

Kenneth P. Dietrich School of Arts and Sciences
College in High School

2022-2023
Introduction to Social Work
SOCWRK 1000--3 Credits

Description: This course provides an overview of professional social work. It examines the historical development of the profession of social work; introduces the profession's values, ethics, and practice principles; examines the major interventive methods of social work practice; identifies the generalist base of social work practice; and explores the social service delivery networks that comprise the social welfare system in urban environments. Social work's historic commitment to social justice and to the elimination of poverty is integrated throughout the course. Ecological social systems framework is also introduced and integrated as diversity and global impacts are introduced. The course format includes lectures, discussion, exercises, guest presentations, reading assignments, examinations, student volunteer service, and visits to social agencies.

Prerequisite: None.

Grading: The final grade is based on classroom participation, a community service volunteer activity with reflection papers, a paper on a novel of social protest, a midterm examination, and a final presentation. More details on these assignments are below.

Textbook: The following texts are required for SOCWRK 1000:

- Cox, L. E., Tice, C. J., & Long, D. D. (2019). *Introduction to social work: An advocacy-based profession* (2nd ed.). Los Angeles, CA: Sage.
- National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. Washington, DC: NASW Press. Retrieved from <https://www.socialworkers.org/about/ethics/code-of-ethics>

The following course objectives are to be achieved upon completion of SOCWRK 1000.

(Numbered bullets refer to competencies mandated by the Council on Social Work Education):

1. Describe the historical evolution of professional social work, including the social forces and values that shape systems of social welfare.

This will contribute to achieving the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS), Competencies:

- #3 Advance Human Rights and Social, Economic, and Environmental Justice

This objective is measured by student performance on Class Participation, the Midterm Exam, the Final Group Project, and the Reflection Papers, which require the learning dimensions of knowledge, values, and cognitive and affective processes

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2. Describe and discuss generalist social work practice.

This will contribute to achieving the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS), Competency:

- # 1 Demonstrate Ethical and Professional Behavior

This objective is measured by student performance on the Midterm Exam, the Exploration of Cultural Diversity, the Final Group Project, and the Reflection Papers, which require the learning dimensions of knowledge, values, and cognitive and affective processes

3. Identify and describe social and economic justice and human diversity.

This will contribute to achieving the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS), Competencies:

- #2 Engage Diversity and Difference in Practice

4. Identify personal values and examine them in relation to societal and professional values

This will contribute to achieving the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS), Competency:

- #1 Demonstrate Ethical and Professional Behavior

This objective is measured by student performance on the Midterm Exam, the Exploration of Cultural Diversity, which requires the learning dimensions of knowledge, values, and cognitive and affective processes.

5. Evaluate and analyze structures and functions of various social service delivery systems and the effectiveness of those systems as related to the following social welfare areas: Maternal and Child Health, Mental Health, Education, Urban Neighborhood Revitalization, Criminal Justice, Income Maintenance, Child Welfare, Health, Housing, and Older Adult Services.

This will contribute to achieving the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS), Competency:

- #4 Engage in Practice-informed Research and Research-informed Practice

This objective is measured by student performance on the Midterm Exam, the Final Group Project, which requires the learning dimensions: knowledge and cognitive and affective processes.

6. Identify and discuss interpersonal skills to effectively intervene with populations at risk.

This will contribute to achieving the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS), Competencies:

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- #2 Engage Diversity and Difference in Practice

This objective is measured by student performance on Class Participation, the Midterm Exam, the Exploration of Cultural Diversity, the Final Group Project, and the Reflection Papers, which requires the learning dimensions of knowledge, values, and cognitive and affective processes.

SOCWRK 1000 Assignments and Grading:

Participation	10%
Community Service Volunteer Activity/Reflection Papers	25%
Midterm Examination	20%
Exploration of Cultural Diversity Paper	20%
Final Project	25%

- 1. Class Participation (10% of grade):** Students are expected to participate actively in each class session, to come to class prepared to demonstrate and to discuss content of required course assignments. See Appendix A for expectations and grading rubric.
Measures the following CSWE competencies: #3 & #5 in the cognitive domain.
- 2. Midterm Exam (20% of grade):** There will be a midterm examination covering material from readings, lectures, class discussion, and audio and video media through the date of the exam.
Measures the following CSWE competencies: #1, #2, #3, #4, #5, & #6 in the cognitive and knowledge domains.
- 3. Exploration of Cultural Diversity (20% of grade):** Students will choose a novel/memoir listed below which explores some facet of cultural diversity. Students who wish to choose a novel that is not listed must obtain *prior* permission of the instructor.
Measures the following CSWE competencies: #1, #2, & #6 in the affective, cognitive, knowledge, and value domains.
Read the novel and write a 4-6 page paper, which includes:
 - 1) A brief description of a major character in terms of age, personality, race, class, ethnicity, ability, sexual orientation, religious preference, and gender (discuss what is known about the character).
 - 2) A description of the cultural identity of the character in terms of values, norms and beliefs, including power determinants.
 - 3) A description of the similarities and differences between you and the chosen character in terms of human development, privileges, values, customs, and educational and vocational opportunity.
 - 4) A discussion of the challenges that you would face in confronting your own biases, assumptions and values if this character were a client assigned to you.

<i>Rubyfruit Jungle</i> by Rita Mae Brown	<i>Little Bee</i> by Chris Cleave
<i>Middlesex</i> by Jeffrey Eugenides	<i>The Bean Trees</i> by Barbara Kingsolver

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<i>The Secret Life of Bees</i> by Sue Monk Kidd	<i>The Color Of Water: A Black Man's Tribute To His White Mother</i> by James McBride
<i>The Bluest Eye</i> by Toni Morrison	<i>Cry the Beloved Country</i> by Alan Paton
<i>The Help</i> by Katherine Stockett	<i>The Glass Castle</i> by Jeannette Walls

4. Community Service Volunteer Activity / Reflection Papers / Verification Letter (25% of grade):
 45 clock hours of community service must be completed over the course of the year at a human services organization.

Measures the following CSWE competencies: #2, #3, & #6 in the affective, cognitive, knowledge, & values domains.

- **Reflection Paper #1 (6%):** By this time, you have decided where you would like to volunteer and which population you will be serving. Write a 2-page paper. Answer the following questions in your paper (See Appendix F):
 - 1) What are your expectations for your community service experience (you will want to discuss what society thinks of this population as well as discuss what you think of this population)?
 - 2) What do you believe a generalist social worker does with this population?
- **Reflection Paper #2 (9% points):** You have now completed your community service volunteering. Write a 3-page paper answering the following questions (See Appendix G):
 - 1) How have your experiences to date compared to your expectations? Summarize what you have learned.
 - 2) How has this experience challenged your personal beliefs about this population and your appreciation of social justice and diversity?
 - 3) What does a generalist social worker need to know about this at-risk population based on your experience?
- **Verification Letter (10%):** Your volunteer supervisor in the organization must submit a letter of verification (on the organization's letterhead/stationery) of the total hours volunteered. (See Appendix H)

Final Paper and Poster (30% of grade): The purpose of the final group project is to allow you to share what has been learned through diligent research about a particular at-risk, or vulnerable, population. Presentations will take place at the University of Pittsburgh.

Students are graded on four parts to this project:

1. Research Paper with APA annotated bibliography
2. Interview Questions & Brief Synopsis of Interview
3. Poster
4. Poster Presentation

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Research Paper with APA annotated bibliography

Referring to the Ecosystems Model for Analysis of Psychosocial Factors Affecting Vulnerable Populations when organizing your research paper will be helpful. Within your research study, you will be addressing each area of the Ecosystem.

- Research paper should be 7-10 pages, including an annotated bibliography. Format: APA, Times New Roman 12 font, 1" margins.
- Research papers should include:
 - A brief description of the group you researched, including size and diversity features. (Environmental-Structural)
 - A report on the historical experience of this population, as a whole, and the historical relationship of this group to the Greater Pittsburgh community. Discuss the historical experiences of this group as relevant to social work practice. (Historical)
 - What steps have members of the majority culture taken to address overt or covert discrimination against this group? What approaches has the group historically taken to address oppression? In what ways have the group's members advocated for themselves? (Culture, Family, Individual)
 - Based on the review of the literature, discuss the unmet needs of this population. What are the major issues that present barriers to serving this group?
 - What does the literature suggest about primary, secondary, and tertiary preventions that best serve this population?
- Annotated Bibliography (In APA Format): See Purdue Owl and other resources for guidance for formatting. <https://owl.english.purdue.edu/owl/resource/560/01/>

Interview Questions and Brief Synopsis of Interview

For this part of the project, you will select at least one person to interview related to your topic. You will hand in a list of at least 8 questions you will ask and a brief synopsis of the interview, including what you learned from the interview and how it fits in with your research topic.

Poster

Quality of poster will be evaluated. Be sure to include all parts below. Keep in mind that when selecting information for your poster, you need to be very selective, since you have only a certain amount of space.

- A brief description of the group you researched, including size and diversity features. (Environmental-Structural)
- A report on the historical experience of this population, as a whole, and the historical relationship of this group to the Greater Pittsburgh community. Discuss the historical experiences of this group as relevant to social work practice. (Historical)
- What steps have members of the majority culture taken to address overt or covert discrimination against this group? What approaches has the group historically taken

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to address oppression? In what ways have the group's members advocated for themselves? (Culture, Family, Individual)

- Based on the review of the literature, discuss the unmet needs of this population. What are the major issues that present barriers to serving this group?
- What does the literature suggest about primary, secondary, and tertiary preventions that best serve this population?
- Data with Analysis
- Handouts: Annotated Bibliography (Can be same one used for research paper)

Poster Presentation

For this part you will be scored on presentation. See rubric for specific details. The following should be part of your presentations. Be prepared with notes and anticipate questions your audience may have during your presentation.

- 5-10 minute presentation
- Provide an annotated bibliography of articles from peer reviewed journals (these are also to be given to the instructor with the power point presentations).
- Quality of Presentation

Academic Integrity: All College in High School teachers, students, and their parents/guardians are required to review and be familiar with the University of Pittsburgh's Academic Integrity Policy located online at <https://www.as.pitt.edu/faculty/policies-and-procedures/academic-integrity-code>.

Grades: Grade criteria in the high school course may differ slightly from University of Pittsburgh standards. A CHS student could receive two course grades: one for high school and one for the University transcript. In most cases the grades are the same. These grading standards are explained at the beginning of each course.

Transfer Credit: University of Pittsburgh grades earned in CHS courses appear on an official University of Pittsburgh transcript, and the course credits are likely to be eligible for transfer to other colleges and universities. Students are encouraged to contact potential colleges and universities in advance to ensure their CHS credits would be accepted. If students decide to attend any University of Pittsburgh campuses, the University of Pittsburgh grade earned in the course will count toward the student grade point average at the University. At the University of Pittsburgh, the CHS course supersedes any equivalent AP credit.

Drops and Withdrawals: Students should monitor progress in a course. CHS teacher can obtain a Course Drop/Withdrawal Request form from the CHS office or Aspire. The form must be completed by the student, teacher and parent/guardian and returned to teacher by deadlines listed. Dropping and withdrawing from the CHS course has no effect on enrollment in the high school credits for the course.