

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	393T11/62900	Instructor:	Tanya Voss
Semester:	Spring 2012	E-mail:	tmvoss@mail.utexas.edu
Office:	2.234	Office hours:	Wednesdays, 9-10a
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INTERNATIONAL SOCIAL WORK

I. Course Description

This course is designed to introduce students to international social work and the theories and perspectives that underpin current thinking and practice in international social work. Students will explore how historical, environmental, cultural, religious, political and economic factors impact social welfare policies and the delivery of human services in different regions of the world. Students will engage in critical thinking and analysis of global social welfare issues including poverty, child welfare, preventable diseases especially HIV/AIDS, women's issues, population migration, and climate change. Students will analyze alternative models for service intervention and review how social work practice is delivered in other countries and regions of the world. This course is relevant for social work students seeking to practice international social work and/or to apply international social work principles to practice in the United States.

II. Course Objectives

Upon completion of this course, the student will be able to:

- A. Define and describe international social work and debate the need for, benefits of and cautions important to engaging in international social work.
- B. Demonstrate familiarity with the international social work profession and code of ethics.
- C. Identify organizations in international social work and their intended and real impact on international social welfare.
- D. Analyze the impact that historical, environmental, cultural, religious political and economic factors have on social welfare policies and the delivery of human services in varied countries.
- E. Communicate a deeper and broader understanding of major issues related to international social welfare including poverty, child welfare, preventable diseases especially HIV/AIDS, women's issues, population migration, and climate change.
- F. Apply lessons learned from the international community and its broad range of basic needs to social work practice in the United States.

III. Teaching Methods

A variety of teaching methods will be utilized, including: lectures, class discussions, experiential learning through simulations and role plays, case examples, student presentations, collegial consultations, multimedia use, small group process and guest lecturers.

IV. Required and Recommended Texts and Materials

Required:

- A. Mapp, S. (2008). *Human rights and social justice in a global perspective*. NY: Oxford University Press, Inc.
- B. Handouts received in class, posted on Blackboard.

Recommended:

- Healy, Lynne M. (2009). *International social work. Professional action in an interdependent world*. NY: Oxford University Press, Inc.

V. Course Requirements

A. Reading Responses & Thought Provokers **5pts x 10=50pts; Due *Ongoing** **Individual**

Students are expected to bring to class two discussion questions or other thought provokers and commentary spurred by two of the assigned readings of the day.

Reading responses should be typed and approximately half a page each. Students should not put their names anywhere on these but instead should identify themselves by a number chosen at the beginning of the semester.

Class members should be prepared to discuss one of the readings at the beginning of each class, though time will not allow this every week. The reading will be of the class's choosing from those assigned for the day. Students will receive five points for each thoughtful completion of this assignment for a possible total of 50 points. Students should turn in ten or 11 over the course of the semester and use their one free day at their discretion. See appendix for more information.

B. Independent Perspectives **50pts x 2=100; Due 2/23, 4/5** **Individual**

Students are expected to complete two take home assignments over the course of the semester. Each covers the period preceding it up to the prior take home assignment so that each IP covers approximately one-third of the course specific to theory and context and global issues. For each take home, questions will be drawn from class content and assigned readings. Students will have one week to complete the take home assignment and are free to use printed and web resources but must work independently and not engage in discussion with anyone about the IPs. More information will be provided.

C. Context paper
60pts; Due 3/8
Group

This eight to 10-page paper should begin to address the historical, environmental, cultural, religious, political and economic factors specific to the group's chosen region/country. See appendix for more information.

D. Issues paper
25pts; Due by 3/29
Region/country specific - Individual

This paper should be two to three double-spaced pages and specific to the student's chosen region/country. The paper will focus on one of the six global issue areas identified in class: poverty, child welfare, preventable diseases especially HIV/AIDS, women's issues, population migration, and climate change. See appendix for more information.

E. Social Service Delivery Comparison
120pts; Due 4/12, 4/19 or 4/26 TBD
Group Presentation

Context, issue, agency/system – Students will analyze a social service delivery system within its historical, environmental, cultural, religious, political and economic context specific to an identified global issue. Students will compare the service delivery of that region/country to the service delivery system of the United States in addressing the same need. Students will prepare a 75-minute presentation for the class. Students will divide into five groups of three or four. See appendix for more information.

F. Lessons Learned
20pts; Reflection paper 5/3
Individual

This will be a reflection paper on lessons learned over the course of the semester. See appendix for more information.

G. Participation
25pts; Due Ongoing
Individual

Students are expected to contribute to the class process both by expressing their thoughts and allowing others the same opportunities. Students are expected to come to class prepared for discussion. One absence equals the loss of three participation points. Tardiness and/or disruptive behavior will equal the loss of 1.5 participation points per incident.

Grades

Grades will be determined according to the following:

Reading Responses & Thought Provokers	50pts	5 pts/wk; varied
Independent Perspectives	50 x 2 = 100pts	due 2/23, 4/5
Global Context paper	60pts	due 3/8
Global Issues paper	25pts	due by 3/29
Social Service Delivery Comparison Group Presentation	120pts	4/12, 19, or 26 TBD
Lessons Learned reflection paper	20pts	due 5/3
Participation	25 pts	Ongoing

C- and below is insufficient for graduate credit

Grades are calculated using the following formula and scale.

$$\text{Pts earned}/400 \text{ possible pts} = \text{Grade earned}/100 \text{ possible points}$$

Grade earned scale:

100-94 = A

93-90 = A-

89-87 = B+

86-84 = B

83-80 = B-

79-77 = C+

76-74 = C

73-70 = C- and below is insufficient for graduate credit

VI. Class Policies

Professional behavior is expected of all students both in research and in the classroom. Professional behavior in the classroom includes the following:

A. Attendance and Participation

The success of the course is dependent upon students assuming an active role in class discussion. Attendance and participation for the entire three hours of class are expected of all students. Students who fail to attend class on a regular basis (missing more than three classes without a valid excuse, e.g., medical documentation) may be dropped from the course.

The UT General Information catalog states that “A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given” (p. 79). Notice must be given at least 14 days prior to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester.

B. Time Management

Students will lose 5 points **per calendar day** that an assignment is late. Assignments are due at the beginning of class. Papers turned in later than 15 minutes after class begins are considered late. On subsequent days, papers must be submitted before 5:00 p.m. to avoid an additional five-point penalty. Late papers can be submitted to the receptionist at the Student Services desk; staff will place them in the instructor’s mailbox. Any adjustments in assignments due dates and/or examination **MUST** be discussed with the instructor at least 24 hours **PRIOR** to the regularly scheduled date. Students have one “free” late day per semester to be used at their discretion.

C. Respect for Colleagues

Part of professional accountability includes treating others with respect and courtesy. Within the class this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and willingness to promote group cohesiveness in the learning environment. Managing technology is a significant way to demonstrate respect for colleagues and the learning. Students are expected to limit technological distractions from the class focus. Lack of demonstrated respect for colleagues will lead to loss of participation points.

D. American Psychological Association Guidelines

When using information from other sources, references and the bibliography should conform to current APA style (refer to School of Social Work handout available in the LRC). Instances of plagiarism will be dealt with according to University policy.

E. Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

F. Concerns about grades

Students with concerns or questions about grades are encouraged to discuss these with the instructor. Students with concerns related to equitable distribution of work on a group project should first give the colleague in question a chance to address the concerns. If significant concerns remain, the student(s) is encouraged to approach the instructor during the assignment's development process. The instructor will not consider grade revisions beyond two weeks after the assignment was returned to the student.

VII. University Policies

A. The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

B. Professional Conduct in Class

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

C. Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

D. Documented Disability Statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

E. Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination,

a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

F. Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

G. Behavior Concerns Advice Line (BCAL)

If students are worried about students, faculty or University staff acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

H. Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VII. Course Schedule

A. ISW Context

Four reading responses required within this section

1/19	Course Introduction Expectations Our place in the world	Mapp, Chpt. 1 Ife, “The new international agendas: What role for social work?”
*1/26	Defining ISW and its importance	Healy, “ISW: Why is it important and what is it?” (Chpt. 1) Healy, “Theories and concepts underpinning ISW: Globalization” (Chpt. 2) Healy, “Theories and concepts underpinning ISW: Development and HR” (Chpt. 3)
*2/2	History functions Perspectives	Healy, “The history of the development of social organizations and work” (Chpt. 6) Healy, “International social welfare organizations and their functions” (Chpt. 5) Alexandrovna, “UN report a ‘moral indictment’ of US”
*2/9	Human Rights Values and Ethics Cultural Humility The importance of knowing: EBP in ISW The importance of not knowing	IFSW, “Ethics in SW, Statement of principles” Gray “Dilemmas of ISW: Paradoxical processes in indigenization, universalism and imperialism” Mapp, Chpt. 2

DUE: Finalized groups – Choose regions/countries

*2/16	ISW in context: politics, economics, religion, history and environment	Reichert, “Reichert - Human rights in the twenty-first century” (Chpt. 1) Reichert, “Ife – Cultural relativism and community activism” (Chpt. 4) Watters, “The Americanization of Mental Illness”
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GIVEN: Independent Perspective take home – individual

B. Global Issues

Four reading responses required within this section

2/23 Poverty and its consequences Mapp, Chpt. 3
<http://www.globalissues.org/article/26/poverty-facts-and-stats>
Cox & Pawar, The Field of Poverty: Background and Issues

DUE: ISW Context – Independent Perspective take home - individual

3/1 Climate change Kakissis, “Environmental refugees unable to return home”
Oxfam, “How climate change hurts poor communities – and how we can help”

3/8 International child welfare Mapp, Chpt. 4

Guest Speaker: Tammy Linseisen Reichert, “Link – Children’s rights as a template for SW practice” (Chpt. 10)

DUE: Global Context paper - group

3/15 NO CLASS *SPRING BREAK (enjoy!)*

3/22 Preventable diseases Mapp, Chpt. 6
HIV/AIDS

Panos, et al, “HIV/AIDS in Sub-Sahara Africa: A discussion regarding the unique capabilities of ISW researchers, educators, and treatment providers”

DUE: Social service delivery system identification - group

3/29 Population displacement Mapp, Chpt. 5
Refugees
Cox & Pawar, “The field of displacement and forced migration: Background and issues”
Mahr & Panang, “Living in limbo: The asylum problem

Guest panel: The International High School students and Rocio Arredondo

DUE: Global Issues paper - individual

GIVEN: Global Issues - Independent Perspective take home - individual

4/5 Women’s issues Mapp, Chpt. 7
Reichert “Wetzel - Human rights and women” (Chpt. 8)

DUE: Global Issues – Independent Perspective take home - individual

C. Service Delivery Comparison, Group Presentations

Two responses required on non-presentation days

4/12 Class presentation: Case study
in context and comparison

4/19 Class presentation: Case study
in context and comparison

4/26 Class presentation: Case study
in context and comparison

*5/3 Social Work Around the World
ISW in the U.S.

ISW Practice: Looking ahead Mapp, Chpt. 8
Wrap up and Summary

DUE: Lessons learned paper - individual

Congratulations and enjoy your summer!

International Social Work Bibliography
Spring 2012

Alexandrovna, Larisa. "UN report a 'moral indictment' of US." Raw Story 3 Aug. 2006. Rawstory.com. Ed. Ron Brynaert and John Byrne. Raw Story. 6 Nov. 2007 <<http://www.rawstory.com>>.

Cox, David, and Manohar Pawar. International Social Work Issues, Strategies, and Programs. Thousand Oaks: Sage Publications, 2006.

"Ethics in Social Work, Statement of Principles." International Federation of Social Workers. 15 Oct. 2005. 27 Sept. 2006 <<http://www.ifsw.org/en/p38000324.html>>.

Gray, Mel. "Dilemmas of international social work: paradoxical processes in indigenisation, universalism, and imperialism." International Journal of Social Welfare 14 (Feb. 2005): 231-238.

Healy, Lynne M. International Social Work Professional Action in an Interdependent World. New York: Oxford University Press, 2008.

Ife, Jim. "The new international agendas: what role for social work?" Paper presented at Inaugural Hokenstad International Social Work Lecture Council for Social Work Education October 2007.

Link, R. J. (2007). Children's rights as a template for social work practice. In E. Reichert (Ed.), Challenges in human rights (pp. 215-238). New York: Columbia University Press.

Norman, Judith, and Heather Hintze. "A sampling of international practice variations." International Social Work 48.5 (2005): 553-567.

Robb, Matthew. "International Social Work-Go Global!" Social Work Today 5.1 (2005): 14-19.

Watters, E. (2010, January 10). The Americanization of mental illness. The New York Times, p. MM40.

Wetzel, J. W. (2007). Human rights and women, a work in progress. In E. Reichert (Ed.), Challenges in human rights (pp. 162-187). New York: Columbia University Press.