My Conceptual Framework of

Generalist Social Work Practice and Intervention

By

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A Senior Paper submitted to the faculty of

Weber State University

In partial fulfillment of the requirements for the

Degree of

Baccalaureate of Social Work

Department of Social Work

Weber State University

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Senior Capstone Paper

The student will be required to write a major capstone paper in Soclwk 4990 (Senior Seminar). This paper provides the students with the opportunity to pull together the curriculum and further develop their conceptualization of social work as a profession.   The paper is completed in three parts.   All three sections must be written in APA format.

1. The Senior Capstone Paper is started in SW3900 with the liberal arts perspective and "Why I Selected Social Work as a Profession". This paper should be corrected. It is the first part of the paper. The rest of Part One of the senior paper is completed in SoclWk 4860. This section provides the students with the opportunity to demonstrate their conceptual understanding of social work as a profession. For the most part, the students discuss the knowledge, skill and value base for social work practice. They are required to explain how they have been able to use the skill(s) in an actual agency with clients. This requires the students to discuss more than the theoretical base of the concept, but the skills that are needed and how they can be implemented in an agency setting. (90 to 120 pages)

2. Part Two of the paper provides the students with the opportunity to complete an analysis of the agency. This section is completed in Soclwk 4860. The students are required to work closely with the field practicum supervisor in the development and completion of this section. Other social work courses in the curriculum provide content that is very relevant to the completion of this section (Soclwk 3500 , Social Policy, and Soclwk 3930, Macro Intervention.). (20 pages)

3. Part Three of the senior paper is completed in Soclwk 4861. Option 1 - This section demonstrates the ability of the student to evaluate the outcome and effectiveness of their intervention models with clients across a micro, mezzo, or macro setting. Students are required to submit one case that they completed during the 400 clock hours of field practicum experience. Option 2- In conjunction with your agency, you may develop and complete a survey research project and write-up the results. (15 to 20 pages)

References:

Commission on Accreditation, (2002), Handbook of Accreditation Standards and Procedures, (5th Ed.), Alexandria, VA: CSWE.

Kirt-Ashman, Hull, (2001), Generalist Practice with Organizations & Communities, (2nd Ed.), Canada: Brooks/Cole.

Netting, Kettner, McMurtry, (1998). Social Work Macro Practice, (2d Ed.), New York, NY: Longman.

Zastrow, (2002), The Practice of Social Work, (7th Ed.), Pacific Grove, CA: Brooks/Cole Publishing.

Part I: Senior Capstone Paper
Generalist Perspective of the Social Work Program
Weber State University

Knowledge Base

a.   Critical Thinking Skills
b.   Values and Ethics Practice: Positive Diversity
c.   Professionalism of Self
d.   Strategies to Change Oppression and Discrimination Through Promotion of Social Economic Justice
e.   Social Work History
f.   Knowledge and Skills Practice Within Systems
g.   Bio-Psycho-Social Assessments and Theoretical Frameworks
h.   Social Policy Impacts on Client, worker, and Agency Systems
i.   Practicing with Research Analogies, Applications, and Evaluations
j.   Differentiation of Communication Skills
k.   Use of Appropriate Supervision
l.   Organization and Service Delivery System Operation:

Skill Base
<u>Micro-Mezzo-Macro</u>

a.   Defining Issues
b.   Collection and Assessing Data
c.   Planning and Contracting
d.   Identifying Alternative Interventions
e.   Selecting and Implementing Appropriate Courses of Action
f.   Using Appropriate Research to Monitor and Evaluate Outcomes
g.   Applying Appropriate Research-Based Knowledge and Technological Advances
h.   Termination

Value Base

a.   Social Work Code of Ethics
b.   Ethical Dilemma
c.   Personal Values

Part Two: Senior Capstone Paper
The Conceptual Analysis of the Practicum Agency

FOCUS A: IDENTIFYING THE AGENCY'S TASK ENVIRONMENT

Task I: Identify Funding Sources

> What are the agency's funding sources?
> How much and what percentage of funds are received from each source?
> Which funds are earmarked for certain programs or services and which are flexible?

Task 2: Identify Sources of Non-Cash Revenues

> Does the organization use volunteers? If yes, how many and for what purposes?
> What material resources (e.g., food, clothing, physical facilities, etc.) does the organization receive?
> What tax benefits does the organization receive?
> How important are non-cash revenues to the organization's operation?

Task 3: Identify Clients and Client Sources

> What client groups does this organization serve?
> How many duplicated clients are served by each program?
> How are client needs determined?
> Within each client group, how many (or what percentage) are able to pay? Contract eligible? Unable to pay (low-pay or no-pay)?
> What percentage of clients are ethnic/racial minorities, women, gays or lesbians, or members of other oppressed groups?
> How and by whom (i.e., self, family, provider) are clients referred to this organization?
> How and to which agencies does this organization refer clients?

Task 4: Identify Other Constituents

> What state and federal regulatory bodies oversee programs provided by this organization?
> What agencies contract with this organization for service delivery?
> What professional associations, labor unions, or accrediting bodies influence agency operations?
> Is this organization affiliated with or sponsored by religious, ethnic, or fraternal bodies?
> How does this organization define its "public," and what groups are parts of this definition?

FOCUS B: RECOGNIZING THE DYNAMICS OF AGENCY/ENVIRONMENT RELATIONS

Task 5: Observe Relationships with Clients

Has this organization <u>targeted new or different</u> clients within the last five years?
What is the <u>organization's domain</u> (specifically, what types of clients does the organization serve)?
Are <u>these clients ones who bring resources</u> to the agency or for whose services resources must be obtained elsewhere?
Does the organization claim a <u>larger domain</u> than it serves, and are significant numbers of clients turned away?
What types of clients does the <u>organization refuse</u> (e.g., are most of these the poorest or most troubled clients; are most of these minorities as opposed to non-minorities)? What happens to these clients?

Task 6: <u>Observe Relationships with Resource Sources</u>

How good are the <u>relationships between funding sources</u> and organizational leaders?
How does the organization <u>use and work with volunteers</u>?
How <u>good</u> are the relationships between important external various constituencies and organizational members?
What types of <u>changes have recently affected</u> the organization, particularly in the area of access to resource?

Task 7: <u>Observe Relationships with Competitors</u>

What other agencies provide the <u>same services</u> to the same clientele as this organization?
Are there mechanisms for <u>interagency cooperation,</u> and are they used?
With whom does the organization <u>compete</u>?
With whom does the <u>organization cooperate</u>? Are these relationships formal or informal (e.g., is the organization part of a coalition or an alliance)?

FOCUS C: ANALYZING THE ORGANIZATION

Task 8: <u>Identify Corporate Authority and Mission</u>

Is the organization operating in a manner that is <u>consistent</u> with its mission and authority?
To what extent is the <u>mission supported by staff</u> that performs different roles within the organization?
Are <u>policies and procedures consistent with mission</u> and authority?

Task 9: <u>Understand Organizational Structure</u>

What is the organizing theme for the <u>basic organizational structure</u> (e.g., bureaucratic, organized around programs, organized around professional disciplines, alternative or nontraditional, etc.)?
Is this the <u>most logical structure</u>? Is it consistent with and supportive of the mission?
Is staff clear about <u>reporting lines</u> and accountability?
Is supervision <u>logical and capable of performing expected</u> functions?
Is there an <u>informal organization</u> (people who carry authority because they are respected by staff and thus exert influence outside those in formally designated positions)?
Are there <u>clear distinctions</u> between staff and line functions?

Task 10: <u>Understand Administration, Management, and Leadership</u>

How is the <u>work-place organized</u> and work allocated?
Is appropriate <u>authority</u> assigned along with responsibility?
How close is <u>supervision</u> and what, exactly, is supervised? Is it tasks, or is it functions, or is it the employee, depending on need?
How are people <u>treated</u> in the work-place, including the very lowest level employees?
Do employees feel <u>valued</u> at every level? Do they believe they are making a contribution to the success of the organization?
How are <u>decisions made</u>? Is information solicited from those affected? Is it used? Are there individuals or units within the organization that are left out of decision-making? If so, why?
How is <u>conflict handled</u>?

Task 11: <u>Recognize the Organization's Culture</u>

How would one begin to <u>describe the organization's culture</u>?
What are the organization's <u>artifacts and creations</u>?
What are the organization's <u>stated values,</u> and what is actually valued within the organization?
How do <u>leaders within</u> the organization influence organizational values and assumptions?
What are the <u>taken-for-granted patterns</u> within this organization?
Is behavior <u>consistent</u> with culture?
Are there <u>minorities</u> or others who feel left out of the accepted organizational culture?

Task 12: <u>Assess the Organization's Programs and Services</u>

What programs are <u>offered</u>? What services are offered within each program? Are the services consistent with the goals and objectives of the program?
Is there a common <u>understanding among management</u> and line staff within each program about problems to be addressed, populations to be served, services to be provided, and outcomes to be achieved?
Are <u>staffing patterns appropriate</u> to the services to be provided? Are any staff over- or under-qualified?
Are workload <u>expectations reasonable</u> given expectations for achievement with each client and within each service and program?
Is consideration given to <u>cultural and racial</u> understanding of workers and clients?
What <u>data is collected</u> on clients, and how is it used?
What <u>evaluative</u> information is expected from the evaluation plan?
Is there a plan to gather information about clients and the extent of <u>improvement at the point of termination</u> and in a follow-up survey or interview?
Is there an effort to determine level of <u>client satisfaction</u> with services? What do the findings reveal to date?

Task 13: <u>Assess Organizational Technology</u>

What are the <u>job expectations</u> for each level of staff within the organization?

What background <u>education and experience is required</u> to perform these jobs?
Do those who hold these jobs have the appropriate <u>credentials</u>?
Are staff members <u>performing competently</u> in their positions?
Are they meeting <u>expectations</u>?
Are they <u>effective</u> (do they get good results) in working with clients?
Is each <u>discipline supervised and evaluated</u> by someone with appropriate knowledge, values, skills, and professional identification?
In what ways are various units representing <u>different</u> disciplines (e.g., social work, psychology, medical, data processing, etc.) linked with each other for the purposes of collaboration and communication?

Task 14: <u>Locate Personnel Policies and Procedures</u>

How diverse is the <u>work-force</u>? Are differences valued in this organization?
How do managers and <u>administrators view staff</u>? As people who carry out tasks?
As members of <u>teams or units</u>? As creative problem solvers who have an important stake in organizational success?
What formal and informal <u>criteria are used for evaluating</u> performance?
What kinds of behavior does the organization <u>reward</u>?
What is the organization's philosophy and policy about staff <u>development and training</u>?
What <u>resources</u> are invested in it?
How attractive are <u>wages, hours, working conditions</u>, and fringe benefits?
How attractive is the <u>facility and the work environment</u>?
What are the <u>affirmative action policies</u> and how are they implemented?
To what extent does the organization <u>groom</u> people for higher level positions, and to what extent do they promote from within.

Task 15: Recognize How the Organization Deals with Community Relations

Is there a clearly defined <u>public image</u>, and is there a strategy for communicating this image to the public?
What kinds of resources, including funding does the organization <u>invest</u> in promoting its public image?
What is the <u>reputation</u> of the agency, its programs and services, its board, executive, management, and line staff with the general public, other agencies, funding sources, clients, and other relevant constituencies such as minority communities?
Do the agency's facilities and <u>published materials</u> contribute to its desired public image?
Does the agency respond when <u>needed</u> by other community agencies for political activities, fund raising, dealing with community social problems or other issues?

Task 16: Recognize Methods of Financial Management and Accountability

Is the budget prepared in accordance with <u>accepted standards</u> of accounting and financial reporting?
Are annual <u>audits</u> conducted?
Are program staff involved in a meaningful way in <u>preparing</u> the budget, and do they get useful feedback about expenditures and unit costs during the year?
Do program staff use budget data as a <u>measure</u> by which they attempt to improve efficiency?

Do resources appear to be <u>adequate</u> to achieve stated program goals and objectives?
What are the major sources of <u>revenue</u> for the organization? What <u>demands and restrictions</u> does each funding source place on the organization and its programs?

Task 17: Assess Facilities, Equipment, Computer Utilization, and Records Management

Do employees feel that they have <u>enough space</u>? Is the physical work environment attractive and conducive to high productivity?
Have <u>problems been identified</u> with current facilities and equipment?
Is there a plan to <u>address</u> the problems and to fund solutions?
Are there conditions related to facilities or equipment that appear to act as <u>barriers</u> to productivity or work flow?
Is the agency able to <u>produce data that will answer important</u> questions about clients, programs, and services?
Does the agency have a <u>computerized record-keeping</u> and management information system that includes client data?

Part Three: Senior Capstone Paper
The Students Experience in Providing Social Work Intervention at Either the Micro, Mezzo or Macro Level of Practice or Concurrently
The Following Format is adhered to for Reporting the Intervention Experience

<u>Specify the Goal</u>: This is the first step of the single-system evaluation, and the outcome is for the student to specify the goal of the intervention with a client. The goal should reflect the information obtained in the social work assessment and should state in concrete terms what will be different at the end of treatment. The goal should reflect the needs and wishes of the client and what is realistic to achieve. Also, the goal should be specific and measurable.

<u>Select the Suitable Measure(s)</u>: The student is required to measure the desired outcome in some reliable way. We suggest that measurement means that the outcome must be quantifiable. The student is required to tell whether the goals or outcome has occurred and to be able to rate the level of the outcome using a scale or some other procedure.

<u>Record Baseline Data</u>: The student is required to collect data for a period of time before they can implement the intervention. The major purpose of this is to provide the student with the opportunity to make a comparison of data collected during and after treatment. If the treatment data show a different level or pattern from the baseline data, one can reasonably conclude there has been a change.

<u>Implement the Intervention and Continue Monitoring</u>: The most important consideration from the point of view of evaluating practice is to specify just what the intervention consists of and the monitoring procedures that will be used. It is expected that the students will use the same measurement procedures established during the baseline process.

Assess Change: This is a critical step for the students as to their ability to assess change. After they have collected data on the outcome measures during the baseline and treatment phase, the next step is to assess whether there has been any change. The critical issue is whether any significant change has occurred from a statistical or clinical standpoint. The statistical or experimental change refers to actual change in outcome between phases.

Infer Effectiveness: This is the ability on the part of the student to show logically and empirically that the intervention is the only plausible explanation for the observed change in the client, family, group, organization or community outcome. It is critical that the student rule out other possible explanations for the observed change.