



## School of Social Work

### **SWK 497: Social Work in Costa Rica May Mini (May 15<sup>th</sup> – June 31<sup>st</sup>)**

*According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes*

Instructor: Brian Brumley LMSW-IPR

Office Location Henderson

Office Hours By Appointment

Contact Information [Brian.Brumley@tamuc.edu](mailto:Brian.Brumley@tamuc.edu) (preferred)

## Overview of Course

---

### Course Description

This course explores the evolution and current development of social work practice in Costa Rica through building knowledge links between political processes, economic constraints and the actual implementation of public policies. Focusing on how modern and evolving bureaucracies along with cultural and institutional frameworks of a given political system dictate the ways in which governments work and interact with the public/private sector.

## Course Rationale

A significant shift has been occurring in the United States over the past several decades and according to the State Comptroller's Office of Texas, the Hispanic population in 2006 constituted 35.7% of Texans. By 2020 the Texas Hispanic population is expected to outnumber the White population. Through this experience, the students will learn about social work and the welfare system in Costa Rica. In the United States, the course will provide the cultural, historical and political context for preparation of the Costa Rica experience and upon return, provide the context for translating the Costa Rica cultural and language experience to work with other subpopulations of Latino immigrants in the United States.

### **COURSE OBJECTIVES:**

This course is designed to prepare students with knowledge, skills and abilities in social welfare practices for transnational work in the United States with individuals from diverse cultures and backgrounds. Students will be provided with a general perspective on social work and social work policy in Costa Rica. Working in conjunction with Texas A & M Soltis Research & Education Center and site visits to various social service agencies in areas of health, mental health, aging, child welfare and criminal justice students will explore issues of political and economic development, environmental social movements, history and culture.

**Upon Completion of this Course, all students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends and systems) within the following skill sets:**

- **Communicate** their understanding of the importance of difference in shaping life experiences
- **Discuss** the extent to which a culture's structure and values may oppress, marginalize, alienate, create or enhance privilege and power
- **Identify** the influence of personal bias and values in working with diverse groups
- **Engage** in practices that advance social and economic justice
- **Articulate** in-depth knowledge of strengths and challenges related to social issues in Costa Rica
- **Analyze** theoretical frameworks such as social development, globalization from below and human rights to welfare practice in a comparative format between Costa Rica and the United States

## **PROGRAM GOALS:**

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

## **CORE COMPETENCIES**

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

### Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one or more competencies. Associated competency(s) and practice behaviors assessed for this course follow:

## Course Structure

---

### Texts and Associated Materials

#### Required Texts:

#### Additional Readings Suggested:

#### ASSIGNMENTS

Assignment	Activity	Criteria
<b>Reflection Journal</b>	Travel journal that will include daily critical reflections on assigned readings, videos, individual and panel guest lecturers/presentation, active learning experiences and site visits to governmental and nongovernmental organizations	20% of grade (grading rubric to be provided)
<b>Digital expression:</b> <i>Word Press Blog</i> <i>(Graduate Students)</i>	MSW Students will create and maintain a blog that integrates readings on assigned topics and their experience in Costa Rica.  <u>Topics may include:</u>  Human Rights; Social Justice in the Educational System; Prison System; Evolving Capitalism and Corporate Social Responsibility; Comparative analysis	50% of grade (grading rubric to be provided)

of Marxist paradigm and influence on SW profession in Costa Rica and Western SW paradigms; Aging in Costa Rica - role of individual, family and government; Child Welfare: focus of family in children's rights: Comparative analysis of legal and illegal immigration in Costa Rica and the United States; critically analyze strategies - policies, programs, and social action - in terms of their ability to promote sustainable human development and human rights.

<b>Digital expression:</b> Power point poster ( <i>undergraduate students</i> )	Students will choose one topic (provided by instructor) and develop a power point poster presentation on the topic	50% of grade (grading rubric to be provided)
<b>Photo-Voice Reception</b>	Students will be assigned various topics to guide picture taking (i.e. examples of economic policies; religious representations; cultural experiences) throughout the trip. Each student will choose one photo that represents a significant experience/understanding for him/her and will write a brief essay about the meaning of the photo. Chosen photos and essays will be displayed at the Cultural reception held on June 1st for the campus community	30% of grade (grading rubric to be provided)

## Student Rights and Responsibilities

---

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

### Student Rights

*As set forth in Texas A&M University System Policy 13.02*

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except

as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

### 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) 886-5853  
Fax 9903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### **Students Responsibilities**

#### **Class Attendance and Participation Policy**

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental 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 one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.

- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<b><u>Weekly</u></b> <b><u>(class meets</u></b> <b><u>1X week)</u></b>	<u>Up to 2</u> <u>absences: No</u> <u>Penalty</u>	<u>3 absences: 1</u> <u>letter grade</u> <u>drop</u>	<u>4 absences: Class grade of "F"</u>	
<b><i>Bi-Weekly</i></b> <b><i>(class meets</i></b> <b><i>2X week)</i></b>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>5 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>6 absences:</i> <i>Class grade of</i> <i>"F"</i>
<b><i>Summer 10-week</i></b>	<i>Up to 1</i> <i>absence: No</i> <i>Penalty</i>	<i>2 Absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>3 absences: Class grade of</i> <i>"F"</i>	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation  
Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

### **Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

**University Code of Conduct** located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

### **Department Code of Conduct**

*"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)*

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp> ) on the NASW website: <https://www.socialworkers.org>

### **Plagiarism and Academic Dishonesty**

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty.*

The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate Academic Dishonesty (available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>)

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

*A student who fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.*

### **Technology Mediate Resources**

*NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT 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, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Many courses utilized the learning management system to deliver course content.

Below is information and resources for eCollege

## TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check  
[http://help.ecollege.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader <https://get.adobe.com/reader/>
  - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
  - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
  - Apple Quick Time <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio  
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

## **ACCESS AND NAVIGATION**

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the

requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

#### Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk. You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

#### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo.

<https://leo.tamuc.edu>

## **Learner Support**

The One Stop Shop was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The Academic Success Center provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

## **FREE Mobile APPS**

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	<b>App Title:</b>	<b>iPhone – Pearson LearningStudio Courses for iPhone</b> <b>Android – LearningStudio Courses - Phone</b>
	<b>Operating System:</b>	<b>iPhone</b> - OS 6 and above <b>Android</b> – Jelly Bean, Kitkat, and Lollipop OS
	<b>iPhone App URL:</b>	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a>
	<b>Android App URL:</b>	<a href="https://play.google.com/store/apps/details?id=com.pearson.lsphone">https://play.google.com/store/apps/details?id=com.pearson.lsphone</a>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

### **LearningStudio Notifications**

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.



Tentative Course Schedule (This course is cross-listed with MSW and outcomes reflect for both BSW and MSW)

Social Work in Costa Rica embraces a Brazilian model with a Marxist paradigm. The focus is on human rights and social justice that differs from an individual, direct practice focus. The culture reflects the collective good for groups, as opposed to individual autonomy. The ability to experience this allows students to step out of the Western paradigm and recognize the strengths in this perspective. Experiential activities are designed to allow students to experience this culture, allowing them to work with and advocate for clients in Western society whose values and cultures are those that reflect a collective approach as opposed to individualistic.

Date	Venue	Topic/Activity & Assignments	Student Learning Outcomes
May 15th (Monday)	ONLINE VENUE	Introduction  Review Syllabus  Cultural Assimilation Pretest  Travel Orientation	
May 16 <sup>th</sup> (Tuesday)	DEPART/ARRIVE COSTA RICA	Group travel  Arrive in San Jose and travel to the Soltis Center in La Fortuna	<p><b>All students will be able to :</b></p> <ol style="list-style-type: none"> <li>1. Verbalize goal of comparative policy and cultural awareness for the trip.</li> <li>2. Describe challenges and opportunities of international travel.</li> </ol> <p>Describe and discuss safety issues related to international travel</p>

<p>May 17th (Wednesday)</p>	<p>CULTURAL EXPLORATION</p>	<p>Welcome Orientation to Soltis Center</p> <p>Visit San Francisco School</p> <p>Visit Arenal Volcano National Park and La Fortuna</p>	<p><b>BSW Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Describe cultural traditions, market economy in Costa Rica within the context of emerging capitalism.</li> </ol> <p><b>MSW Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. In addition to describing cultural traditions, market economy in Costa Rica within the context of emerging capitalism, MSW students will be able to articulate the impact of societal structures on human development.</li> </ol>
<p>May 18th (Thursday)</p>	<p>VISIT LOCAL HIGHSCHOOL</p> <p>VISIT EBAIS SAN ISIDRO</p> <p>GUIDED HIKE INTO RAINFOREST AND WATER FALL</p>	<p>Visit AGECO, learn about services for the aging in Costa Rica</p>	<p><b>BSW Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify and discuss cultural differences in caring for the aged and disabled I Costa Rica that has a focus of family centered care with Western philosophy of again.</li> <li>2. Compare and contrast physical facilities where aged and disabled receive care in Costa Rica with local facilities in Texas.</li> </ol> <p><b>MSW Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. In addition to being able to identify cultural differences in caring for the aged and disabled, and comparing/contrasting physical facilities where aged and disabled receive care, MSW students will articulate differing values and ethics exhibited regarding human rights.</li> </ol>

<p>May 19TH (Friday)</p>	<p>VISIT PANI HOGAR DE ANCIANOS</p>	<p>Social Work in Costa Rica Social Work Education</p> <p>Evening: Group Discussions;</p>	<p><b>BSW Learning Objectives</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast social work education from a Marxist perspective in Costa Rica with the Western Model.</li> <li>2. Discuss cultural and values differences espoused in Costa Rica Social work Practice and Western Social Work</li> </ol> <hr/> <p><b>MSW Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. 1. In addition to comparing and contrasting social work education across cultures and discussing differences in cultural values, MSW students will be able to explain long term outcomes in the differing cultures in reference to social and economic justice.</li> </ol>
<p>May20rd (Saturday)</p>	<p>TRAVEL TO SAN JOSE</p> <p>VISIT CENTRAL MARKET</p> <p>WALKING TOUR OF HISTORICAL SAN JOSE</p>		<p><b>BSW Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>2. 1. Discuss the economic and financial institutions and correlate with human services policy and sustainable development</li> </ol> <hr/> <p><b>MSW Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1. In addition to being able to discuss economic and financial institutions and correlate with human services policy and sustainable development, MSW students will be able to analyze variances and the impact on social and economic justice and human rights.</li> </ol>

May 21st (Sunday)	SUSTAINABILITY  POAS VOLCANO NATIONAL PARK  DOKA COFFEE PLANTATION TOUR		<b>BSW Learning Objectives</b>  1. Link ecological theory and perspective with human development and sustainable social policy
			<b>MSW Learning Objectives</b>  2. In addition to being able to link ecological theory and perspective with human development and sustainable social policy, MSW students will be able to articulate evidence of sustainable policy to inform the Grand Challenge of Social Work
May 22nd (Monday)	VISIT SEMI- INSTITUTION  VISIT SCHOOL OF SOCIAL WORK UNIVERSITY OF COSTA RICA	Evening: Group Discussions	<b>BSW Learning Objectives</b>  1. Students will be able to describe the philosophical underpinnings of human rights that inform criminal justice policy in Costa Rica
			<b>MSW Learning Objectives</b>  2. In addition to being able to describe the philosophical underpinning of human rights that inform criminal justice policy in Costa Rica, MSW students will be able to compare and contrast decarceration processes and determine “smart” decarceration methods used to inform U.S. policy.
May 23 <sup>rd</sup> (Tuesday)	VISIT IAFA VISIT AGECO		
May 24 <sup>th</sup> (Wednesday)	DEPART/RETURN U.S.	Day of Travel	
May 28 <sup>th</sup>	ON-LINE CLASS	Reflections of Trip	

(Thursday)		Interactive Discussion online	
May 29 <sup>th</sup> (Friday)	ON-LINE CLASS	Development of Digital Expression Assignment	
May 30 <sup>th</sup>			
May 31 <sup>st</sup>			
June 2 <sup>nd</sup> (Tuesday)	ON-LINE CLASS	POST-TEST	
June 3 <sup>rd</sup> (Friday)	ON-LINE CLASS		
June 8 <sup>TH</sup> (Monday) time TBD	CULTURAL PHOTO RECEPTION  Presentation of Costa Rica Experience		(1) Students will have one photo of their choice displayed at an open reception for campus and community. Each student will complete a narrative about the cultural experience the photo represents.

\*\*The schedule is dependent upon coordination with the Soltis Center and the various social service agencies

\*\* Cultural activities will include experiencing the market place, agriculture/coffee production

\*\* Each evening there will be group activities to process the experiences of the day