

Companion Readings for The Practice of Generalist Social Work

Companion readings that complement and extend chapters from the book have been chosen to support teaching, learning, and critical reflection.

Chapter 1: Understanding Social Work Practice

1.1: O'Neill, P. & del Mar Fariña, M. (2018). "Constructing critical conversations in social work supervision: Creating change." *Clinical Social Work Journal*, 46(4), 298–309. DOI: 10.1007/s10615-018-0681-6.

Questions for consideration:

1. How does the *critical conversations* model of social work supervision relate to your understanding of the ecosystems perspective, social justice perspective, and strengths perspective?
2. How can your exploration the dynamics related to privilege and oppression in the supervisor-supervisee relationship support you in gaining self-knowledge that allows for effective social work practice?
3. What do you imagine the role of supervision to be in your role as a social work student intern?

1.2: del Mar Fariña, M. & O'Neill, P. (2022). "The structural clinical model: Disrupting oppression in clinical social work through an integrative practice approach." *Clinical Social Work Journal*. DOI: 10.1007/s10615-022-00841-3.

Question for consideration:

1. Why should social workers understand the endemic processes and manifestations of racism, social inequities, structures, and dynamics of white supremacy within and across organizational, supervisory, and clinical relationship

Chapter 2: Applying Values and Ethics to Practice

2.1: McComb, L. (2020). "Ethical dilemmas in power and authority: A social work student confronts her own power." *Ethics and Social Welfare*, 14(4), 425–431. DOI: 10.1080/17496535.2020.1839183.

Manning, S. S. & Gaul, C. E. (2008). "The ethics of informed consent: A critical variable in the self-determination of health and mental health clients." *Social Work in Health Care*, 25(3), 103–117. DOI: 10.1300/J010v25n03_09.

Questions for consideration:

1. How does the “spirit” of *informed consent* relate to social work practice?
2. How does *informed consent* relate to the social work ethic related to *self-determination*?
3. In what ways does *informed consent* protect the role and ethical obligations of the social worker?

2.2: Reamer, F. G. (2013). “Social work in a digital age: Ethical and risk management challenges.” *Social Work*, 58(2), 163–172. DOI: 10.1093/sw/swt003.

Questions for consideration:

1. What does it mean to be *competent* in the use of technology as a social worker?
2. In what ways do you anticipate utilizing technology in your social work practicum? How can you make sure you are utilizing this technology in a manner that aligns with social work ethics and values?

2.3: Krings, A., Kornberg, D., & Lee, S. (2019). “Lessons and policy implications from the Flint water crisis.” CSD Policy Brief No. 19–41. St. Louis, MO: Washington University, Center for Social Development. https://openscholarship.wustl.edu/csd_research/898/.

Questions for consideration:

1. How can social work practitioners advocate for low-income communities?
2. How can social work practitioners help to identify opportunities for vulnerable population members’ involvement in structures that impact them?
3. How can social workers collectively mobilize to support investments in children and families?

Chapter 3: Communication, Interviewing, and Engagement: Relationship Skills for Practice at All Levels

3.1: Levenson, J. (2017). “Trauma-informed social work practice.” *Social Work*, 62(2), 105–113. DOI: 10.1093/sw/swx001.⁴

Questions for consideration:

1. How does a trauma-informed approach to care support the engagement of clients and community members?
2. How might a trauma-informed care approach be integrated into the approaches to engagement and interviewing described in Chapter 3 of your textbook?

3.2: Marsiglia, F. F. & Booth, J. M. (2015). "Cultural adaptation of intervention in real practice settings." *Research on Social Work Practice*, 25(4), 423–423. DOI 10.1177/1049731514535989.

Questions for consideration:

1. What do you see as the advantages and disadvantages to cultural adaptation of evidence-based interventions?
2. When might a social worker consider that cultural adaptation might improve our care of a client or community member?
3. How does the idea of cultural adaptation relate to social work ethics and values related to culturally relevant practice?

Chapter 4: Social Work Practice with Individuals: Assessment and Planning

4.1: Fisher-Borne, M., Cain, J. M., & Martin, S. L. (2015). From mastery to accountability: cultural humility as an alternative to cultural competence. *Journal of Social Work Education*, 34(2), 165–181. DOI: 10.1080/02615479.2014.977244.

4.2: Myers, K. A., Lindburg, J. J., & Nied, D. M. (2018). "Increasing awareness: Language, communication strategies, and universally designed environments." In M. Adams, W. J. Blumenfield, D. C. J. Catalano, K. DeJong *et al.* (Eds.) *Readings for Diversity and Social Justice* (4th edition), 523–530. New York: Routledge.

Chapter 5: Social Work Practice with Individuals: Intervention, Termination, and Evaluation

5.1 Evans, N.J., & Washington, J. (2018). "Becoming an ally: A new examination." In M. Adams, W. J. Blumenfield, D. C. J. Catalano, K. DeJong *et al.* (Eds.) *Readings for Diversity and Social Justice* (4th edition), 447–455. New York: Routledge.

5.2: Azzopardi, C. & McNeil, T. (2016). "From cultural competence to cultural consciousness: Transitioning to a critical approach to working across differences in social work." *Journal of Ethnic & Cultural Diversity in Social Work*, 25(4), 282–299. DOI: 10.1080/15313204.2016.1206494.

Chapter 6: Social Work Practice with Families: Engagement, Assessment, and Planning

6.1: Falicov, C. J. (2015). "The multiculturalism and diversity of families." In T. L. Sexton & J. Lebow (Eds.) *Handbook of Family Therapy: The Science and Practice of Working with Families and Couples*, 66–85. New York: Routledge.

6.2: King, P. K. (2017). "Background" and "H. Hello." In *Tools for Effective Therapy with Children and Families*, 7–28. New York: Routledge.

Chapter 7: Social Work Practice with Families: Intervention, Termination, and Evaluation

7.1 King, P. K. (2017). "H. Hope for families." In *Tools for Effective Therapy with Children and Families*, 136–152. New York: Routledge.

7.2 Mallon, G. P. (2018). "Practice with LGBT parents." In G. P. Mallon (Ed.) *Social Work with Lesbian, Gay, Bisexual, and Transgender People* (3rd edition), 165–197. Routledge.

Chapter 8: Social Work Practice with Groups: Engagement, Assessment, and Planning

8.1: Linde, L. E. & Erford, B. T. (2018). "Ethical and legal foundations of group work." In B. T. Erford (Ed.) *Group Work: Processes and Applications* (2nd edition), 55–72. New York: Routledge.

8.2: Knight, C. & Gitterman, A. (2018). "Merging micro and macro intervention: Social work practice with groups in the community." *Journal of Social Work Education*, 54(1), 3–17, DOI: 10.1080/10437797.2017.1404521.

Chapter 9: Social Work Practice with Groups: Intervention, Termination, and Evaluation

9.1: Erford, B. T. (2018). "Multicultural issues in group work." In B. T. Erford (Ed.) *Group Work: Processes and Applications* (2nd edition), 55–72. New York: Routledge.

9.2: Brown, N. W. (2018). "Potential membership problems, concerns, and intervention skills." In *Psychoeducational Groups: Process and Practice* (4th edition), 175–196. London: Routledge.

Chapter 10: Social Work Practice with Communities: Engagement, Assessment, and Planning

10.1 Agrusti, T., Bohn, J., Dunn, E., Bell, C., & Ziegler, A. (2020). "The story so far: A mixed-methods evaluation of county-level behavioral health needs, policies, and programs." *Social Work in Mental Health*, 18(3), 257–273. DOI: 10.1080/15332985.2020.1720889.

Questions for consideration:

1. What was the purpose of the Community Needs Assessment that was conducted in this article? What needs did the authors hope to learn about or uncover among community members?
2. Given the results of the Community Needs Assessment presented in this article, what plans for community intervention would you make? Use the criteria for planning that is presented in Chapter 10 of your textbook as a guide.

10.2 Craig, S. (2011). "Precarious partnerships: Designing a community needs assessment to develop a system of care for gay, lesbian, bisexual, transgender and questioning (GLBTQ) youths." *Journal of Community Practice*, 19(3), 274–291. DOI: 10.1080/10705422.2011.595301.

Questions for consideration:

1. Why is gaining the perspective of GLBTQ youth important for the Community Needs Assessment process?
2. What is the value of using multiple methods to gain the perspective of important stakeholders? The study authors illustrate this by using methods that include key informant interviews, focus groups, survey, and community feedback.

Chapter 11: Social Work Practice with Communities: Intervention, Termination, and Evaluation

11.1 Haggerty, K. P. & Shapiro, V. B. (2013). "Science-based prevention through communities that care: A model of social work practice for public health." *Social Work in Public Health*, 28(3–4), 349–365. DOI: 10.1080/19371918.2013.774812.

Questions for consideration:

1. Why does the Community that Cares model of community intervention place an emphasis on making decisions locally? What values does this focus reflect?
2. How do Haggerty and Shapiro propose to resolve the "tension between the scientific ideal of generalizable knowledge and the practical reality of local differences in assets, problems, and shared customs"?

11.2 Maidenberg, M. (2016). "Childhood, adolescent, and teenage obesity: Recommendations for community initiatives in central Harlem." *Health & Social Work*, 41(2), 85–91. DOI: 10.1093/hsw/hlw012.

Questions for consideration:

1. Describe the way Maidenberg's assessment of the community's needs and resources inform the interventions she proposes.
2. Is the coalition Maidenberg proposes a feasible intervention to meet the community needs of her community? If yes, why? If not, what might you propose instead?

Chapter 12: Social Work Practice with Organizations: Engagement, Assessment, and Planning

12.1 Hyde, C. (2012). "Organizational change rationales: Exploring reasons for multicultural development in human service agencies." *Administration in Social Work*, 36(5), 436–456. DOI: 10.1080/03643107.2011.610431.

Questions for consideration:

1. Hyde argues that the rationale for change within an organization influences the success of the change effort. What role does the process of engagement and assessment play in the development of a rationale? Provide an example to illustrate your thinking.
2. This article provides the case study *Mentoring our Children*. Pretend you are a social worker who is hired to support the process of multicultural development within this agency. What might you do differently in the engagement, assessment, and planning process to better achieve multicultural development goals in the intervention phase?

12.2 Royse, D. & Badger, K. (2015). "Needs assessment planning: Starting where you are." *Australian Social Work*, 68(3), 364–374. DOI: 10.1080/0312407X.2015.1035661.

Questions for consideration:

1. How do Royse and Badger define "wicked problems" and how might the nature of such problems make the process of conducting a needs assessment difficult?
2. How can one embody social work values and skills that foster engagement while gathering information and data for a needs assessment?

Chapter 13: Social Work Practice with Organizations: Intervention, Termination, and Evaluation

13.1 Campbell, D. (2009). "Giving up the single life: Leadership motivations for interorganizational restructuring in nonprofit organizations." *Administration in Social Work*, 33(4), 368–386. DOI: 10.1080/03643100903012297.

Questions for consideration:

1. Why is the potential for growth a motivation for change that is in line with social work values? Explain your reasoning.
2. What factors might go into determining whether environmental uncertainty is “unsolvable” by an organization on its own?

13.2 Lindberg, A. & Meredith, L. (2012). “Building a culture of learning through organizational development: The experiences of the Marin County Health and Human Services Department.” *Journal of Evidence-Based Social Work*, 9(1–2), 27–42.
DOI: 10.1080/15433714.2012.636309.

Questions for consideration:

1. Describe the connection between Marin County’s Health and Human Services director’s assessment of the organization’s needs, the planning that took place, and the decision to implement intervention(s).
2. What methods of evaluating organizational change were utilized to determine if change was achieved? Do you find these methods to be appropriate? Explain your reasoning.

13.3 Packard, T. & Shih, A. (2014). “Organizational change tactics: The evidence base in the literature.” *Journal of Evidence-Based Social Work*, 11(5), 498–510.
DOI: 10.1080/15433714.2013.831006.

Questions for consideration:

1. Name and describe four theoretical approaches to organizational change that can be used to describe the way change can be implemented in an organization.
2. Why is it important to rely on evidence-based practices when seeking to effect change within an organization?