THOUGHTS ON AN ADVANCED GENERALIST EDUCATION

Models, Readings and Essays

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ADVANCED GENERALIST PRACTICE MODEL

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This chapter seeks to describe the advanced generalist practice model developed at Wichita State University, to provide examples of how it can be applied to practice, and to discuss how it can meet the needs of clients in complex, ever-changing service delivery environments. Prior to describing the model itself, we discuss the trends in social work practice, education, and in the social and political environments at both the national and local levels that provide the rationale for developing an advanced generalist approach to practice. This is followed with a description of the model, the perspectives underlying the model, issues in implementing the model, and its application to practice.

RATIONALE FOR AN ADVANCED GENERALIST PERSPECTIVE

The rationale for implementation of an advanced generalist perspective is based on both current trends within the profession, and on trends in local social concerns and community and agency responses to these trends. Professional trends include the ongoing debate on class versus case advocacy, the perceived fluidity of profes-
sional boundaries, and the increased emphasis on interdisciplinary practice. Local trends include privatization, agencies that consistently change over time, increased immigration, and economic inequality. Following is a description of these trends, which led the School of Social Work at Wichita State to implement an advanced generalist curriculum as the most appropriate response.

**Current Trends in Social Work Practice**

In 1998 and 1999, *Social Work* published two special centennial issues that focused on what social work “has meant, what it means, and what it should mean” in the next millennium (Witkin, 1998, p. 483). Though the authors in these issues do not use the term “advanced generalist” in describing what practice should mean, both issues call for a model of practice that reflects the historic commitment of the profession to individual and social change. There are endorsements for a both/and posture toward individual and social change and moving away from an either/or position (Witkin, 1998), the adoption of a guiding vision for a just and civil society (Stuart, 1999), and the idea that people cannot be understood apart from their cultural, political, and social contexts (Witkin, 1998). Witkin (1999) further notes that the social context cannot be taken for granted, as it is dynamic and constantly changing. It is this emphasis on both/and, a commitment to social justice and other core social work values, and an incorporation of the changing context of human relationships that characterizes Wichita State’s advanced generalist model. We are in agreement with the viewpoint of Karen Haynes (1998) who states that “to do social work and to be a social worker requires commitment both to the goals of social justice as well as to the goal of healing individual pain” (p. 509). And, we believe that the advanced generalist model as developed at Wichita State prepares practitioners to meet the practice challenges of this new millennium.

Regardless of their approach, several authors in the centennial issues of *Social Work* call for a more unified approach to practice that undoes the false division between micro and macro practice (Abramovitz, 1998); that promotes exchange of integrative psychosocial, economic, occupational, employment, and enfranchisement practices (Briar-Lawson & Lawson, 1998); that recognizes the dual focus on person and environment (Stuart, 1999); and which honors the unique calling of social work that does not allow unidimensional or comfortable thinking (Schneider & Netting, 1999, p. 356). The Wichita State model and other advanced generalist models provide a holistic perspective that addresses these concerns. The concerns or issues raised include the need to be focused on both case and class advocacy (Haynes, 1998), the recognition of the interactive, interdependent relationship the
profession has with society requiring a more fluid professional boundary (Gibelman, 1999), and the need for a dual focus on the person and the environment (Stuart).

**Case Versus Class Advocacy**

The case versus class advocacy debate within the profession is perhaps as old as the profession itself (Specht & Courtney, 1994). This debate has taken many forms. Should social work be practiced in agencies or can social workers practice independently? Is practice with individuals as valid as practice with communities? Should social work seek to address individual dysfunction and problems or work to change the conditions that created the problem? An either/or approach to practice requires practitioners to choose one side of each of these questions, abandoning the other as inauthentic practice.

In examining this debate, Haynes (1998) suggests that rather than either/or choices, social work needs to recognize that there is a place for both case and class advocacy, for social justice as well as individual concerns. The advanced generalist model seeks to bridge the historical divide by offering a practice perspective that allows social workers to hold both case and class advocacy in equal regard, and to consider them both in all practice settings.

**Fluid Professional Boundaries**

An advanced generalist practice perspective "fits" with a social work practice perspective that views professional boundaries as fluid and that holds an appreciation for the interdependence of social work and its larger professional environment. Gibelman (1999) explains that while social work has sought to define itself, the profession has been influenced by the sociopolitical environment that helps to define what is considered social work practice at any point in time. Consequently, professional boundaries have remained rather fluid, which in fact is one of social work's strengths, allowing it to flourish and to become an increasingly diverse and, therefore, complex profession. Because of the interdependent and broad-ranging interaction with many disciplines and professional contexts, social work practice requires a perspective that is solid, yet flexible, allowing for change over time without losing track of direction or of the profession's core values and commitments. As will be described later, the advanced generalist practice perspective allows for such flexibility, precisely because it is grounded in the core values of social justice, respect and appreciation for diversity, and empowerment (being more a perspective than a technique).
Finally, Stuart (1999) argues for the continued person and environment emphasis, an idea that has been consistently present in social work's history. Briar (1981) pointed out that the person-environment focus has been part of social work's conceptual framework since its beginnings and suggested that social workers want to perceive the person-interacting-with-environment as a whole, without an arbitrary division between person and environment. In keeping with this long-standing perspective, Stuart identified several trends that call for a continued dual focus on both the person and the environment, holding them both in view without losing sight of the other. Such trends include the devolution of federal programs, increased privatization and managed care, negative attitudes toward government and public assistance recipients, globalization, increased immigration, and the continued persistence of social and economic inequalities that negatively affect minorities, women, children, the disabled, the elderly, and other vulnerable groups (Stuart). None of these trends can be effectively addressed without examining the "whole," as Briar suggested, since the profession's core values and commitments require that we seek to address social concerns while caring for and empowering those that are most affected by those concerns. Again, as will be described in the next section, the advanced generalist practice perspective is a holistic perspective that provides the framework needed for practitioners to take stock of the "whole" person and the environment in all practice contexts.

The Trend Toward Interdisciplinary Practice

The increased emphasis on interdisciplinary practice within social work is one example of a way that policies and trends influence the way practitioners conduct their practice. The trend toward interdisciplinary practice is emerging in response to persistent, newly emerging, and complex issues. As we move into the new millennium, the complexity of this era's social problems requires collaborative practice strategies that draw upon the expertise of other disciplines (Corney, 1995; Elwyn, Rapport, & Kinnersley, 1998; Franklin & Streeter, 1995; Kinder & Cashman, 1998; Mitchell, Harvey, & Rolls, 1998; Pohl, 1998; Smith & Stowitschek, 1998) and the input of multiple social service agencies (O'Brien, 1998). Interdisciplinary collaboration integrating multiple knowledge and practice bases is a key component of efforts to improve the quality of interventions (Marett, Gibbons, Memnott, Bott, & Duke, 1998). Today's practitioners need skills in the dynamics and structure of team-based, collaborative services to provide effective interventions in the current practice reality (Lewandowski & GlenMaye, 2002).
Because of their emphasis on both/and, social workers with an advanced generalist perspective are prepared to move into an interdisciplinary, collaborative practice environment, as this perspective allows for the incorporation of new ways of practicing without losing a sense of professional identity. Further, as is explained below, the model proposes a nonlinear approach to intervention, which allows practitioners to appreciate and work with the complexity of any given practice context.

Local Trends

The trends identified at the national level were also seen at the local level in the community needs assessment undertaken before implementation of the school's advanced generalist program. These trends include the transforming of agency boundaries, the impact of privatization, increased immigration, and economic inequalities. Just as the profession's boundaries are fluid, local agency boundaries are also fluid. This fluidity is evidenced by the fact that most of the agencies participating in the needs assessment survey indicated that both the type of services they offered and the structure of the agency are undergoing rapid change. Within the last 10 years, many agencies reported that they had changed the population of clients served, the services provided, and/or had undergone a major organizational shift. For example, several agencies participating in the needs assessment were less than 10 years old, having come into being as a result of new funding opportunities or reorganization of a previous agency.

Within this context of organizational change, the onset of privatization in state social services has further increased the extent of organizational change, as agencies shift to meet contractual requirements and restructure to survive (or attempt to survive) the financial pitfalls of contracted services. In Kansas, some agencies faced bankruptcy after being contractual providers for only a few years.

The needs of diverse groups are unevenly met in this changing service environment. Ethnic and racial minorities, the poor, the elderly, and the young are the most vulnerable to difficulties arising out of economic and social change. In Wichita, as in many communities, there is an unequal distribution of goods and services, and discrimination and oppression contributes to these inequalities.

Two primary goals of advanced generalist practice are to empower individuals and communities and to foster social justice. Such goals cannot be accomplished without culturally competent practice, since such cultural competence lays the groundwork for empowerment-based practice to foster social justice. Empowerment-based practice seeks to increase personal and political power so that people
can take action to improve their life situations (Gutierrez, GlenMaye, & DeLois, 1995). This definition carries the implication that the advanced generalist practitioner seeks to effect change at all levels. Though distinct in many ways, cultural competency, empowerment, and social justice are mutually supportive and interrelated dimensions of practice. The concept of multidimensionality provides a framework for appreciating the interrelated dimensions of these core social work values. As explained in the following paragraphs, the advanced generalist practice model is able to address these national, local, and values issues and to serve the profession in the new millennium of service and practice.

IMPLEMENTATION

The decision to implement an advanced generalist model was made after faculty reviewed data from the community needs assessment. As described previously, community trends in the growth of social problems and the evolution of the practice community called for a perspective of practice that could encompass the complexity of micro and macro practice concerns within a practice community that was constantly changing. The faculty agreed that basing the MSW curriculum on a more narrow specialization would ill-prepare graduates for a complex and unpredictable practice environment. For example, no one could have predicted the vast and far-ranging impact of managed care and privatization on social work service provision. In a climate of complexity and uncertainty students need to learn how to think, how to process information, and how to make ethical decisions within complex practice situations. The faculty determined that an advanced generalist perspective could best meet these educational objectives. Prior to fully developing the curriculum, faculty organized a colloquium for social work practitioners and agency administrators to get their feedback on the proposed advanced generalist model. Practitioners and administrators who attended were in complete support of the development of the advanced generalist model.

There has been little dissension or disagreement with the model among faculty or within the local practice community. Perhaps one reason for the consensus is that the model does not require anyone to make either/or choices about what constitutes social work practice. More importantly, however, the model addresses the emerging needs of the community, within the context of dynamic change. In the following sections, the Wichita State model of advanced generalist practice will be delineated.
OVERVIEW OF THE MODEL

The advanced generalist practice model at Wichita State can be illustrated as a three-dimensional cube, with the sides being defined by the levels of social work practice, the practice process, and the three thematic values of cultural competency, empowerment, and social justice (Figure 5.1). Social work processes include assessment, intervention, and evaluation. Cultural competency, empowerment, and social justice, the program themes, are the third face of the cube. As shown in Figure 5.1, these dimensions are interdependent and simultaneously present, forming equal sides to the cube.

![Diagram of a three-dimensional cube with dimensions and levels]

**Figure 5.1 Multi-Dimensional Building Blocks of Advanced Generalist Practice**

Within this whole cube are 27 smaller cubes, each of which represents the knowledge, values, and skills needed to practice within that area of practice. An example of one of the cubes is found in Figure 5.2. Here, a cube has been unfolded to show its six sides: three are the dimensions of practice (process, level, theme), and the other three are the knowledge, skills, and professional ethics needed for practice.
within that domain. The model presents a holistic and nonlinear approach to practice where the dimensions, created within each of the smaller “cubes” within the model, are not independent, nor are they separate from the other. The perspective encourages practitioners to view these dimensions as interrelated, and to foster a multidimensional, nonlinear perspective of practice.

![Figure 5.2 An Expanded Cube](image)

**Multidimensionality**

This advanced generalist model is fundamentally multidimensional in perspective. The multidimensional perspective means that the advanced generalist social worker must be able to appreciate that change occurs at multiple levels simultaneously and that a change in one system affects change in others. This multidimensional perspective suggests that change and human interactions occur in and affect several levels simultaneously.
Within an individual, the levels consist of the multiple levels of development and function, including biological, social, psychological, and spiritual development (Towle, 1957). As individuals interact with their environment, multiple levels include the variety of levels of social organization, such as family, groups, and organizations. Rather than assuming an either/or linear approach, the multidimensional perspective suggests a both/and approach to understanding human interactions. As described by Derezotes (2000), a change in one level affects other levels simultaneously. From a multidimensional perspective, a change in the community effects a change in individuals within that community. Similarly, individual change has an effect on the community. At the micro level, individuals who improve their physical development will simultaneously affect other areas of functioning.

Carroll (1977) described a three-dimensional model of practice that sought to bridge the divide between debates over whether practice should be organized by methods or field of practice and to provide a rationale for social work specializations. In Carroll's model, the domain of practice is delineated by the convergence of social problems, social units of concern, and social technologies. Social problems represent the primary concerns that are usually addressed in social work, such as drug abuse, mental illness, and child abuse and neglect; social units range from the individual to society; and social technologies include casework, group work, supervision, research, and social planning. In this model, each dimension can be selected and reassembled to form a social work practice specialization. For example, "a specialization in community mental health would include mental illness from the social problem dimension, community from the social unit dimension, and community organization from the social technology dimension" (Carroll, p. 431). Thus, rather than providing a unifying framework for the profession, the model sought to provide a rationale for diversification through development of sub-fields of practice, or specialties.

In contrast to providing a rationale for a variety of distinctive specializations, our model provides a perspective on practice that encompasses the breadth of practice and provides a holistic view of its many dimensions. The advanced generalist practice model encourages the practitioner to understand that any given practice context may require them to intervene at a variety of levels and to apply a wide array of skills. The model is not to be viewed as encompassing discrete practice dimensions that are specialties in and of themselves. Rather, our advanced generalist model proposes a perspective of practice that is common to all social work intervention, regardless of the level or target of intervention. The specific skills, or technologies, required for intervention are identified within each of the cubes that are formed by the intersection of a given level, process, and theme, but the practitioner brings the wholeness of the advanced generalist perspective to each practice situa-
tion. Most importantly, the model argues that values and ethics, along with social work's core commitments, are inextricably connected to social work knowledge and skills, and are present in any given practice situation, regardless of the extent to which the practitioner is conscious of the value implications of the chosen intervention.

Levels of the Practice

The dimension describing levels of practice includes the levels of individual, group/family, and community/organization. These levels appear to correspond to micro, mezzo, and macro levels of social work practice. The key difference from traditional understanding, though, is that this model encourages practitioners to view the micro and macro dimension of practice in a nonlinear manner. By this we mean that micro, or individual concerns, are present in any macro practice context, and macro, or larger system concerns, are present in any micro practice context. Because of the interrelatedness of systems, intervention with larger systems, such as a community, simultaneously impacts smaller systems, such as individuals and families. The key concept in this understanding is the term simultaneous. When a social worker engages in practice at any level, the impact of this engagement is not sequential, but is for all practical purposes simultaneous, because individuals are embedded within a complex web of social interactions.

In contrast, a linear model would portray these interactions as sequential and predictable, capable of being understood through mechanistic, cause/effect typologies. We are suggesting that change is sudden and unpredictable. When the individual changes, the family changes as well. Further, social work practitioners are part of the multidimensionality and simultaneity of interaction within systems and levels. They become a part of the system in which they interact. They must assess and intervene on multiple levels, keeping the “whole” picture in view, and with awareness of their own impact on systems, whether at the micro, mezzo, or macro level.

Social Work Processes

The social work processes included in this model reflect the three phases of the problem-solving process of assessment, intervention, and evaluation (Compton & Galloway, 1989). Social work's problem-solving model reflects Dewey's (1933) rational problem-solving model. The steps in this model are: deciding on a problem, gathering information about the problem, generating alternative solutions, comparing alternatives, selecting the best solution, developing a strategy or plan of inter-
vention, implementing the solution, and evaluating the results (Brueggemann, 2002). Compton and Galloway (1989) describe this problem-solving model as a spiral process, to suggest that the process does not necessarily move in clearly defined ways. They also suggest that assessment continues from the initial contact to termination. Though the process is not strictly linear, Compton and Galloway present each step as its own entity, so that the social worker is doing assessment, intervention, or evaluation.

In contrast, this model draws upon phenomenology to explain the relationship between the stages in social work's problem-solving model and how we can understand our clients' experiences of the intervention. According to phenomenology (Ellenberger, 1958), (a) one attempts to use an absolutely unbiased approach to the understanding of self and others, and (b) phenomena are observed only as they manifest themselves, and this would include our observations of a client's perceptions of the "flow" of the intervention. To accomplish this observation, the observer puts the "world in brackets." By doing this, the observer (in this case the social worker) excludes judgment from her mind, to exclude making any value judgment about the phenomena, about cause and effect, subject and object, and even whether the object and subject actually exist. In this way, observation is enhanced and previously unnoticed structures of phenomena may become apparent (Ellenberger, p. 96). In advanced generalist practice, this means refraining from making any predisposed judgments about the intervention, plan for what should be done, the causes of the client's situation, and the existence of the situation. By avoiding all prejgments, the social worker can more readily observe what actually occurs during the interaction with clients.

Phenomenology's description of time as a multidimensional subjective experience is also helpful in understanding the relationship between stages in social work intervention. According to phenomenology, the concept of time has at least two attributes: duration and simultaneity. Duration is for some, the stuff of reality, as it is a way of perceiving and measuring existence. Simultaneity, however, is the acknowledgement that each moment, or instant, can contain several events at the same "time" (Ellenberger, 1958). Thus, each instant is situated at the intersection of duration and simultaneity. The assumption is that individuals have their own way of experiencing time, or the intersection of duration and simultaneity, and that it is the total of these experiences that sheds light on understanding of the inner world. According to Ellenberger (p. 103), the most subjective experience of time is the "flowing of life experienced as a spontaneous, living energy." Time is experienced as flowing with a certain speed, and individuals may begin to feel less certain about their place in the world when time seems to be either slowing down or speeding up.
When applying these concepts to advanced generalist practice, all stages of the process are present in any given moment of interaction as past and future interactions are part of the present interaction. For example, the social worker and client consider assessment and anticipate evaluation while engaged in the intervention. Thus, the process itself is multidimensional. Because the social worker and client each have a unique, subjective experience of the interaction, the social worker’s goal is to seek understanding of the client’s experience, without any predisposing views or judgments. The worker seeks to understand the client’s experience of the “flow” of the social work process. Such an unbiased perspective is supported by cultural competency, social justice, and empowerment.

Program Themes

Cultural competency. Cultural competency includes the acquisition of the awareness, knowledge, sensitivity, and practice skills necessary to effectively understand and address the cultural/racial/ethnic worldviews, strengths, issues, and needs of diverse populations. The ultimate goal in the development of cultural competency is to actively utilize the appropriate practice methods that foster enhanced cultural identity and cultural/racial/ethnic empowerment.

![Figure 5.3 Cultural Competency with Families](image)
The literature in the human services contains many terms for cultural competency, including multiculturalism, cultural literacy, cultural sensitivity, ethnic sensitivity, cultural awareness, and interculturalism, (Cohen, 1992; Devore & Schlesinger, 1999; Gutierrez & Lewis, 1999; Hirsch, 1987; Sue et al., 1998). Whatever the term, cultural competency calls for an acquisition of the awareness, knowledge, sensitivity, and practice skills necessary to effectively work with diverse individuals, groups, and communities.

**Social justice.** To be just means to treat all people fairly. In its most basic meaning, social justice refers to equal rights, opportunities, protection, and treatment under the law for all people. Social justice is linked to advocacy and efforts to ameliorate and eliminate discrimination and oppression, and must include substantive forms of equality. These efforts are often put into the context of macro-level advocacy. However, Pelton (2001) contends that justice “should properly be considered on an individual level; just actions respect the dignity and worth of each and every individual” (p. 433).

From an advanced generalist perspective, social justice is a part of every social work interaction. As Swenson (1998) states, “social justice is increasingly described as the organizing value of social work” (p. 527). Figure 5.4 illustrates the knowledge, values, and skills social workers bring to a situation for socially just evaluation processes with clients.

![Figure 5.4 Social Justice with Individuals](image-url)
**Empowerment.** Empowerment is a concept that may be defined in a variety of ways and that reflects a variety of perspectives and practices, describing both the process and outcome of gaining power over one's own life and actions (Gutierrez & Lewis, 1999; Payne, 1997). Empowerment includes and refers to personal, interpersonal, and political power (Gutierrez, DeLois, & GlenMaye, 1995). Empowerment practice is participatory with shared power and active involvement of clients in the change process (Gutierrez, GlenMaye, & DeLois, 1995). Figure 5.5 provides an example of the knowledge, values, and skills a social worker may bring to an intervention for empowerment-based assessment with clients.

![Diagram of Empowerment with Communities](image)

**Figure 5.5 Empowerment with Communities**

**The Heuristics of Advanced Generalist Practice**

Social work students come to understand the advanced generalist model through a heuristic process of learning, doing, and reflecting on their experiences. Heuristics is based on the assumption that the experience of the world is always a uniquely
individual experience of the world, a notion put forth by Husserl, the founder of phenomenology (Lewin, 1992, p. 144). Consequently, there is no privileged reality and no way to include all relevant information in the process of data collection and analysis (Heineman Pieper, Tyson, & Heineman Pieper, 2002). Heuristics challenges the knower, or the one who would seek knowledge, to continually examine one’s own assumptions, biases, and prejudices at each step of the process.

When applied to learning, heuristics is an educational method where learning takes place through discoveries that result from investigations made by the student. Students learn a process as well as a model when learning the advanced generalist model. In addition to content, students are presented with a way of viewing practice that allows them to think critically about themselves as practitioners in relationship with clients. They learn to examine their own assumptions and biases on an ongoing basis. In the process of grasping the multidimensionality of the model, students can begin to appreciate the full complexity of practice and can become more comfortable in partnering with clients and other professionals as the process unfolds. As they come to understand that with complexity comes a degree of unpredictability in outcomes, they can more readily empower clients to create their own definition of a socially just outcome. These experiences are shaped by both the workers’ and the clients’ cultural, political, and social contexts. Through this heuristic process of learning, students come to understand that professional knowledge, including this model, is one way of knowing among many. Thus, they should constantly seek to reassess their skills and evaluate their practice.

Field Practicum

As in most social work education programs, students’ classroom learning is applied and integrated in their field practicum courses. The advanced generalist model (Figure 5.1) is used to organize the competencies for the advanced generalist concentration so that students and their field instructors can plan the field practicum educational experience to develop these stated skills. Field practicum approaches the model from the inside; that is, it focuses on the advanced generalist knowledge, values, and skills needed for that practice setting, as illustrated by the expanded cube in Figure 5.2. Field practicum competencies are first organized into the three broad areas of advanced generalist knowledge, values and ethics, and skills. Within each of these areas, competencies relevant to empowerment, social justice, cultural competency, and multidimensionality are listed. For example, one multidimensional competency is to develop skill in applying an integrative theoretical perspective to diverse client systems across multiple settings. For cultural competency, one of the
competencies is to integrate and apply culturally competent knowledge, sensitivity, and skills to develop a positive working rapport with clients across cultures.

Training for field instructors is another critical component in implementation, since most of them are unfamiliar with advanced generalist practice. During field instructor training, field instructors are asked to identify critical tasks that they perform as social workers in their work setting. Once these tasks are listed, they are compared with the advanced generalist field practicum competencies that guide the advanced generalist field practicum experience. Through this process, field instructors are able to see that much of what they are currently doing as practitioners coincides with the practice competencies established as goals for the advanced generalist field practicum. Regardless of their education or previous specialized trainings, most field instructors agree that the work environment calls for the ability to address complex situations from a broad, multidimensional perspective.

**Outcome Assessment**

One of the most significant methods for evaluating the skills students have developed in applying the advanced generalist perspective is through the final integrative project that students complete during their last semester. As with other aspects of the model, the Advanced Generalist Integrative Project is both process and outcome, as the goal is for students to develop advanced generalist skills while engaged in the process of ongoing critical thinking and reflection, assessment, and evaluation. Some of the key learning objectives of the Integrative Paper are to:

1. differentially apply advanced generalist skills with complex systems;
2. develop and apply contextualized interventions using a multiple systems framework;
3. analyze and incorporate values and ethics in ambiguous and complex interventive situations; and
4. integrate, synthesize, and apply theories of practice that maximize empowerment, social justice, and cultural competency.

The project includes three major components that are completed as part of the course assignments in the three required courses of the final semester: practice,
research, and practicum. The Integrative Project includes a client assessment, a literature review of practice interventions, and an intervention plan that incorporates the advanced generalist perspective. In the research component, the student designs and conducts a practicum-based research study in an area of practice and program evaluation relevant to the issues addressed in the practice section. Recommendations for practice and policy change proceed from the research findings and are presented in practicum seminar.

This project is then presented at the Advanced Generalist Colloquium, held on the last day of classes at the end of the semester. All MSW students, BSW students, and field practicum instructors are invited to attend. In their presentations, students describe how they have synthesized coursework into their own advanced generalist practice perspective and applied it to their client population of interest.

Through the ongoing dialogue that occurs during the presentations, students, faculty, and practitioners have been able to further the development of the advanced generalist perspective. The faculty have incorporated knowledge from the evaluation of students’ Integrative Projects and the feedback from the colloquium into planning and developing the curriculum for the upcoming year. Thus, development of the advanced generalist perspective is a dynamic, evolving, and mirroring process like that described in complexity theory and the heuristic process of learning.

THE FUTURE OF ADVANCED GENERALIST PRACTICE

This chapter described the advanced generalist model as complex and multidimensional, incorporating the dimensions of levels and processes of practice and the themes of cultural competency, social justice, and empowerment. We discussed the trends in social work practice, education, and in the social and political environments at both the national and local levels that provide the rationale for implementing an advanced generalist model. We discussed how the advanced generalist model can meet the needs of a practice environment that is complex, dynamic, and constantly changing in unpredictable ways. Finally, we described the heuristics of advanced generalist practice and discussed some implementation issues.

In conclusion, this chapter is meant to further discussion of the advanced generalist model. We sought to articulate our present understanding of the learning and doing of advanced generalist practice which, by definition, will continue to develop and change.
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