I. COURSE PURPOSE

This course is open to all undergraduate students who wish to include a service component as part of their experience. Students are expected to engage in 24 hours of volunteer service during the course of the semester. For many students, this course introduces the history and concepts of what was once called “professional philanthropy.” For social work majors, it is the first of a fourteen-course curriculum leading to a major in Social Work. The National Catholic School of Social Service is accredited by the Council of Social Work Education (CSWE). The Baccalaureate of Social Work (BSW) credential is considered the entry-level professional degree. The Master of Social Work (MSW) credential is considered the terminal practice degree of the profession. Students interested in learning more about Social Work as a major should contact: Dr. Lynn Mayer, Chair of the undergraduate social work program by phone at 202-319-5479, or email: Mayer@cua.edu.

This course addresses the historical development of the profession including the work of Jane Addams and introduces students to the knowledge base, skills and values of the social work profession. The course is informed by the profession’s unique emphasis on the person-in-environment perspective. As part of Generalist Social Work theory and practice, students are given an overview of social work history, fields of practice, settings, and methods. This course utilizes audio-visual aids, guest speakers, skill exercises, discussion of volunteer experience, assigned readings, Blackboard exercises and lectures.

A major component of the course is a volunteer experience in community service which connects the mission of service of The Catholic University of America with the roots of the social work profession.
II. EDUCATIONAL OBJECTIVES

1. To understand Social Work as a helping profession, with a unique history, values, knowledge and skill base.
2. To understand Generalist Social work practice, which assesses and intervenes with systems at the micro, mezzo, and macro levels selectively utilizing multiple methods and theories in a variety of settings with a variety of problems.
3. To understand the value base of the profession, including its Code of Ethics and its commitment to social and economic justice.
4. To recognize the major social issues addressed by the profession including poverty, discrimination, oppression, and historical and current responses to social and economic injustice.
5. To become familiar with the historical development of social welfare policy and to develop an understanding of current social, political, and economic forces and the impact of those forces on populations at-risk and specific individual clients.
6. To begin to develop critical thinking skills by questioning the information used to justify existing policies, programs and clinical protocols.
7. To understand the role of diversity in interactions among social workers and clients.
8. To begin to understand the complexity of human behavior and the important role this understanding plays in a helping profession.
9. To initiate students to the art and skill base of the profession by providing an overview of the basic theoretical social work problem solving processes including interviewing skills and or demonstration of selected techniques.
10. To begin to understand the challenges and opportunities which accompany a career in social work including the professional use of self.

III. COURSE REQUIREMENTS

A. Required Texts:


B. Writing Format:

All written assignments must be in the style of the American Psychological Association Manual for manuscripts, as referenced below:

All assignments are to be typed and double-spaced. All assignments are to be turned in on the due date.

C. Course Assignments:

**Volunteer Community Service Component**

Each student is expected to spend a total of 24 hours at the site of his/her choice (with approval of professor). Suggestions for volunteer experience will be made available. A six to ten page paper describing the experience is the final assignment for this course. A letter signed by the volunteer supervisor on the agency’s letterhead indicating the number of hours completed must be attached to the assignment.

**Assignment One: Personal Experience and Beliefs, Due: January 22, 2013.**

Based on your personal experiences and beliefs, write a two page paper answering the following questions:

- In America today, what are the causes of poverty?
- In what way can social workers intervene to effect positive change?

**Assignment Two: Newspaper Assignment, Due: February 14, 2013.**

From the Editorial section of a newspaper (*The Washington Post, The New York Times, The Wall Street Journal* or any other newspaper) choose an editorial that presents a view about a social policy or social welfare issue. Print a copy of the editorial. On another sheet of paper, write a synopsis of the argument presented by identifying the issue presented, the group to whom it applies, and the writer’s perspective. Identify the evidence cited in the editorial and describe the author’s recommended action. State how this issue relates to the profession of social work. On a third sheet of paper, prepare your own letter to the editor in which you respond to the editorial you have analyzed. Your letter should include an alternative to the issue or problem. Provide evidence to support your letter’s viewpoint by citing information you learned from reading a relevant scholarly social work journal article. Make a copy of the scholarly social work journal article. Highlight the part(s) of the journal article to which you refer in your letter and attach a copy of the article to your assignment. Find and identify two blogs that discuss the issue.

The **final product** should include:

- the letter to the editor from the newspaper
- your ideas about the meaning of the letter and the evidence the writer used to support his/her opinion
- your own letter to the editor with a citation from the scholarly social work journal article you read to support your opinion
- a copy of the scholarly journal article you read with your citation highlighted
- a copy of two blogs that discuss the issue


**Midterm Exam: February 21, 2013.**

Material covered to date.

**Assignment Three: Book Review. Due: March 26, 2013.**

Select a non-fiction work about a social problem facing American society or one of the recommended books below. Describe the central issue discussed in the book. Share what you learned about the issue. Describe how it deepened your knowledge of the people described. Articulate how this understanding may influence your practice as a social worker.


**Reading Examination: April 16, 2013.**

**Assignment Four: Reflection Paper Due: April 25, 2013.**

The final paper, which represents 25% of the grade and should be six to ten pages or more, should include the following:

- An introduction which describes the setting or agency
- A brief history of the agency or setting. Why was it created and what needs was it designed to serve?
- Describe the encounter with the first person you helped.
- What activities did you perform?
- What problems or difficulties did you encounter?
- What were your feelings about the role of volunteer?
- How different would things be if you were employed at the site?
- What qualifications would you need for the position you would like?
- What would you change if you were the administrator?
- Which client was the most memorable and why?
- How does the information you learned in SW 101 help you understand the clients?
What does the **scholarly literature** say about the intervention or the target population? Is your experience consistent with the literature?

D. **Blackboard Assignments:**
   Short reading assignments or exercises will be posted on the Blackboard for this course. Attention to the Blackboard requirements counts as part of the participation grade.

E. **Class Participation:**
   A high level of class participation is expected from students in this class. Students are expected to attend classes, to participate in class discussions, to complete volunteer experience and to complete written and oral assignments on time.

F. **Accommodations:**
   Students with physical, learning or other disabilities wishing to request accommodations must identify with the Disability Support Services office and submit documentation of a disability to the instructor. It is the responsibility of the student to begin the process. More information can be obtained from the Disability Support Services website at [http://dss.cua.edu/](http://dss.cua.edu/).

G. **Academic Honesty:**
   As members of the community of scholars at The Catholic University of America, students are expected to act in accordance with the “Academic Graduate and Undergraduate Student Academic Dishonesty” policy available at [http://policies.cua.edu/academicundergrad/integrityfull.cfm](http://policies.cua.edu/academicundergrad/integrityfull.cfm).

H. **Course and Instructor Evaluation:**
   NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations/](http://evaluations.cua.edu/evaluations/) using your CUA username and password.

**CLASS SCHEDULE**

**Week One:** January 15 and 17.

**The Profession of Social Work: Overview**

Required Reading: Popple & Leighninger: Chapters 3 & 4.

**Assignment One: Due: January 22, 2013**
Introduction to Social Work
SSS 101
Fall 2012
Week Two: January 22 and 24.

**Competing Perspectives: Social Welfare Concepts**
Discussion: The socio-economic context of poverty.
  - Required Reading: Popple & Leighninger: Chapters 1 & 2.
  - Blackboard Assignment One.

Week Three: January 29. Patronal Feast of Saint Thomas Aquinas University Mass. Classes meeting at 12:35 p.m. will meet at 1:20 p.m. Class in session January 31.

**Economic Welfare as a Field of Practice**
Discussion: Understanding poverty and wealth.
  - Required Reading: Popple & Leighninger: Chapters 7, 8, & 9.
  - Blackboard Assignment Two.

Week Four: February 5 and 7.

**Fields of practice: Child Welfare and Criminal Justice**
Discussion: Understanding child welfare and criminal justice.
  - Required Reading: Popple & Leighninger: Chapters 10 & 11.
  - Blackboard Assignment Three.

**Assignment Two Due February 14, 2013**

Week Five: February 12 and 14.

**Fields of Practice: Health Care and Gerontology**
Discussion: Understanding Health Care and Gerontology
  - Required Reading: Popple & Leighninger: Chapters 12 & 15.
  - Blackboard Assignment Four.

**Midterm: February 21, 2013**

Week Six: February 19 and 21.

**Fields of Practice: Mental Health and Developmental Disabilities**
Discussion: Understanding service delivery to those with developmental disabilities and the issue of mental health.
  - Required Reading: Popple & Leighninger: Chapter 13.
  - Blackboard Assignment Five.

Week Seven: February 26 is **Administrative Monday**. Class in session February 28.

**Housing and Homelessness.**
Discussion: Understanding Housing and service delivery to the Homeless.
  - Required Reading: Popple & Leighninger: Chapter 14.
  - Blackboard Assignment Six.
Introduction to Social Work
SSS 101
Fall 2012

Spring Recess begins March 4, 2013

Week Eight: March 12 and 14.
**Working with Diversity: Social Work Skills**
Discussion: Understanding and working with diversity.
   Required Readings: Popple & Leighninger: Chapter 5.
   Levine: Chapter 4.
   Blackboard Assignment Seven.

Week Nine: March 19 and 21.
**History of Human Services and Theory:**
Discussion: The history of human service and the use of theory in Social Work
   Required Reading: Levine: Chapter 1 & 8.

   **Assignment Three: Due: March 26, 2013.**

**Understanding the Human Condition and Understanding Ourselves.**
Discussion: Understanding the human condition and understanding use of self in Social Work.
   Required Reading: Levine: Chapters 2 & 3.
   Blackboard Assignment Eight.

Week Eleven: April 2 and 4.
**Direct Practice Skills: Communication and Relationship**
Discussion: Direct practice skills: Communication and Relationship
   Required Reading: Levine: Chapters 5 & 6.
   Blackboard Assignment Nine.

Week Twelve: April 9 and 11.
**Direct Practice Skills: The Problem-Solving Process**
Discussion: Understanding the problem-solving process.
   Required Reading: Levine: Chapters 7 & 9.
   Blackboard Assignment Ten.

   **Reading Exam April 16, 2013.**

Week Thirteen: April 16 and 18.
**Direct Practice Skills: Dealing with Vulnerability, Dependency and Resistance.**
Discussion: Understanding client vulnerability, dependency and resistance
   Required Reading: Levine: Chapter 11.
Assignment Four: Due: April 25, 2013

Week Fourteen: April 23 and 25.
Direct Practice Skills: Group work
   Required Reading: Levine: Chapter 10 & 12.

*Note: Modifications to the schedule may be made and will be discussed in class.

Grading Policy

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Personal Experience and beliefs paper</td>
<td>10%</td>
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<tr>
<td>Newspaper Assignment</td>
<td>10%</td>
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<tr>
<td>Midterm Examination</td>
<td>15%</td>
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<tr>
<td>Book Review</td>
<td>20%</td>
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<tr>
<td>Reading Examination</td>
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<td>Reflection Paper (includes 24 hours of</td>
<td>25%</td>
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<td>certified volunteer service)</td>
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<tr>
<td>Class Participation/Attendance/Blackboard</td>
<td>10%</td>
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<td>Average</td>
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