COURSE PURPOSE

This course is open to all undergraduate students who want 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. National Catholic School of Social Service (NCSSS) 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. Eileen Dombo, Chair of the undergraduate Social Work program, by phone at 202-319-4946, or email: dombo@cua.edu.

This course addresses the historical development of the profession including the work of Jane Addams and others 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.
CORE COMPETENCIES

The Council on Social Work Education (CSWE), the association representing undergraduate and graduate programs of professional social work education in the United States, uses Educational Policy and Accreditation Standards (EPAS) to accredit programs. The standards support “academic excellence by establishing thresholds for professional competence” (CSWE, 2008). The instruction for this class directly addresses several of the ten core competencies and their related practice behaviors. The competencies and the practice behaviors for this class are as follows:

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Practice Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1.3 Attend to professional roles and Boundaries</td>
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<td></td>
<td>1.5 Engage in career learning</td>
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<td>2. Apply social work ethical principles to guide professional practice</td>
<td>2.1 Recognize and manage personal values in a way that allows professional values to guide practice</td>
</tr>
<tr>
<td>4. Engage diversity and difference in practice</td>
<td>4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
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<tr>
<td>5. Advance human rights and social and economic justice</td>
<td>5.3 Engage in practices that advance social and economic justice</td>
</tr>
<tr>
<td>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>8.1 Analyze, formulate, and advocate for policies that advance social well-being</td>
</tr>
<tr>
<td>9. Respond to contexts that shape practice</td>
<td>9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
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COURSE REQUIREMENTS

Required Texts:


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


Course Assignments:

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

**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 21, 2016.**
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?

**Assignment Two: Newspaper Assignment. Due: February 4, 2016.**
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.
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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
- urls of two blogs that discuss the issue

An example of this assignment is posted on Blackboard.

Material covered to date.

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 7, 2016.

The final paper, which represents 25% of the grade and should be six pages or more, should include the following:
An introduction which describes the setting or agency
A brief history of the agency or setting. Why it created and what was 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?
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Blackboard Assignments:
Short reading assignments or exercises will be posted on the Blackboard for this course. Blackboard assignments are to be completed before the next class period.

Class Participation:
**Attendance is mandatory.** 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, Blackboard and oral assignments on time.

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/).

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).

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 12 and 14.
The Operation of the Class
Discussion: Syllabus, Blackboard, Class Expectations, Attendance Policy

**Week Two:** January 19 and 21.
The Profession of Social Work: Overview
Discussion: History of Social Work, Code of Ethics

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

**Assignment One Due: January 21, 2016**
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Week Three: January 26 and 28.
Competing Perspectives: Social Welfare Concepts
Discussion: Understanding perspectives
Required Reading: Popple & Leighninger: Chapters 1 & 2.

Patronal Feast of St. Thomas Aquinas University Mass is January 28th. This class will meet at the normal time but will be dismissed at 11:50 a.m.

Week Four: February 2 and 4.
Economic Welfare as a Field of Practice
Discussion: The socio-economic context of poverty.

Required Reading: Popple & Leighninger: Chapters 7, 8, & 9.

Assignment Two Due: February 4, 2016

Week Five: February 9 and 11.
Fields of practice: Child Welfare and Criminal Justice
Discussion: Understanding child welfare and criminal justice.

Required Reading: Popple & Leighninger: Chapters 10 & 11.

Week Six: February 16 and 18.
Fields of Practice: Health Care and Gerontology
Discussion: Understanding Health Care and Gerontology

Required Reading: Popple & Leighninger: Chapters 12 & 15.

Week Seven: February 25.

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.

February 23rd is Administrative Monday. Tuesday classes are cancelled.

Midterm: February 23, 2016

Spring Recess begins Monday, February 29 and concludes Monday, March 7th, 2016.
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Week Eight: March 8 and 10.
Housing and Homelessness.
Discussion: Understanding Housing and service delivery to the Homeless.

Required Reading: Popple & Leighninger: Chapter 14.

Week Nine: March 15 and 17.
Working with Diversity: Social Work Skills
Discussion: Understanding and working with diversity.


Week Ten: March 22.
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.
March 24 is Holy Thursday. No classes; Easter recess begins.

Assignment Three Due: March 22, 2016.

Week Eleven: March 29 and 31.
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 & 9.

Week Twelve: April 5 and 7.
Direct Practice Skills: Communication and Relationship
Discussion: Direct practice skills: Communication and Relationship

Required Reading: Levine: Chapters 5 & 6.

Reading Exam: April 7, 2016.

Week Thirteen: April 12 and 14.
Direct Practice Skills: The Problem-Solving Process
Discussion: Understanding the problem-solving process.

Required Reading: Levine: Chapter 7.
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Week Fourteen: April 19 and 21.
Direct Practice Skills: Dealing with Vulnerability, Dependency and Resistance.
Discussion: Understanding client vulnerability, dependency and resistance

Required Reading: Levine: Chapters 10, 11, and 12.

Week Fifteen: April 26 and 28.

Assignment Four: Due: April 28, 2016.

*Note: Modifications to the schedule may be made.

<table>
<thead>
<tr>
<th>Grading Structure</th>
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<tbody>
<tr>
<td>Personal Experience and beliefs</td>
<td>5%</td>
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<tr>
<td>paper</td>
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<tr>
<td>Newspaper Assignment</td>
<td>15%</td>
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<tr>
<td>Midterm Examination</td>
<td>15%</td>
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<tr>
<td>Book Review</td>
<td>10%</td>
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<tr>
<td>Reading Examination</td>
<td>10%</td>
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<tr>
<td>Reflection Paper (includes 24 hours of certified volunteer service)</td>
<td>25%</td>
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<tr>
<td>Blackboard</td>
<td>10%</td>
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<tr>
<td>Class Participation/Attendance</td>
<td>10%</td>
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<table>
<thead>
<tr>
<th>Final Grade</th>
<th>Numerical Equivalent</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>C-</td>
<td>70-72</td>
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<td>D</td>
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<td>F</td>
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