**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**
**SCHOOL OF SOCIAL WORK**
**COURSE OUTLINE**

19.910.545
Section:
Location:
Instructor:
Office:
Phone:
Class Days:
E-Mail:
Office Hours:


## 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 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 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.    <u>Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies</u>

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

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.

**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.

**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.

**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.

**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.

**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.
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:

Cox, D. & Pawar, M.  (2013). *International social work:  Issues, strategies and programs* (2nd. ed.).  Thousand Oaks, CA:  Sage Publications.  ISBN:  978-1-4522-1748-2 (paperback)

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

Global Social Work and Social Development
19.910.545.11 Spring 2019

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

**ASSIGNMENTS, POINTS ASSIGNED, AND DUE DATES**

**PRIOR TO FIRST WEEKEND CLASS**

| **Threaded Discussion (4 points): Post at least 3 responses between Tuesday, xxx.** |
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**Weekend 1: xxx (Saturday and Sunday) 9:00 – 4:00 (1-hour lunch)**

| **Assignment # 1 (30% of Grade)– Country Assessment: Due xxx.** |
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**Weekend 2: xxx (Saturday and Sunday) 9:00 – 4:00 (1-hour lunch)**

| **Assignment #2 (30% of Grade) – Intervention Project Paper:  Due  Sunday, xxx.** |
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| **Assignment #3  (10% of grade) –  Interview Requirement – Due xxx 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. <mark>Selection of the  event MUST be approved by the professor PRIOR to participation</mark>.** Write a minimum of a one-page reflection paper that summarizes the event, your reactions, and what you learned. <mark>Attendance at [Social Work Day at the UN](#)</mark> (TBD  2019) and related student event are approved. <span style="color:red">**REGISTRATION FOR SOCIAL WORK DAY AT THE UN IS TBD.**</span> 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. |
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**Penalties for class non-attendance and late assignments**

**Class meetings will be held on Saturday and Sunday: xxx.  Full attendance for all 4 class days, 9:00 – 4:00 <span style="color:red">IS REQUIRED</span>!**  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 (<mark>for whatever reason</mark>) 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<mark>. (Wikipedia and other secondary sources such as web newspapers are NOT acceptable. We will discuss this more</mark>).

3) Write a 10-12 page Country Assessment (<mark>excluding Title Page, References and Appendices</mark>) 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. <mark>You MUST get approval from the professor for the</mark>

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.edu973-353-5909; **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

### Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment. 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

### Additional Online Resources

*APA Style*

Purdue OWL https://owl.english.purdue.edu/owl/resource/560/01/
APA Style Guide http://www.apastyle.org/learn/faqs/index.aspx

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

*Email Etiquette for Students*

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 & CLOSES Tuesday, xxx PM.**  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*?

<div align="center">References</div>

Davis, R. (2012). *Social work as a global profession: Bridging the local-global divide in social work education and practice.*  Retrieved from https://www.youtube.com/watch?v=3mfFGyjnPh4

Global Social Service Workforce Alliance. (2017). *Vision and mission*. Retrieved from http://www.socialserviceworkforce.org/vision-and-mission

International Federation of Social Workers, the International Association of Schools for Social Work and the International Council for Social Welfare. (2012). *The global agenda for social work and social development commitment to action*. Retrieved from http://cdn.ifsw.org/assets/globalagenda2012.pdf

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**UNIT I:  Global social work,  Globalization, and Global Perspectives on Vulnerability and Development**
**Saturday and Sunday, February 2 & 3, 2019**

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**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:**

Cox, D. & Pawar, M. (2013). *International social work: Issues, strategies and programs* (2nd. ed.). Thousand Oaks, CA: Sage Publications.

Chapter 1. International Social Work
Chapter 2. The Integrated-perspectives Approach to International Social Work
Chapter 3. The Global Context of International Social Work
Chapter 15: International Organizations: Roles for Social Worker and Preparation of Social Workers for International Social Work
Chapter 16. Future Challenges for International Social Work
Appendix A: International Federation of Social Workers (IFSW) and International Association of Schools of Social Work (IASSW)

International Federation of Social Workers, the International Association of Schools for Social Work and the International Council for Social Welfare. (2012). *The global agenda for social work and social development commitment to action*. Retrieved from http://cdn.ifsw.org/assets/globalagenda2012.pdf

Healy, Lynne M. (2008). *International Social Work: Professional Action in an Interdependent World*. (2nd Ed.). New York: Oxford University Press.
Chapter 1. International Social Work: Why Is It Important and What Is It?
Chapter 3. Theories and Concepts Underpinning International Social Work: Development and Human Rights
Chapter14. 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

Midgley, J. (2008). Perspectives on globalization and culture: Implications for international social work practice. *Journal of Global Social Work Practice*, 1 (1), pp. 1-13. Retrieved from http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=3247&context=jssw

Doyle, J. (2010). *Misguided kindness. Making the right decisions for children in emergencies.* London, UK: Save the Children UK. Retrieved from http://www.crin.org/docs/Misguided_Kindness.pdf

**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:**

Cox, D. & Pawar, M. (2013). *International social work: Issues, strategies and programs* (2nd. ed.). Thousand Oaks, CA: Sage Publications.

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 14. International Social Work with Specific Populations

United Nations. (2018). *The sustainable development goals report 2018.* New York, New York: United Nations. Retrieved from https://www.un.org/development/desa/publications/the-sustainable-development-goals-report-2018.html

Isbister, J. (2006). *Promises not kept: Poverty and the betrayal of the third world development.* (7th ed.) Bloomfield, CT: Kumarian Press.
Chapter 3. Explanations of Underdevelopment
Chapter 4. Imperialism
Chapter 6. Economic Development

Gough, I. (2015). Climate change and sustainable welfare: The centrality of human needs. *Cambridge Journal of Economics, Advance Access*, 1-24.

**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).

Freedom House. (2018). *Democracy in crisis.* Retrieved from https://freedomhouse.org/report/freedom-world/freedom-world-2018

Freedom House. (2018). *Freedom in the world: democracy in crisis.* Retrieved from
https://freedomhouse.org/report/freedom-world/freedom-world-2018

International Office for Migration (IOM).  (2018). *Migration initiatives 2018: leading the migration governance agenda.* Geneva, Switzerland:  IOM.  Retrieved from
http://publications.iom.int/system/files/pdf/migration_initiatives_2018_0.pdf

United Nations Development Programme (UNDP). (2018). *2018 Statistical update and Human Development Index.* New York:  UNDP.  Retrieved from
http://hdr.undp.org/en

United Nations Environment Program (UNEP) (n.d.). *Environment.* Retrieved from
http://unep.org/

World Bank. (2018). *Doing business 2019:a year of doing business, rising influence.*
Washington, DC:  The World Bank Group.  Retrieved from
https://www.worldbank.org/

UNICEF.  (2017). *The state of the world's children 2017: Children in a digital world.*
New York:  UNICEF.  Retrieved from
https://www.unicef.org/publications/files/SOWC_2017_ENG_WEB.pdf

UNIFEM.  (2018). *UN women annual report.* New York:  UNIFEM. Retrieved from
http://annualreport.unwomen.org/en/2018

United States Department of State. (2018). *Trafficking in persons report 2018.*
Washington, DC:  United States Department of State.  Retrieved from
https://www.state.gov/j/tip/rls/tiprpt/2018/
  You can review the country reports – provided in alphabetical order – you can click on
the respective link for your country

**WEBSITES FOR YOUR COUNTRY ASSESSMENT AND PROJECT DEVELOPMENT:   (We will explore some in class so you can work on your own and complete the country assessment):**

United National Development Programme  http://www.undp.org /
Freedom House   www.freedomhouse.org
Transparency International  http://www.transparency.org/
World Bank  http://www.worldbank.org/
UNICEF  http://www.unicef.org/
UNICEF Innocenti Research Centre  http://www.unicef-icdc.org
World Health Organization  http://www.who.int/en/
United Nations Development Fund for Women East and South East Asia Region
http://www.unifem-eseasia.org/index.html
UN Women http://www.unwomen.org/

Human Rights Watch  http://www.hrw.org/
Development Research Center on Migration, Globalization and Poverty
http://www.migrationdrc.org/
Resource on Human Trafficking  http://www.humantrafficking.org/
International Labor Organization  http://www.ilo.org/global/lang--en/index.htm
UN Office on Drugs and Crime   http://www.unodc.org/
Interaction:  A Voice for Global Change  http://www.interaction.org/
Mary Robinson Foundation Climate Justice  http://www.mrfcj.org/
AARP International http://www.aarpinternational.org/?intcmp=FTR-LINKS-PRO-INTL-EWHERE
Lumos Foundation – Children Belong in Families, Not Orphanages:
https://www.wearelumos.org/

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**UNIT II-Social Workers as Changemakers:** *How to change the world, one step at a time!*
**Saturday and Sunday, March 2 & 3, 2019**
**Students will make a 5-7 minute presentation on their Country Study**

**Day 3:  March 2**
- 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)

Bornstein, D.  (2004).  *How to change the world:  Social entrepreneurs and the power of new ideas.*  New York:  Oxford University Press.
Chapters 1. Restless People
Chapter 10. Are they possessed, really possessed, by an idea?


Cox, D. & Pawar, M.  (2013). *International social work:  Issues, strategies and programs* (2nd. ed.).  Thousand Oaks, CA:  Sage Publications.
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

Midgley, J.  (2010). The theory and practice of developmental social work.  In J. Midgley & A. Conley (Ed.).  *Social work and social development:  Theories and skills for developmental social work (3-30).*  New York:  Oxford University Press.

Midgley, J.  (2010). Poverty, social assistance and investment.  In J. Midgley & A.
 Conley (Ed.).  *Social work and social development:  Theories and skills for
 developmental social work (105-125).*  New York:  Oxford University Press.

Reichert, E. (2006).*Understanding human rights:  An exercise book*.  Thousand Oaks,
 CA:  Sage Publications.
Chapter 1.  What Are Human Rights?
Chapter 2.  Beginning of Human Rights.
Chapter 8.  Social Work Practice and Human Rights

Kristof, N.  (2013). Can foreign aid help this girl.  *New York Times*. Retrieved from
 http://www.nytimes.com/2010/10/24/magazine/24volunteerism-
 t.html?ref=magazine

**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

**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

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**UNIT III:  Social Workers in Action:  Developing an Intervention
Independent Research and Project Development**
- **FINAL Intervention Paper  DUE Sunday, March 31 @ 11:59 PM.**

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**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:

Netting, F. E., Kettner, P. M. and McMurtry, S. L. (2008). *Social Work Macro Practice,
(4th ed.) B*oston: Pearson/Allyn & Bacon.
Chapter 9 Building support for the proposed change, pp.  308-337
Chapter 10 Selecting appropriate strategies and tactics, pp. 338-367