

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	SW 360K/61700 SW 393T/62030 SW395K	Instructor:	Prof. Tanya Voss
		E-mail:	tmvoss@mail.utexas.edu
Semester:	Spring 2017	Office hours:	By appointment
Classroom:	2.122	Office:	2.122
Course TA:		Course TA email:	

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

A. Required:

1. Mapp, S. (2014). *Human rights and social justice in a global perspective: An introduction to international social work*. (2nd ed.). New York: Oxford University Press.
2. Handouts received in class and readings posted on Canvas.

B. Recommended:

1. Healy, Lynne M. (2009). *International social work. Professional action in an interdependent world*. NY: Oxford University Press, Inc.
2. National Public Radio Goats and Soda blog

V. Course Requirements

A. Reading Responses: Individual 5pts x 10=50pts; Due Ongoing

Students are expected to submit on canvas in an editable format two discussion questions or other thought provokers and commentary spurred by two of the assigned readings of the day. Reading responses are due to be uploaded into Canvas by 2:30p each Wednesday and should be approximately half a page each.

Class members should be prepared to discuss one of the readings at the beginning of each class. Students will receive five points for each thoughtful completion of this assignment for a possible total of 50 points. Students may turn in no more than one a week and no more than 11; the highest 10 will count toward the 50 points. See assignments for more information. Late submissions received before the next class period can earn up to 50% credit. No late submissions after one week.

B. Independent Perspectives: Individual 50pts x 2=100; Due 2/16, 4/6

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. The professor will provide additional instruction.

**C. Context paper: Group
60pts; Due 3/9**

This eight to 10-page paper should begin to address the political, economic, religious, cultural, historical and environmental factors specific to the group's chosen region/country. The professor will provide additional instruction.

**D. Social Entrepreneurship project
Graduate Students: Group
30pts; Due by 3/23**

With the leadership of the doctoral student, master's level students will develop a plan for a social entrepreneurship enterprise that will brand and market Casa Brasil fair-trade coffee for the benefit of international social work service organizations and education. This endeavor will culminate with each of the class's four educational groups – coordinated by the master's students – taking one weekday morning in the SSW foyer to feature international social work programs and sell coffee with proceeds supporting international social work education. The professor will provide additional instruction.

**Undergraduate and Graduate Students: Group
30pts; Due by 5/4**

Students will research an agency or program that provides international social work and feature their materials and information one weekday morning while raising funds for international social work education staffing a Casa Brasil fair trade coffee table. The professor will provide additional instruction.

**E. Regional Millennium Development Goal Progress presentation
Undergraduate and Graduate Students: Group
110pts; Due 4/20 or 4/27 TBD**

Students will present on their chosen region or representative country's progress on one of the eight Millennium Development Goals. The 75-minute presentation will focus on specific efforts made and lessons learned in working to meet the MDGs in the context of that region/country. The presenters will also address the region/country's planned transition to the Sustainable Development Goals. The professor will provide additional instruction.

**F. Participation: Individual
20pts; Due Ongoing**

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	50pts	5 pts/wk; varied
Independent Perspectives	50 x 2 = 100pts	due 2/16, 4/6
Global Context paper	60pts	due 3/9
Social Entrepreneurship project		
Graduate student plan and facilitation	30pts	due 3/23
Graduate and undergraduate students' ISW information and coffee tabling	30pts	due 5/4
Regional MGD Progress Presentation		
Group Presentation	110pts	4/20 or 4/27 TBD
Participation	20 pts	Ongoing

Grades are calculated using the following formula and scale.

Graduate Student points earned/400 possible points = Grade earned/100 possible points
Undergraduate Student points earned/370 possible points = Grade earned/100 possible points

Grade earned scale:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

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

VI. Class Policies

This class will let out weekly by 5 instead of 5:30p due to the outside activities required through the Social Entrepreneurship project assignment.

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 AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.
- C. 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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. More information may be found at <http://diversity.utexas.edu/disability/>.
- D. UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.
- E. 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://deanofstudents.utexas.edu/conduct/>).

- F. POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

- G. USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

- H. 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, examination, work assignment, or 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.

- I. CAMPUS CARRY POLICY.** The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

- J. 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 for

keeping the university informed about a change of 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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

- K. CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.
- L. TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.
- M. 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.
- N. BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is 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 between 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://operations.utexas.edu/units/csas/bcal.php>.
- O. 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VIII. Course Schedule

A. ISW Context

1/19	Course Introduction Expectations Social Work	Gray “Dilemmas of ISW: Paradoxical processes in indigenization, universalism and imperialism” Healy, ISW Overview, Mapp, Chpt. 1
1/26	Human Rights Values and Ethics	Healy, “Theories and concepts underpinning ISW: Globalization (Chpt. 2) Healy, “Theories and concepts underpinning ISW: Development and HR” (Chpt. 3) IFSW, “Ethics in SW, Statement of principles” Mapp, Chpt. 2
2/2	World Players and Roles Perspectives Millennium Development Goals	Alexandrovna, “UN report a ‘moral indictment’ of US” Healy, “International social welfare organizations and their functions” (Chpt. 5) United Nations, MDG Report 2015
2/9	Cultural Humility The importance of knowing: EBP in ISW The importance of not knowing	Mapp, Chpt. 2 NPR, “Can microloans lift women out of poverty?”

GIVEN: ISW Context - Independent Perspective take home – individual

2/16	ISW in context: Politics, Economics, Religion, Culture, History, Environment	Reichert, “Ife – Cultural relativism and community activism” (Chpt. 4) Watters, “The Americanization of Mental Illness”
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DUE: ISW Context - Independent Perspective take home – individual

B. Global Issues

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

Mapp, Chpt. 3

3/2 Population displacement
Refugees Cox & Pawar, “The field of displacement and forced migration: Background and issues”

Mahr & Panang, “Living in limbo: The asylum problem

Mapp, Chpt. 5

Guest panel: The International High School students and Rocio Arredondo.
Guest speaker: Erica Schmidt-Portnoy of Refugee Services of Texas

3/9 International child welfare Mapp, Chpt. 4

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

DUE: Global Context paper - group

3/16 NO CLASS ***SPRING BREAK (enjoy!)***

3/23 Climate change Kakissis, “Environmental refugees unable to return home”

Guest speaker:
Mason Marriott-Voss Mapp, Chpt. 8

Oxfam, “How climate change hurts poor communities – and how we can help”

DUE: Social Entrepreneurship project – Graduate student group plan

DUE: MDG selection - group

3/23 Communicable diseases
HIV/AIDS, Malaria, TB Beaubien, Goats and Soda Blog Post
What's most likely to kill you? Hint: Probably not an epidemic

Mapp, Chpt. 6

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

GIVEN: Global Issues - Independent Perspective take home – individual

4/6 Women's issues Mapp, Chpt. 7
Reichert "Wetzel - Human rights and women" (Chpt. 8)

DUE: Global Issues – Independent Perspective take home - individual

C. Regional MDG Progress, Group Presentations

4/13 Sustainable Development Goals

4/20 **DUE: Regional MDG Progress - Student presentations**

4/27 **DUE: Regional MDG Progress - Student presentations**

5/4 Social Work Around the World
ISW in the U.S.

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

DUE: Social Entrepreneurship project – All student implementation

Congratulations and enjoy your summer!

International Social Work Bibliography
Spring 2017

- 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>>.
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