

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

**Fall 2024**

Global Social Work (BASW)

09:910:227:90 (Synchronous Online)

Date & Time: Thursday, 2:00 – 4:40 pm

**Instructor:**

**Office:**

**Phone:**

**E-Mail:**

**Office Hours: By appointment using phone or Zoom**

**Zoom Link:**

## **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 Social Work Major at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). Students are welcome to review CSWE's accreditation standards at [www.cswe.org](http://www.cswe.org).

In keeping with CSWE standards, the Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum. *These competencies serve as program level learning goals for the BASW Program and include the following. Upon completion of their BASW 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 individuals, 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:

#### Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

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

#### Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the

pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

#### Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

#### 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

**Competency 10: Specialized Clinical Competency (RU SSW Specific), Liberatory Consciousness:**

Clinical social workers will continually work toward recognizing and utilizing a liberatory consciousness framework which “requires every individual to not only notice what is going on in the world around [them], but to think about it and theorize about it—that is, to get information and develop [their] own explanation for what is happening, why it is happening and what needs to be done about it” (Love, 1980, p. 472). They understand and identify how racism and other forms of stigma, prejudice, discrimination, and oppression intersect and contribute to various sources of stress. Clinical social workers continue to develop self-awareness of their intersectional identities recognizing how discrimination and structural inequities are compounded with multiple marginalized identities. They employ clinically

responsive and informed interventions and consider their power differential when delivering such interventions. Social workers consider how clients' intersectional identities impact their lives and use this knowledge to inform their practice. They promote diversity, equity, and justice through collaborative healing relationships and restorative practices.

Clinical social workers will apply the four elements of developing a liberatory consciousness (*awareness, analysis, action, and accountability/allyship*) in order to challenge oppression and promote social, racial, and economic justice.

Clinical social workers will:

- **Practice Awareness** by recognizing how discrimination and structural inequities are compounded with multiple marginalized identities. They will practice reflexivity when engaging clinical techniques and in supervisory processes.
- **Analyze** widely used clinical interventions to ensure those interventions recognize power differentials based on the intersection of social identities including, but not limited to, race, class, age, gender, and ability status<sup>1</sup> in the client-worker relationship. They use culturally responsive and informed interventions, including helping clients to analyze how problems they interpreted as personal faults may originate from systemic inequities.
- **Act** by using culturally responsive and informed assessments and interventions and by helping clients understand how their intersecting identities may affect various facets of their lives.
- Hold themselves **Accountable** and practice in **Allyship** by actively promoting equity and justice. This includes fostering collaborative healing relationships and restorative practice with clients, embracing client feedback, and ensuring clients play a key role in directing their inventions.

<sup>1</sup>Identities or social locations are not ranked or listed in any particular order of importance.

## V. Course Level 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. Diversity and Inclusion Statement**

RU SSW seeks to create an inclusive learning environment where diversity, individual differences and identities (including but not limited to race, gender-identity and expression, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to 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.

#### **VIII. Academic Resources**

##### **Library Research Assistance**

**Julia Maxwell** is the social work librarian on the New Brunswick Campus [julia.maxwell@rutgers.edu](mailto:julia.maxwell@rutgers.edu) p. 848-932-6124; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu) 856-225-2830. They are available to meet with students.

##### **Writing Assistance**

Success in at the university and within the larger profession of social work depends on strong writing skills. Writing skills can be improved with practice and effort and Rutgers has multiple resources available to help students strengthen their professional and academic writing skills.

##### **New Brunswick Campus**

All New Brunswick BA students 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>

### **Camden Campus**

The Camden learning center provides writing assistance for BA students on the Camden Campus: <http://learn.camden.rutgers.edu/writing-assistance>

### **Additional Online Resources**

#### *APA Style*

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

#### *Email Etiquette for Students*

<https://owl.english.purdue.edu/owl/resource/694/01/>

### **IX. Course Attendance and Participation Policies**

Students are expected to be present in class regularly and to complete readings and review resources on a timely basis so that they can contribute to their own and others' learning through class discussions and assignments. Please communicate directly with Professor Davis by email at [redavis@ssw.rutgers.edu](mailto:redavis@ssw.rutgers.edu) about any expected and unexpected absences, late arrivals, or early departures AHEAD OF CLASS where possible. Direct communication is required and is part of our professional responsibility and provides an opportunity to plan for any missed work or content.

Although this is an online class, students are expected to attend all classes and completing work on time unless discussed with the professor AHEAD OF TIME. **Excessive absences (more than 3), late arrivals, or early departures are considered in your final grade.** If you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. Please note: The policy for late or missing work and exams is included in the Course Requirements section above.

#### 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.**

**X. Zoom camera policy (Synchronous Online Classes)**

In order to promote interactive learning, engagement, and community building, we expect students enrolled in synchronous online classes (i.e., 'Zoom') courses to turn their cameras on for the duration of class. RU SSW also expects: 1) students should be in as private and distraction free environment as possible in order to support focused learning; and 2) students should not be engaged in other activities during class (driving, at work, etc.). If you are unable to turn your camera on for a particular week, please communicate let me know before class.

**XI. Required Text:**

Healy, L. & Thomas, R. (2021). *International Social Work: Professional Action in an Interdependent World (3rd. ed.)*. Oxford Press. ISBN: 9780190922269

Also available from Rutgers Libraries in e-format. You can view the book online. **PLEASE DO NOT DOWNLOAD THE ENTIRE BOOK which then means it is inaccessible online to other students for a period of time.** VIEW INDIVIDUAL CHAPTERS ONLINE OR DOWNLOAD CHAPTER PDFs – One At the time: <https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?pq-origsite=primo&docID=6264817>

**XII. Course Requirements**

	Assignment	Points	Due Dates Fall 2024
1	Country Selection: Discussion Post	5	September 22@ 11:59pm
2	Global Citizenship Creative Assignment	10	Sunday, October 6
2	Country Assessment	30	Sunday, October 27
3	Country Assessment Class Presentations – beginning November 2 Volunteers who want to go first, please sign up first!	10	Students will Sign Up to present. The submission is due on Canvas the day of your schedule presentation.



4	Global Event Participation and Reflection Paper: Participation in a Global Event and write a one-page reflection – Social Work Day at the UN is an approved Event <i>Approval of event is required</i>	10	Sunday, November 17
5	Final Intervention Action Plan	25	Sunday, December 8
6	Class Participation and Attendance	10	<b>CAMERAS ON!</b> Class attendance required; notify instructor when missing any class or parts of a class with an explanation!
	Total	100	

### XIII. Grading Standards

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C+=More acceptable work. Some problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

### XIV. Grading Criteria

*SSW BASW Grading Scale:* Below is the grading scale for the BASW program

- A 90-100
- B+ 85-89
- B 80-84

C+	75-79
C	70-74
D	60-69
F	Below 60

\*Scores to be rounded up at .5

## XV. Academic Integrity Policy

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](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

## **XVI. 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's 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>."

## **XVII. Course Outline**

A variety of methods are used including lectures, discussions, exercise, assignments, readings, and videos.

**Thursday, September 5, 2024**

### **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

Readings:

Healy, L. & Thomas, R. (2021). *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](#)

The Pad Project. (2022).

<https://mailchi.mp/thepadproject/backtoschool2022?e=32b0f5eb92>

**Thursday, September 12, 2024**

### **Week 2: Social Work Values and Ethics: Global Perspectives**

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

- Identify and apply social work values and ethics and the power-base of social work within the global context
- Discuss and apply liberatory consciousness and cultural humility to ethical dilemmas and decision-making within a continuum of universalism and cultural relativism in global social work practice
- 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. (2021). *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>

[Karim, S. \(2023\). Power-informed social work practice. \*Journal of Social Work\*, 23\(6\), 1062-1079. DOI: 10.1177/14680173231180307](#)

Access at: <https://journals.sagepub.com/doi/epub/10.1177/14680173231180307>

#### Resources to Review:

United Nations. (2024). *SDG Transformation Center*. <https://sdgtransformationcenter.org/>

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>

International Association of Schools for Social. (2022). *Global Agenda for Social Work and Social Development 2020-2030*. <https://www.iassw-aiets.org/global-agenda/global-agenda-2020-2030/>

National Association of Social Workers (NASW). (2021). *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>

**Thursday, September 19, 2024**

**Week 3: Global Human Migration, Colonialism, and Globalization:  
Social, Psychological, Political, Economic, and Cultural Impacts**

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), migration & poverty, 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. (2021). *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 and Resources:

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>

Migration Data Portal. (2019). *Migration and development: Sustainable Development Goals (SDGs)*. <https://migrationdataportal.org/themes/sustainable-development-goals-sdgs-0>

de Hass, H. (2020). *Talking migration data: The effects of migration data on development*. <https://www.migrationdataportal.org/blog/talking-migration-data-effects-migration-data-development> (VIDEO)

International Organization for Migration. (2022). *Interactive World Migration Report 2022*. <https://worldmigrationreport.iom.int/wmr-2022-interactive/>

World Bank. (2023). *World Development Report: Migrants, refugees, & societies*. <https://www.worldbank.org/en/publication/wdr2023>

**Thursday, September 26, 2024**

### **Week 4: Defining and Measuring Indicators of Vulnerability of Living Things**

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. (2021). *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 for Country Assessment:**

United Nations Development Programme (UNDP). (2023). *2024 Human Development Reports*. <https://hdr.undp.org/>

### **Additional Resources for Country Assessment:**

United States Agency for International Development. (2024). *Demographic and Health Surveys (DHS) Program: Explore by country*. <https://dhsprogram.com/>

Bill and Melinda Gates Foundation, Goalkeeper. (2021). *Maternal mortality: SDG Target 3.1*. <https://www.gatesfoundation.org/goalkeepers/report/2021-report/progress-indicators/maternal-mortality/>

Social Progress Imperative. (2024). *2024 Social Progress Index*. <https://www.socialprogress.org/>

Freedom House. (2023). *Freedom in the world 2023: Countries and territories*. <https://freedomhouse.org/explore-the-map?type=fiw&year=2023>

Transparency International. (2023). *Corruption Perception Index 2023*. <https://www.transparency.org/en/cpi/2023>

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

World Bank. (2024). *ASPIRE: The Atlas of Social Protection Indicators of Resilience and Equity*. <https://www.worldbank.org/en/data/datatopics/aspire>

World Bank. (2022). *Understanding Poverty*. The World Bank Group. <https://www.worldbank.org/en/understanding-poverty>

**Thursday, October 3, 2024**

### **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

### 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. (2024). *United Nations Sustainable Development Goals*. <https://sdgs.un.org/>

**Thursday, October 10, 2024**

<b>Week 6: Global Social Work and International Development: Human Rights</b>
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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
- Summarize and differentiate between civil and political rights
- Discuss the three generations of human rights: protection, provision, and prevention
- Identify and discuss global perspectives and the intersectionality of oppressed groups inclusive of age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status as it relates to the respective country of study ([Refer to CSWE 2022 EPAS Social Work Competency 3: Engage Anti-Racism, Diversity, Equity, & Inclusion in Practice \(p. 9-10\)](#))
- 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 respective country of study

Readings:

Healy, L. & Thomas, R. (2021). *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:

Council on Social Work Education (CSWE). (2022). *Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs – Competency 3: Engage in Anti-Racism, Diversity, Equity and Inclusion in Practice* (pp. 9-10). <https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>



Council on Social Work Education (CSWE)/ (2022). *2022 Educational Policies and Accreditation Standards Anti-Racism, Diversity, Equity, and Inclusion Information*. <https://www.cswe.org/getmedia/95e0f92b-a471-420a-96a3-0e8a15d07ec4/2022-EPAS-ADEI-Information.pdf>

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. (2023). *Home*. <https://www.driadvocacy.org/>

Global Coalition for Social Protection Floors. (2024). *A social protection floor for everyone: a universal rights-based development goal*. <http://www.socialprotectionfloorscoalition.org/about/>

Human Rights Watch. (2024). *Defend rights, secure justice*. <https://www.hrw.org/#>

Vareed, B. P. (2023). Identity, power, and social work practice in India. *Critical Social Work*, 24(2), 57-68. <https://ojs.uwindsor.ca/index.php/csw/article/view/8074/5525>

International Human Rights Lexicon. (n.d.). *Access to all categories of human rights documents, treaties, etc. globally for all vulnerable groups*. <http://www.internationalhumanrightsllexicon.org>

**Thursday, October 17, 2024**

<p style="text-align: center;"><b>Week 7: Conceptual Frameworks Applied to 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. (2021). *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)

**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). Oxford University Press.

### Resources:

United Nations. (2024). *International Day of the Girl October 11: Invest in Girl's Rights: Our Leadership, Our Well-being*. <https://www.un.org/en/observances/girl-child-day>  
UN Working Group on Girls. (2024). *International Day of the Girl Summit: Girls Speak Out*. <https://dayofthegirlsummit.org/>

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)

**Thursday, October 24, 2024**

<p style="text-align: center;"><b>Week 8: Conceptual Frameworks Applied to 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. (2021). *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)

Resources:

International Centre for Not-For-Profit Law (ICNL). (2024). Home. <https://www.icnl.org/>

FHI360. (2023). *Civil Society Organizations Sustainability Index*. <https://www.fhi360.org/resource/civil-society-organization-sustainability-index-reports>

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). (2019).

*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 US. (2024). *Social Entrepreneurs Leveraging and Shaping Artificial Intelligence*.  
<https://www.ashoka.org/en-us>

### **Thursday, October 31, 2024 (Country Presentations Begin)**

#### **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

**Country Assessment Presentations to Begin: STUDENTS SIGN UP**

### **Thursday, November 7, 2024**

#### **Week 10: Social Entrepreneurs Change the World: Intervention Planning**

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. (2021). *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)

Ashoka US. (2024). *Social Entrepreneurs Leveraging and Shaping Artificial Intelligence*.  
<https://www.ashoka.org/en-us>

Resources on Project Planning:

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

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

**Thursday, November 14, 2024**

<b>Week 11: Strategies and Interventions to Promote Gender Equality</b>
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Objectives – At the end of this session, students will be able to:

- Define and describe gender-based oppression and discrimination and the intersectionality of relevant oppressed categories (age, caste, class, culture, disability and ability, ethnicity, gender identity and expression, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status)
- Identify and describe all forms of trafficking in persons related to gender
- Discuss the gender differentials in communicable diseases including COVID-19
- Discuss the role of all persons across the life cycle in promoting gender equality
- Identify and discuss best practices and creative interventions that have demonstrated positive change
- Discuss gender-related equity goals as targets for the SDG's

Readings:

Healy, L. & Thomas, R. (2021). *International Social Work: Professional Action in an Interdependent World (3rd. ed.)*. Oxford Press.

Chapter 5. Global Social Issues (107-140)

Reid-Hamilton, S. (2014). Gender-based violence: A confused and contested term. *Humanitarian Practice Network*. <https://odihpn.org/magazine/gender-based-violence-a-confused-and-contested-term/>

Kothari, J. (2020). At the intersection of caste and gender. *The Thinking Republic*.

<https://www.thethinkingrepublic.com/being-counted/at-the-intersections-of-caste-and-gender>

**Videos to view:**

Zehtabchi, R. (2020). *Period. End of sentence*. Netflix documentary.

<https://www.youtube.com/watch?v=Lrm2pD0qofM>

Based on the book:

Diamant, A. (2021). *Period. End of sentence: A new chapter in the fight for menstrual justice*. Scribner.

**Resources:**

**Harmful cultural practices and gender-based violence:**

United Nations Population Fund (UNFPA). (2022). *Gender-based violence*.  
<https://www.unfpa.org/gender-based-violence>

UNIFEM. (2023). *We are the global champion for gender equality*. UNIFEM.  
<https://www.unwomen.org/en>

United States Department of State. (2023). *Trafficking in persons report 2023*. 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**

### **Menstrual Justice:**

Zehtabchi, R. (2020). *Period. End of sentence*. Netflix documentary.  
<https://www.youtube.com/watch?v=Lrm2pD0qofM>

Based on the book:

Diamant, A. (2021). *Period. End of sentence: A new chapter in the fight for menstrual justice*. Scribner.

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

Katz, J. (Host). (2013, May 29). Why we can no longer see sexual violence as a women's issue [Video podcast episode]. In *Ted Talk*. <https://www.npr.org/2019/02/01/689938588/jackson-katz-why-we-can-no-longer-see-sexual-violence-as-a-womens-issue>

Promundo. (2022). *Men and gender equality: A global status report in 15 headlines*.  
<https://www.equimundo.org/resources/men-and-gender-equality-a-global-status-report-in-15-headlines/>

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>

### **Thursday, November 21, 2024**

<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. (2021). *International Social Work: Professional Action in an Interdependent World (3rd. ed.)*. Oxford Press.  
Chapter 5. Global Social Issues (107-140)

### **Useful Resources – Promoting Family Based Care:**

UNICEF. (2024). *Using data to achieve the Sustainable Development Goals (SDGs)*.  
<https://data.unicef.org/sdgs/>

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. (2023). *The state of the world's children 2023: For every child, vaccination*.  
UNICEF. <https://www.unicef.org/media/108161/file/SOWC-2021-full-report-English.pdf>

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/wp-content/uploads/2021/08/apcca-strategy-final-web.pdf>

Child Welfare Information Gateway. (2023). *Separating poverty from neglect in child welfare*.  
[https://www.socialserviceworkforce.org/system/files/resource/files/poverty\\_neglect\\_child\\_welfare.pdf](https://www.socialserviceworkforce.org/system/files/resource/files/poverty_neglect_child_welfare.pdf)

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. (2024.). *The problem with orphanages*. <https://www.wearelumos.org/what-we-do/the-problem/>

**Tuesday, November 26, 2024**

<p style="text-align: center;"><b>Week 13: Macro-Interventions for Global Problems: Social Service Workforce Strengthening</b></p>
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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. (2021). *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

## GLOBAL TOOLS, and RESOURCES

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>

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)

Global Social Service Workforce Alliance. (2017). *Advocacy toolkit for the social service workforce*. <https://www.socialserviceworkforce.org/system/files/resource/files/Global-Advocacy-Toolkit.pdf>

World Health Organization. (2024). *INSPIRE: End violence against children*. <https://www.end-violence.org/inspire>

**Thursday, December 5, 2024**

<b>Week 14: The Ethics of Volunteering Abroad</b>
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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. (2021). *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. (2022). *State of the World's Volunteerism Report: Building equal and inclusive societies*. <https://swvr2022.unv.org/>

**Scholarship and Volunteer Opportunities:**

Institute for International Education (IIE). (2023). *Find a program*. <https://www.iie.org/en/Programs>

US Peace Corps. (2023). *Connect with the Peace Corps*. <https://www.peacecorps.gov/>

Updated 4/28/24