



### **SCHOOL OF SOCIAL WORK**

#### **SWK 340 01E GLOBAL PERSPECTIVES IN HUMAN WELFARE** *This syllabus is tentative and subject to change.*

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 T: 8:00-9:00 (Mesquite)  
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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.

Further, this course has been selected as a Global Course – tied to the Quality Enhancement Plan (QEP). Texas A&M University-Commerce QEP seeks to prepare students for an interconnected world. In relation to the QEP, students completing this course will be able to (LO1) demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems), (LO2) apply knowledge of the interconnectedness of global dynamics, and (LO3) view themselves as engaged citizens within an interconnected and diverse world. This course will provide activities, experiences, and opportunities to reach all of the QEP learning outcomes.

The Transformational Human Needs Developmental Project in this course will be utilized to assess the QEP student learning outcomes for each student. Students are responsible to upload a copy of the project to their ePortfolio in ManeSync.

## **GOALS AND COMPETENCIES:**

### **1. Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills. Graduates will be able to demonstrate the following competencies:**

- 1.1 Apply critical thinking and effective communication (2.1.3)
- 1.2 Engage in research-informed practice and practice-informed research (2.1.6)
- 1.3 Apply knowledge of HBSE to practice (2.1.7)
- 1.4 Apply knowledge of policy to practice (2.1.8)
- 1.5 Apply change strategies with all levels of systems (2.1.10)

### **2. Enable BSW graduates to practice ethically and apply social work values to promote equality and justice. Graduates will be able to demonstrate the following competencies:**

- 2.1 Apply social work ethics & principles (2.1.2)
- 2.2 Engage diversity in practice (2.1.4)
- 2.3 Promote human rights and social and economic justice (2.1.5)

### **3. Provide meaningful contexts through which BSW students engage in leadership, service, and professional excellence. Graduates will be able to demonstrate the following competencies:**

- 3.1 Identify and respond as a professional social worker (2.1.1)
- 3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession. (2.1.9)

## **COURSE OBJECTIVES**

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

- A. Be prepared for an interconnected global world within social work practice.
- B. Developed an understanding of the history of the development of international social work.

- C. Applied knowledge of the interconnectedness of global dynamics within 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.
- I. View themselves as engaged citizens within an interconnected and diverse world.

### **OUTCOME ASSESSMENT**

The Social Privilege Measure (SPI) will be used as a pre and post-assessment tool to determine global learning outcomes. It will not be graded. For online students the link is located under the assignment tab for week 1.

### **TEXTS**

Required:

Healy, L. (2008). International social work: Professional action in an interdependent world. New York: Oxford University Press.  
 Quality Enhancement Plan (QEP) Committee:  
[www.facebook.com/TAMUCQEP](http://www.facebook.com/TAMUCQEP)

### **GRADING**

**Course Requirements:** To successfully finish this course, students will be required to complete class assignments, required readings, discussions, and class activities. Weekly participation is essential to integration of course material.

### **WEIGHT OF EACH GRADED ASSIGNMENT**

- |   |     |
|---|-----|
| ○ Country Paper                           | 75  |
| ○ Aboriginal and Native American Exercise | 50  |
| ○ Immigrant Interview                     | 75  |
| ○ Unannounced Quizzes                     | 50  |
| ○ Transformational Project                | 150 |

- PowerPoint (25)
- Paper (100)
- Evaluation of Group Members' Performance (25)
- Online Discussions: (5@ 20 points each) 100
- Total points: 500

450 – 500 A

400 – 449 B

350 – 399 C

300 – 349 D

Below 300 F

## **OVERVIEW OF ASSIGNMENTS: (Subject to Change)**

### **1. Country Search (Due February 12)**

Explore the Internet (and other sources) to discover information about a specific country, assigned to you by the professor. The outline for writing this paper is located under the Home tab, and your assigned country will be in the same location. Suggested length is 5 pages, double-spaced, 12 point font with one inch margins, and headings. The headings will come from the outline. Papers without headings will NOT be graded.

Remember any information you use from any source, even if you put it in your own words, *must be cited* using APA style.

If you use a direct quote, check APA for the proper method of citing quotes of various lengths. You will also need a cover page and a reference page, but they will not count as part of the suggested 5 page length. Due date is February 12 at 2:30 p.m. via the Drop Box for February 12. If the paper is not submitted using this Drop Box there will be a penalty of 25 points. One-fourth of the grade for this assignment will be determined by the correct use of APA, sentence structure, grammar, and spelling. **No late papers will be accepted, resulting in a grade of zero.** (Worth 75 points)

### **2. Aboriginal and Native American Worksheet (Due March 12)**

Read the article found under the Assignment link for March 12. Then click on the worksheet and answer the questions related to this article. Due date is March 12 at 2:30 p.m. via the Drop Box for March 12. If the paper is not submitted via this Drop Box there will be a penalty of 15 points. **No late papers will be accepted and a grade of zero will be recorded.** (50 points)

### 3. Interview (Due April 9)

Students will interview a first generation immigrant and write a paper (5 to 6 pages, double spaced, 12pt. font, 1 inch margins) that relates information concerning the immigrant's **country of origin**, the **decision to immigrate**, and the **process of immigration**. The paper should also include a **contrast between socio-economic factors** affecting the individual's life both in their country of origin and in the United States. A cover page and a reference page must be included, but they do not count toward the 5 to 6 page limit. **Headings must be used or the paper will not be graded.** Include a **brief** Introduction. The other headings should conform to the items in bold below. You will have a total of five headings. As with your country paper, APA style must be used in the writing of this paper. **It is your responsibility to find a first generation immigrant to interview; the professor does not have a list of such people.** Due date is April 9 by 2:30 p.m. via the Drop Box for April 9. If the paper is not submitted via this Drop Box there will be a penalty of 25 points. **No late papers will be accepted, and a grade of zero will be recorded.** (75 points)

The outline to be used in writing this paper appears below:

1. **Brief** introduction (no heading needed)
2. **Country of origin**—write about what his/her/their country or origin was like; use demographic information
3. **Decision to immigrate**—describe how he/she/they decided to immigrate to the United States
4. **Process of immigration**—describe what the process of immigration was like
5. **Contrast between socio-economic factors** in country of origin and United States—compare and contrast various socio-economic factors
6. Brief **summary**

The items in **bold** above are to serve as your headings for the paper. The paper will not be graded if headings are not used.

### 4. Group Project and Presentation: **Transformational Human Needs Developmental Project (Due April 23)**

Information regarding Transformational Projects will be provided by the Professor. Working in groups, students will research a specific need of a people group in a developing country (not the USA, Canada, western Europe, Australia or New Zealand) and construct a "transformational human needs developmental project" which could be applied as a means of social work intervention on the mezzo or macro level. The group's topic **MUST** be approved by the professor before beginning the project. Each group must prepare a paper following the outline on the last page of this syllabus. The paper must use one inch margins, 12 point font, page

numbers, and be double spaced. **Headings must be used or the paper will not be graded.** The paper should be less than 10 pages, and a cover page (which does not count toward the page total) must be used. Keep in mind the importance of using APA style in writing the paper and in providing proper documentation of information in the paper that you have taken from other sources, even if you have put it in your own words. You must also include a Reference Page. The groups will develop a creative PowerPoint or Prezi presentation for other class members to view. Grades will be based upon the written paper, the presentation, and other group members' evaluation of your work on the presentation and paper. **One** paper will be given to the professor, rather than each student writing a paper. It is expected that all students will put equal time into the preparation of the paper. Papers and PowerPoints/Prezi must be submitted on April 23 by 2:30 p.m. via the Drop Box for April 23. If these items are not submitted in the correct Drop Box there will be a penalty of 25 points. **No late papers will be accepted.** (150 points)

## 5. Unannounced Quizzes

Six short **unannounced** quizzes will be given at various times during the semester. The quizzes will have 10 multiple choice questions, true or false, and/or matching. Quizzes must be taken when given, and **there will be no makeup quizzes.** Please do not ask for an exception to this policy. No exceptions will be granted. Only the 5 highest grades will be counted, and the lowest grade will be dropped. Each quiz will cover the assigned reading for the week in which the quiz is given. You will have 15 minutes to take the quiz. If you come to class after the quiz has begun you will have whatever time is left from the 15 minutes to complete the quiz. (5 quizzes x 10 points = 50 points).

## 6. Discussions

Throughout the course students are required to participate in various discussions. You must post your own thoughts and ideas under the appropriate discussion tab and then respond to the comments of one other student. Postings will follow the same format each time. You will make your initial posting between 12:00 a.m. on a Monday and 11:59 p.m. on a Wednesday. Then between 12:00 a.m. on a Thursday and 11:59 on a Saturday you must respond to one of your classmate's postings. For example, a discussion is scheduled for February 19. Therefore, between 12:00 a.m. on Monday, February 16 and 11:59 p.m. on Wednesday, February 18, you will make your initial posting. Then between Thursday, February 19 at 12:00 a.m. and 11:59 p.m. on Saturday you must respond to one of your classmate's initial posting. You must make your initial posting before you respond to another

student's initial posting. If you are late making your initial posting or fail to post a response you will not receive points. (5 discussions x 20 points = 100 points).

**PLEASE NOTE THE FOLLOWING POLICIES:**

1. No assignments may be rewritten once they have been graded.
2. Do not ask for individual extra credit. The professor will decide if extra credit will be offered to the **entire** class.
3. The professor does not read assignments and provide feedback before they are due.
4. One-fourth of the grade for all written assignments will be based upon the correct use of the latest edition of the American Psychological Association (APA) style manual for citations and references, as well as the correct use of grammar, spelling, sentence structure, etc.
5. You must provide correct citations within the body of each paper **when you use any information that you have taken from any source, even if you put the information in your own words.** Then each of the references used in the body of the paper must appear on the reference page, in APA style, at the end of the paper. Failure to cite information taken from other sources may result in a grade of zero on the paper.
6. If you have any problems with eCollege **contact the Help Desk. Do not contact the professor for help** since he does not have technical knowledge of eCollege.
7. All assignments are due as noted on the syllabus. Any assignment that fails to meet the time deadline will not be graded, and a grade of zero will be recorded. Submit the assignment into the correct Drop Box or points will be deducted from the grade for the assignment.

**Global Assessment Plan**

The following form will be used as an assessment of one course artifact. The product that will be evaluated is the Transformational Human Needs Development Project as described earlier in the syllabus. How well each individual student meets certain course objectives will serve as the basis for the assessment. The key to the evaluation is below.

**Rubrics' Key**

5	Excellent
4	Above Expectations
3	Met Expectations
2	Minimum Expectations Met
1	Minimum Expectations Not Met

	<b>Measurable Behaviors</b>	<b>E</b>	<b>AE</b>	<b>ME</b>	<b>MM</b>	<b>MNM</b>
A	Prepared for an interconnected global world within social work practice.	5	4	3	2	1
C	Applied knowledge of the interconnectedness of global dynamics within social work practice.	5	4	3	2	1
D	Examine and understand the application of social work values and ethics in international situations.	5	4	3	2	1
E	Understand and learn methods to influence global policy.	5	4	3	2	1
F	Identified and applied informational tools for international social research.	5	4	3	2	1
H	Developed an understanding of global social and economic issues.	5	4	3	2	1
I	View themselves as engaged citizens within an interconnected and diverse world.	5	4	3	2	1

### **CLASS ATTENDANCE AND PARTICIPATION**

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 as scheduled. 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. Failing to post on time equals ½ absence. Failure to respond to another student equals ½ absence. Failing to post and respond equals 1 full absence.

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:** All assignments must be turned in on time. No late assignments will be accepted.

**ADA Statement: Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
 Gee Library- Room 132  
 Phone (903) 886-5150 or (903) 886-5835  
 Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**COURSE SCHEDULE (To be adjusted as needed.)**

1/22/15	*Read Syllabus from Start to Finish * <b>Social Privilege Measure</b>	Intro to & Overview of Class Social Privilege Measure Pre-Test
1/29/15	Read Chapter 1 in Textbook PowerPoint Come to class prepared to ask any questions about the syllabus.	International Social Work: Why Is It Important and What Is It?
2/05/15	*Read pg. 160 in Text * <b>Transformational Human Needs Developmental Project</b> *Video: <i>Beatrice's Goat</i> PowerPoint	Influence of Culture in Social Work Practice: Strengthening Global Perspectives
2/12/15	Read Chapter 5 in Textbook	International Social Welfare Organizations <b>Country Paper Due by 2:30 p.m.</b>
2/19/15	PowerPoint: <i>World Religions</i> Discussion: World Religions	World Religions
2/26/15	Read Chapter 4 in Textbook PowerPoint: <i>Global Agenda</i>	Global Social Issues
3/05/15	PowerPoint Read Chapter 9 in Textbook Video: <i>It's Beautiful—Behind the Scenes (YT)</i> Discussion: War and Conflict	If the World Were a Village
3/12/15	Immigration and Indigenous Peoples	Article: Indigenous Peoples of Australia, New Zealand, & North America <b>Worksheet due via Drop Box by 2:30 p.m.</b>
3/19/15	SPRING BREAK	NO CLASS
4/02/15	Read Chapter 8 in Text Handout Discussion: AIDS	AIDS Around the Globe
4/09/15	Handouts Discussion: Human Trafficking	Human Trafficking <b>Immigrant Paper Due via the Drop Box by 2:30 p.m.</b>

4/16/15	Handouts PowerPoint	Elderly & Global Issues
4/23/15	PowerPoints	Student Presentations <b>Transformational Project papers Due via the Drop Box by 2:30 pm</b>
4/30/15	PowerPoints	Student Presentations Social Privilege Measure Post-Test

**OUTLINE FOR WRITING  
TRANSFORMATIONAL HUMAN NEEDS DEVELOPMENTAL PROJECT  
Use Headings II through VII (Sub-headings not needed.)**

- I. Brief introduction to the project
- II. History of the area
  - A. Describe the local setting (rural, urban, etc.)
  - B. Describe the people group
  - C. Describe the condition of the people group (holistic view including physical, psychological, social, etc.)
- III. Needs assessment
  - A. Statement of need
  - B. Statistical and research data supporting needs assessment
  - C. Other entities providing assistance (government or private aid organizations, etc.)
- IV. Planning process
  - A. Methods for involving the government, community, local entities, etc. in the planning
  - B. What constraints must be considered in responding to the need (i.e. access, customs, restrictions, etc.)
  - C. Describe the method of carrying out the planning process
- V. Proposal for response
  - A. Include specific objectives, goals, and action plans for the project
  - B. Describe the proposed supervision of the project and local leadership involvement
  - C. Describe the method of project evaluation
- VI. Resources needed
  - A. Human resources both local and international
  - B. Material and financial resources both local and international
- VII. Brief summary