

Spring 2026 SOWK 531 Week 01

Intro to Generalist Practice

with Organizations and Communities

Jacob Campbell, Ph.D. LICSW at Heritage University

Week 01 Plan

Agenda

- Follow up on course information
- Overview of the generalist intervention model
- Case Study considering interagency communication
- Exploring professional social work roles
- Discuss macro practice and the community impact project
- Compare NASW and international ethical principles

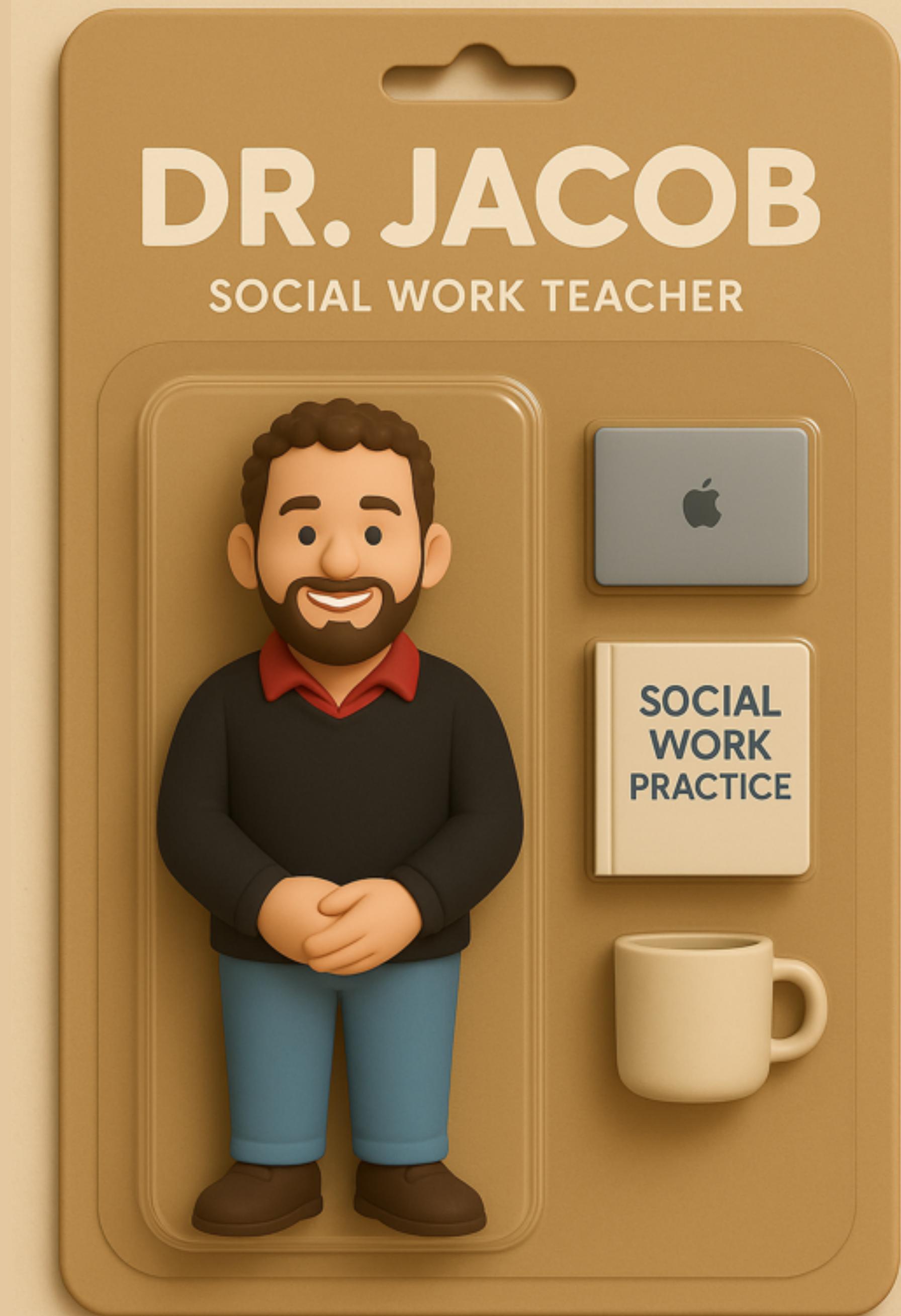
Learning Objectives

- Describe the generalist intervention model and its application across micro, mezzo, and macro levels of practice.
- Identify and reflect on the various professional roles social workers engage in when practicing at the macro level.
- Apply principles of generalist practice to organizational and community-based contexts through case study and group discussion.
- Compare the NASW Code of Ethics with international social work ethical principles.
- Explore interests and possibilities for their own macro-focused community impact projects.

Meet Your Instructor

Dr. Jacob Campbell, Ph.D. LICSW

- Work and teaching experience
- Research and population interests
- Associate professorship
- Contact practices and office hours





SOWK 531 (0): Foundations of Social Work Practice II (3 credits)

Spring 2026, Online/Heritage at Toppenish

Instructor	Dr. Jacob Campbell, Ph.D., LICSW	
Office Hours	Toppenish Campus Office: Simpkins Hall, Office 2124 Drop-in: Tuesdays 2–3 PM	Tri-Cities Regional Site Office: 2 nd Floor Office 4209 Drop-in: Wednesdays 2–3 PM
Weekly office hours are available for drop-in via Zoom or in-person. Other times available by arrangement. Schedule available at https://vsp.ink/now .		
Phone	(509) 392-1056	Email campbell_j@heritage.edu
Dates	This class takes place on selected Saturdays from 2:30 PM to 4:00 PM in Petrie Hall RM 1113. Dates include 01/24/26, 02/07/26, 02/21/26, 03/07/26, 03/28/26, 04/11/26, 04/25/26.	

Land Acknowledgement

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Pisquouse, Wenatshapam, Klikatat, Klinquit, Kow-was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes and Bands of the Yakama Nation (Treaty of 1855) and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our university's history, like many others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

Course Description

This course provides students with the knowledge and skills for Generalist Social Work Practice with macro systems. Utilizing foundational theoretical frameworks for social work, students will learn to bring about planned change with organizations and communities through planning, administration, evaluation, advocacy, and community organizing.

Relationship to Other Sequences and Other Courses

While the first semester focuses heavily on micro and mezzo systems, the second semester emphasizes macro systems. (SOWK 531) **Foundation of Social Work Practice II** builds upon Foundations of Social Work Practice I. This course builds on knowledge and skills gained at the micro, mezzo, and macro levels. It equips students with the skills for generalist social work practice with macro-level systems through planning, administration, evaluation, advocacy, and community

Questions
about the
syllabus or
the course

Assignments

Overview of Significant Assignments this Semester

Community Impact Proposal

Monday 03/02/26

- Write a macro-focused project proposal.
- Complete an assessment and planned intervention.
- Use research-informed, culturally responsive approaches.

Community Impact Presentation

Saturday 04/25/26

- Present the implementation and outcomes of your project.
- Explain what worked, what didn't, and why.
- Reflect on learning and future practice.

Community Assessment Group Project

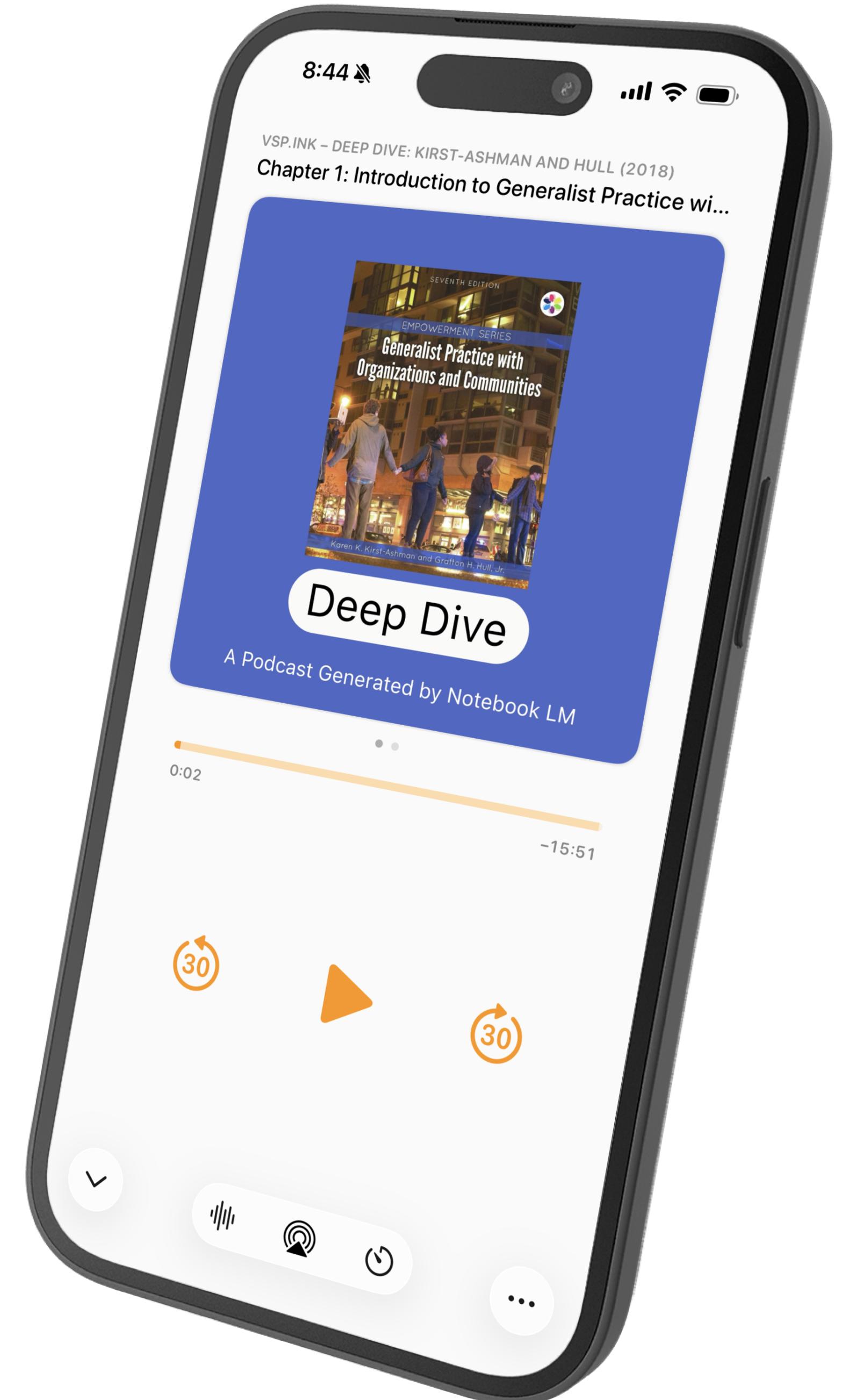
Monday 03/30/26

- Conduct a group-based community assessment.
- Identify needs and possible macro interventions.
- Create a pamphlet and group presentation.

PODCAST

Deep Dive: Kirst-Ashman and Hull (2018)

- Generated by Google Notebook LM
- Doesn't Replace Reading
- Overly sensational



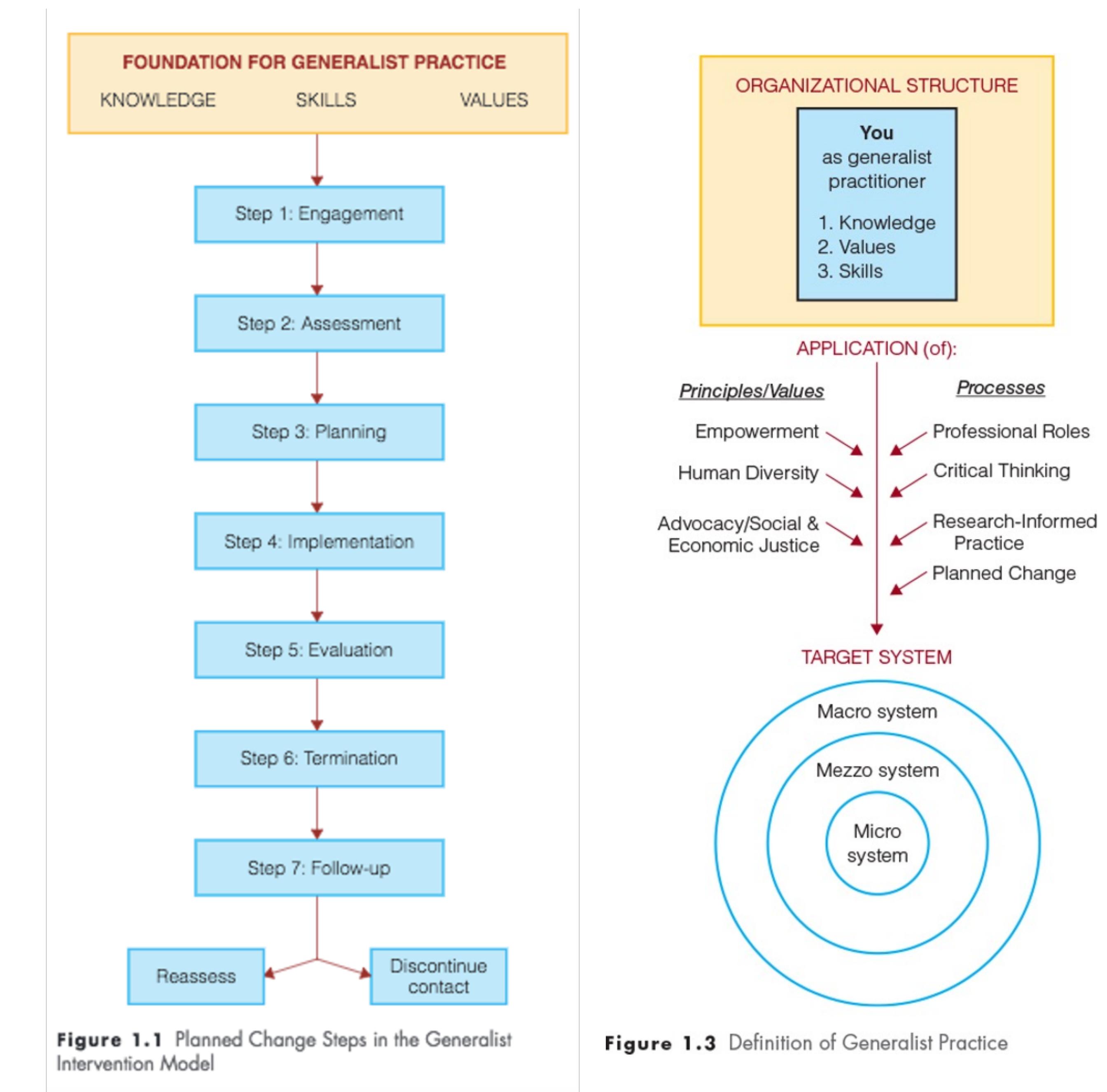
Generalist Practice

What does it look like
and connection to
macro practice



Watch MindTap Chapter 1 Video Activity:
Domestic Violence Prevention

(Kirst-Ashman & Hull, 2018)



Interagency Communication

Chapter 1 Case Study

You are a social worker employed by the Detroit Neighborhood Center, which works with adolescents in the community. The center provides a variety of services, including afterschool tutoring, vocational training, social skills training, and financial management training. Many of these adolescents also receive services from a variety of other workers and professionals.

Recently, you've realized that the wide range of professionals serving these adolescents are not communicating with each other, despite working with many of the same clients. For example, school social workers have no established procedures for conveying information to protective services workers who, in turn, do not communicate readily with probation and parole workers. Consequently, you decide to assemble representatives from the various agencies that serve the center and establish more clearly defined communication channels.

- How will you contact these professionals and invite them to the meeting? Identify at least three types of information that you will need to gather before the meeting.
- What information do you hope to gain from the participants during the meeting? What are your overall goals?
- At the conclusion of the meeting, what actions will you ask the attendees to take going forward?
- How might this look different in a more rural community?

Professional Social Work Roles in Macro Practice

- Enabler
- Mediator
- Manager
- Educator
- Analyst/Evaluator
- Broker
- Facilitator
- Initiator
- Negotiator
- Mobilizer
- Advocate



Small Group Discussion:

In what ways have you seen these roles enacted in your practicum setting?

What are some of the skills required of a practitioner to engage in these roles?

Descriptions start on p. 19



Following at Restorative Practices Model

- **Respect the talking piece:** everyone listens, everyone has a turn
- **Speak from the heart:** your truth, your perspectives, your experiences
- **Listen from the heart:** Let go of stories that make it hard to hear each other
- **Trust that you know what to say:** no need to rehearse: no need to rehearse
- **Say just enough:** without feeling rushed, be concise and considerate of the time of others

(Clifford, 2013)

What experience do you have in engaging in macro practice, and what is your interest in pursuing it in your career?

Describe your practicum setting, the services offered, and what you do.

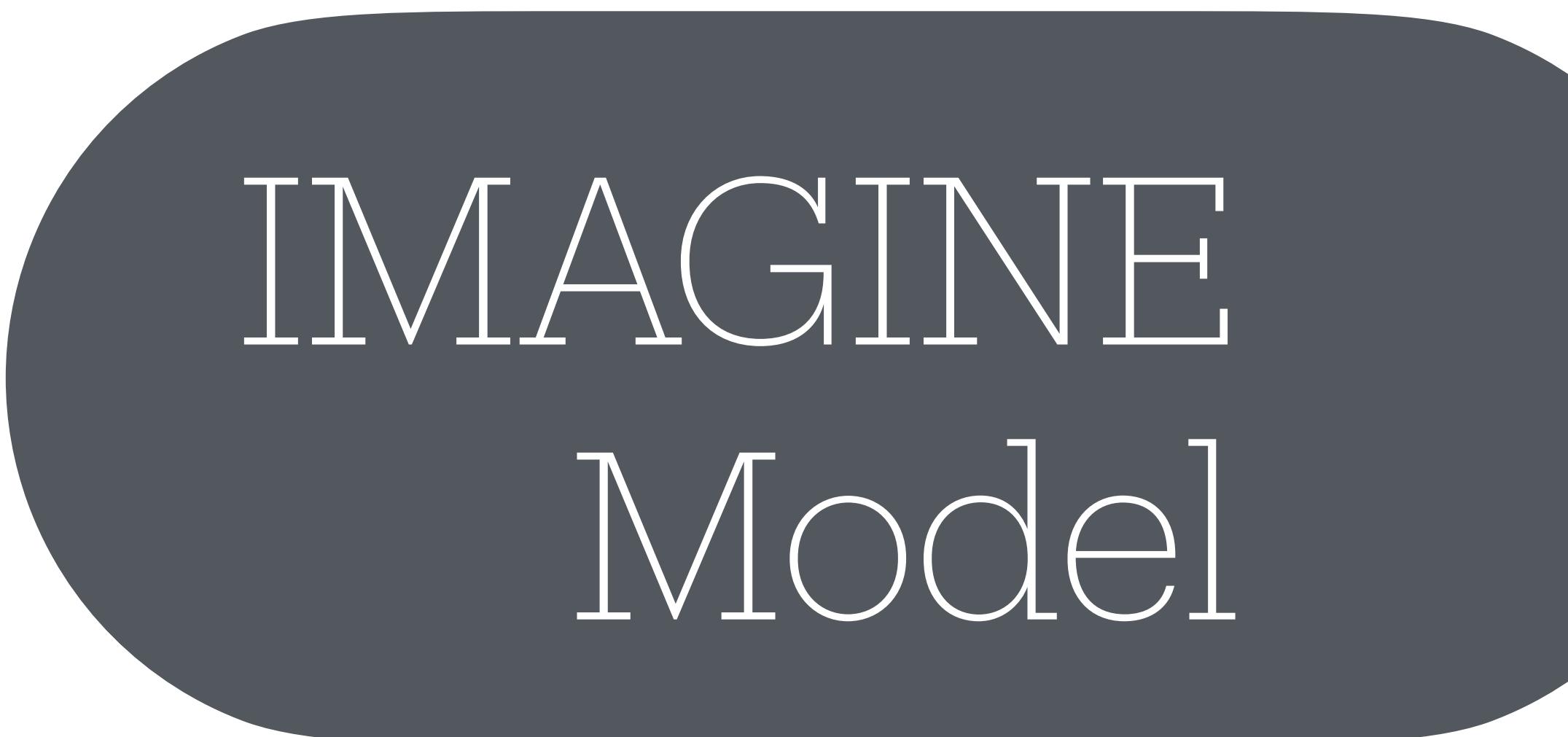
What are some potential examples of ideas that somebody might do for their community impact project?

PREPARE

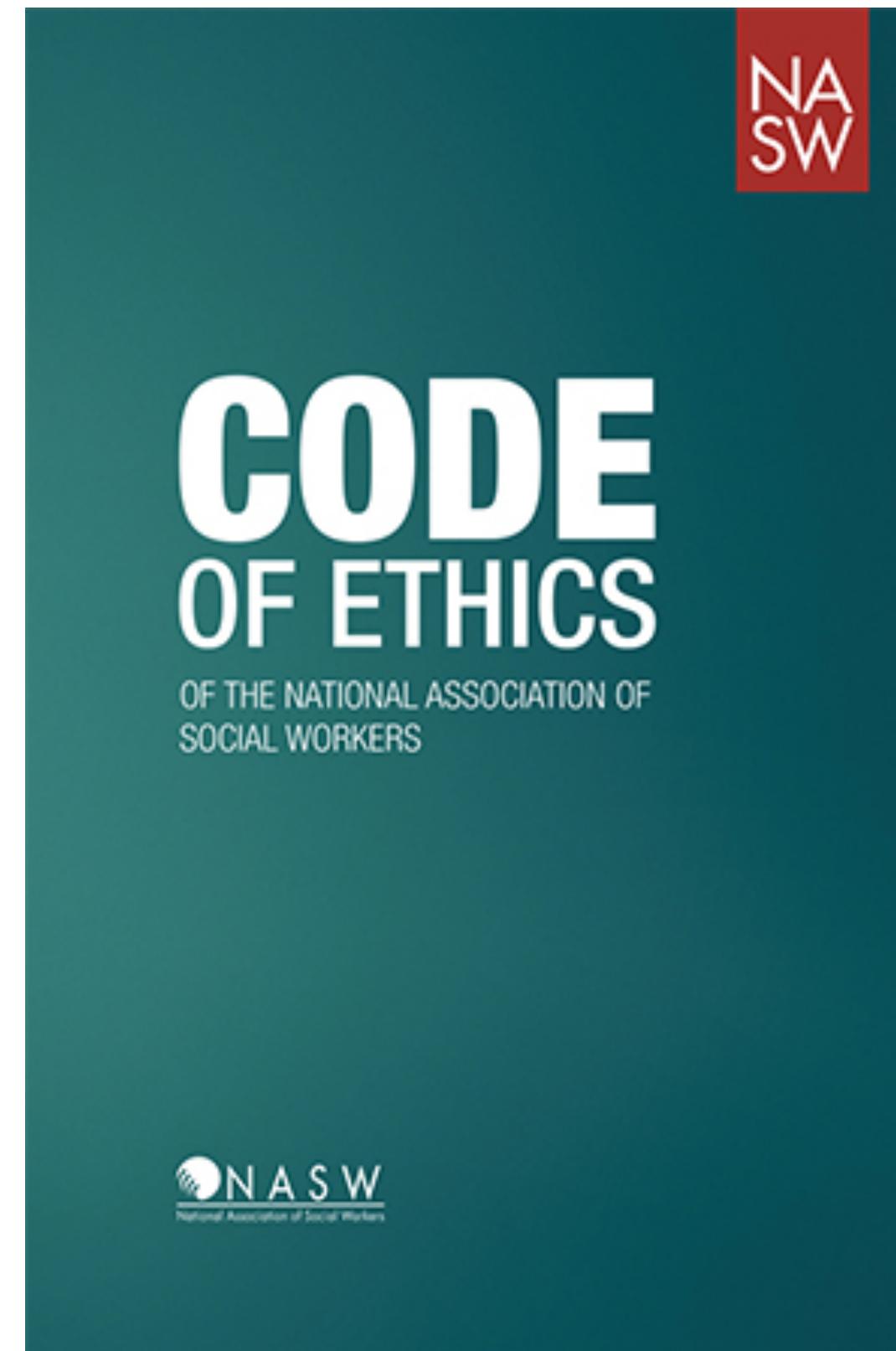
Specific Steps for
Pursuing Planned
Change in Macro
Practice

- P** Identify **Problems** to address
- R** Review your macro and personal **Reality**
- E** **Establish** primary goals
- P** Identify relevant **People** of influence
- A** **Assess** potential financial costs and benefits
to clients and agency
- R** Review professional and personal **Risk**
- E** **Evaluate** the potential success of a macro
change process

- I Start with an **innovative** Idea
- M **Muster** support and formulate an action system
- A Identify **assets**
- G Specify **goals**, objectives, and action steps to attain them
- I **Implement** the plan
- N **Neutralize** opposition
- E **Evaluate** progress



(Kirst-Ashman & Hull, 2018)



Review the NASW Code of Ethics and the International Federation of Ethical Principles. Compare and discuss the similarities and differences between these two documents.

<https://www.socialworkers.org/about/ethics/code-of-ethics>



English

INTERNATIONAL FEDERATION OF SOCIAL WORKERS

SOCIAL WORK ACTION REGIONS COMMISSIONS PUBLICATIONS EVENTS SHOP

GLOBAL SOCIAL WORK STATEMENT OF ETHICAL PRINCIPLES

*Information Type: Policy
Topic: Human Rights, IFSW, Social Work, Ethics
July 2, 2018*

Global Social Work Statement of Ethical Principles:

This Statement of Ethical Principles (hereafter referred to as the Statement) serves as an overarching framework for social workers to work towards the highest possible standards of professional integrity.

Implicit in our acceptance of this Statement as social work practitioners, educators, students, and researchers is our commitment to uphold the core values and principles of the social work profession as set out in this Statement.

An array of values and ethical principles inform us as social workers; this reality was recognized in 2014 by the International Federation of

KEY DOCUMENTS

- ▶ [Global Definition of Social Work](#)
- ▶ [Global Social Work Statement of Ethical Principles](#)
- ▶ [The Role of Social Work in Social Protection Systems](#)
- ▶ [The People's Charter for a New-Eco Social World](#)

<https://www.ifsw.org/global-social-work-statement-of-ethical-principles/>

