
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics and Assignments</th>
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<tbody>
<tr>
<td><strong>UNIT I: International Social Work, Globalization, and Global Perspectives on Vulnerability</strong></td>
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</table>
| Saturday, January 31, 2009 | - Introductions and Course Review  
- International Social Work: In Search of a “Definition”  
- Social Work Values and Ethics: Global Perspectives  
- Globalization: Social/ Psychological, Political, Economic and Cultural Impact  
- Globalization, inequality and social work |
| Sunday, Feb. 1 2009 | - Vulnerability within the Global Context  
- Global Perspectives on Vulnerable Populations  
- Vulnerability within a Country Context  
- How to do a Country Assessment  
Selection of country or Region for Study are Due by End of Class |
| Assignment #1: Country Assessment Due Midnight, Sunday, February 15 at midnight in Drop Box or E-Mailed |
| **UNIT II: Social Workers as Changemakers!** |
| Saturday, Feb. 21, 2009 | Social Workers as Social Entrepreneurs  
Conceptual Frameworks: Social Work and International Development  
- Human Rights  
- Feminist Theory: Social Justice and Empowerment  
- Democracy and Civil Society Development  
- Social Development |
| Sunday, Feb. 22, 2009 | Changing “Systems of Care” for Vulnerable Populations  
- Needs Assessment/Participatory Models  
- Advocacy Skills for Social Workers in the International Context: How to Design and Implement an Advocacy Campaign (including Public Awareness)  
- Capacity-Building for Social Workers: Education and Training  
- Development of Non-Governmental Organizations (NGO’s) through fundraising, project planning and evaluation  
- Community Development  
- Microenterprise Development |
| **UNIT III: Changemakers in Action! Elements of Changing Systems of Care for Vulnerable Populations** |
| Assignment #2: Final Project Paper: Due Tuesday, April 7 at Midnight in Drop Box or E-Mailed. |
| Assignment #3: Interview Requirement: Can be part of Assignment 1 or 2 or submitted as a separate paper. |
| Assignment #4: Attendance at a seminar, workshop presentation, performance, film, etc. on a global issue. Report due Midnight, April 12, 2009 in Drop Box |
I. **Course Description**

“Never doubt that a small group of thoughtful, committed citizens could change the world. Indeed, it is the only thing that ever has.” Margaret Mead

This course explores international social work, past and present, and the application of social work to vulnerable groups around the global. Students will learn about different applications of social work and social services delivery systems around the globe. Students will apply social work values, knowledge and skills to address global problems. Student will explore the professional literature and internet resources and databases on international development applied to a selected country and field of practice. Students will explore their international career goals through the focused exploration of a specific development issue within a country or region of the globe.

II. **Course Overview**

Historically, the development of international social work has been limited by a narrow view of its methods and fields of practice. Within the field of international development, social work is not clearly defined and often viewed more generically as a “social sciences profession.” This course will take us beyond the profession to the global context and the application of professional knowledge, skills and values within the broader context of an interdisciplinary approach to global practice. This course provides students an opportunity to explore the concepts and practices of international social work as an emerging field of professional practice. It provides a framework for integrating global social work practice within a system reform context and expands the role of social worker from a generalist to a specialist in transforming systems of care. Similarities and common themes in system reform in developed and developing societies are organized around common outcomes aimed at improving the well-being of individuals, families and
communities. This course will provide students an opportunity to explore potential international career opportunities and develop skills in analysis, planning and implementation of policies, programs and practices within an international setting.

**Place of Course in Program:**

This is an elective course for students with a special interest in application of social work within the international context.

**III. Course Objectives**

1) Develop an understanding of international social work, past and present.
2) Understand the positive and negative impact of globalization on societies and the implications for social work within the international development context.
3) Identify and describe vulnerable populations around the globe and critically analyze governmental and non-governmental responses within the international development context.
4) Learn the language and conceptual frameworks applied to international development and international social work.
5) Describe a framework for identifying and analyzing emerging “promising practices” in community-based care in developing countries that improves outcomes for vulnerable groups.
6) Demonstrate a beginning competence in researching a need within a selected country or region of the globe, analyzing care models, and formulating interventions related to identified outcomes.
7) Describe “use of self” within the context of international social work practice.
8) Integrate and apply social work values, knowledge and skills in research, policy formulation, training and direct practice to an international social system reform issue.

**IV. Required Texts:**


**V. Course Requirements** (See detailed instructions under assignments and on E-Companion)

**Class Meetings (Full Attendance at all class meetings is required):**
Weekend 1: January 31 & February 1, 2008 (Saturday and Sunday) 9:00 – 4:00 (1-hour lunch)

**Assignment #1 (35% of Grade) – Country Study:** Due Sunday, February 15 at Midnight in Drop Box or e-mailed.

Weekend 2: February 21 & 22, 2008 (Saturday and Sunday) 9:00 – 4:00 (1-hour lunch)

**Assignment #2 (35% of Grade) – Final Project Paper:** Due Tuesday, April 7 at Midnight in Drop Box or e-mailed.

**Assignment #3 (10% of grade) – Interview Requirement:** You are required to interview a person who has lived or lives in your country of choice or has special knowledge about the specific vulnerable population you have chosen. The interview can be done by telephone, in-person, or using e-mail/internet (such as SKYPE). The professor can assist you in locating someone if you need some assistance. Suggestions for interview questions will be discussed in class. This interview report can be an appendix for the first or second paper. You are encouraged to integrate selected pieces of information obtained from your interview into one of your papers.

**Assignment #4 (10% of grade) – Attendance a seminar, workshop, presentation on a global issue and a one-page reflection paper.** This must be approved by the professor. Submit final one-page reaction paper and summary by Midnight, Sunday April 12 in Drop Box or E-mailed. Attendance of Social Work Day at the UN on April 6, 2009 will be approved for this requirement. Also, review the Rutgers website for Human Rights: Content and Discontent – a Celebration of the 60th Anniversary of the Universal Declaration of Human Rights at: http://humanrights.rutgers.edu/

**Penalties**

Class meetings will be held on Saturday and Sunday: January 31/February 1 and February 21 & 22. Full attendance for all 4 class days, 9:00 – 4:00 IS REQUIRED! We will have a 1-hour break for lunch. A letter grade will be deducted for one absence. A half letter grade will be deducted for any class not fully attended due to lateness, leaving early, etc. Students who are absent more than once (for whatever reason) or are late or leave early 2 times will not receive course credit and will need to either withdraw from the course (if within the University deadline) or receive a failing grade.

Professional social workers keep case records, write treatment reports for referral sources and managed care companies correspond with judges and other professionals, develop policy, and advocate for their clients. All of these tasks require excellent writing skills.
Therefore proper grammar, syntax, spelling, and appropriate referencing are expected for all assignments. You must adhere to the style guidelines of the *Publication Manual of the American Psychological Association (APA) (5th Edition)*. Failure to do so will result in substantial deductions from your paper’s grade. Writing assistance is available at the Student Writing Center (732/932-1149).

Here are some links to sites that lay out American Psychological Association (APA) style:

- [http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)
- Using American Psychological Association (APA) Format-Purdue University
- Create an APA Reference List-University of Wisconsin
- [http://lib.lbcc.edu/handouts/apa.pdf](http://lib.lbcc.edu/handouts/apa.pdf)
- Works Cited Examples-APA Format-Long Beach City College
- [http://library.umd.umich.edu/research/guides/APA.pdf](http://library.umd.umich.edu/research/guides/APA.pdf)
- APA Format

**Country Selection (Paper #1), Project Development (Paper #2), Interview (#3) and Attendance at Special Global Event (#4):**

Each student will select a specific country or region for in-depth study and written assessment of the selected country. It is encouraged that you select a country in which you have a special interest. Your country selection must be approved by the professor. The primary requirement is that you select a country other than the US. For purposes of learning about economic and technical assistance through foreign assistance programs, you are encouraged to select one of the countries categorized as “developing,” although more “developed” countries do have significant social, economic, political and/or environmental problems that might be of interest to you. This will be discussed more in-class. You will be provided specific instructions and examples on how to write your country assessment and your selected intervention.

Papers are due by the time and date provided! Late papers/assignments/exams will be accepted only in very unusual and compelling circumstances and only if arranged with the professor in advance. Late papers and projects not arranged in advance will be marked down. All sources quoted, paraphrased or otherwise referenced in any way should be properly cited using APA style, 5th edition preferred. Since we will be using resources that include internet sites and documents downloaded from the internet, please make sure to use the appropriate in-text citation and reference.

A. **Assignment and Paper #1: Country Study**  
   (Due in Drop Box or by e-mail Sunday, February 15 at Midnight):

   1) Select a country or region of the globe which you choose for an in-depth analysis.
   (Country Selection Due by End of Class on February 1, 2009)
2) Data should come from the most recent publications as possible. Internet resources are a valuable source of information and are most often downloaded at no charge. (We will discuss this more).

3) Write a 10-12 page paper presenting a demographic, geographic, social, economic, and political overview of your chosen county. As much as possible, explore the structure of the social services delivery system for vulnerable populations. This will be discussed in class and examples will be presented.

4) Through this research and writing activity, begin to identify a specific vulnerable group or “issue” that you will utilize as the basis for your Final Project. The Final Project will focus on a specific vulnerable population and an intervention that utilizes your interest, experience and social work knowledge and skills.

B. **Assignment and Paper #2 - Final Project:** (Due in Drop Box or by e-mail Tuesday, April 7, 2009 at Midnight)

1) Within the country/region selected for the Country Study, select a specific vulnerable population and concern/problem/issue you would like to work on. The more specific, the better! We will be discussing the various categories of vulnerable groups and related social, psychological, economic, political and cultural factors that contribute to vulnerability throughout the early part of the course. So be thinking and exploring the internet!

2) Write a 10-12 page paper (excluding Title Page, References and Appendices) outlining/describing an intervention for reforming/changing policy and/or practices that will meet the standards for “good” or “best” practices in social work. This will be the focus of discussions during the second half of the course. It will be important to document the source(s) of model(s) you choose and provide the rationale for selected model(s) within the body of the paper.

3) The outline for the written paper should become clearer as we move through the course. Issues to address include policy and legal frameworks, how systems of services are structured, the human resources/capacity available, how outcomes are defined and monitored, and how changes can potentially be “scaled up” and sustained. The project planning/intervention model used is from the Netting, et al. (2008) book used in Social Work Practice II.

C. **Assignment #3: Personal Interview** (in-person or phone/e-mail/internet) of someone with personal knowledge and experience with your country of choice. The interview will be attached to either Paper #1 or Paper #2.

D. **Assignment and Paper #4: Attendance at a Presentation on a Global Issue:** You are required to select a presentation, seminar or workshop that is on a topic of interest to you and addresses a Global Issue. You MUST get approval from the professor for the presentation. You are encouraged to attend one of the Rutgers-sponsored events on Human Rights: Content and Discontent or the Social Work Day at the UN on Monday, April 6 (6-hours of field education
credit will be given if approved by student’s field instructor). **Due in Drop Box or E-mail by Sunday, April 12 at Midnight.**

VI. **Grading:**

The assignments for this course are worth a total of 80% of the final grade. A percentage (20%) of your grade will be based on your participation in class. “Class Participation” includes not only the relevant information you provide, but also thoughtful and analytical questions that are based on knowledge you have obtained through your experience and/or readings. It also includes your ability to listen and demonstration of those skills, as well as your responsiveness empathetically and thoughtfully to questions and insights of your student colleagues and presenters.

First Project: Country Study..........................35%
Final Project:.............................................35%
Attendance/Description of Seminar/Conf...........10%
Interview..................................................10%
Class Participation.........................................10%

Final grades in this class are letter grade numerical equivalents. Listed below are the corresponding percentages/points and general definition of the grades:

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Definition</th>
<th>Equivalent</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>Outstanding</td>
</tr>
<tr>
<td>B+</td>
<td>89-85</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84-80</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>79-75</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>74-70</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
<td>Failing</td>
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VII. **Course Evaluation**
Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. It will be available on E-Companion after the final class.

VIII. **Course Outline**

UNIT I: International Social Work, Globalization, and Global Perspectives on Vulnerability and Development
Saturday and Sunday, January 31 & February 1, 2009
International Social Work and Globalization:


Preface
1. International Social Work: Why Is It Important and What Is It?

Section II: The Profession Internationally
6. The History of the Development of Social Work
7. International Professional Action: A Selective History
8. Social Work Around the World Today


Social Work Values and Ethics: International Perspectives


Section III: International Social Work: Values, Practice and Policy
9. Values and Ethics for International Professional Action
10. International Relief and Development Practice, *Lara Herscovitch and Lynne Healy*
11. International/Domestic Practice Interface
12. Understanding and Influencing Global Policy


Supplementary Reading:


Globalization: Social/Psychological, Political, Economic and Cultural Impact


4. Global Social Issues
5. International Social Welfare Organizations and their Functions


Supplemental Readings:

Midgley, J. (2007). Global inequality, power and the unipolar world: Implications for social work. *International Social Work,* 50 (5), 613-626. (Handout will be provided)


Vulnerable Populations: Social Work and Foreign Aid


Appendix B: United Nations Millennium Development Goals and Targets (MDGs)
Appendix C: United Nations Summit for Social Development- Ten Commitments
Appendix D: Human Development Index Rankings (HDI) for Countries
Appendix E: Milestones in the International History of Social Work Around the World

Glossary of Terms and Abbreviations

This section uses the “person-in-environment” and ecological perspectives of “risk” or “vulnerability with an emphasis on global perspectives. Issues related to global poverty, violence, children and families-at-risk (children deprived of parental care, children living on the street, children in difficulty with the law, child labor); women girls, minorities, persons with disability, elderly, HIV/AIDS, Trafficking in Persons, and Refugees and Internally Displaced Persons due to war/natural disasters. The framework will be based on information from the following document:


The following documents should be reviewed as tools for understanding global international financial and technical assistance for the world’s most vulnerable populations. These are also useful documents and websites for research on your country study (Assignment #1) and assisting in the identification of your problem and proposed intervention (Assignment #2):


Supplemental Reading:


UNICEF. (2002). Birth registration: Right from the start. *Innocenti Digest, No. 9*. Florence, Italy: Innocenti Research Centre.


Website Work (We will explore some in class so you can work on your own):
- [http://www.freedomhouse.org/template.cfm?page=5](http://www.freedomhouse.org/template.cfm?page=5) (Freedom House: or go to [www.freedomhouse.org](http://www.freedomhouse.org))
- [http://www.unifem.org/](http://www.unifem.org/)

**UNIT II: Social Workers as Changemakers: What can I do? Saturday and Sunday, February 21 & 22, 2009**

**Conceptual Frameworks: Social Work and International Development**

- Human Rights
- Social Justice and Empowerment
- Social Development

Section IV: Strengthening International Social Work: Strategies and Challenges
14. Social Work as a Force for Humane Global Change and Development


International Human Rights Lexicon; Access to all categories of human rights documents, treaties, etc. globally for all vulnerable groups. At: [http://www.internationalhumanrightslexicon.org](http://www.internationalhumanrightslexicon.org)


Changing “Systems of Care” for Vulnerable Populations: Social Work Interventions for International Development

- Needs Assessment/Participatory Models
- Advocacy Skills for Social Workers in the International Context: How to Design and Implement an Advocacy Campaign (including Public Awareness)
- Capacity-Building for Social Workers: Education and Training
- Development of Non-Governmental Organizations (NGO’s) through fundraising, project planning and evaluation
- Community Development
- Microenterprise Development

Website for Participatory Needs Assessment Models: [http://www.ids.ac.uk/ids/particip/research/ppa.html](http://www.ids.ac.uk/ids/particip/research/ppa.html)


www.eclac.org/publicaciones/xml/2/20712/lcg2216iTerberger.pdf

**UNIT III: Social Workers in Action: Transformation and Reform**

**February 22– April 7, 2009 Independent Research, Project Development, Special Event Attendance and Report Writing**

- FINAL PAPER DUE MIDNIGHT BY E-MAIL OR DROP BOX April 7, 2009.
- CONFERENCE ATTENDANCE REPORT DUE in DROP BOX OR E-MAIL by MIDNIGHT SUNDAY APRIL 12 At Midnight!

Much of your research for this section will involve independent research and study with consultation by professors as is needed, either by e-mail, phone or in-person! In order to assist you in developing an intervention, you are asked to review the following Chapters of the Netting, et al, book used in your Social Work Practice II class:

**Strategies for Change:**


Chapter 9, “Building support for the proposed change” pp. 308-337
Chapter 10 “Selecting appropriate strategies and tactics,” pp. 338-367;
Chapter 11: "Planning, implementing, monitoring and evaluating the intervention." pp. 368-397, Appendix A and Appendix B, pp. 397-403

You will explore information relevant for your project using professional literature and web-based data and information. Areas to consider emphasizing include but is not limited to:

*Deinstitutionalization*

*Human Resource Development: Social Work Education and Training*


*Development of Standards of Care and Standards of Practice*


International Social Work  
19.910.545.11 Spring 2009  
Rebecca Davis


Advocacy and Social Inclusion/Public Awareness


NGO/Non-Profit Development


Performance Measures, Monitoring and Evaluation


Economic Development


www.eclac.org/publicaciones/xml/2/20712/lcg2216iTeresa.pdf

Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source.
Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

Plagiarism is the representation of the words or idea’s of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited in the text or in a footnote. Acknowledgement is required when the material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state “to paraphrase Plato’s comment ……” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased materials. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member.

IX. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 732-932-2847. Students must have a letter of accommodation from the Office of Disability Services in order to receive accommodations.