

THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK

Instructor: Rowena Fong, Ed.D.  
Semester: Spring 2013  
Meeting Time: Tuesdays 2:30-5:30pm  
Meeting Place: SW 2.112  
Course TA

Course Number: 393T (63645)  
Office Number: 3.122G  
Office hours: Tuesdays 10-12noon  
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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, case examples, student presentations, collegial consultations, multimedia use, small group process and guest lecturers.

### **IV. Required and Recommended Texts and Materials**

Required:

Mapp, S. (2008). *Human rights and social justice in a global perspective*. NY: Oxford University Press, Inc.

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

### **V. Course Requirements**

#### **A. Independent Perspective Paper (IPP)**

Students are expected to complete two take home assignments over the course of the semester. Each covers the assigned readings during the period preceding the due date of the IPP. For each take home, questions will be drawn from class content and assigned readings. Students will have one-two weeks to complete the take home assignment but must work independently and not engage in discussion with anyone about the IPs.

Each IPP is worth 30 points, totaling 60 points. The first IPP is due March 5, 2013. The second IPP is due April 30, 2013.

#### **B. Global Context Paper (Group Paper)**

This 8 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. The paper is worth 30 points. The group paper is due February 26, 2013.

#### **C. Global Issues Paper (Individual Paper)**

This paper should be 2-3 double spaced pages and specific to the student's chosen region/country. The paper will focus on one of the 5 global issues identified in the class: poverty, child welfare, HIV/AIDS, women's issues, refugees. The paper is worth 10 points. The paper is due February 5, 2013.

#### **D. Social Services Delivery Comparison-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 45-60 minute presentation for the class. The group presentation is worth 50 points.

#### **E. Thought provokers and readings**

Students are expected to bring to class one discussion question or other thought provokers and commentary spurred by each of the assigned readings of the day, ie two questions, one for each of the readings assigned. Students should be prepared to lead the class and discuss one of the readings at the beginning of class. Students will get to choose what reading they want to lead the discussion on via the discussion question or thought provoker or commentary they chose for that reading. This is worth 40 points.

## GRADES

Independent Perspective Papers –two, each 25 points	60 points
Global Context Paper	30 points
Global Issues Paper	10 points
Social Service Delivery Comparison-Group Presentation	50 points
Thought Provokers and Readings	40 points
Attendance and Participation	10 points
Total Points	200 points

Grades are calculated using the following formula and scale:

Points earned out of 200 possible points will be divided by two so a calculation of grade can be determined by 100 possible points. The 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 3 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.

### VIII. Course Schedule

Class #	Topic	Dates	Readings	Due
1	Welcome/Introduction PG Moreno, PCL presentation	T 1/15	Syllabus Review;	
2	Definition/Theory Speaker: Mary Held Speaker: Emily Schmidt (RST)	T 1/22	Mapp Ch 1 Healy Ch 1	Reading Choice Due
3	History	T 1/29	Healy Ch 5 Healy Ch 6	
4	HumanRights/ International Professional Action Speaker: Mary Neuburger	T 2/5	Mapp Ch 2 Healy Ch 7	Global Issue Paper Due
5	Issues in Context/ Values and Ethics Speaker: Tuti Alawiyah	T 2/12	Healy Ch 4 Healy Ch 9	
6	Poverty Speaker: Sonia Castellanos	T 2/19	Mapp Ch 3 Healy Ch 10	
7	Refugees Speaker: Caitriona Lyons (ORR)	T 2/26	Mapp Ch 5 Healy Ch 11	Global Context Paper Due
8	International Child Welfare Speaker: Laurie Cook Heffron	T 3/5	Mapp Ch 4 Healy Ch 13	
	SPRING BREAK	T 3/12		
9	HIV/AIDS	T 3/19	Mapp Ch 6 Healy Ch 8	IPP due
10	Women	T 3/26	Mapp Ch 7 Healy Ch 12	

Class #	Topic	Dates	Readings	Due
11	Group Presentation: Women/Refugees	T 4/2	Mapp Ch 8 Healy Appendix B	
12	Group Presentation: HIV/AIDS	T 4/ 9	Mapp Ch 9 Healy Appendix C	
13	Group Presentation: Poverty	T 4/16	Mapp Appendix A Healy Appendix A	
14	Group Presentation: International Child Welfare	T 4/23	Healy Appendix D Healy Appendix E	
15	SW Around the World	T 4/30	Healy Ch 14	IPP due

*International Social Work Bibliography*  
*Spring 2013*

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- "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.
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- 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.