**Table 1: Generalist Roles and Performance Standards**

| **Role** | **Description** | **Performance Standards** |
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| Advocate | “To assist clients in upholding their rights to receive resources and services or to actively support causes intended to change programs and policies that have a negative effect on individual clients or client groups.” (Sheafor) | 1. Gather information to determine client’s eligibility for a service or resource. 2. Determine the nature and magnitude of barriers to service external to client. 3. Select strategy for advocacy based on finding most collaborative, least confrontational method of obtaining entitlement (e.g., collaboration, negotiation, mediation, administrative appeal, legal action). Class advocacy may include changing agency policies and procedures, social policies, or laws. 4. Implement selected strategy and evaluate results. Repeat steps 2 to 4 as necessary. 5. Document each step in the process in a timely manner. |
| Assessment | A systematic process of acquiring an understanding of a client’s needs and desires, motivation, priorities, and capacity for change. | 1. Define the domain(s) to be assessed. 2. Identify an instrument to use in performing the assessment. This may include a formal, written process in use at the agency. 3. Perform the assessment with an agency client using the tool described in #2. 4. Write results of assessment clearly differentiating factual information from opinions and impressions. 5. Have field instructor or person delegated by her/him critique performance and report of results. |
| Broker | Getting access to needed services and resources for an individual or family. | 1. List needs in order of priority. 2. Assess client capabilities and motivation to access and use various resources. 3. Identify services and programs that can meet the client’s needs for which s/he client is eligible. 4. Facilitate access to the needed services or resources. 5. Document each step in the process. |
| Care Coordinator | “The activity of developing, implementing, and monitoring a social service plan to meet the needs of an individual or family.” (NASW Guidelines for the Selection and Use of Social Workers in Sheafor) | 1. Identify client (individual or family) needs and list in order of urgency. 2. Arrange and coordinate delivery of services and supports by two or more agencies. 3. Monitor receipt of services – intervene to reduce or eliminate any barriers that are present. 4. Document contact and process according to agency’s standards. |
| Case Finding/Outreach | **Case finding**: “searching out and identifying those individuals or groups who are vulnerable to or experiencing problems for which the social worker or agency has responsibility to provide needed help and service.” (Dictionary)  **Outreach**: the process of bringing “services and information about the availability of services to people in their homes or usual environments.” (Dictionary) | 1. Specify the service and population (type of client) with unmet need(s) to be targeted. 2. Write strategy for reaching the population or clients with the unmet need(s). Specify potential benefits to clients and how results will be evaluated. Evaluation should include time frames. 3. Implement strategy. 4. Produce written evaluation of results. |
| Case Work | Process designed to help individuals and families solve interpersonal, socioeconomic, and environmental problems through direct face-to-face relationships. | 1. Establish rapport with individual or family client. 2. Identify issues to be addressed in collaboration with client. 3. Write a contract with client specifying plan to resolve issues. Contract should be specific with timelines. 4. Periodically monitor client’s progress providing encouragement and problem solving as needed. 5. Assess and document results of contract. 6. Terminate with client after objectives achieved. |
| Counselor | A procedure in guiding individuals, families, groups, and communities by such activities as giving advice, delineating alternatives, helping to articulate goals, and providing needed information. | 1. Identify the client. 2. Facilitate description of issues concerning client employing “active listening” methods. 3. Assist client to identify alternatives available by providing information and assistance in formulating the issues with greater precision. 4. Help client establish realistic goals. 5. Document process with process recording annotated to indicate how “active listening” skills were or should have been utilized. |
| Discharge Planner | A service in hospitals and institutions designed to help the patient or client make a timely and healthy adjustment from care within the facility to alternative sources of care when the need for institutional care has passed. | 1. Assess client needs that must be addressed for transition to another level of care. 2. Educate client and/or others with a significant stake in the client’s welfare to those needs and their importance. Also provide client information about adaptations that may be necessary in his/her life to accommodate his/her condition. 3. Identify possible options to obtain care, services, or equipment necessary to meet the client’s needs. 4. Facilitate access to the care, services, or equipment selected by the client and/or significant others. 5. Document process following agency standards. |
| Educator/Trainer | Formal process “to prepare clients or the general public with knowledge and skills necessary to prevent problems or enhance social functioning.” (Sheafor) | 1. Specify target audience and anticipated functional outcomes for the educational process. Subjects could include skill development in communicating, socialization, parenting, managing strong emotions, self care, stress reduction, or activities of daily living. 2. Write or identify curriculum designed to achieve functional outcome. State rationale for using the curriculum employed. 3. Design an evaluation measure. 4. Implement curriculum. 5. Write a critique of process and evaluation of results. |
| Group Worker | Both “an orientation and method of intervention in which small numbers of people who share similar interests or common problems convene regularly and engage in activities designed to achieve their common goals objectives also include exchanging information, developing social and manual skills, changing value orientations, and diverting antisocial behaviors into productive channels.” (Dictionary) | [Limited to psycho-educational groups, self-help groups, support groups, task groups, and skill development groups. See Clinician for psychotherapy process groups.]   1. State the purpose and objectives of the group. 2. State criteria for participation in group. 3. Establish group rules and guidelines (for already established group, write them) 4. For groups other than support or self-help:    1. state number of sessions or date by which group objectives will be attained;    2. write lesson plan or agenda for each session; 5. Lead and document 6 or more group sessions (10 if self-help or support group without structured content; 6. Prepare written evaluation of results including critique of facilitator. |
| Mediator/Arbitrator | A formal process intended to resolve disputes between the client and other persons or organizations without litigation.  (NASW Standard for Social Work Mediators) involves demonstrating the ability to appropriately conduct mediation which is mutually acceptable, impartial, and helps the participants negotiate a consensual and informed settlement. A mediator should be able to reduce the obstacles in communication, maximize the exploration of alternatives and address the needs of those who are involved. The mediator’s role is to empower the system so that it does not have to resort to outside parties, such as the courts or arbitrators, to make the decisions. | 1. Document parties accept mediation process without reservation and impartiality of mediator. 2. Identify the area(s) of dispute and issues on which the parties agree. 3. Probe to determine each party’s greatest and least critical needs. 4. Facilitate suggestions from the parties to resolve the dispute – reinforcing those leading toward convergence. Assure that no party is being pressured or intimidated into an unfair agreement. 5. Suggest possible resolutions when parties appear unable to progress on their own. 6. Facilitate convergence toward a mutually acceptable resolution. Write agreement for parties to sign when achieved. 7. Document with process recording and written transcript with annotations by student and supervisor critiquing student’s performance. |
| Program Developer/Planner | Systematic process of collecting information, identifying alternative courses of action, and making recommendations to those empowered to implement them. | 1. State specific issue or problem. 2. List specific requirements for solution and any proscriptions. 3. Document research used as basis for generating alternative courses of action. 4. Select action and state how it best meets requirements specified in #1 above. 5. Formulate recommended action(s) and disseminate to people empowered to act on them. 6. Evaluate and critique process in respect to resolving the specific issue or problem identified in step #1. |
| Protection of Vulnerable Individuals | The process of investigating reports of harm to dependent individuals and making provision for an array of services necessary to protect them from further harm and provide for their welfare. | 1. State criteria for class of people to be protected. 2. Define type and magnitude of harm subject to protection. 3. Investigate report of suspected harm to an individual member of the class defined in #1. 4. Write report of investigation and conclusions/recommendations for further action. Report must:    1. identify alleged victim and perpetrator (these may be blacked out before submission to instructor);    2. specify alleged harm done to victim;    3. state facts established by investigation;    4. identify issues on which stories or evidence are contradictory;    5. state conclusions and rationale for arriving at these conclusions;    6. make recommendations for further action based on findings and conclusions. |
| Resource Information & Referral | Assessing needs and informing people of existing benefits and programs and the procedures for obtaining or using them. (Dictionary) | 1. Assist client in specifying the issue or problem for which s/he is seeking assistance at this time. Establish parameters for referrals including cost, time, distance, sensitivity to diversity issues, etc. 2. Determine readiness of client to accept a referral by taking action to follow through on it. 3. Determine the best available resource referrals that meet the client’s needs. 4. Present more than one option to client including the potential benefits and losses of each. 5. Facilitate decision by client and insure that client has understanding of risks and benefits of his/her choice. 6. Assist client to gain access to resource including writing necessary contact information. If possible, have client place call from office or make call on client’s behalf. Whenever possible, provide the client with the name of a specific contact person. Document reason if not possible. 7. If the client’s problem is complex, provide the client with a brief written statement, addressed to the resource, detailing the problem and the services desired by the client. 8. Make arrangements for client to get to resource if s/he is unable to do so without assistance. This includes help when barrier is psychological as well as physical. 9. Obtain client’s permission to follow up and determine outcome of referral – preferably by a report back to you from the client. 10. Document each step of the process. 11. Repeat until at least 10 clients have completed every step in the cycle. |

**Table 2: Advanced Generalist Practice Roles and Performance Standards**

| **Role** | **Description** | **Functions** | **Performance Standards** |
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| Program Planner/Innovator | Identifies gaps in service, designs and/or carries out a system of service(s) | 1. conduct needs assessment 2. design program 3. identify and/or assemble human, fiscal and infrastructure resources 4. implement program 5. evaluate outcome | 1. Program Rationale: 2. provide objective indices to identify the subject population, group, or class; 3. select reliable and valid measure(s) of the need; 4. provide statistically valid analysis and interpretation of data; 5. write rationale for program development or change. 6. Program design:    1. write program or method to meet need(s) identified in 1 above. Program should reflect “best practices” as demonstrated by annotated biography of sources consulted;    2. program must include objectives that can be measured and timelines for attainment of each objective;    3. describe human and fiscal resources required to accomplish objectives and means to obtain them;    4. develop or analyze policies and procedures pertaining to the program:    5. delineate recommended evaluation process including how results will be used to improve the efficiency (resources used to accomplish results);    6. identify and/or assemble resources (funds, staff, etc.) necessary to operate the program;    7. operate program for a period of time adequate to make a reasonable determination of whether expected results will be obtained. |
| Resource Developer/Leader | Identifies gaps in service and garners the resources to meet that gap | 1. conduct or analyze needs assessment 2. define program 3. research resources 4. craft a development strategy 5. implement strategy | 1. Needs Assessment:  a) provide objective indices to identify the subject population, group, or class;  b) select reliable and valid measure(s) of the need;  c) provide statistically valid analysis and interpretation of the data;  d) write results of gaps and analysis.   * 1. Resource Development:   a) research potential resources including human, financial and agency partnerships;  b) develop a strategy for filling the gap identified in 1d, including tasks and timelines;  c) implement the strategy;  d) write evaluation of results of the development strategy. |
| Trainer/Teacher | Acquires advanced knowledge in a subject area and imparts that knowledge to others using systematic instructional methods | 1. develop one or more areas of subject matter expertise beyond the level expected of the intended audience 2. develop an instructional strategy and course outline including educational objectives and evaluation of effectiveness 3. implement the educational strategy 4. evaluate the quality of the educational products | 1. Subject area expertise. Specify and develop expertise in a subject area within the field of social work. Depth of knowledge can be documented empirically (e.g., survey results) or attested by 2 or more professionals familiar with subject. 2. Write an educational strategy plan that includes learning objectives, course outline, method of delivery (including learning products), dissemination approach and timelines, and evaluation measures to determine whether learning objectives were achieved. 3. Implement the educational strategy. 4. Write an analysis of the overall training project and the materials produced. Assessment should include evaluation measures and outcomes as well as a description of the original expectations and recommendations for future improvements. |
| Clinician | Application of knowledge and skills to facilitate change in an individual or family | 1. assessment 2. treatment planning 3. intervention 4. termination 5. documentation | 1. Write comprehensive, age appropriate assessment including:   a) presenting problem or reason for requesting service;  b) history of problem;  c) developmental, family, educational, legal, social, and/or marital history as relevant and customary  with population;  d) assessment of individual or family need(s) using generally accepted standard procedures or  measures to identify needs/problems and strengths/assets.   1. Develop treatment or care plan that includes:    1. list of problems/needs to be addressed in order of priority. Must be linked with results of assessment in 1 above;    2. for each problem, identify the goal (usually defined as the client’s desired outcome), objective(s) (short term, measurable statements that will indicate progress or outcome), and specific strategies or interventions that will be used to attain objectives; describe basis (theory, research, “best practice”) for selecting intervention. 2. Apply learned skills and methods to carry out planned intervention. 3. Terminate the intervention when (a) client has achieved desired objectives; (b) client’s situation has changed rendering plan irrelevant; (c) client manifests inability/unwillingness to make/accept changes; (d) client refuses to continue. Write termination summary discussing progress, reasons for termination, referrals made/suggested, and recommendations if service requested in future. 4. Document encounter(s) within 24 hours (or per agency standards) using format established by agency or one generally accepted in practice (e.g., SOAP, DAP). |
| administrator | Facilitates agency/program mission through provision of planning, assuring adequate resources, identifying and reducing obstacles, monitoring outcomes and processes, assuring accountability to all stakeholders. | 1. incorporate directives of governing structure into operations 2. assess agency capacity to carry out mission 3. manage intra- and extra-organizational relationships 4. assure compliance with applicable statutes, regulations, and contract requirements 5. assist with budget development and financial management | 1. Governance: Demonstrate how decisions or motions approved by the governing body are incorporated into the organization’s operations. Review the agency’s strategic plan and/or by-laws and write an analysis of those decisions in relation to those documents. . 2. Conduct a review of similar programs elsewhere and write a comparative analysis addressing capacity and approach and including recommendations.. 3. Relationships: Demonstrate use of intra- and extra-organizational formal and informal relationships to attain program objectives. Coordinate meetings and prepare reports as requested. 4. Compliance: Compile a list of and examine the applicable laws, regulations, contract/grant requirements and professional ethics that have a significant effect on the agency’s operations. Make a compliance determination in a selected area of the agency or program’s operations. Assist the agency to prepare for compliance monitoring. 5. Financial Management:    1. From an annual or periodic financial report generated by the fiscal agent, prepare a narrative summary suitable for presentation in the governing body. The report should include an analysis of actual versus projected expenses and any comments of concern or recommendations for adjustment.    2. Draft a recommended operating budget for the department or program for the next fiscal year. |
| Policy developer/policy evaluator | Analyzes effect of and promote public policies reflecting the agenda, values, and priorities of a specified group or class | 1. Identify group/class subject of study 2. Determine specific legislation (or lack of) affecting welfare of group/class 3. Select key indicators of welfare that will demonstrate impact of policy 4. Identify data bases or collection method of key indicator variables 5. Collect/analyze data 6. Write report including analysis, discussion, recommendations 7. Disseminate report to formulators of public policy | 1. Subject. Write objective criteria for inclusion and exclusion from the group or class of people who are the subjects of the analysis. 2. Legislation. Determine specific areas of legislation whose impact on the subject class or group is to be analyzed. 3. Indicators. Determine what indicators will be employed to show impact of legislation (or absence of) on the class or group. Discuss rationale for selecting particular indicators, their reliability, and their validity. List alternative measures and discuss why they were not used. 4. Data collection. Describe how data will be collected. Identify which, if any, databases to be used. Also write plan for analyzing data once collected. 5. Collect and analyze data as planned. 6. Write report with an Executive Summary that describes purpose of the analysis, summarizes results of data analysis, discusses results in respect to public policy, and makes policy recommendations. 7. Dissemination. Write plan and disseminate report to stakeholders and formulators of public policy. |
| Community Organizer | Facilitates social and community development by organizing individuals and groups to identify common aims and achieve desired outcome through concerted action | 1. Establish working relationship w/ people in community where unmet need(s) exist – identify leaders 2. Formulate and prioritize need(s) w/ community 3. Facilitate development of plan to meet need(s) 4. Mobilize broad community support to focus on critical need(s) 5. Monitor effectiveness of plan and modify accordingly | 1. Working relationships. Develop working relationships with people in community (used in sense of having common interests). Show how leaders will be identified or developed. 2. Formulate needs. Demonstrate how the priority needs of the community will be identified, prioritized, and selected for action. Needs selected for action should be both significant and achievable within the limits of the project. 3. Plan. Write an action plan with community leaders. Plan should include objectives, timelines, action steps, and assessment of the results at critical points. 4. Mobilization. Demonstrate effective mobilization of broad community support for the project or action. Indicate processes or actions being taken in support of plan. 5. Monitor effect. Demonstrate how effect(s) of organizational efforts are monitored and evaluated. Describe how information from critical point monitoring was used to modify the action plan. |
| Program Evaluator | Evaluates effectiveness and efficiency with which program achieves desired objectives | 1. Assist program staff in formulating process, impact, and outcome goals and objectives for project 2. Collaborate w/ staff in selection of specific measures 3. Establish feedback process (e.g., Self Adjusting Treatment Evaluation model) 4. Set up database 5. Train staff 6. Implement data collection system 7. Report results to agency, funders, etc. | 1. Formulate goals and objectives. Describe process for developing or identifying the program’s goals and objectives. Separate process, impact (immediate results on recipients), and longer-term outcome objectives should be written. 2. Indicator selection. Develop specific measures for each objective in collaboration with project staff. Describe the reliability, validity, and ease of implementation of each measure considered. Discuss rationale for selecting measures. 3. Feedback. Describe process to provide program staff with evaluation results in a timely manner in order to improve the effectiveness (impact) and efficiency (amount of resources used to achieve a given result) of the program. 4. Data. Develop methods to collect and store information using media and formats that facilitate analysis. 5. Training. Document training process for staff who will be involved in collecting and processing data used in study. Training also must acquaint all staff with purposes and expected benefits of study. 6. Implementation. Collect and analyze data. 7. Produce written report containing statistical analysis, discussion, and recommendations/conclusions. |
| Care/Case Manager | Promotes client wellness through assessment of needs, establishing priorities, identifying/developing resources, facilitating access and linking, monitoring implementation, & problem solving | 1. Establish rapport with clients 2. Assess needs 3. Identify resources 4. Link client to resources 5. Monitor & evaluate access/results 6. Resolve problems 7. Documentation | 1. Establish rapport. Demonstrate the ability to establish rapport with a range of consumers (N > 10) at the agency – when possible including people of different ages, genders, race, ethnic backgrounds, and sexual orientation than own. 2. Assessment. Perform structured assessment to identify immediate and long term needs for services and supports. Assessment should include needs for physical and behavioral health treatment, housing, food, clothing, financial, legal, and functional skill development. The consumer’s need for assistance in accessing these services and supports should be assessed also. Document assessment process and results. 3. Resource identification. A plan identifying resources and strategy for access should be written. Write care plan with consumer listing measurable objectives with time-lines. 4. Linkage. Link the consumer to the resources needed using only the amount of direct advocacy and intervention necessary to insure access in a timely manner. 5. Monitor. Systematically monitor consumer’s progress. Periodically review progress and revise care plan as needed. 6. Problem resolution. Intervene with advocacy, problem solving, or crisis intervention skills when a consumer’s access or progress is constrained by external or internal barriers. 7. Documentation. Document all contacts with the consumer in a manner consistent with agency standards or using SOAP or DAP formats within 24 hours of each contact. |
| Discharge Planner |  | 1.Assess client needs  2.Identify options  3.Facilitates access  to resources  4.Document process  5.Track barriers  encountered and  report | Entry level 1-5   1. Establish a data base of barriers encountered during the discharge process. Write a summary report on barriers encountered with recommendations for systems change. Disseminate report to appropriate policymakers. |