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 global social work, past and present, and the application of social work to vulnerable groups around the globe. 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. Students will explore the peer-reviewed literature, grey literature, and databases on international development applied to a selected country and specialized field of practice of the student’s choice. 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 global 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 global 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.

III. Place of Course in Program:

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

IV. Program Level Learning Goals and the Council of Social Work Education’s Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE’s accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Core Competency 2: Engage Diversity and Difference in Practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:
- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
Global Social Work and Social Development
19.910.545

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

**V. Course Learning Goals**

The course learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses global human rights and social, economic, and environmental justice through the study of vulnerable groups and global initiatives and responsibilities of the global profession of social work. At the completion of the course, students will be able to:

1) Define global and international social work, past and present.
2) Identify the positive and negative impacts of globalization on societies and the implications for social work within the international development context.
3) Identify and describe vulnerable populations from global perspectives and critically analyze governmental and non-governmental responses.
Global Social Work and Social Development 19.910.545

4) Describe and apply the conceptual frameworks of human rights and social development to solving global problems
5) Identify and analyze best practices in community-based care in developing countries that improve outcomes for vulnerable groups.
6) Research a need within a selected country, analyzing care models, and formulate an intervention for positive change.
7) Describe “use of self” within the context of global social work practice.
8) Apply social work values to global social work and social development.

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. Required Text:


VIII. Course Requirements (This course uses Canvas so assignments and readings will be found there as well)

Class Meetings (FULL ATTENDANCE at ALL class meetings is required. There is considerable emphasis placed on class participation for the final grade for hybrid courses.

ASSIGNMENTS, POINTS ASSIGNED, AND DUE DATES

PRIOR TO FIRST WEEKEND CLASS

Threaded Discussion (4 points): Post at least 3 responses between Tuesday, January 22 and Tuesday, January 29 @ 11:59 PM.

Weekend 1: February 2 & 3 (Saturday and Sunday) 9:00 – 4:00 (1-hour lunch)

Assignment # 1 (30% of Grade)– Country Assessment: Due Sunday, February 24 @
Weekend 2: March 2 & 3 (Saturday and Sunday) 9:00 – 4:00 (1-hour lunch)

Assignment #2 (30% of Grade) – Intervention Project Paper: Due Sunday, March 31 @ 11:59 PM.

Assignment #3 (10% of grade) – Interview Requirement – Due Sunday, April 14 @ 11:59 PM or integrated into one of the other assignments (to be discussed): You are required to interview a person who has significant knowledge and experience of a topic of interest of yours and/or knowledge of your country of study. The interview can be done by telephone, in-person, or using internet (such as SKYPE). The professor can assist you in selecting an interview candidate. A discussion of the interview requirement will be discussed in class.

Assignment #4 - Attendance at Global Issue Event & Reflection Paper (10% of grade) – Due xxx. Selection of the event MUST be approved by the professor PRIOR to participation. Write a minimum of a one-page reflection paper that summarizes the event, your reactions, and what you learned. Attendance at Social Work Day at the UN (TBD) and related student event are approved. REGISTRATION FOR SOCIAL WORK DAY AT THE UN IS TBD. A list of other approved events, including other organized events will be distributed during the semester. Always let me know what other events you hear about by emailing me and/or posting in Virtual Office.

Penalties for class non-attendance and late assignments

Full attendance IS REQUIRED! This is a hybrid course and therefore, the class times are limited and important to be in attendance. Deductions will be incurred due to absence, lateness, leaving early, etc. Students who are absent one day, or 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. If you have an emergency situation, please contact me PRIOR to class. In the event of inclement weather, please check your email for information to see if we will meet in person or do a CLASS LIVE on Canvas.

Professional social workers keep case records, write treatment reports for referral sources and managed care companies correspond with judges and other professionals, write reports and grants, 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) 6th 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 provide resources and technical assistance in the use of American Psychological Association (APA) writing style (6th edition):

OWL – Purdue Online Writing Lab APA Style

The Writing Center @ the University of Wisconsin - Madison

Instructions on Writing Assignments

Each student will select a specific country 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 a low or middle income country rather than a high income country. Review The World Bank Data – Countries and Economies to see the different countries and their specific categories – high, middle, and low income and developing. This will be discussed more in-class. You will be provided specific instructions and examples on how to write your country assessment (Paper #1) and your selected intervention paper (Final Paper).

Papers are due by the times and dates provided! Late papers/assignments will be accepted only in very unusual and compelling circumstances and only if arranged with the professor at least 3 days in advance unless there are extenuating circumstances. Late papers and projects not arranged at least 3 days in advance will be marked down. All sources quoted, paraphrased or otherwise referenced in any way should be properly cited using APA style, 6th edition REQUIRED. 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 citations and references.

Assignment for Paper # 1: Country Assessment

1) Select a country or region of the globe which you choose for an in-depth analysis. Country Selection Due by End of the first weekend class. Your country of choice MUST have the approval of the Professor.

2) Data should come from the most recent publications as possible. Internet resources are a valuable source of information and are downloaded at no charge. (Wikipedia and other secondary sources such as web newspapers are NOT acceptable. We will discuss this more).

3) Write a 10-12 page Country Assessment (excluding Title Page, References and Appendices) presenting a demographic, geographic, social, economic, and political analysis of your chosen county. Given that your final paper will focus on a vulnerable population (disabled, children separated from their families or at-risk of separation, victims and survivors of gender-based violence, elderly, child labor, etc., you are also required to provide an overview of the social welfare services (some places they do not exist or only minimal. This will be discussed in class and examples will be presented.
Assignment for Paper #2 – Final Project Intervention Paper

1) Within the country selected for the Country Assessment, select a specific vulnerable population and concern/problem/issue you would like to work on. The more specific in terms of risk-group as well as geographic location, the better! You can do a pilot project (sometimes called a demonstration project) to test out an intervention idea.

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) describing an intervention to make positive changes for your select population within a specific location. You may focus on changing a policy, advocating for government attention to a specific vulnerable population, reforming or developing new practices, developing standards for practices that do not yet exist or have not been implemented. You must document the source(s) of model(s) you choose and provide the rationale for selected interventions within the body of the paper.

3) The project planning/intervention model used is from the Netting, et al. (2008) book used in Social Work Practice II.

A. **Assignment #3: Personal Interview** (in-person, phone, SKYPE, or other type of application in which you can have a discussion) of someone with personal knowledge and experience of a global issue of interest to you and/or knowledge of your country of choice. Please discuss your choice with the professor. Write a summary (one page if single spaced; two pages if double-spaced) that provides substantial content of the interview discussion in a narrative format. Please do not submit the list of questions with answers. You can use excerpts of the dialogue – but it is important to capture the shared discussion.

Assignment #4: **Attendance at a Presentation on a Global Issue and Summary**: 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 event you will attend. **SOCIAL WORK DAY AT THE UN will be accepted. Details to come.**

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 “class participation” which includes the threaded discussion (4%) and in-class attendance and participation, including class presentation (16%). “Class Participation” includes relevant information you provide, thoughtful and analytic questions based on knowledge, experience, and/or readings. Demonstration of listening skills and empathetic responsiveness to student colleagues and presenters are also considered part of class participation.

Threaded Discussion Questions ………………………………………..4 points
First Project: Country Assessment ........................................30 points
Final Project: Intervention Project ........................................30 points
Interview and Summary Discussion ......................................10 points
Global Event Attendance & Reflection Paper ......................10 points
In-Class Participation (Includes Country Assessment Presentation) 16 points
Total .................................................................................100 points

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

A 92-100  
B+ 87-91  
B 82-86  
C+ 77-81  
C 70-76  
F 0-69

*Scores to be rounded up at .5

SEE GRADING Grading Rubrics for GRADING DISCUSSION QUESTION AND PAPERS!! LOCATED ON THE COURSE CANVAS SITE.

IX. 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.

X. Academic Resources

Library Research Assistance

Dr. Karen Hartmann is the social work the social work librarian on the New Brunswick Campus karen.hartman@rutgers.edu p. 848-932-6104; Natalie Borisovets is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; Katie Anderson is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing
assistance is available to all MSW students as described below.

**New Brunswick Campus**

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available. [https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching](https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching)

**Newark Campus**

The Newark writing center is available for MSW students on the Newark campus by appointment. [http://www.ncas.rutgers.edu/writingcenter](http://www.ncas.rutgers.edu/writingcenter)

**Camden Campus**

The Camden learning center provides writing assistance for MSW students on the Camden campus. [http://learn.camden.rutgers.edu/writing-assistance](http://learn.camden.rutgers.edu/writing-assistance)

**Additional Online Resources**

**APA Style**

Purdue OWL [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)


Purdue OWL Mechanics, grammar, organization [https://owl.english.purdue.edu/owl/section/1/](https://owl.english.purdue.edu/owl/section/1/)

**Email Etiquette for Students**

[https://owl.english.purdue.edu/owl/resource/694/01/](https://owl.english.purdue.edu/owl/resource/694/01/)

**XI. 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. The
instructor may also choose to conduct a mid-point evaluation.

XII. Academic Integrity

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 APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas 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 properly cited in the text or footnote. Acknowledgement is required when 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 material. 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 question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University’s Academic Integrity Policy is as follows: “Plagiarism: Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular
discipline or as required by the instructor in a course. Some common examples of plagiarism are:

– Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.

– Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.

– Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.

– Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Laura Curran, at lacurran@ssw.rutgers.edu. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.

XIII. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide
documentation: https://ods.rutgers.edu/students/documentation-guidelines.
If the documentation supports your request for reasonable accommodations, your campus’ disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

XIV. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs/day, 7 days a week.

Active Shooter Resources: Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus- http://rupd.rutgers.edu/shooter.php.

XV. Course Outline

Threaded Discussion – Thinking Globally, Acting Locally
Discussion Opens xxx. You are required to post your responses to each of the questions, and make at least two responses to other students’ posts. This is 4 points of your grade. Relevant references using APA style citation and referencing must be included in your responses.
Social work is emerging as a global profession! There are two important initiatives that are engaged in defining and strengthening the global profession of social work, and the global social service workforce. You are asked to review these three resources and then respond to the three (3) threaded discussion questions below. You must be specific and reference your comments with these resources, using APA style formatting. The references are provided in APA format below.

1. View the 11 minute PowerPoint presentation video on the Social Work as a Global Profession: Bridging the Local-Global Divide

2. The Global Agenda for Social Work and Social Development – Commitment to Action (http://cdn.ifsw.org/assets/globalagenda2012.pdf), developed by three global social work organizations – the International Federation of Social Workers (IFSW), the International Association of Schools of Social Work (IASSW) and the International Council for Social Welfare (ICSW) (2012) – “feel compelled to advocate for a new world order which makes a reality of respect for human rights and dignity and a different structure of human relationships” (p.1).

3. The Global Social Service Workforce Alliance “works toward a world where a well-planned, well-trained and well-supported social service workforce effectively delivers promising practices that improve the lives of vulnerable populations” (Global Social Service Workforce Alliance, 2017, Vision and Mission - Vision). The Alliance focuses primarily on challenges faced in low- to middle-income countries in which knowledge, resources, and political will are limited, using relevant evidence and experiences from all countries.

Questions to respond to:

a. What one thing did you learn from reviewing these resources? Be specific and include a reference to the specific source using APA style formatting.

b. What specific principles, values, and/or practices do you think can be applied on a global scale? For example, the principle of “families first” (family placement rather than institutional placement) is being applied across all countries in their social welfare legislation. Provide at least one specific example.

c. What specific strategies can we, as social workers, use to think globally and act locally, applying social work values and ethics of cultural competence and sensitivity?

References

UNIT I: Global social work, Globalization, and Global Perspectives on Vulnerability and Development

Day 1: February 2

- Global social work: Definitions and Global Perspectives on Practice and the SDG’s
- Social Work Values and Ethics: International Perspectives
- Globalization and Global Human Migration: Social, Psychological, Political, Economic and Cultural Impacts
- Globalization, Inequality and Social Work

Where we start:
The UN’s Sustainable Development Goals – the place to start
http://www.un.org/sustainabledevelopment/development-agenda/
https://sustainabledevelopment.un.org/sdg1

- Social protection systems are fundamental to preventing and reducing poverty and inequality at every stage of people’s lives, through benefits for children, mothers with newborns, persons with disabilities, older persons and those persons who are poor and without jobs. Preliminary data show that in 2016, only 45 per cent of the world’s population was effectively protected by a social protection system and that coverage varied widely across countries and regions.
- In 2016, 68 per cent of people above retirement age received a pension. However, that global average masks large regional differences. In Oceania, excluding Australia and New Zealand, and in sub-Saharan Africa, only 10 per cent and 22 per cent, respectively, of people above retirement age received a pension in 2016.
- Other vulnerable groups lack social protections as well. In 2016, only 28 per cent of people with severe disabilities collected disability benefits, only 22 per cent of unemployed individuals worldwide received unemployment benefits and only 41 per cent of women giving birth received maternity benefits.

Required Readings:


Chapter 1. International Social Work


Chapter 1. International Social Work: Why Is It Important and What Is It?
Chapter 14. Social Work as a Force for Humane Global Change
Appendix A. Ethics in Social Work: Statement of Principles

Healy, L. M. (2007). Universalism and cultural relativism in social work ethics. *International Social Work*, 50 (1), 11-26. *Note: This is the same article used for Social Work Practice I*


**Day 2: February 3**

- Vulnerable Populations: Global Indicators and Statistics
- Social Work, International Development, and Foreign Aid
- Vulnerable Populations within a Country Context: Case Studies
- Country Assessment: Internet-Based Research Tools, Strategies and Report Writing

**Required Readings:**


Chapter 7. The Field of Poverty: Background and Issues
Chapter 11. The Field of Migration and Labor Migration: Background and Issues
Chapter 12. The Field of Displaced and Forced Migration: Background and Issues


Chapter 3. Explanations of Underdevelopment
Chapter 4. Imperialism
Chapter 6. Economic Development


**Readings and Documents on Global Vulnerability for Specific Countries and Populations useful research for Country Study:**

NOTE: These are a representative sample of useful tools for research on global and country-specific indicators of vulnerability across the life cycle. Some provide information on social safety nets as well. These documents are considered *grey literature* on international development (such as government documents, reports by organizations, policy and practice documents and evaluations).


UNIT II - Social Workers as Changemakers: How to change the world, one step at a time!
Students will make a 5-7 minute presentation on their Country Study

Day 3: March 2
Global Social Work and Social Development
19.910.545

- Social Workers as Social Entrepreneurs
- Conceptual Frameworks applied to Global Social Work and International Development
  - Human Rights
  - Social Development
  - Civil Society Development (Development of the Not-for-profit – third – sector)


Chapters 1. Restless People
Chapter 10. Are they possessed, really possessed, by an idea?


Chapter 4. Basic Programs and Strategies for International Social Work
Chapter 6: The Field of Development: Programs and Strategies
Chapter 8. The Field of Poverty: Programs and Strategies
Chapter 10. The Field of Conflict and Postconflict Reconstruction: Programs and Strategies
Chapter 13. The Field of Migration: Programs and Strategies


Chapter 1. What Are Human Rights?
Chapter 8. Social Work Practice and Human Rights


**Tools You Can Use:**

International Human Rights Lexicon; *Access to all categories of human rights documents, treaties, etc. globally for all vulnerable groups.* Retrieved from http://www.internationalhumanrightslexicon.org

19
Day 4: March 3

Social Workers: Professional Action for Vulnerable Populations

- Needs Assessment/Participatory Models
- Poverty Alleviation and Microenterprise Development
- Advocacy, Social Inclusion and Civil Society Development
- Public Awareness and Public Education
- Capacity-Building for Social Workers: Education and Training
- Establishing Pilot Programs and Practice Standards

UNIT III: Social Workers in Action: Developing an Intervention
Independent Research and Project Development

- FINAL Intervention Paper DUE

Required Reading – Strategies for Change:

In order to assist you in developing an intervention, you are asked to review the following Chapters of the Netting, Kettner & McMurtry (2008) text used in Social Work Practice II:

Chapter 9 Building support for the proposed change, pp. 308-337
Chapter 10 Selecting appropriate strategies and tactics, pp. 338-367