

**Arizona State University
School of Social Work
LeCroy Syllabus
2011**

Lead Instructor: Craig W. LeCroy, Ph.D.

I. Name and Number of Course: SWG 510: Foundations of Practice

II. Program Level: Foundation Year, Masters of Social Work

III. Course Requirements: Credit: 3 semester hour

IV. Course Description:

Social Work 510 is the first course of a required two semester sequence of Social Work "methods" or practice courses in the Foundation year. Its primary objectives are to assist the student in conceptualizing social work practice, integrating knowledge and theory with practice, and developing beginning level practice skills.

V. Rationale for the Course:

This course is designed to assist the student in (1) developing an understanding of the knowledge base and values that underlie social work practice; and (2) acquiring some basic skills through the use of role-playing and simulated interviewing sessions. At the end of the course, the student is expected to demonstrate skills in professional relationship building, assessment, formulating intervention plans appropriate for a beginning social work practitioner, terminating and appraising client progress and practice efficacy.

Course Units

- I Introduction to Direct Practice
- II Overview of the Helping Process
- III Ethics and Value Dilemmas
- IV Multi-Dimensional Assessment and Case-Recording
- V Goal Formulation, Planning and Contracting
- VI Implementing Change-Oriented Strategies
- VII Termination and Evaluation

Course Objectives and Course Competencies:

At the end of the course students will be able to:

- 1. Discuss contemporary generalist practice from a historical perspective, identifying current trends and issues (**EPAS 2.1.1; EPAS 2.1.8**).
- 2. Identify guidelines for professional and ethical conduct and behavior, and demonstrate self awareness and professional use of self (**EPAS 2.1.2**).
- 3. Describe conceptual frameworks of competency-based practice, with

emphasis on the ecological systems, strengths and empowerment models (**EPAS 2.1.9; EPAS 2.1.5**).

4. Conceptualize and demonstrate the varying components of the helping process (**EPAS 2.1.1**).
5. Identify issues of women and other oppressed populations of the Southwest in relation to each stage of the helping process (**EPAS 2.1.4; EPAS 2.1.5**).
6. Identify, define and demonstrate the components of an effective and ethical social work relationship (**EPAS 2.1.2**).
7. Describe and demonstrate the essentials of gender- and ethnic-sensitive practice, including an understanding of the differences in communication between gender and ethnic/cultural groups (**EPAS 2.1.1**).
8. Critically apply the basic principles and values of social work in the context of gender, age and ethnic-sensitive practice (includes the Code of Ethics) (**EPAS 2.1.2; EPAS 2.1.3; EPAS 2.1.7**).
9. Apply critical thinking skills to value dilemmas in social work practice **EPAS 2.1.3**.
10. Demonstrate how to do a bio-psychosocial-spiritual assessment of a client using critical thinking skills (**EPAS 2.1.3**).
11. Identify methods of data collection, assessment, evaluation and termination from a strengths, gender, and ethnic-sensitive perspective (**EPAS 2.1.4; EPAS 2.1.7**).
12. Discuss the importance record-keeping in social work practice **EPAS 2.1.2**.
13. Demonstrate the ability to negotiate goals, formulate contracts and write outcome goals for clients **EPAS 2.1.7**.
14. Discuss the application of change-oriented interventions including both interventions directed at individual change (e.g., problem-solving, cognitive restructuring, and social skills) and environmental interventions, (e.g., empowerment, advocacy) (**EPAS 2.1.6**).
15. Describe the role of research and evaluation in social work practice (**EPAS 2.1.6**).

Key Concepts

Oppressed populations, client strengths, knowledge base, ethnicity, gender issues, relationship building skills, social worker roles, social action, competency-based practice, strengths perspective, person-in-environment, biopsychosocial-spiritual perspective, involuntary clients, self-awareness, empowerment, client rights, self-disclosure, formulating goals, confidentiality, informed consent, professional conduct and standards, self determination, NASW Code of Ethics, NASW, liability, ethical dilemma, critical thinking, social work licensure, formulating and partializing goals, negotiating contracts, formulating objectives/tasks, matching interventions, outcome measures, maintenance strategies, separation and termination issues, practice evaluation, link between animal cruelty and human violence.

Required Text and Readings

Required readings consist of a textbook, articles selected from professional journals, and selected book chapters.

Required Texts:

Texts:

1) Hepworth, D.H., Rooney, R.H., Rooney, G.D., Strom-Gottfried, K. & Larsen, J.A. (2010). *Direct Social Work Practice: Theory and Skills 8th ed.*). New York, NY: Brooks/Cole.

3) LeCroy, C.W. (1999). *Case Studies in Social Work Practice (2nd Edition)*. Pacific Grove, CA: Brooks/Cole.

3) LeCroy, C. W. (2012). *The Call to Social Work: Life Stories (2nd Edition)*. Los Angeles: SAGE.

COURSE REQUIREMENTS AND GRADING PROCEDURES:

Instructor's Expectation

All students are expected to:

- 1. Read all the readings**
- 2. Complete all written assignments when due.**
- 3. Attend all classes and participate. Please note a student can not miss more than 2 class sessions without having his/her grade lowered—regardless of reason.**
- 4. All work must be original, it cannot be something used from a previous class.**
- 5. Students are responsible for keeping a copy of all assignments turned in to the instructor.**

Any work that you do for this class MUST be your own. Plagiarism is a very serious offense. Students are responsible for reviewing and complying with all ASU policies including the following: Academic Students are responsible for reviewing and complying with all ASU policies, including the following:

- ◆ Academic Integrity Policy <http://www.asu.edu/studentlife/judicial/integrity.html>
- ◆ Student Code of Conduct <http://www.asu.edu/aad/manuals/sta/sta104-01.html>
- ◆ School of Social Work Student Academic Integrity Policy
<http://ssw.asu.edu/students/PlagiarismPolicy.pdf>
- ◆ Computer, Internet and Electronic Communications Policy
<http://www.asu.edu/aad/manuals/acd/acd125.html>

Student Resources:

- ◆ The *Student Success Center* (UCENT 411 N. Central Avenue, Suite 171; <http://uc.asu.edu/studentsuccess/>) is available for students who seek additional help with writing and assignments. The instructor may refer students to the tutor for extra support and assistance throughout the semester.
- ◆ Students with disabilities who require special accommodations are asked to register with the University's Disability Resource Center 602-496-4321 (<http://www.asu.edu/studentaffairs/ed/drc/>), and notify the instructor about their individual needs and accommodations. This should take place immediately after the first class.

Evaluation Procedures

Student Evaluation Procedures

Class Participation	10%
Essay Assignment	10%
Neighborhood paper	10%
Midterm Exam/	20%
Final Exam	20%
Interview analysis	20%
<i>In vivo</i> Interview	10%

GRADING GUIDELINES

An A grade at the graduate level means that a student is doing **outstanding** or **excellent** work, in which a student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an AA@ grade a student must go above and beyond the basic expectations for the course.

A B grade at the graduate level means that a student is doing **at least satisfactory** work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A C grade at the graduate level means that a student is doing **inconsistent** work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A D or E at the graduate level means that a student is doing **unacceptable** work, demonstrating a complete lack of understanding of course concepts.

Grades will be determined in the following manner. All points will be added at the end of the semester. Each student's points will be placed on a distribution from 0 to 100 or

whatever the points add up to. Grades will be determined depending on the distribution. Most grades should follow conventional grading norms, i.e. 90-100 -A; 80-90 -B; 70-80 -C; 60-70 -D; below 60 -E, however, it depends on the final distribution as to how grades will be assigned. Therefore, it is possible that you could earn 92 or 93 points and still be awarded a B grade or you could earn 87 or 88 points and still earn an A. I will be implementing the new ASU policy on plus/minus grading. Students can obtain the following grades: A+, A, A-, B+, B, B-C+, C, D, AND E within the definitions above.

Assignments

1. Class attendance and participation

This class is based on a cooperative adult learning model. Participation in class discussions, group exercises, and written activities enables you to learn from one another as well as from the instructor and other course resources and materials. Participation of all students is thus a right and a responsibility. Class participation will be evaluated by the following: 1) the relevance of questions and comments, 2) evidence of having read the required materials, 3) evidence of ability to apply course materials to all assignments, 4) consistency with the NASW Code of Ethics, including confidentiality principles. Attendance will be taken at the beginning of class and you are responsible for being sure you have signed in, and for getting all material (including assignments and/or schedule changes) you miss when you are absent or late. Consistent class attendance with good class participation is worth 10 points. Each absence will result in a deduction of points. In addition, note that students must attend at least 85% of the class sessions to receive credit for the course (you may not miss more than 3 classes).

Every class students are expected to turn in one 3 x 5 index card outlining one or two discussion questions/reactions from the readings that week (make sure your name is on the card). This will help you keep up with the readings and think about what you read as well as give me an opportunity to occasionally react to your questions. Your questions can take the following form:

- points of disagreement with the articles,
- extensions or applications of the points made in the articles,
- questions stimulated by the articles,
- comparisons between the readings and other authors or lecture material

As part of your class attendance students will submit weekly index cards that identify a question from the reading or from the field (it should relate to what is being learned in class).

2. Essay Assignment

This essay assignment will involve reading from *The Call to Social Work*. I will provide more details for this assignment at a later date.

3. Interview Analysis

The purpose of this assignment is to develop your use of self, learn interviewing skills, and develop skills for critical self-assessment. This assignment requires you to find a person to interview, tape record the interview, transcribe the interview, and conduct an analysis of your interviewing skills.

4. Participant Observation:

One purpose of this assignment is to help you occupy the ground on which clients so often find themselves, if only for a short while. Hopefully this will help you better relate to many of the diversity issues that will be discussed in class. You are being asked to expand your “standpoints” by constructing an experience you may not have encountered before. This should also enable you to become more empathic—a hallmark of a good social worker. In addition, since a major role for social workers is information and referral this assignment will help you learn more about resources available to our clients.

This assignment is to be done outside of class and consists of five parts:

1. A physical visit to the assigned community resource. **You are required to use some form of “public” transportation to get to this resource from your home (or from an area where a client would take it from).**
2. A description of why you chose that agency and the relevance for your clients.
3. A personal interview with **a social worker** at the community resource (**be sure to include their name and title in your paper**).
4. Your reaction to what you have experienced—using the bus as well as the visit.
Write a 2 page written summary of your experience and personal reaction.
5. A 1 page summary of the resource for the whole class (please make 25 copies)
AND one attached to the assignment. Please follow the sample to be handed out in class. Please do not include any brochures or business cards.
6. Attach a bus pass, transfer or a detailed description of the bus, the number, license plate number and driver’s name.

Each student will be asked to present briefly (5 minutes) on the details of the agency they visited. Please be prepared to speak the day it is due.

The objective in this assignment is to gain knowledge and insight into the systems and community resources that most clients (and social workers) encounter or need (or at least need to be familiar with) at one time or another. If there are 25 students in the class you will have detailed information on 25 significant systems in Arizona-- to use and reference in your field placement when working with clients or to use as a possible intervention for your final paper. A sign-up sheet will be distributed in the first few weeks of class.

Required reference

Chung, R.C-Y, & Bemak, F. (2002). The relationship between culture and empathy in cross-cultural counseling. *Journal of Counseling and Development, 80*, 154-160.

5. Mid-term and Final Exam

Your instructor will describe the details of the midterm and final exam.

6. In vivo Interview

This assignment requires you to conduct an *in vivo* interview with someone roleplaying a client. The purpose of the assignment is to demonstrate basic interviewing skills: attending, paraphrasing, empathy, and use of questions. The class and instructor will evaluate your performance.

Weekly SWG 510 Calendar

XII. Course Schedule

Week	Date	Topic	Due date
1		Introduction to the course/orientation	
2		Introduction to social work	
3		Conceptual framework for social work	
4		Overview of helping	
5		Interviewing skills	
6		Interviewing skills	Paper due
7		Professional and ethical issues in practice	
8		Professional and ethical issues in practice	
9		Multidimensional assessment and recording	
10		Multidimensional assessment and recording	Midterm exam
11		Beginning intervention skills	Interview analysis
12		Beginning intervention skills	
13		Course wrap up	
14		Final exam	
15		Interview exam	
		Interview exam	

Weekly Schedule

I. Introduction to Direct Practice

Week 1:

Orientation to the course.

II. Conceptual Framework for Social Work Practice

Week 2 and 3:

Readings:

Hepworth, D.H., Larsen, J.A., & Rooney, R.H. (2006) Direct Social Work Practice: Theory and Skills. Pacific Grove, CA, Brooks/Cole , Chapters 1-2, chapter 14

Marsh, J.C. (2002). Learning from clients. *Social Work*, 47, 341-344.

McQuire, L. (2002). Clinical social work: Beyond generalist practice with individuals, groups and families. "Overview of contemporary practice" pp 2-32.

Wood, G. & Middleman, R.R. (1999). Structural supports: A generalist perspective. In C. W. LeCroy (ed), Case studies in social work practice, p. 3-9.

Patterson, S., Jess, J., and LeCroy, C.W. (1999). Using the ecological model in generalist practice: Life transition in late adulthood. In C. W. LeCroy (ed), Case studies in social work practice, 10-14.

Lortie, K. (1999). Finding resources: Case management with childhood chronic illness. In C. W. LeCroy (ed), Case studies in social work practice, 15-20.

Chapelle, J. K. (1999). A strengths-focused approach to community development. In C. W. LeCroy (ed), Case studies in social work practice, p. 21-28.

Maluccio, A. et al. (1999). Ecologically-oriented, competence centered social work practice: A case study, In C. W. LeCroy (ed), Case studies in social work practice, p. 31-38.

Miller, H. Dirty sheets: A multivariate analysis, Social Work, 24, p.483-488 (reprint—handed out in class).

III. Overview of the Helping Process

Week 4:

Readings:

Hepworth, D.H., Larsen, J.A., & Rooney, R.H. (2006) Direct Social Work Practice: Theory and Skills. Pacific Grove, CA, Brooks/Cole , Chapter 3

Johnson, Y.M. (1999). Indirect work: Social work's uncelebrated strength. *Social Work*, 44, 323-334.

Shulman, L. (1999). A short term single parents group. In C. LeCroy, (ed), Case studies in Social work practice, 203-211.

Patten, J. (1999). AIDS and the gay couple. In C. LeCroy, (ed), Case studies in Social work practice, 240-243.

Freud, S. (1999). Dropping out: A feminist approach. In C. LeCroy, (ed), Case studies in Social work practice, 248-254.

Parnell, M., & Vanderkloot, J. (1999). Working with the urban poor. In C. LeCroy, (ed), Case studies in Social work practice, 255-261.

Woodman, N. J. (1999). Couple counseling with lesbian women. In C. LeCroy, (ed), Case studies in Social work practice, 262-268.

IV. Interviewing Skills

Week 5 and 6:

Readings:

Hepworth, D.H., Larsen, J.A., & Rooney, R.H. (2006) Direct Social Work Practice: Theory and Skills. Pacific Grove, CA, Brooks/Cole , Chapters 5-7; chapter 17

Chung, R.C-Y, & Bemak, F. (2002). The relationship between culture and empathy in cross-cultural counseling. *Journal of Counseling and Development*, 80, 154-160.

Poverny, L. (1999). It's all a matter of attitude: Creating and maintaining receptive services for sexual minority families. *Gay & Lesbian Social Services*. 10 (1), 95-113.

V. Professional and Ethical Issues

Week 7 and 8:

Readings:

Hepworth, D.H., Larsen, J.A., & Rooney, R.H. (2006) Direct Social Work Practice: Theory and Skills. Pacific Grove, CA, Brooks/Cole , Chapter 4

NASW *Code of Ethics*.<http://www.socialworkers.org/pubs/code/default.asp>

General and Informed Consent to Treatment: Arizona Department of Health Services. http://www.azdhs.gov/bhs/provider/sec3_11.pdf.

Mattison, M. (2000). Ethical decision-making: The person in the process. *Social Work*, 45, 201-222.

Strom-Gottfried, K. (2000). Ensuring ethical practice: An examination of NASW Code violations 1986-1997. *Social Work*, 45(3), 251-261.

Reamer, F.G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, 48, 121-133.

Hardman, D. (1975). Not with my daughter you don't. *Social Work*, 20, 278-285 (reprint—handout from class).

Tolman, R. M. & Bennett, L. (1999). Groupwork with men who batter, In C. LeCroy (ed.), Case studies in social work practice, 229-236.

Code of Ethics (is in your student handbook).

VI. Multidimensional Assessment and Case recording

Week 9 and 10:

Readings:

Hepworth, D.H., Larsen, J.A., & Rooney, R.H. (2006) Direct Social Work Practice: Theory and Skills. Pacific Grove, CA, Brooks/Cole , Chapter 8-11

Molina, M., Williams, G. & Kenneth, A. (1998). *Documenting psychotherapy: Essential for mental health practitioners*. Sage. “Contents of a good record” pp 31-55.

Sammons, C. (1999). Clinical social work in a multidisciplinary team: An adolescent inpatient psychiatry case. In C. LeCroy (ed.), Case studies in social work practice, 69-74.

VII. Beginning intervention skills with individuals, families and groups (Goal Formulation, Implementing Change-oriented strategies)

Week 11 and 12

Readings:

Hepworth, D.H., Larsen, J.A., & Rooney, R.H. (2006) Direct Social Work Practice: Theory and Skills. Pacific Grove, CA, Brooks/Cole , Chapter 12

Magen, R., & Rose, S. D. (1999). The multimethod approach to stress management. In C. LeCroy, (ed), Case studies in social work practice, 136-146.

Geary, B. B. (1999). Individual treatment of depression utilizing cognitive therapy. In C. LeCroy (ed), Case studies in social work practice, 123-128.

DeShazer, S. (1999). Solution-focused therapy. In C. LeCroy, (ed), Case studies in social work practice, 106-110.

Cowger, C.D. (1994). Assessing client strengths: Clinical assessment for client empowerment.
Social Work, 39, 262-268.

Ackerson, B. (2003). Parents with serious and persistent mental illness: Issues in assessment and services. *Social Work*, 48, 187-194.

VIII. Termination and Evaluation

Week 13:

Termination and evaluation

Readings:

Hepworth, D.H., Larsen, J.A., & Rooney, R.H. (2006) Direct Social Work Practice: Theory and Skills. Pacific Grove, CA, Brooks/Cole , Chapter 19

Week 14 and 15:

in-vivo interview exams

Course summary and wrap up