



Embracing Artificial Intelligence in Social Work: Implications of AI in Education, Practice, and Ethics

NADD 2023 Fall Meeting



Presenters

Ruopeng An, PhD, Washington University in St. Louis

Sarah Lewis, PhD, Barry University

Allan Barsky, JD, PhD, Florida Atlantic University

Vicky Rizzo, PhD, University of Albany

Moderator: Emily Ihara, PhD, George Mason University

Agenda

- ❖ Introductions
- ❖ What is AI
- ❖ Positive Uses of AI:
 Possibilities in Education & Practice
- ❖ Ethical Issues and Solutions
- ❖ University-Wide AI
- ❖ Moving Forward: Suggestions

What is AI?

Digital systems, programs, or machines
that can perform tasks previously
achievable only through
human reasoning, perception or
reasoning

(IT Chronicles, 2023)

Mimics human intelligence



AI in Higher Education



Sarah J Lewis, PhD
Barry University
AI-Instructional.Design

Difference?



1

Google

A roadmap through the information landscape

Hours

A

2

GPT

A teleporter to specific points of knowledge

Nano seconds

B

Hmmm efficient, but is it effective?

AI Use Cases



1

Pre-GPT

We have all been using AI for years! Alexa, Siri, Grammarly, Scholarcy, etc.

Short [Video](#)

A

2

GPT

Let's take it for a spin!

[Demo](#)

B

We have been using AI for years – in and out of the classroom.

Reasons to Use



Assignment Scaffolder



Video Question Generator



Conceptual Understanding Generator



Diagnostic Assessment Generator





YouTube Video Question Generator



Generate guiding questions aligned to a YouTube video. **Videos will not load if the author did not enable closed captions.

Grade level:

College

Number of Questions:

3

Question Type:

Multiple choice

Video ID or URL: BETA

<https://youtu.be/RfsObwDPJO8?si=qnRKyxvH5UO0LctA>

Generate

Video Comprehension Questions:

1. What is Jane Addams known for in American history?
 - a) Being a successful businessman
 - b) Leading the Progressive Era
 - c) Starting the first settlement house
 - d) Establishing the American Civil Liberties Union
2. What was the significance of Hull House?
 - a) It provided medical care to poor families
 - b) It served as a center for research and study
 - c) It offered social services and acted as a college
 - d) It advocated for women's suffrage
3. What was one of the important goals of Jane Addams and her colleagues at Hull House?
 - a) Expanding settlement houses in Chicago
 - b) Establishing safe areas for children to play
 - c) Lobbying for progressive legislation
 - d) Promoting the field of sociology

Answer Key:

1. b) Leading the Progressive Era (00:00:00 - 00:00:21)
2. c) It offered social services and acted as a college (00:04:50 - 00:05:10)
3. c) Lobbying for progressive legislation (00:07:25 - 00:07:47)

🔒 Ask Raina

☰ Summarize

⇅ Shorten

? Questions

🌐 Translate (beta)



Conceptual Understanding Generator



Generate ideas about how to help your students build conceptual understanding of a topic or standard you're teaching in class.

Grade level:

College

Standard / Topic:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.



Additional Context (Optional):

Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the glc intersecting and ongoing injustices throughout history that result in oppress.



Generate

Title: Promoting Conceptual Understanding of Human Rights and Social Justice

Idea 1: Case Studies on Intersectional Injustices

- Present case studies that highlight the intersectional nature of injustices, such as racism, sexism, and economic inequality.
- Encourage students to analyze and discuss how these injustices impact individuals, families, groups, organizations, and communities.
- Emphasize the interconnectedness of various forms of oppression and the importance of addressing them collectively.

Idea 2: Critical Reflection on Power and Privilege

- Engage students in reflective activities that encourage them to critically evaluate the distribution of power and privilege in society.
- Prompt discussions on how power dynamics perpetuate social, racial, economic, and environmental injustices.
- Encourage students to identify and analyze their own positions of privilege and how they can use their privilege to advance human rights.

Idea 3: Collaborative Advocacy Projects

- Assign students to small groups and provide them with a real-world advocacy project focused on promoting social, racial, economic, or environmental justice.
- Guide students in researching, planning, and implementing their projects.
- Emphasize the importance of understanding the underlying concepts and principles of human rights while advocating for justice.

These ideas aim to support conceptual understanding by encouraging students to analyze, reflect, and actively engage in promoting human rights and social justice. By exploring real-world examples, critically evaluating power dynamics, and participating in advocacy projects, students can deepen their understanding of the topic beyond mere procedural knowledge.



Ask Raina

Summarize

Shorten

Translate (beta)

Assignment Scaffolder



Take any assignment and empower students by breaking it down into manageable steps, fostering stronger understanding and enabling greater independence.

Grade level:

College

Assignment Prompt:

Create a program within your field placement setting. You must have a problem statement, and do a needs assessment. Then you must evaluate the program with both summative and formative assessment strategies.

Generate

Scaffolded Assignment For Students:

In this assignment, you will create a program within your field placement setting. We will break down the task into smaller steps to make it easier for you to understand and complete. Here are the steps you need to follow:

Step 1: Problem Statement

- Start by identifying a problem or challenge within your field placement setting that you would like to address through a program.
- Write a clear and concise problem statement that describes the issue you want to tackle.

Step 2: Needs Assessment

- Conduct a needs assessment to gather information about the specific needs and requirements related to the problem you identified.
- Use appropriate methods, such as surveys, interviews, or observations, to collect data and gain insights into the needs of the target population.

Step 3: Program Design

- Based on the problem statement and needs assessment, develop a program design that outlines the strategies and interventions you will implement to address the identified problem.
- Include details on the goals, objectives, activities, and resources needed for your program.

Step 4: Summative Assessment

- Design a summative assessment strategy to evaluate the effectiveness of your program.
- This assessment should measure the overall impact and outcomes of your program.
- Consider using quantitative or qualitative methods to collect data and analyze the results.

Step 5: Formative Assessment

- Develop a formative assessment strategy to monitor and track the progress of your program during its implementation.
- This assessment should provide ongoing feedback and help you make necessary adjustments to improve the program.
- Consider using tools like checklists, rubrics, or surveys to gather information and assess the program's effectiveness.

Remember, these steps are intended to guide you through the assignment and make it more manageable. If you come across any unfamiliar academic language, make sure to ask for clarification or refer to your resources for better understanding.



Diagnostic Assessment Generator

Generate a multiple choice diagnostic assessment for any topic / standard you want to teach with an included answer key.

Grade level:

College

What, specifically, should be assessed?

social work practice skills



Number of Questions:

5

Generate

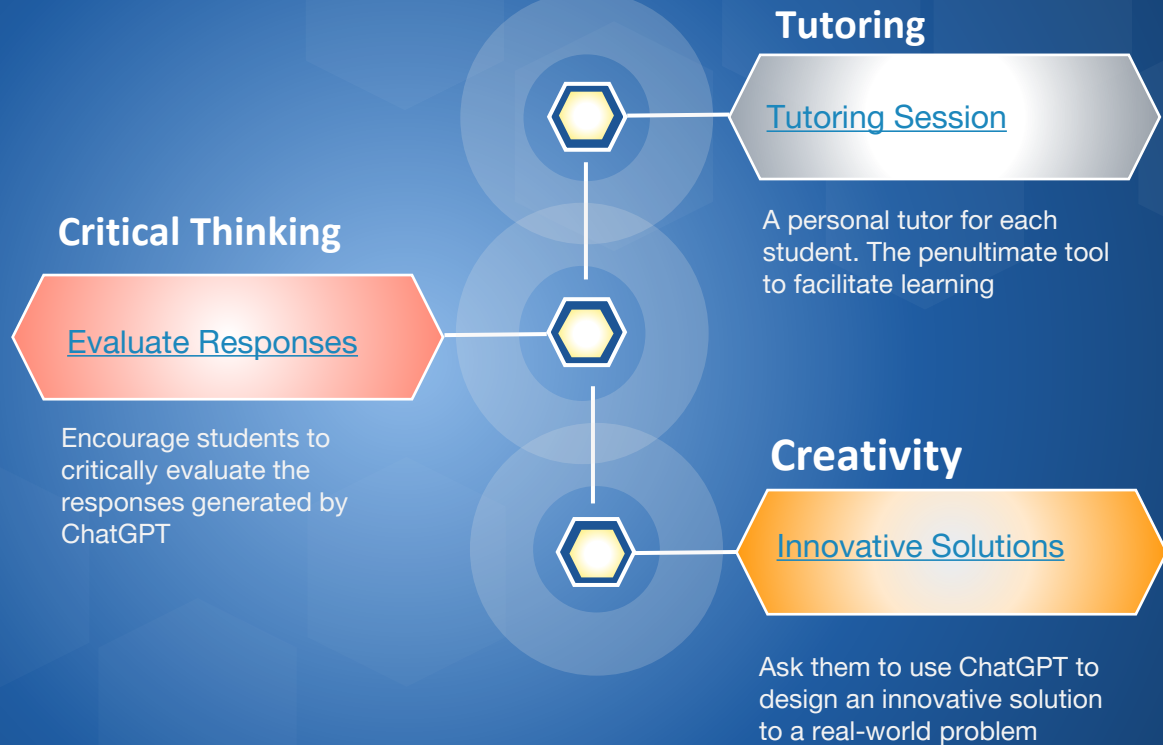
Social Work Practice Skills Assessment

Social work practice skills are essential for college-level students studying social work. This diagnostic assessment will help assess your current understanding of these skills. Read each question carefully and select the best answer from the options provided.

Assessment Questions:

1. Which of the following best describes the concept of empathy in social work practice?
 - a) Understanding and sharing the feelings of others.
 - b) Providing advice and guidance to clients.
 - c) Advocating for social justice and equality.
 - d) Developing treatment plans and interventions.
2. In social work practice, what does the term "engagement" refer to?
 - a) The initial contact and building rapport with clients.
 - b) The process of identifying and assessing client needs.
 - c) The implementation of evidence-based interventions.
 - d) The termination of the therapeutic relationship.
3. What is the primary goal of a social work assessment?
 - a) To diagnose mental health disorders.
 - b) To identify strengths and challenges of the client.
 - c) To determine the effectiveness of interventions.
 - d) To establish long-term treatment goals.
4. Which ethical principle is fundamental to social work practice?
 - a) Autonomy
 - b) Justice
 - c) Non-maleficence
 - d) Veracity
5. Which of the following is an example of a micro-level intervention in social work practice?
 - a) Developing policies to address systemic inequalities.
 - b) Providing individual therapy to a client.
 - c) Advocating for improved community resources.
 - d) Conducting research on social issues.

Explore & Create



More



Where?

Expanding resources

News, opinions, and tools coming out every few minutes!

Padlet

Follow Heather Brown!

Heather's Padlet 'Resources on ChatGPT/AI in Education' is the best resource to find out what's happening in academia

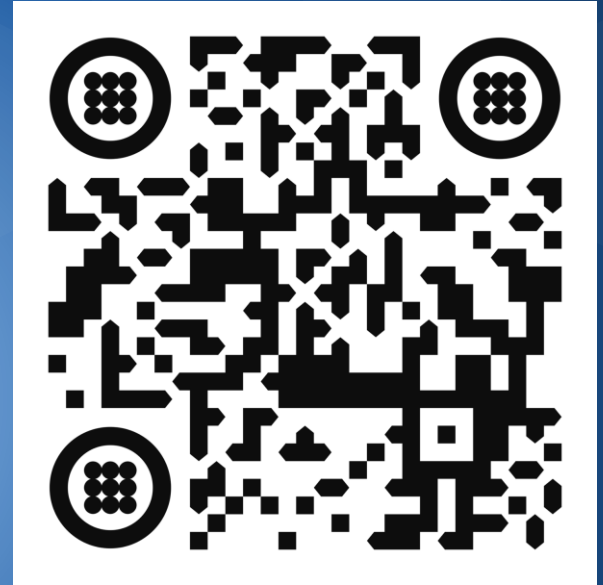
Tools

[Futurepedia.io](https://futurepedia.io)

Easy to find tools and site is updated daily!

Thank You!
Reach out for more
information.

Sarah Lewis, PhD
slewis1@barry.edu



Ethical Use of AI: Knowing what questions to ask

- Modeling ethical practice
- Responsibility & Accountability: AI as a tool not a “boss”; own it
- Fairness (SW, client, professor, student, community...)
- Honesty, informed consent, transparency: e.g., referencing
- Privacy concerns
- Task-Specific AI
- Avoiding / Responding to Biases in AI
- IP practice: SWs and IT/Computer Scientists
- Updating policies, practices
- Evidence-based practice – how did AI get this answer?



Allan Barsky's
Website with Link
to PPT on AI

Policies in BSW, MSW, PhD, DSW Programs

- For Professors
- For Students
- “Prudent, ethical, and responsible use” not just prohibitions or warnings
- Examples of policies
- Examples of assignments
- Allow for new ways of teaching and learning, and monitor (stimulate, don't stifle)
- Know we will make mistakes, and need to learn (imagine)



Policies:

Course by
Course,

and

Assignment by
Assignment

Restrictive:
Thou shalt not use AI

Expansive: Feel free to
use AI as you wish (use
your judgement)

Middle Ground: Some
uses are ethical and
responsible, others are not

Examples:

<https://oue.fas.harvard.edu/ai-guidance>

<https://ctal.udel.edu/advanced-automated-tools/>

<https://mcgraw.princeton.edu/guidance-aichatgpt>

<https://www.msudenver.edu/academic-affairs/guidelines-policy/generative-artificial-intelligence-taskforce-gait>

University AI Initiatives at University at Albany, State University of New York

[ai+: Artificial Intelligence at UAlbany](#)

[Global Center for AI in Mental Health](#)

Resources

- All Tech is Human. (n.d.). <https://alltechishuman.org/>
- Barsky, A. E. (2023, July 7). Ethics alive! Artificial intelligence: Tricks or tools for social work education and practice. *The New Social Worker*. <https://www.socialworker.com/feature-articles/ethics-articles/artificial-intelligence-tricks-or-tools-for-social-work-education-practice>
- Basile, L. M. (2023). Can AI replace therapists? Some patients think so as they turn to Chat GPT. MDLinx. <https://www.mdlinx.com/article/can-ai-replace-therapists-some-patients-think-so-as-they-turn-to-chat-gpt/4FzAn1SXlzSUWREEhbb1h9>
- Data for Good. (n.d.). <https://datascience.columbia.edu/about-us/data-for-good/>
- Dobrin, S. (2023). *Talking about AI: A guide for educators*. Broadview Press. <https://sites.broadviewpress.com/ai/talking/>
- Hubbard, (2023). The pedagogical dangers of AI detectors for the teaching of writing. <https://compstudiesjournal.com/2023/06/30/the-pedagogical-dangers-of-ai-detectors-for-the-teaching-of-writing>
- human services Information Technology association (husITa). (n.d.) <https://www.husita.org/>

AI & Data Science Learning Resources at Brown School

Ruopeng An, PhD, FACE, FAAHB
Associate Professor, Brown School

 Washington University in St. Louis



Upcoming Talk on Zoom



 Washington University in St. Louis
BROWN SCHOOL

SEARCH

Academics

Faculty & Research


Resources & Initiatives

News

Life at Brown

Open Classroom | Bridging Bytes & Bonds: The AI Transformation in Social Work

 Tuesday, November 14, 2023

 12:30 am - 1:30 pm, Central, Virtual

[Register here](#)



AI in the Social Sciences Open Classroom Series



[Write Effective ChatGPT Prompts to Boost Research Productivity \(Part 1\) – YouTube](#)

[Write Effective ChatGPT Prompts to Boost Research Productivity \(Part 2\) - YouTube](#)

[Super-intelligence, Frankenstein, and Post-humanism: AI Ethics Beyond Data and Algorithmic Bias - YouTube](#)

[Applications of AI and Big Data Analytics in Obesity Research - YouTube](#)

[Artificial Intelligence: Implications for Social Equity and Bias – YouTube](#)

[Artificial Intelligence For Everyone – YouTube](#)

[Artificial Intelligence: Applications, Promises, Pitfalls, and Misperceptions - YouTube](#)

Online Advanced Certificate Program



 Washington University in St. Louis
BROWN SCHOOL

Academics

Faculty & Research

Resources & Initiatives

BROWN SCHOOL › RESOURCES & INITIATIVES › ADVANCED LEARNING CERTIFICATE › ARTIFICIAL INTELLIGENCE



Artificial Intelligence Applications for Health Data

[Sign up here](#)