



SCHOOL OF SOCIAL WORK

SWK 340 Global Perspectives in Social Welfare

INSTRUCTOR: Elizabeth LaMont, MSW. Ph.D.

OFFICE: Henderson 306

OFFICE HOURS: M – noon to 5 p.m.; T – 9 a.m. to 2 p.m.; Th 10 a.m. to 3 p.m.; Other times by appointment including via chat or Adobe Connect

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COURSE DESCRIPTION

This course introduces students to concepts related to the global development of social work and the interdependence of nations. The course focuses on themes of world-wide connection and interaction among social workers as well as the reciprocity of professional technology and practice. In addition, there is concentration on the need to develop a more humane and multidimensional approach to social and economic problems around the world as well as develop a commitment and sensitivity to marginalized populations.

COURSE OBJECTIVES

Upon completion of the course, students will have attained the following competencies:

- A. Developed an understanding of the history of the development of international social work.
- B. Developed a global perspective and understanding of the human condition and human behavior in a global era.
- C. Identified methods to infuse global perspectives into social work practice.
- D. Examined and understand the application of social work values and ethics in international situations.
- E. Understand and learn methods to influence global policy.

- F. Identified and applied informational tools for international social research.
- G. Learn global models for ethnic and diversity conflict and implications for populations at risk.
- H. Developed an understanding of global social and economic issues.

COURSE FORMAT

This course is a web-enhanced course, meaning that some of the learning will occur in face-to-face meetings with your professor and classmates. Other learning will take place by interacting with materials via the Internet. The format for each class may include lecture, group work, demonstration, presentations and/or discussions.

TEXTS

Required:

Healy, L. (2008). International social work: Professional action in an interdependent world.
New York: Oxford University Press.

GRADING:

180 - 200 points = A
160 - 179 points = B
140 - 159 points = C
120 – 139 points = D
Less than 120 = F

OVERVIEW OF ASSIGNMENTS:

Quizzes – 30% of grade:

There are six quizzes throughout the course, mainly on your reading of the chapters. Each quiz grade is worth 5% of your course grade. All quizzes are taken online and are a combination of multiple choice, true or false, and short answer. All quizzes are open book; however, they are also timed, so it is suggested that you at least be familiar with the material and where to look before opening the quiz. Once it is opened, it must be completed within the time allotted.

Blog/Discussion Board – 30% of course grade:

There will be seven discussion (blog) topics required throughout the course, each one equaling 5% of your course grade. In order to get full points for each of these the following must occur:

- a) Your initial post to the topic must no later than five days prior to the class date in which is due (ie. If it is due on January 22 then your initial post must be no later than January 17).

- b) Your initial post must be a minimum of 15 sentences long and must contain your thoughts, observations (or whatever is asked) about the topic. Sentences such as, “That is a really good question,” or other “fillers” are not counted toward the minimum. Of course, more than the minimum is always appreciated.
- c) Prior to the due date (in the example above, it would be by class time on Jan. 22, if that is the date class meets), you must post a comment to three other initial postings of classmates – each one a minimum of five sentences, with no “filler” comments counting toward the five.
- d) Proper grammar is *expected*. I highly recommend typing your thoughts and comments in a file on a word processing program and check for spelling and grammatical errors. Professionalism and professional presentation is an expectation and not an option. Points will be taken off for sloppy spelling and writing.

Group Work – 20% of course grade:

There is a great deal of in-class group work with this class. In the first class, you will be divided into groups for classwork. Ten percent of this grade is your work as a group leader, and the other 20% is your participation in the group work. More details will be provided on the first day of class.

Global Project for Change – 20% of course grade:

This project is worth 5 of your course grade and will be due the week of finals. You will become a social change agent for one of the global issues we have discussed in class. This means as a social work change agent you will look at creating something that will impact a global issue in some way, whether directly (hands-on) or indirectly (education). The project is written in the form of a proposal. Further detail will be provided in the eCollege portion of this course.

Final note on Grading: This class is *highly* participatory. There are no big papers due and only one project. Your ongoing participation throughout the course is the major requirement for you to get a good grade in this class. If you are vigilant each week and keep up with these multitude of small requirements that add up to significant percentages of your grade, you will do fine.

CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student’s professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of "F"	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of "F"
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of "F"	

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs. If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON DUE DATES: Late initial blogs are the only thing that will be accepted late, with a subsequent point reduction. All quizzes, complete discussion assignments, and the final exam with open and close on the specified dates. There is no allowance for re-opening something that has already been closed.

COURSE SCHEDULE: (A more detailed course schedule will be provided on the first day of class and will be posted into eCollege). All assignments are subject to change with one full week's notification by the instructor.

Week	Reading(s)	Activity (location) Due	Link to Comp.	SLO
1	Syllabus	Syllabus and course review (in class)		
2	Chapter 1	Lecture (in class) <i>Quiz on syllabus/eCollege</i>		
3	Chapter 2	Blog (online) <i>Discussion 1</i>		
4	Chapter 3	Lecture (in class) <i>Quiz on Chapters 1-3</i>		
5	Chapter 4	Blog (online) <i>Discussion 2</i>		
6	Chapter 5	Group work (in class)		
7	Chapter 7	Group work (in class) <i>Quiz on Chapters 4-5,7</i>		
8	Chapter 8	Lecture (online) <i>Discussion 3</i>		
9		SPRING BREAK		
10	Chapter 9	Group work (in class) <i>Discussion 4</i>		
11	Chapter 10	Lecture (online) <i>Quiz on Chapters 8-10</i>		
12	Chapter 11	Group work (in class) <i>Discussion 5</i>		
13	Chapter 12	Blog (online) <i>Discussion 6</i>		
14	Chapter 13	Group work (in class) <i>Quiz on Chapters 11-12</i>		
15	Chapter 14	Lecture (in class) <i>Quiz on Chapters 13-14</i>		
16		Lecture/Review (online) <i>Discussion 7</i>		
Finals		<i>Global Project for Change</i>		

BIBLIOGRAPHY (Current References)

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(Older References)

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Braun, D. (1994). The rich get richer: The rise of income inequality in the United States and the World. Chicago: Nelson-Hall.

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Partial List of Social Work Journals Related to Global/International Issues:

Ageing International
International Affairs
International Family Planning Digest
International Family Planning Perspectives
International Journal of Aging and Human Development
International Journal of Children's Rights
International Journal of Health Planning and Management
International Journal of Intercultural Relations
International Journal of Politics, Culture, and Society
International Journal of Social Economics
International Journal of Social Welfare
International Journal of Sociology and Social Policy
International Journal of Urban and Regional Research
International Migration Review
International Social Science Journal
International Social Work
Journal of International Comparative and Social Welfare
Studies in International Comparative Development
Women's Studies International Forum

Media Sources:

- New York Times: www.nytimes.com
- Washington Post: www.washingtonpost.com
- U.S. News and World Report: www.USNews.com
- Time: www.time.com
- The Wall Street Journal: www.wallstreetjournal.com
- Boston Globe: www.boston.com/globe/
- British Broadcasting Corporation: www.bbc.co.uk
- Center for Global Research (<http://www.globalresearch.ca>)
- Democracy Now!: www.democracynow.org
- Global Issues: www.globalissues.org
- Newsinsider: www.newsinsider.org

- The Guardian: www.guardian.co.uk/
- The Nation: www.thenation.com
- The Progressive: www.progressive.org
- Truth Out: www.truthout.org
- World News: www.worldnews.com
- Public Radio International: www.pri.org

WEB Sites:

Amnesty International
<http://www.amnesty.org/>

Bureau of Justice Statistics
<http://www.ojp.usdoj.gov/bjs/>

California Association of Human Relations Organizations
<http://www.cahro.org/>

FedStats: The gateway to statistics from over 100 U.S. Federal agencies
<http://www.fedstats.gov/>

Female Genital Mutilation Homepage
<http://www.hollyfeld.org/fgm/index.html>

International Association for Cross-Cultural Psychology
<http://www.fit.edu/CampusLife/clubs-org/iaccp>

International Social Service
www.iss.ssi.org/index.html

Online News Hour – Race Relations Reports
http://www.pbs.org/newshour/bb/race_relations/race_relations.html

Peace Corps
<http://www.peacecorps.gov/indexf.cfm>

Racism and Prejudice Psychological Perspectives
<http://www.bhs.mq.edu.au/aps/publications/racism/contents.html>

United Nations
<http://www.un.org/>

**Department of Social Work
Code of Conduct for Social Work Students**

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner, consistent with our profession's Code of Ethics.

Preamble of the NASW Code of Ethics: The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons. While the values of the profession are codified in the NASW Code of Ethics, we feel that the following additional standards of behavior are to be exhibited as well by all students enrolled in our program:

1. Accountability – Attend class, arrive on time, return from breaks in a timely manner • Participate in activities and assignments in a level comparable to peers • Complete work in a timely fashion according to directions • Be prepared and engaged in the learning process.
2. Respect – Treat your peers, instructors, and all other persons with dignity and respect at all times Listen while others are speaking • Give constructive feedback when appropriate Approach conflict in a cooperative manner • Use positive and nonjudgmental language
3. Confidentiality and Boundaries – Treat any personal information that you hear (or read) about a peer or an instructor as strictly confidential • Maintain information shared in class as confidential • Use judgment in self-disclosing information of a personal nature in the classroom (Class time is not therapy or treatment – seek a referral if you need it) • Never use names of clients or disclose other identifying information • Exercise clear and appropriate boundaries between yourself, other students, your instructors, and in other professional relationships.
4. Competence – Apply yourself to all your academic pursuits with seriousness and conscientiousness • Meet deadlines given by your instructors • Constantly strive to learn and improve your abilities • Come to class prepared • Seek appropriate support when having difficulties • Take responsibility for the quality of completed tests and assignments • Strive to achieve greater awareness of personal issues that may impede your effectiveness with clients.

5. Diversity – Strive to become more open to people, ideas, and creeds that you are not familiar with Embrace diversity • Maintain speech free of racism, sexism, ageism, heterosexism, stereotyping, etc. • Exhibit a willingness to serve diverse groups of persons • Demonstrate an understanding of how values and culture interact.
6. Integrity – Practice honesty with yourself, your peers, and your instructors • Constantly strive to improve your abilities • Commit yourself to the academic discipline of citing other people's work properly • Acknowledge areas where improvement is needed • Accept and benefit from constructive feedback.
7. Communication – Strive to improve both verbal and written communication skills as those skills are the benchmark for effective professional practice and helping relationships • Demonstrate appropriately assertive communication with peers and instructors • Practice positive, constructive, respectful and professional communication skills (both verbal and non-verbal) with peers, instructors and all other persons.

Adapted from Florida Atlantic University School of Social Work

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Students who violate these may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with academic and non-academic student issues when requested by faculty. The API is comprised of the various program directors and is chaired by the Department Head. The decisions or actions of the API are considered the final say of the department. Students may be disciplined or dismissed from the program for violation of this Code of Conduct. Students have the right to appeal any decision to the Dean of the College of Education and Human Services, as specified by university policy.

By signing below, I verify that I agree to abide by the standards of the NASW Code of Ethics and the Code of Conduct stated above.

Printed Name

Date

Signature