

## Introduction to Social Work



Industry Sector: [Health Science and Medical Technology](#)

Pathway: Mental & Behavioral Health

This course will familiarize students with the various roles, functions, and tasks which social workers perform in a variety of settings and acquaint them with the primary skills and practices of generalist social work. Students will be introduced to social work practice as a multi-level and multi-method approach to influencing change in problem situations. Students will also be introduced to the core values and Code of Ethics of social work and be exposed to issues of diversity, oppression, and social justice. The practice of generalist social work will be considered from the perspective of a collaborative, strengths-based model working within complex social service systems.

Program Information	CTE Certification Elements
<p><b>Industries/Pathways:</b> Public and Community Health Industry: Mental and Behavioral Health Pathway</p> <p><b>Grade Levels:</b> 11, 12</p> <p><b>CSU/UC Approval:</b> No</p> <p><b>Community College Course:</b> Yes</p> <p><b>Pathway Sequence(s) That Include This Course:</b></p> <p><b>Mental &amp; Behavioral Health Pathway Course Sequence:</b> Introduction to Health and Human Service Careers or Health Professions and Organizations First Aid, Emergency Response and CPR Career Explorations Anatomy and Physiology Foundations of Mental &amp; Behavioral Health Careers I or</p>	<p><b>Course Level:</b> Concentrator</p> <p><b>CALPADS Pathway:</b> HLT - 195</p> <p><b>CALPADS Course Title:</b> Intro to Social Work</p> <p><b>State Course ID:</b> 7961</p> <p><b>Total Hours:</b> 45</p> <p><b>Course Length:</b> 1 Semester</p> <p><b>Local Course Number:</b> SOWK120:MH</p> <p><b>Board Approval:</b> Pending Board Action on 12/7/17</p> <p><b>Labor Market Demand:</b> High</p> <p><b>Course Type:</b> Career-Technical Preparation</p>

Health and Social Justice or Introduction to Public Health Mental Health Internship (10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> ) Foundations of Mental & Behavioral Health Careers II or Substance Abuse and Public Health or <i>Introduction to Social Work</i> CPR Recertification Specialized Mental Health Seminar Project and Exhibition and/or Advanced Mental/Behavioral Health Internship	
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## Competencies / Outcomes

Upon completion of the course, students will be able to:

- Demonstrate knowledge of generalist social work and the social service delivery system and be able to make an informed decision about entry into the field of social work.
- Identify key social work values, knowledge, principles, and skills within an ethical framework as defined in the NASW Code of Ethic
- Define the roles and functions of community-based generalist social work practice
- Identify the multiple methods used by generalist social workers with systems of all size
- Demonstrate understanding of the numerous fields of practice in which generalist social workers perform their function
- Describe the effect of the person, agency, and society on the generalist social work process
- Define the dimensions of diversity and oppression as well as thoroughly describe social justice issues related to the needs and hurdles of a particular concern population
- Demonstrate understanding of factors related to populations at risk
- Identify empowering practices and ways of working collaboratively as generalist social worker

## Standards

### California's 2013 CTE Standards

1. CTE.HSMT.KPAS.8.1 [Access, analyze, and implement quality assurance standards of practice.](#)

2. CTE.HSMT.KPAS.8.2 [Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Health Science and Medical Technology industry sector.](#)
3. CTE.HSMT.KPAS.10.1 [Interpret and explain terminology and practices specific to the Health Science and Medical Technology sector.](#)
4. CTE.HSMT.KPAS.7.1 [Recognize how financial management impacts the economy, workforce, and community.](#)
5. CTE.HSMT.F.1.2 [Define the psycho-education approach and describe how it is used as a tool to help consumers and their families learn more about managing their mental illness.](#)
6. CTE.HSMT.F.1.4 [Use and apply community-based participatory research methods to increase community participation and resources.](#)
7. CTE.HSMT.F.2.3 [Differentiate between giving advice and active listening by constructing real-life examples.](#)
8. CTE.HSMT.F.2.6 [Build on communication by using motivational interviewing as an engagement tool.](#)
9. CTE.HSMT.F.4.1 [Define four stages of mental health recovery \(hope, empowerment, self-responsibility, and meaningful role in life\) and demonstrate impact on complex mental health problems.](#)
10. CTE.HSMT.F.4.2 [Demonstrate the ability to formulate goals related to each of the four stages of recovery using a multiple-step process of goal setting.](#)
11. CTE.HSMT.F.4.3 [Compare and contrast a psychosocial rehabilitation and recovery model that supports each individual's potential for recovery versus a medical model that views abnormal behavior as the result of physical problems and should be treated medically.](#)

## Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects

### Reading

1. RST.9-10.3 (9th and 10th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.](#)
2. RST.11-12.3 (11th and 12th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.](#)
3. RST.9-10.9 (9th-10th) [Compare and contrast findings presented in a text to those from other sources \(including their own experiments\), noting when the findings support or contradict previous explanations or accounts.](#)
4. RST.11-12.9 (11th and 12th) [Synthesize information from a range of sources \(e.g., texts, experiments, simulations\) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.](#)

### Writing

1. WHST.9-10.4, WHST.11-12.4 (9-10 & 11-12) [Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.](#)

# Units

## Unit 1 - The Profession of Social Work

### Description

Professional social work practice is distinctive from other helping professions in its approach of assisting clients to function optimally within their environments. The person-in-environment approach is central to social work practice. Through this perspective, professional social workers are uniquely trained to help clients maximize the opportunity for change in themselves and/or their situations.

Social work is distinctive also for its professional values and ethics, appreciation for human diversity, emphasis on social and economic justice, understanding of social welfare policy and services, and strong foundation in field education.

### Key Topics/Activities

- Investigate the purpose of Social Work
- Explore what Social Workers do
- Understand the History and Emergence of Social Work as a Profession

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

## Unit 2 - Social Work Values and Ethics

### Description

In Unit 2, values and ethics of social workers will be defined, including the foundations and guidance of professional social work values. Students will become familiar with National Association of Social Work Code of Ethics.

### Key Topics/Activities

The code is based on the six core values of the social work profession:

1. Service
2. Social justice
3. Dignity and worth of the individual

4. Importance and centrality of human relationships
5. Integrity
6. Competence

The code serves six purposes:

1. To establish the core values upon which the social work profession is based.
2. To create specific ethical standards that should guide social work practice and reflect the core values.
3. To help social workers navigate professional considerations and obligations when ethical uncertainties arise.
4. To provide ethical standards to which the social work profession can be held accountable.
5. To initiate new social workers to the profession's mission, values, and ethical principles and standards.
6. To create standards by which the social work profession can assess if a social worker has engaged in unethical conduct.

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

## Unit 3 - Social Justice, Diversity, & Vulnerable Populations

### Unit Description

Social work is a practical profession aimed at helping people address their problems and matching them with the resources they need to lead healthy and productive lives. Beneath this practicality lies a strong value system that can be summarized in two words: social justice. Social justice is the view that everyone deserves equal economic, political and social rights and opportunities. Social workers aim to open the doors of access and opportunity for everyone, particularly those in greatest need.

In Unit 3, students will learn about social justice and social injustice, including the power determinants. This unit will also cover diversity and vulnerable populations, and its relation to social work. Vulnerability, the susceptibility to harm, results from an interaction between the resources available to individuals and communities and the life challenges they face. Vulnerability results from developmental problems, personal incapacities, disadvantaged social status, inadequacy of interpersonal networks and supports, degraded neighborhoods and environments, and the complex interactions of these factors over the life course. The priority given to varying vulnerabilities, or their neglect, reflects social values. Vulnerability may arise from individual, community, or larger population challenges and requires different types of policy interventions—from social and economic development of neighborhoods and communities, and educational and income policies, to individual medical interventions.

### Key Topics/Activities

- Sensitivity and vulnerable populations
- Racial and ethnic diversity
- Religious diversity
- Sexual diversity
- Social work with diverse populations

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

## Unit 4 - Social Work Policy and Practice

### Unit Description

In Unit 4, students will focus on social welfare legislation and the policies, programs and services that flow from such legislation. Students analyze social welfare policy within the context of the society and politics, which guide social welfare legislation. Social and economic justice for people from diverse backgrounds and those who may be oppressed are discussed. The profession of social work includes a broad scope of practice, with diverse populations. This scope is greatly influenced by the nature and direction of social policy, and the implementation of policy through social welfare services. During this unit, students will be introduced to the stages of social welfare policy development and the role intersection between social policy and social work practice, including current available resources and social safety nets.

### Key Topics/Activities

- Implementation of Social Policy through Social Welfare Services
- Social and Economic Justice
- Stages of Social Welfare Policy Development and Social Work Practice
- Resources and Social Safety Nets

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

## Unit 5 - Social Work Levels of Intervention

### Unit Description

Unit 5 highlights the three broad practice categories of Social Work: macro, mezzo and micro. Macro level social work is interventions provided on a large scale that affect entire communities and systems of care. Mezzo social work happens on an intermediate scale, involving neighborhoods, institutions or other smaller groups. Micro social work is the most common practice, and happens directly with an individual client or family.

### Key Topics/Activities

**Macro Social Work:** The practice of macro social work is the effort to help clients by intervening in large systems. Examples include lobbying to change a health care law, organizing a statewide activist group or advocating for large-scale social policy change. Macro practice is one of the key distinctions between social work and other helping professions, such as psychiatric therapy. Macro social work generally addresses issues experienced in mezzo or micro social work practice, as well as social work research. Macro practice empowers clients by involving them in systemic change.

**Mezzo Social Work:** Mezzo social work practice deals with small-to-medium-sized groups, such as neighborhoods, schools or other local organizations. Examples of mezzo social work include community organizing, management of a social work organization or focus on institutional or cultural change rather than individual clients. Social workers engaged in mezzo practice are often also engaged in micro and/or macro social work. This ensures the needs and challenges of individual clients are understood and addressed in tandem with larger social issues.

**Micro Social Work:** Micro practice is the most common kind of social work, and is how most people imagine social workers providing services. In micro social work, the social worker engages with individuals or families to solve problems. Common examples include helping individuals to find appropriate housing, healthcare and social services. Family therapy and individual counseling would also fall under the auspices of micro practice, as would the of an individual or family, and the treatment of people suffering from a mental health condition or substance abuse problem. Micro-practice may even include military social work, where the social worker helps military service members cope with the challenges accompanying military life and access the benefits entitled to them by their service. Many social workers engage in micro and mezzo practice simultaneously. Even the most ambitious macro-level interventions have their roots in the conversations between a single social worker and a single client.

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

## Unit 6 - Social Work Theories

### Unit Description

In Unit 6, Students will learn about common social work theories used to explain human behavior. Social work theories are general explanations that are supported by evidence obtained through the scientific method. A theory may explain human behavior, for example, by describing how humans interact or how humans react to certain stimuli. A selection of more common social work theories will be highlighted, within the range of emerging approaches and frameworks. Unit 6 activities and discussion are designed to foster critical thinking in the application of these theories within the current practice of social work. There are many social work theories that guide social work practice.

### Key Topics/Activities

**Systems Theory:** Systems Theory describes human behavior in terms of complex systems. It is premised on the idea that an effective system is based on individual needs, rewards, expectations, and attributes of the people living in the system. According to this theory, families, couples, and organization members are directly involved in resolving a problem even if it is an individual issue.

**Social Learning Theory:** Social Learning Theory is based on the idea that learning occurs through observation and imitation. New behavior will continue if it is reinforced. According to this theory, rather than simply hearing a new concept and applying it, the learning process is made more efficient if the new behavior is modeled as well.

**Psychosocial Development Theory:** Psychosocial Development is an eight-stage theory of identity and psychosocial development that believes everyone must pass through eight stages of development over the life cycle: hope, will, purpose, competence, fidelity, love, care, and wisdom. Each stage is divided into age ranges from infancy to older adults.

**Psychodynamic Theory:** Psychodynamic Theory explains personality in terms of conscious and unconscious forces. This social work theory describes the personality as consisting of the id (responsible for following basic instincts), the superego (attempts to follow rules and behave morally), and the ego (mediates between the id and the ego).

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

## Unit 7: Empowering Process for Social Work Practice

### Unit Description

Unit 7 focuses on the Empowering Process for Social Work Practice. This process can be defined in general as the capacity of individuals, groups and/or communities to gain control of their circumstances and achieve their own goals. This is achieved in social work practice through 6 steps described in the Key Topics below.

### Key Topics/Activities

1. Engagement
  - a. Purpose is to engage the client and help client decide whether to enter treatment.
  - b. Emphasis is on the problem as perceived by the client and current situation
2. Assessment
  - a. Obtain relevant information about the client and perceived needs.
  - b. Determine client's current level of functioning
  - c. Understand the client's problem and determine how to reduce its impact
  - d. Identify client strengths
3. Planning
  - a. Set realistic, attainable short and long-term goals
  - b. Assist clients toward acceptable resolutions
  - c. Meet client at their current state of change
4. Intervention
  - a. Implement pre planned goals
5. Evaluation
  - a. Assess effectiveness of interventions
  - b. Identify new issues and set new goals
6. Termination
  - a. Pre-determined end to therapeutic relationship
  - b. Promotes independence and control over one's growth

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

## Unit 8 - Contemporary Issues in Social Work

### Unit Description

The final unit discusses current issues related to social work, such as poverty, homelessness, mental health and health care. Additionally, students will identify the relationships between Social Work and: Criminal Justice, Veterans, Terrorism and Technology.

### Key Topics/Activities

- Poverty
- Homelessness
- Mental Health
- Health Care

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.