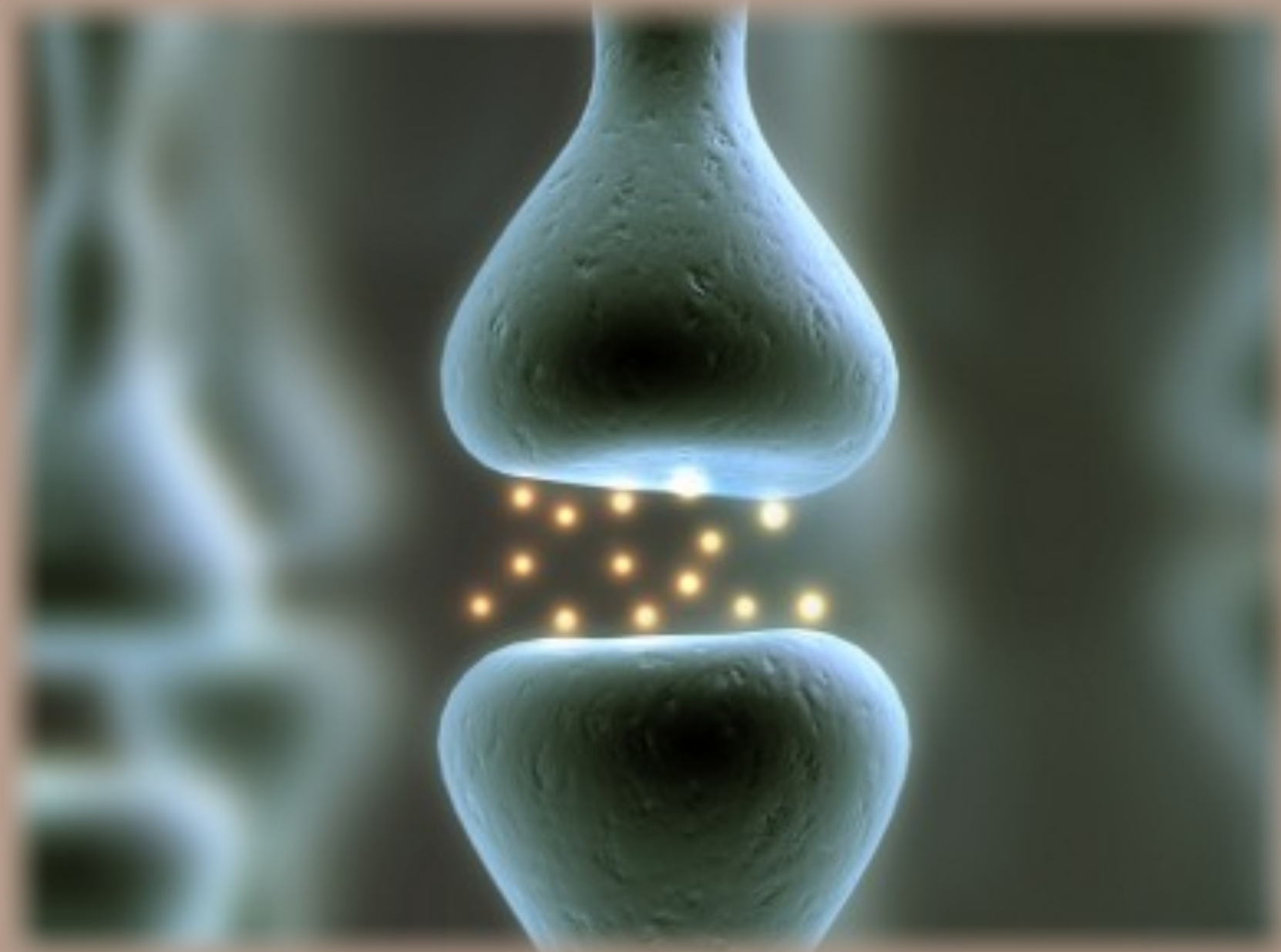
Nature vs. Nurture

etiology



Nature



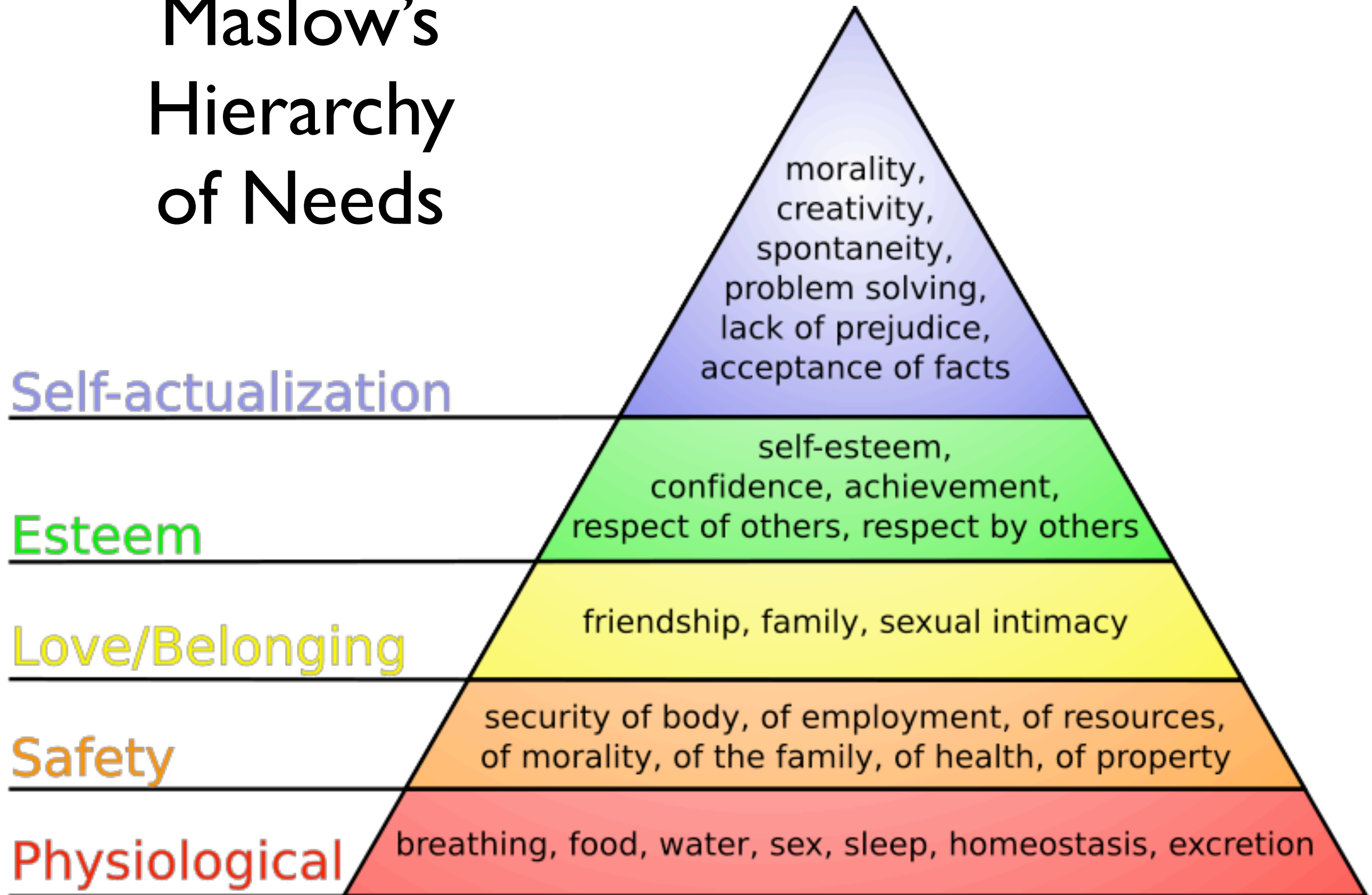


Neurotransmitters

Nurture



Maslow's Hierarchy of Needs



Maslow

1. Physiological Needs
(food, shelter, water, & warmth)
2. Safety
3. Love
4. Esteem
5. Self-Actualization

social location of child's family = power

Race / Ethnicity

Health

Class (Economics)

Job Status

Gender

Geography

Age

Urban / Rural



social stratification

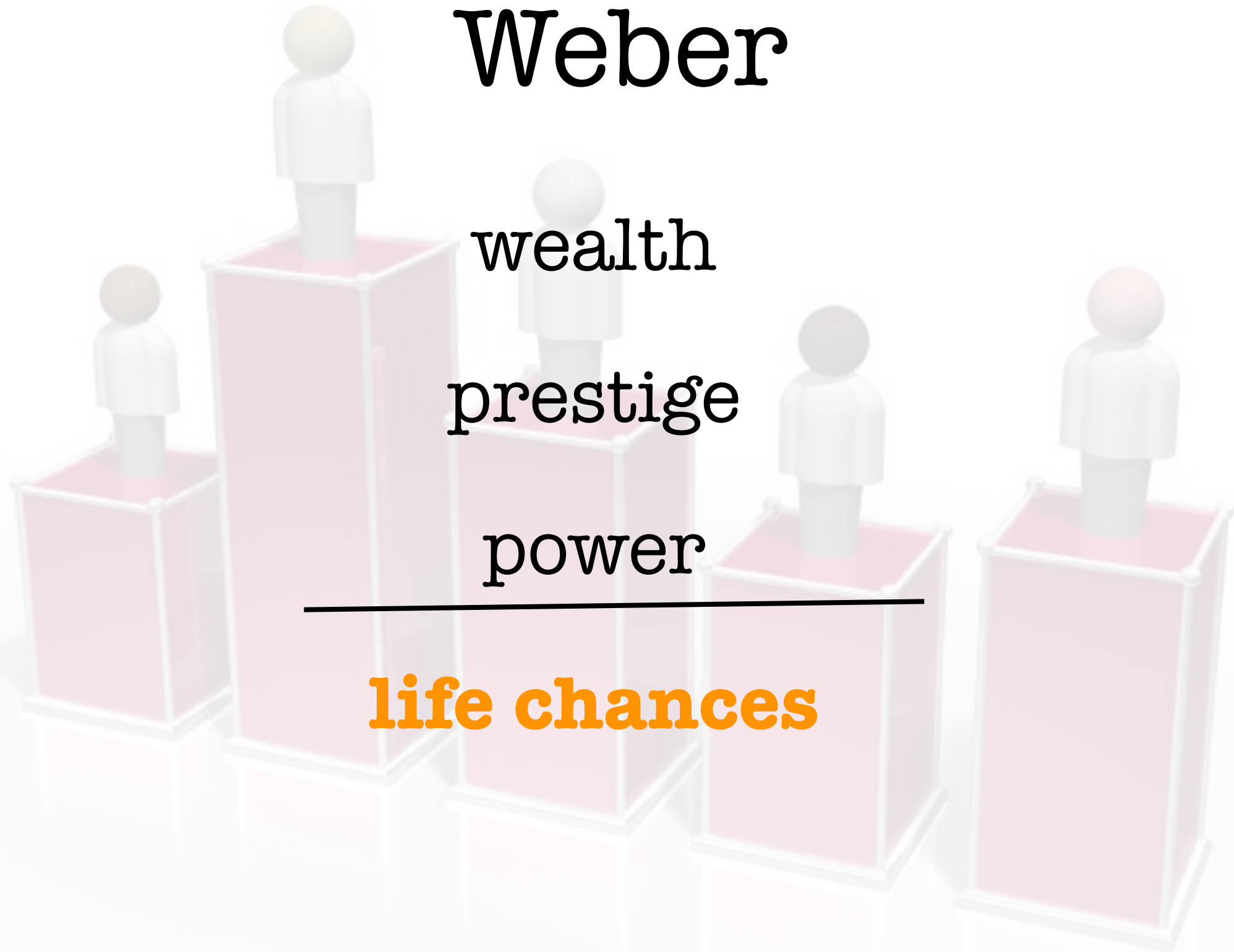
Weber

wealth

prestige

power

life chances



life chances

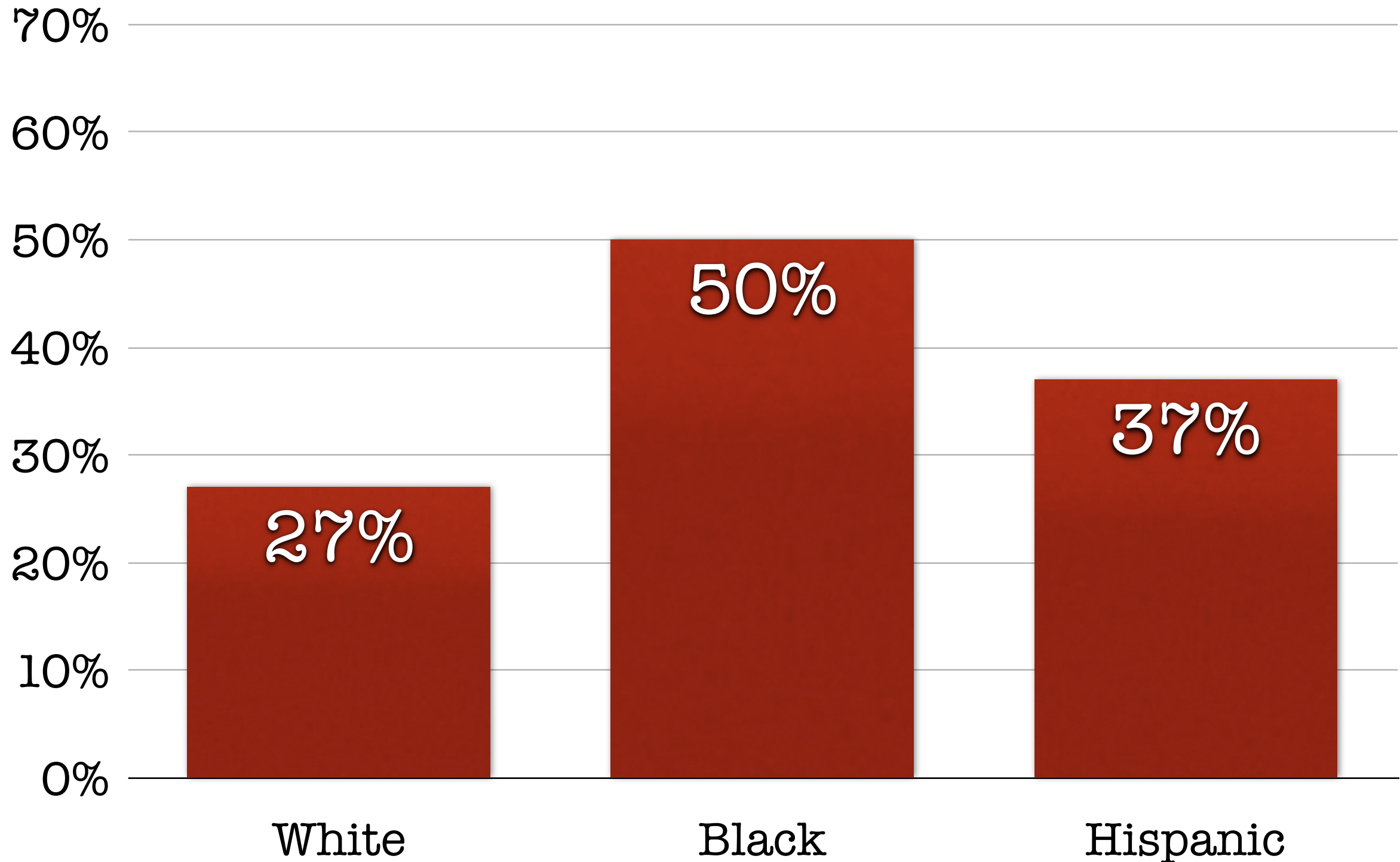




inequality

resources & choices
condition vs. opportunity
exposure vs. outcomes

No parent has full-time, year-round employment



Percentage of Children in Poverty

■ Single Mom ■ Married Couple

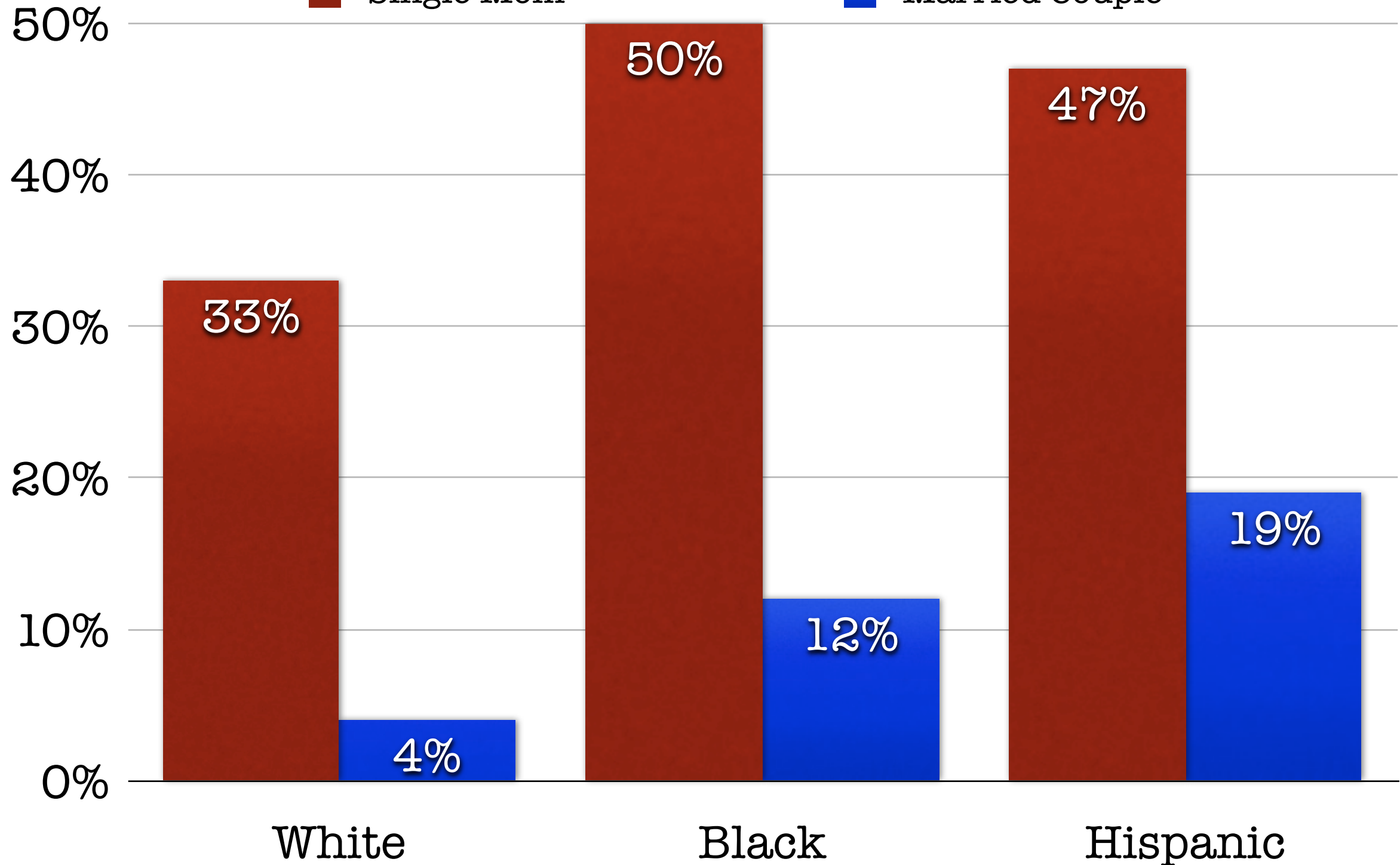
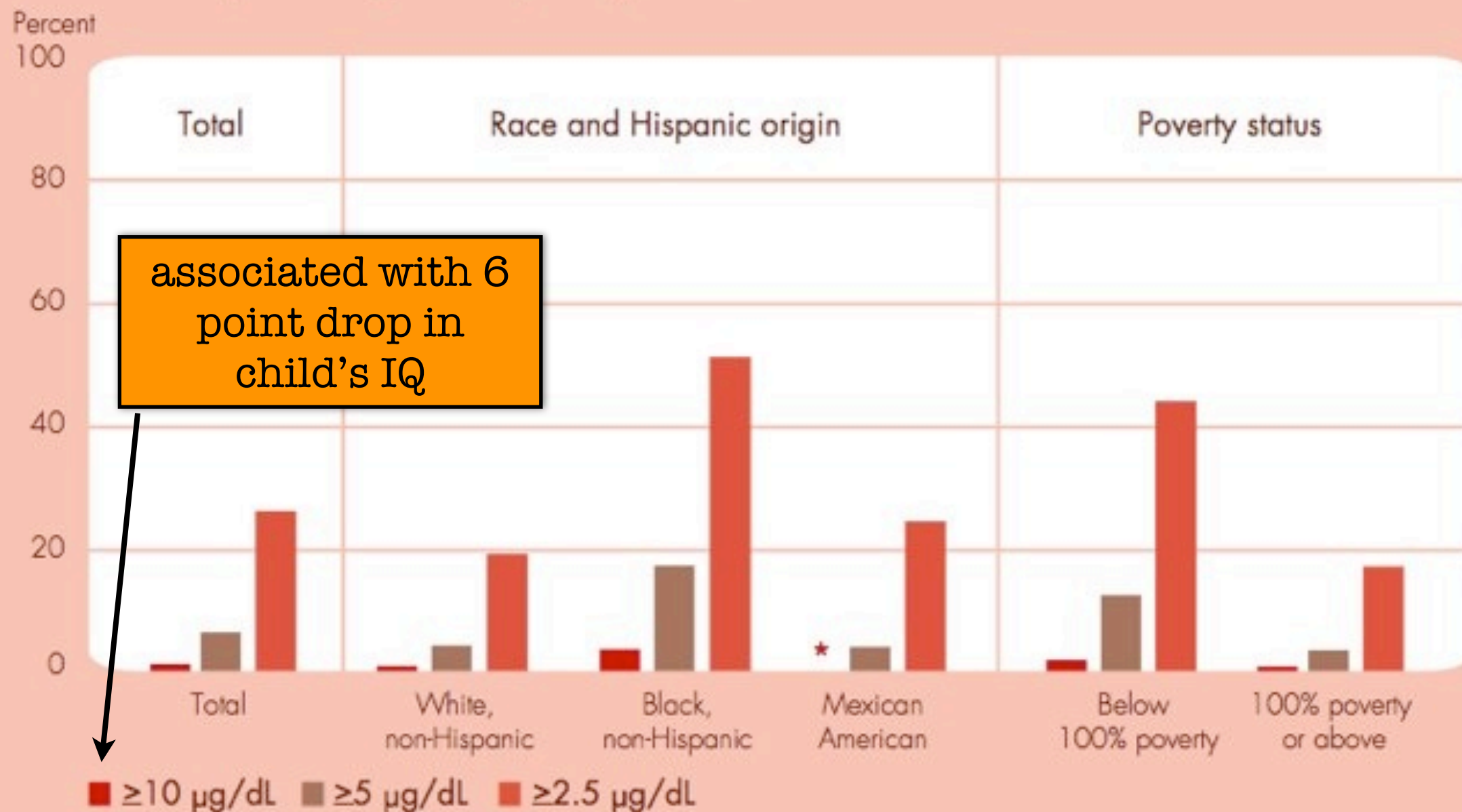


Figure 8 Percentage of children ages 1–5 with specified blood lead levels by race and Hispanic origin and poverty status, 2001–2004



* Data for $\geq 10 \mu\text{g/dL}$ not shown. Estimate is considered unreliable (relative standard error is greater than 40 percent).

NOTE: Data from combined samples for 2001–2004. In this survey, respondents were asked to choose one or more races. All race groups in this figure refer to people who indicated only one racial identity. Mexican American children may be of any race.

SOURCE: Centers for Disease Control and Prevention, National Center for Health Statistics, National Health and Nutrition Examination Survey.

television
video games
internet

violence
advertising
consumerism

No Child Left Inside



community

“who is my neighbor”?

interdependence

schools

churches





West Nickel Creek

CONTENT AREAS

- Values & Ethics
- Diversity
- Cultural Competency
- Populations-at-Risk | Promotion of Soc. & Economic Justice
- HBSE (Human Behavior & the Social Environment)
- Policy
- Practice
- Research
- Field Education

CRITICAL THINKING
QUESTION 1.1 - P. 15

HIGHLIGHT 1.3 - P. 16
ETHICAL DILEMMAS

EMPOWERMENT

The process of increasing personal, interpersonal, or political power so that individuals can take action to improve their life situations.

EMPOWERMENT

Temptation to focus on individual dysfunction (problems)

Empowerment works better from a *strengths perspective*.

STRENGTHS PERSPECTIVE

An orientation focusing on client resources, capabilities, knowledge, abilities, motivations, experience, intelligence, and other positive qualities that can be put to use to solve problems and pursue positive change.

STRENGTHS PERSPECTIVE

Saleebey's principles of the *Strengths Perspective*:

1. Every individual, group, family, and community has strengths.
2. Trauma and abuse, illness, and struggle may be injurious but they may also be sources of challenge and opportunity.

STRENGTHS PERSPECTIVE

Saleebey's principles of the *Strengths Perspective*: (cont.)

3. Assume that you do not know the upper limits of the capacity to grow and change and take individual, group and community aspirations seriously.
4. We best serve clients by collaborating with them.
5. Every environment is full of resources.

RESILIENCY

The ability of an individual, family, group, community, or organization to recover from adversity and resume functioning even when suffering serious trouble, confusion, or hardship.

Risk - Resilience Paradigm



Nature vs. Nurture

risk factors





Risk Factors

Fraser & Terzian

any event, condition, or experience that increases the probability that a **problem** will be formed, maintained, or exacerbated

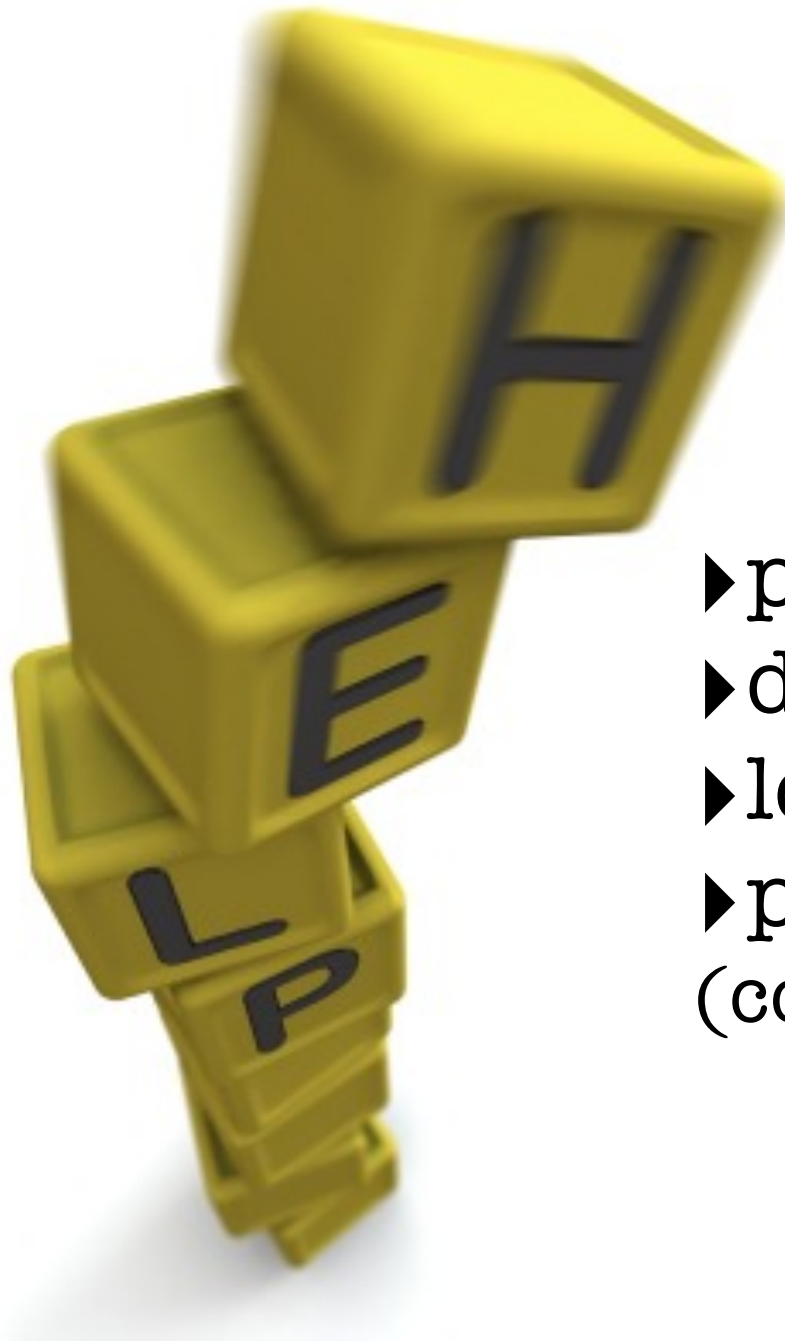


Risk Factors

cumulative

long-term effects

interactive



Risk Factors

environmental

- ▶ poverty
 - ▶ disorganized neighborhoods
 - ▶ low neighborhood attachment
 - ▶ pollution
- (conception & gestation as well)



Risk Factors

interpersonal / social

- ▶ poor family communication
- ▶ inadequate child-parent bond
- ▶ addiction in family
- ▶ failing schools
- ▶ low school commitment
- ▶ rejection by conforming peers
- ▶ acceptance by antisocial peers



Risk Factors

individual

- ▶ familial history of addiction
- ▶ sensation-seeking orientation
- ▶ poor impulse control
- ▶ attention deficits
- ▶ hyperactivity



Protective Factors

Fraser & Terzian

resources

(individual or environmental)
that minimize the impact of risk

Nature vs. Nurture

protective factors





Protective Factors

Fraser & Terzian p. 9

environmental

- ▶ educational & employment opportunities
- ▶ caring relationships with adults
- ▶ social support from non-family members
- ▶ support from church



Protective Factors

Fraser & Terzian p. 9

interpersonal / social

- ▶ attachment to parents
- ▶ caring relationships with siblings
- ▶ low parental conflict
- ▶ high levels of commitment to school
- ▶ beliefs in pro-social norms and values



Protective Factors

Fraser & Terzian p. 9

individual

- ▶ social and problem-solving skills
- ▶ positive attitude
- ▶ temperament
- ▶ high intelligence
- ▶ low childhood stress
- ▶ spirituality

Resilience

Perseverance

Toughness

Bounce - Back

Emotional Intelligence

Can Be Built Through
Protective Factors





accumulation

Resilience = Risk Factors + Protective Factors



etiology

cumulative

complex

single causes are a myth

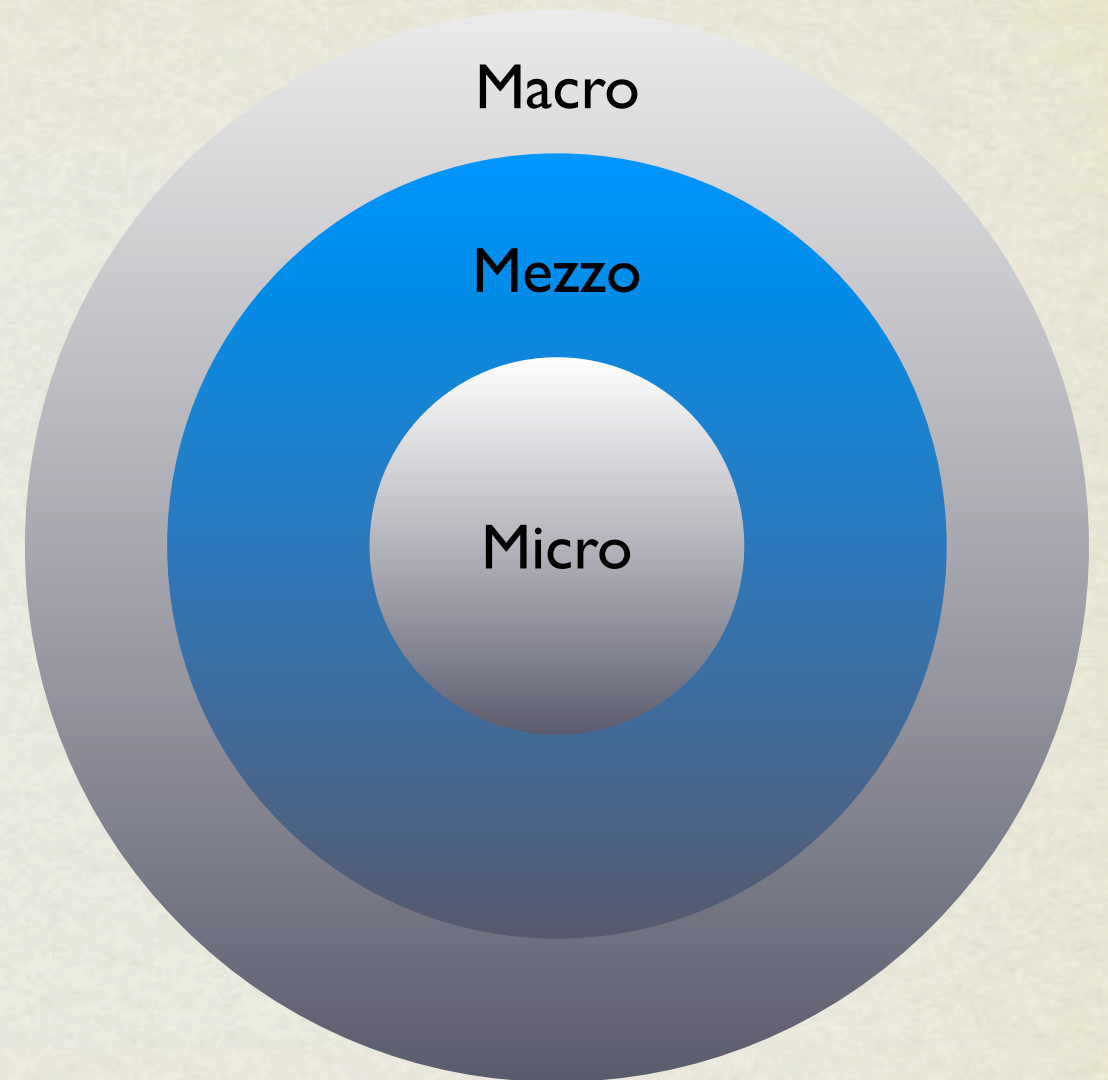
SIZES OF TARGET SYSTEMS

OLD

- casework
- group work
- community organization

NEW

- micro - individuals
- mezzo - small groups
- macro - communities & organizations



ROLES OF SOCIAL WORKERS

- counselor
- educator
- broker
- case manager
- mobilizer
- mediator
- facilitator
- advocate

CRITICAL THINKING SKILLS

1. Careful scrutiny of what is stated as true or what appears to be true
2. Creative formulation of an intervention