

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

**Spring 2022**

Global Social Work and Social Development (MSW)

19:910:545

Instructor: Rebecca Davis

Office: 120 Albany Street, 2<sup>nd</sup> Floor, New Brunswick, NJ 08901

Phone: 848-932-4489

E-Mail: [redavis@ssw.rutgers.edu](mailto:redavis@ssw.rutgers.edu)

Appointments Scheduled as needed via Zoom or Phone

**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. 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. 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](http://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.*

#### **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;
- 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.

#### **IV. 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.

#### **V. 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

## **VI. Required Text:**

Healy, L. & Thomas, R. (2020). *International Social Work: Professional Action in an Interdependent World (3rd. ed.)*. Oxford Press. ISBN: 9780190922269

Also available from Rutgers Libraries in e-format. PLEASE DO NOT DOWNLOAD THE ENTIRE BOOK. VIEW INDIVIDUAL CHAPTER ONLINE OR DOWNLOAD CHAPTER PDFs:

<https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-books/detail.action?pq-origsite=primo&docID=6264817>

## **VIII. Class Attendance and Participation Policies**

### **Policy on Absences, Late Arrivals to Class, and Early Departures:**

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than two unexcused absences will most likely result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions. In addition, students are expected to take leadership roles in class discussions and exercises.

Asynchronous Tasks are counted as part of your Class Participation grade and should be completed by the due date for full credit.

### **Instructor and Student Roles**

*The instructor plays an active part in the learning process.* Students can expect that the professor will convey clear, specific information about theory, advanced social work practice, and social work values and ethics. Assignments have been developed in a format that encourages learning, as well as provides the instructor with a means with which to evaluate the student.

*The student plays an active part in the learning process.* As with all social work classes, participating in the process of the educational experience is vital. It is expected that students will **read all required readings, attend all classes, come to class prepared to discuss the topic, and complete assignments on time. Participation in class discussion is expected.**

If you have an emergency, please notify the instructor by email.

### **VIII. Diversity Statement**

*The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.*

### **MSW Grading Scale**

| <b>Grade</b>   | <b>Definition</b> | <b>Equivalent</b> |
|----------------|-------------------|-------------------|
| A 92-100       | Outstanding       | 4.0               |
| B+ 87-91       | Very Good         | 3.5               |
| B 82-86        | Good              | 3.0               |
| C+ 77-81       | Average           | 2.5               |
| C 70-76        |                   | 2.0               |
| F 69 and below | Failing           | 0.0               |

\*Scores to be rounded up at .5

The assignments for this course are worth a total of 90% of the final grade. A percentage (10%) of your grade will be based on your “class participation” which includes the in-class attendance and participation. “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.

|   | Assignment  | Points | Due Date  |
|---|---|--------|---|
| 1 | Country Assessment  | 30     |   |
| 2 | Country Assessment Class Presentations – beginning with week 8  | 10     | Students to Sign Up – post presentation in Canvas |
| 3 | Final Intervention Project  | 30     |   |
| 4 | Participation in a global event that informs the student’s final assignment and one-page reflection paper; instructor approval required | 10     |   |
| 5 | Interview Assignment: Interview someone that can inform the student about a specific global interest                                    | 10     |   |
| 6 | Class Participation and Attendance  | 10     |   |
|   | Total   | 100    |   |

## **X. Academic Resources**

### **Library Research Assistance**

**Meredith Parker** is the social work the social work librarian on the New Brunswick Campus [meredith.parker@rutgers.edu](mailto:meredith.parker@rutgers.edu) p. 848-932-6124 ; **Natalie Borisovets** is at Newark, Dana Library [natalieb@rutgers.edu](mailto:natalieb@rutgers.edu)973-353-5909; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto: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-services/writing-tutoring>

#### **Newark Campus**

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

<http://www.ncas.rutgers.edu/writingcenter>

### **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**

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

**“Plagiarism:** Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing 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, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

**“Cheating:** Cheating is the use or possession of inappropriate or prohibited materials,

information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else."

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at [lacurran@ssw.rutgers.edu](mailto:lacurran@ssw.rutgers.edu)). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

### **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, 848.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

### **COVID -19 community safety practices**

Per University community safety regulations, "face coverings must be worn:

- indoors in shared spaces (e.g., meeting rooms, conference rooms, conference rooms, breakrooms, copy rooms, etc.)
- indoors in classrooms, seminar rooms, lecture halls, etc.
- indoors in private spaces with more than one occupant (shared offices)
- indoors in public spaces (e.g., hallways, restrooms, stairs, elevators, etc.)"

For additional information about community COVID-19 safety practices, please see <https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/>

### **XV. Course Outline**

A variety of methods are used including lectures, discussions, exercise, assignments, readings, and videos. Readings marked with an asterisk "\*" are available electronically through the library reserve system, and are required.

#### **Week 1: Global Social Work: Definitions and Global Perspectives on Professional Practice**

Objectives – At the end of this session, students will be able to:

- Describe the evolution of international (global) social work
- Define and discuss global social work as a global profession
- Describe the integrated conceptual model for the study and practice of global social work
- Identify international social work organizations and their respective missions and goals

Start every class with this:

<https://www.youtube.com/watch?app=desktop&v=RpqVmvMCmp0&t=178s>

Readings:

Healy, L. & Thomas, R. (2020). *International Social Work: Professional Action in an Interdependent World (3rd. ed.)*. Oxford Press.

Chapter 1. International Social Work: Context and Definitions (1-21)

Chapter 7. The History of the Development of Social Work (175-205)

Chapter 8. International Professional Action: A Selective History (207-248)

Chapter 12. International/Domestic Practice Interface (347-384)

**Resources:**

**Global/International Social Work Organizations**

[International Association of Schools of Social Work](#)

[International Federation of Social Workers](#)

[International Council on Social Welfare](#)

**Global Social Service Organizations**

[Global Social Service Workforce Alliance](#)

[Better Care Network](#)

[Faith to Action](#)

[Interaction](#)

|   |
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| <b>Week 2: Social Work Values and Ethics: Global Perspectives</b> |
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Objectives – At the end of this session, students will be able to:

- Identify and apply social work values and ethics within the global context
- Discuss and apply ethical dilemmas and decision-making within a continuum of universalism and cultural relativism
- Summarize the UN Sustainable Development Goals (SDG's) and give examples of how they relate to Social Work's Global Agenda

Readings:

Healy, L. & Thomas, R. (2020). *International Social Work: Professional Action in an Interdependent World* (3rd. ed.). Oxford Press.

Chapter 10. Values & Ethics for International Professional Action (293-314)

Appendix A. Global Social Work Statement of Ethical Principles (453-459)

Mosher, D. K., Hook, J. N., Captari, L. E., Davis, D. E., DeBlaere, C., & Owen, J. (2017). Cultural humility: A therapeutic framework for engaging diverse clients. *Practice Innovations*, 2(4), 221–233. <https://doi.org/10.1037/pri0000055>

Useful Resources:

Gorman, Amanda. (2018). *Using your voice is a political choice*. Youtube.

<https://www.youtube.com/watch?v=plU-QpcEsw0>

International Federation of Social Workers & International Association of Schools of Social Work (IASSW). (2018). *Global social work statement of ethical principles*. <https://www.iassw-aiets.org/wp-content/uploads/2018/04/Global-Social-Work-Statement-of-Ethical-Principles-IASSW-27-April-2018-1.pdf>

Lombard, A. (2015). Global agenda and social development: A path toward sustainable social work. *Social Work/Maatskaplike Werk*, 50(4), 482-499.

<http://www.scielo.org.za/pdf/sw/v51n4/01.pdf>

International Federation of Social Workers, the International Association of Schools for Social Work and the International Council for Social Welfare. (2012). *Global Agenda*.  
<https://www.iassw-aiets.org/global-agenda/>

National Association of Social Workers (NASW). (2017). *Code of ethics of the National Association of Social Workers*. National Association of Social Workers.  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

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| <p style="text-align: center;"><b>Week 3: Global Human Migration, Colonialism, and Globalization:<br/>Social, Psychological, Political, Economic, and Cultural Impacts</b></p> |
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Objectives – At the end of this session, students will be able to:

- Discuss the two faces of migration – inequalities in risks and rights
- Describe shared global migration problems and challenges for the social work profession such as sexual and labor exploitation, communicable diseases (HIV/AIDS, COVID-19, Ebola), detention and torture, and natural disasters and climate change.
- Describe the UN Sustainable Development Goals and the specific targets and indicators focused on migrants and migration

Readings:

Healy, L. & Thomas, R. (2020). *International Social Work: Professional Action in an Interdependent World (3rd. ed.)*. Oxford Press.

Chapter 2. Theories and Concepts Underpinning International Social Work: Globalization (25-55)

Deepak, A. C. (2012). Globalization, power and resistance: Postcolonial and transnational feminist perspectives for social work practice. *International Social Work*, 55(6), 779-793.

Supplemental Readings:

Saw, S. K. (2018). Globalization and migration in the contemporary world order: an insight into the postnational condition and the diasporas. *Social Identities: Journal for the Study of Race, Nation, and Culture*, 24(3), 339-363. <https://doi.org/10.1080/13504630.2017.1376283>

Getachew, A. (2020, August 2). Opinion: Colonialism made the modern world – Let’s remake it. This is what real “decolonization” should look like. *The New York Times*.  
<https://www.nytimes.com/2020/07/27/opinion/sunday/decolonization-statues.html?searchResultPosition=1>

Useful Resources:

Migration Data Portal. (2020). *Migration and development: Sustainable Development Goals*

(SDGs). <https://migrationdataportal.org/themes/sustainable-development-goals-sdgs-0>

International Organization for Migration. (2021). *World Migration Report launches dynamic new data visualization platform*. <https://reliefweb.int/report/world/world-migration-report-launches-dynamic-new-data-visualization-platform>

## **Week 4: Global Vulnerability of all Living Things Across the Life Cycle**

### **Definitions, Indicators, & Measures**

Objectives – At the end of this session, students will be able to:

- Identify vulnerable groups and why they matter (or should matter) to governments
- Discuss the impact of COVID-19 on vulnerable groups
- Provide examples of protective and risk factors to explore at the individual, family, community, and national levels that are of special interest to social workers
- Give examples of electronic resources available for identifying key indicators and measures for assessing a country's status (environmental, political, economic, social, mental health, health, etc.)

Readings:

Healy, L. & Thomas, R. (2020). *International Social Work: Professional Action in an Interdependent World (3rd. ed.)*. Oxford Press.

Appendix B. The [United Nations Sustainable Development Goals \(SDGs\)](#) and Selected Goals and Targets (461-464)

Appendix C. Countries by [Human Development Index Rank](#) (465-469)

#### **Required Resources:**

United Nations Development Programme (UNDP). (2020). *Human Development Report 2020. The next frontier: Human Development and the Anthropocene*. UNDP. <http://hdr.undp.org/en/2020-report>

Kovacevic, M. & Jahic, A. (2020). *COVID-19 and human development: Exploring preparedness and vulnerability*. UNDP. [http://hdr.undp.org/sites/default/files/covid-19\\_and\\_human\\_development.pdf](http://hdr.undp.org/sites/default/files/covid-19_and_human_development.pdf)

#### **Useful Resources for Country Research:**

United States Agency for International Development. (2021). *Demographic and Health Surveys (DHS) Program: Explore by country*. <https://dhsprogram.com/>

Freedom House. (2020). *Freedom in the World 2020: A leaderless struggle for democracy*. <https://freedomhouse.org/report/freedom-world/2020/leaderless-struggle-democracy>

Freedom House. (2021). *Freedom in the world: Countries and territories*. <https://freedomhouse.org/explore-the-map?type=fmw&year=2021>

Social Progress Imperative. (2021). *2021 Social Progress Index*. <https://www.socialprogress.org/>

Transparency International. (2020). *Corruption Perception Index 2020*. <https://www.transparency.org/en/cpi#>

Pacific Northwest National Laboratory & University of Maryland. (n.d.). *Joint Global Change Research Institute*. <http://www.globalchange.umd.edu/featured-research/global-distributions-of-vulnerability-to-climate-change/>

United Nations Environment Programme (UNEP). (2021). *UNEP - Home*. <https://www.unep.org/>

World Bank. (2021). *ASPIRE: The Atlas of Social Protection Indicators of Resilience and Equity*. <https://www.worldbank.org/en/data/datatopics/aspire>

World Bank. (2021). *Understanding Poverty*. The World Bank Group. <https://www.worldbank.org/en/understanding-poverty>

### **Week 5: Social Work Assessment Applied: Country Assessment**

Objectives – At the end of this session, students will be able to:

- Describe how a social work assessment can be applied to identify strengths and liabilities at a country level
- Identify the categories included in a country assessment and available research tools and resources
- Identify the role of UN Organizations and the UN Sustainable Development Goals (SDG's) in identifying country-level problems and indicators

Readings and Resources:

United Nations Sustainable Development Group. (2020). *Primer on the Sustainable Development Goals: A basic guide to the 2030 Agenda and the SDG's*. United Nations. <https://unsdg.un.org/sites/default/files/2020-01/UNSDG-SDG-primer-companion-piece.pdf>

United Nations. (2020). *United Nations Sustainable Development Goals*. <https://sustainabledevelopment.un.org/>

Social Progress Imperative. (2020). *2020 Social Progress Index*. <https://www.socialprogress.org/>

Transparency International. (2020). *Corruption Perception Index 2019*. <https://www.transparency.org/en/cpi#>

### **Week 6: Conceptual Frameworks Applied to Global Social Work and International Development: Human Rights**

Objectives – At the end of this session, students will be able to:

- Identify and describe conceptual models in development: human rights, social development,

and civil society development

- Operationally define human rights
- Summarize and differentiate between civil and political rights
- Discuss the three generations of human rights: protection, provision, and prevention
- Give examples of how social workers can better incorporate a human rights framework into programming and practice
- Identify at least one application to the student's country of study

Readings:

Healy, L. & Thomas, R. (2020). *International Social Work: Professional Action in an Interdependent World (3rd. ed.)*. Oxford Press.

Chapter 4. Theories and Concepts Underpinning International Social Work: Human Rights (85-106)

### **Resources and Tools:**

Bertie, B. (2015). *What are human rights?* Ted Ed. Youtube.

[https://www.youtube.com/watch?v=nDgIVseTkuE&feature=emb\\_rel\\_end](https://www.youtube.com/watch?v=nDgIVseTkuE&feature=emb_rel_end)

Youth for Human Rights: <https://www.youthforhumanrights.org/what-are-human-rights/videos/born-free-and-equal.html>

Disability Rights International. (2021). *Home*. <https://www.driadvocacy.org/>

Global Coalition for Social Protection Floors. (2021). *A social protection floor for everyone: a universal rights-based development goal*.

<http://www.socialprotectionfloorscoalition.org/about/>

Human Rights Watch. (2021). *Defend rights, secure justice*. <https://www.hrw.org/#>

International Human Rights Lexicon. *Access to all categories of human rights documents, treaties, etc. globally for all vulnerable groups*.

<http://www.internationalhumanrightslexicon.org>

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| <p style="text-align: center;"><b>Week 7: Conceptual Frameworks Applied to<br/>Global Social Work and International Development: Social Development</b></p> |
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Objectives – At the end of this session, students will be able to:

- Summarize global theories of economic and social underdevelopment and development
- Describe the role of empowerment and capacity-building in global social work programs and practices
- Define social development and how it is applied to social work and international development
- Identify at least one application for the student's country of study

Readings:

Healy, L. & Thomas, R. (2020). *International Social Work: Professional Action in an Interdependent World (3rd. ed.)*. Oxford Press.  
Chapter 3. Theories and Concepts Underpinning International Social Work: Development, Environment, and Sustainability (57-83)

United Nations Research Institute for Social Development (UNISD). (2021). Overcoming inequalities: Towards a new social contract. UNRISD Strategy 2021-2025.  
[https://www.unrisd.org/80256B3C005BCCF9/httpNetITFramePDF?ReadForm&parentunid=DD3B34E514A44997802586D80055AC4F&parentdoctype=brochure&netitpath=80256B3C005BCF9/\(httpAuxPages\)/DD3B34E514A44997802586D80055AC4F/\\$file/UNRISD-Strategy-2021-2025.pdf](https://www.unrisd.org/80256B3C005BCCF9/httpNetITFramePDF?ReadForm&parentunid=DD3B34E514A44997802586D80055AC4F&parentdoctype=brochure&netitpath=80256B3C005BCF9/(httpAuxPages)/DD3B34E514A44997802586D80055AC4F/$file/UNRISD-Strategy-2021-2025.pdf)

“The global context for UNRISD’s work as we look ahead is incredibly challenging. Rising and systemic inequalities, climate change, environmental destruction and a global pandemic pose profound questions for our societies and institutions” (United Nations Research Institute for Social Development [UNISD], 2021, p. 1).

Supplemental Readings:

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.

Resources:

The Oxford Observer. (2015). *The Enlightenment: Social contract*. Youtube.  
<https://www.youtube.com/watch?v=Av6R8QfgZ48>

Sen, A. (2005). Human rights and capabilities. *Journal of Human Development*, 6(2).  
[https://www.unicef.org/socialpolicy/files/Human\\_Rights\\_and\\_Capabilities.pdf](https://www.unicef.org/socialpolicy/files/Human_Rights_and_Capabilities.pdf)

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| <p style="text-align: center;"><b>Week 8: Conceptual Frameworks Applied to<br/>Global Social Work and International Development: Civil Society Development</b></p> |
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Objectives – At the end of this session, students will be able to:

- Define civil society and its transformative characteristics
- Summarize what social capital means and how it relates to civil society development
- Define social entrepreneur in relation to social work
- Identify international, national, and local civil society organizations
- Identify at least one application to the student’s country of study

Readings:

Healy, L. & Thomas, R. (2020). *International Social Work: Professional Action in an Interdependent World (3rd. ed.)*. Oxford Press.

Chapter 6. International Social Welfare Organizations and their Functions (141-174)

Chapter 15. Professional Action for Transformative Global Change (433-451)

Modernizing Foreign Assistance Network (MFAN). (2020). *Principles and recommendation for a strategy for engaging local civil society*. <http://modernizeaid.net/wp-content/uploads/2020/03/Principles-for-Engaging-Local-Civil-Society.pdf>

Resources:

de Oliveira, V. (2020). *Development Matters: Implementing the SDG's – why are some civil society organizations being left behind?* Organization for Economic Co-operation and Development (OECD). <https://oecd-development-matters.org/2020/10/14/implementing-the-sdgs-why-are-some-civil-society-organisations-being-left-behind/>

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2017).

*Thesaurus: Civil Society*

<http://vocabularies.unesco.org/browser/thesaurus/en/page/?uri=http://vocabularies.unesco.org/thesaurus/concept5337>

*Civil society*: Organized and legally bound social life that is voluntary and autonomous from the State, such as nongovernmental organizations, associations and grassroots movements. (Related concepts: participatory development, governance, human development, non-governmental organizations, social capital, social participation)

Ashoka. (2020). *Social entrepreneurs are first responders to the COVID-19 crisis*.

<https://www.ashoka.org/en-us>

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2019).

*Management of social transformations (MOST) Programme*. <https://en.unesco.org/themes/social-transformations/most>

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2017). *Giving a voice to civil society in Education 2030*.

[http://www.unesco.org/new/en/media-services/single-view-tv-release/news/giving\\_a\\_voice\\_to\\_civil\\_society\\_in\\_education\\_2030/](http://www.unesco.org/new/en/media-services/single-view-tv-release/news/giving_a_voice_to_civil_society_in_education_2030/)

## Week 9: Exploring our Globe: Country Presentations

Objectives – At the end of this session, students will be able to:

- Compare and contrast differences and similarities in the vulnerable groups and identified problems in different countries and regions of the global
- Summarize important criteria for providing an assessment of the strengths and weakness of a country

- Identify potential next steps for addressing a specific vulnerable population within the student's country of study

Students will present their country assessments during today and other selected days

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| <b>Week 10: Social Entrepreneurs Change the World: Intervention Planning</b> |
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Objectives – At the end of this session, students will be able to:

- Discuss emerging trends in development and the link between international development and Relief and Development
- Define local development and identify key strategies
- Discuss the role of technology and social media in development and advocacy
- Demonstrate how to write project goals and objectives
- Identify a creative project and how it links to the SDG's

Required Readings:

Healy, L. & Thomas, R. (2020). *International Social Work: Professional Action in an Interdependent World (3rd. ed.)*. Oxford Press.

Chapter 11. International Relief and Development Practice (315-345)

Chapter 13. Understanding and Influencing Global Policy (385-406)

Resources on Project Planning:

International Federation of Red Cross and Red Crescent Societies. (2020). *Project/programme planning guidance manual*. <https://www.ifrc.org/Global/Publications/monitoring/PPP-Guidance-Manual-English.pdf>

Save the Children UK. (2008). *Menu of outcome indicators*.

<https://bettercarenetwork.org/sites/default/files/Menu%20of%20Outcome%20Indicators.pdf>

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| <b>Week 11: Strategies and Interventions to Address Gender-Based Violence</b> |
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Objectives – At the end of this session, students will be able to:

- Define and describe gender-based violence and the relationship to cultural norms
- Identify and describe all forms of trafficking in persons that are related to gender
- Discuss the gender differentials in communicable diseases including COVID-19
- Discuss the role of males and females in promoting gender equality
- Identify and discuss best practices and creative interventions that have demonstrated positive change
- Discuss gender-based violence as targets for the SDG's

Readings:

Healy, L. & Thomas, R. (2020). *International Social Work: Professional Action in an Interdependent World (3rd. ed.)*. Oxford Press.  
Chapter 5. Global Social Issues (107-140)

Resources:

United Nations Population Fund (UNFPA). (2021). *Gender-based violence*.  
<https://www.unfpa.org/gender-based-violence>

UNIFEM. (2020). *UN women annual report 2019-2020*. UNIFEM.  
<https://www.unwomen.org/en/digital-library/publications/2020/06/annual-report-2019-2020>

United States Department of State. (2020). *Trafficking in persons report 2020*. Washington, DC: United States Department of State. <https://www.state.gov/trafficking-in-persons-report/>  
**Click on the respective link for your country - provided in alphabetical order**

### Engaging Men in Gender-Based Violence Prevention and Protection: Resources

Ruxton, S. & Burrell, S. (2020). *Masculinities and COVID-19: Making the connections*. Promundo. [https://promundoglobal.org/wp-content/uploads/2020/09/BLS20254\\_PRO\\_Masculinities\\_COVID19\\_WEB\\_005.1.pdf](https://promundoglobal.org/wp-content/uploads/2020/09/BLS20254_PRO_Masculinities_COVID19_WEB_005.1.pdf)

Promundo-US. (2019). State of the world's fathers. [https://s30818.pcdn.co/wp-content/uploads/2019/05/BLS19063\\_PRO\\_SOWF\\_REPORT\\_015.pdf](https://s30818.pcdn.co/wp-content/uploads/2019/05/BLS19063_PRO_SOWF_REPORT_015.pdf)

Heilman, B., Barker, G., & Harrison, A. (2017). *The Man Box: A study on being a young man in the US, UK, and Mexico*. Promundo. <https://promundoglobal.org/wp-content/uploads/2017/03/TheManBox-Full-EN-Final-29.03.2017-POSTPRINT.v3-web.pdf>

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| <b>Week 12: Global Child and Family Welfare: Strategies and Interventions</b> |
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Objectives – At the end of this session, students will be able to:

- Define and describe all forms of violence against children within the framework of the SDG's and UNICEF
- Identify and describe best practices in advancing child and family welfare within a child rights-based framework
- Identify and discuss best practices and interventions that are contextualized to protective cultural norms.
- Discuss approaches that empower local communities to make positive changes for achieving the SDGs for women and children.

Readings:

Healy, L. & Thomas, R. (2020). *International Social Work: Professional Action in an Interdependent World (3rd. ed.)*. Oxford Press.

Chapter 5. Global Social Issues (107-140)

UNICEF. (2021). *Using data to achieve the Sustainable Development Goals (SDGs)*.

<https://data.unicef.org/sdgs/>

Gershoff, E. T. (2017). School corporal punishment in global perspectives: Prevalence, outcomes, and efforts at intervention. *Psychological Health and Medicine*, 22(SUP1), 224–239. doi:10.1080/13548506.2016.1271955.

Chege, N. & Ucembe, S. (2020). Kenya's overreliance on institutionalization as a child care and child protection model: A root cause analysis. *Social Sciences*, 9, 1-17.

<https://www.mdpi.com/2076-0760/9/4/57/htm>

Ottolini, D. (2011). *The Family Conferencing – Kenya*. Save the Children.

[https://resourcecentre.savethechildren.net/sites/default/files/documents/the\\_family\\_conferencing\\_-\\_diego\\_ottolini1.pdf](https://resourcecentre.savethechildren.net/sites/default/files/documents/the_family_conferencing_-_diego_ottolini1.pdf)

UNICEF. (2021). *UNICEF Data: Monitoring the situation of women and children*. UNICEF.

<https://data.unicef.org/>

Useful Resources – Promoting Family Based Care:

UNICEF. (2020). *Averting a lost generation: A six point plan to respond, recover, and reimagine a post pandemic world for every child*. UNICEF.

<https://www.unicef.org/media/86881/file/Averting-a-lost-covid-generation-world-childrens-day-data-and-advocacy-brief-2020.pdf>

UNICEF. (2019). *The state of the world's children 2019: Children, food, and nutrition: Growing well in a changing world*. New York: UNICEF.

<https://www.unicef.org/reports/state-of-worlds-children-2019>

United States Agency for International Development (USAID). (2019). *Advancing protection and care for children in adversity: A US Government strategy for international*

*assistance 2019-2023*. <https://www.childreninadversity.gov/docs/default-source/default-document-library/apcca-strategy-final-web.pdf?sfvrsn=4>

Faith to Action. (2014). Children, orphanages, and families: A summary of research to guide faith-based action. <https://www.faithtoaction.org/wp-content/uploads/2014/03/Summary-of-Research4.pdf>

Lumos Foundation. (n.d.). What we do: *We fight for every child's right to a family – by*

*transforming care systems around the world*. <https://www.wearelumos.org/what-we-do/>

Save the Children. (2007). *Training manual for child rights programming*. Save the Children

Sweden. <https://resourcecentre.savethechildren.net/node/3237/pdf/3237.pdf>

Weiner, D. A., Anderson, C., & Thomas, K. (2021). *System transformation to support child and family well-being: The central role of economic and concrete supports*. Chapin Hall at the University of Chicago. <https://www.chapinhall.org/research/economic-supports-child-welfare/>

### Week 13: Macro-Interventions for Global Problems: Social Service Workforce Strengthening

Objectives – At the end of this session, students will be able to:

- Identify and discuss global movements for system strengthening initiatives applied to global social work and social service
- Identify and discuss the global strategies for achieving the Sustainable Development Goals (SDG's) at the country and regional level
- Apply a selected strategy to make a change at a country level

Readings:

Healy, L. & Thomas, R. (2020). *International Social Work: Professional Action in an Interdependent World (3rd. ed.)*. Oxford Press.

Chapter 9. Social Work Around the World Today (249-292)

Chapter 14. International Exchange: An Essential Mechanism for International Social Work

Gallo-Cruz, S. (2017). The insufficient imagery of top-down, bottom-up in global movements analysis. *Social Movement Studies*, 16(2), 153-168.

<http://dx.doi.org/10.1080/14742837.2016.1252664>

Roby, J. L. (2016). *The Evidence base on the social service workforce: Current knowledge, gaps, and future research direction*. Global Social Service Workforce Alliance.

[http://www.socialserviceworkforce.org/system/files/resource/files/Evidence%20Base%20on%20the%20Social%20Service%20Workforce\\_0.pdf](http://www.socialserviceworkforce.org/system/files/resource/files/Evidence%20Base%20on%20the%20Social%20Service%20Workforce_0.pdf)

### GLOBAL TOOLS, and RESOURCES

Global Social Service Workforce Alliance. (2019). *Social service workforce mapping toolkit*.

[http://www.socialserviceworkforce.org/system/files/resource/files/Social\\_Service\\_Workforce\\_Mapping\\_Toolkit.pdf](http://www.socialserviceworkforce.org/system/files/resource/files/Social_Service_Workforce_Mapping_Toolkit.pdf)

UNICEF & Global Social Service Workforce Alliance. (2019). Guidelines to strengthen the social service workforce for child protection. UNICEF.

<https://www.unicef.org/sites/default/files/2019-05/Guidelines-to-strengthen-social-service-for-child-protection-2019.pdf>

World Health Organization. (2021). *INSPIRE: End violence against children*. <https://www.end-violence.org/inspire>

Emerson, J. (2008). *Visualizing information for advocacy: An introduction to information design*. New York, NY: Open Society Foundations.

<https://www.opensocietyfoundations.org/publications/visualizing-information-advocacy-introduction-information-design>

### Week 14: The Ethics of Volunteering Abroad

Objectives – At the end of this session, students will be able to:

- Identify and discuss best practices and ethics in volunteering and travel abroad
- Identify short-term global social work volunteer and study abroad opportunities

Readings:

Healy, L. & Thomas, R. (2020). *International Social Work: Professional Action in an Interdependent World (3rd. ed.)*. Oxford Press.

Chapter 14. International Exchange: An Essential Mechanism for International Social Work

Carranza, M. E. (2018). International social work: Silent testimonies of the coloniality of power. *International Social Work, 61(3)*, 341-352. <https://doi.org/10.1177/0020872816631598>

Rotabi, K. S., Roby, J. L., Bunkers, K. M. (2017). Altruistic exploitation: Orphan tourism and global social work. *British Journal of Social Work, 47(3)*, 648-665. doi: 10.1093/bjsw/bcv147

Bennett, C., Heckscher, Z., Collins, J., & Papi, T. (2018). *Learning service: The essential guide to volunteering abroad*. Dorset, England: Red Press.

Introduction: Getting Started

Chapter 1. Embracing a Learning Mindset

Better Care Network. (2016). *Orphan volunteerism: When volunteering is harmful*. Manhattan, Kansas: International Service Learning Summit, October 23-25, 2016.

#### Resources:

Better Care Network. (2021). Webinar on Residential Care Institutions during Covid-19 and impact on orphanage volunteerism. <https://www.youtube.com/watch?v=f911BgFXfaw>

UN Volunteers. (2021). *Home*. UN Development Programme. <https://www.unv.org/swvr>

UN Volunteers. (2018). *State of the World's Volunteerism Report. The thread that binds: Volunteerism and community resilience*. UN Development Programme.

<https://www.unv.org/publications/swvr2018>

#### Scholarship Opportunities:

Institute for International Education (IIE). (2020). *Find a program*.

<https://www.iie.org/en/Programs>

## Week 15: Wrap Up

Objectives – At the end of this session, students will be able to:

- Identify one future goal for themselves as a result of this class

**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 and intervention project):**

| Organization                          | Website   | Indicator(s)  |
|---------------------------------------|---|---|
| United National Development Programme | <a href="http://www.undp.org">http://www.undp.org</a>                   | Human Development Index (HDI)   |
| Freedom House                         | <a href="https://freedomhouse.org/">https://freedomhouse.org/</a>       | Freedom in the World<br>Freedom on the Net<br>Freedom and the Media   |
| Transparency International            | <a href="http://www.transparency.org/">http://www.transparency.org/</a> | Corruption Perceptions Index  |
| World Bank                            | <a href="http://www.worldbank.org/">http://www.worldbank.org/</a>       | Poverty and economic indicators   |
| UNICEF                                | <a href="http://www.unicef.org/">http://www.unicef.org/</a>             | Child poverty, birth registration, malnutrition, household surveys, etc.  |
| UNICEF Innocenti Research Centre      | <a href="http://www.unicef-icdc.org">http://www.unicef-icdc.org</a>     | Research on children  |
| World Health Organization             | <a href="http://www.who.int/en/">http://www.who.int/en/</a>             | Health database by country and health indicators  |
| UN Women                              | <a href="http://www.unwomen.org/">http://www.unwomen.org/</a>           | Violence, economic, empowerment, peace & security, youth, HIV/AIDS, etc.  |
| Human Rights Watch                    | <a href="http://www.hrw.org/">http://www.hrw.org/</a>                   | Children’s Rights, Women’s Rights, LGBT Rights, Migrant & Refugee Rights, Disability Rights, & Environment & Climate Change |

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| US Department of State Human Trafficking Report (Annual)                       | <a href="https://www.state.gov/trafficking-in-persons-report/">https://www.state.gov/trafficking-in-persons-report/</a>           | The Department places each country onto one of four tiers, as mandated by the TVPA.  |
| Development Research Center on Migration, Globalization and Poverty            | <a href="https://www.eldis.org/countries">https://www.eldis.org/countries</a>   | Range of topics by country   |
| International Labor Organization   | <a href="http://www.ilo.org/global/lang-en/index.htm">http://www.ilo.org/global/lang-en/index.htm</a>                             | Labour statistics, laws, policies, and standards   |
| UN Office on Drugs and Crime   | <a href="http://www.unodc.org/">http://www.unodc.org/</a>   | Range of topics-crime, drugs, corruption, trafficking, etc.  |
| Social Security Administration - Social Security programs throughout the world | <a href="https://www.ssa.gov/policy/docs/progdesc/ssptw/index.html">https://www.ssa.gov/policy/docs/progdesc/ssptw/index.html</a> | A biannual publication highlighting the principal features of social security and social protection programs in more than 170 countries. |

Updated 8.11.21