



SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

Course: SW 748: Issues in Global Social Practice: Re-Entry and Professional Practice

Term: Fall 2018

Date/Time: Thursdays, 12:00 pm – 2:00 pm

Dates: Sept 6, Sept 20, Oct 4, Oct 18, Nov 1, Nov 15 & Dec 6

Class location: SSWB 1804

Instructors: Katie Lopez she/her/hers

Office Hours: By Appointment kalopez@umich.edu

Course Description

This one-credit capstone seminar is for students who have completed a global social work experience. It is designed to address: issues related to re-entry and integration of their global experience; differences between social work/social services in the United States and those in other cultural/national contexts; and next steps as students plan to enter the social work profession.

Course Content

The course has two main components:

- 1) reflecting on and integrating global practice experiences into one's social work education and professional development; and
- 2) developing a professional portfolio that integrates and represents the student's experience, philosophy, and future plans.

Course Objectives

Upon completion of the course, students will be able to:

1. Identify the salient elements of their global social work experience and integrate them into their perspectives on professional social work practice
2. Demonstrate an understanding of the domain and role of social work in a global context, with a focus on the critical role played by cultural context and individual orientations
3. Provide an integrated perspective on their social work graduate experience through the development of an integrative learning portfolio

Course Design

This one-credit seminar meets in the Fall term and is for students who have incorporated a global social work experience into their MSW degree. Relevant experiences include international students completing their MSW in the U.S., global field placements, global independent studies, or Peace Corps service. Additionally, the course serves as a capstone seminar for students completing the Certificate in Global Social Work. The course seeks to facilitate the integration of the global experience with coursework and other field experiences. One product of the course will be an integrative learning portfolio, which each student will develop during the semester. This content is based on a process that has been developed in the School. Portfolio work is woven into the course content.

There is a Canvas site (SW 748 001 FA 2018) established for this course. Readings, videos, assignment descriptions, and other resources are posted on this site.

Theme Relation to Multiculturalism & Diversity

Issues of multiculturalism and diversity will be fundamental to the cross-national perspectives that are the core of this course. Considering the ways that privilege and oppression will be a lens through which we examine individual and group relations in other countries and how that can inform our understanding of our own as well as other national contexts.

Theme Relation to Social Justice

Social justice and social change will be considered in a multinational context, including examining international conventions concerning justice and human rights.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

In addressing cross-national comparisons of social work, emphasis will be placed on the extent to which interventions are geared toward promotion, prevention, treatment, and rehabilitation.

Theme Relation to Behavioral and Social Science Research

In the context of global social work, evidence from behavioral and social science will inform comparisons of different approaches.

Relationship to Social Work Ethics and Values

Ethical issues are of central importance in thinking about global social work. In particular, this seminar will touch on topics such as value/cultural/religious differences, and differential access to resources shall be addressed. Course discussions will reference the Statement of Ethical Principles developed by the International Federation of Social Workers (IFSW) and International Association of Schools of Social Work (IASSW).

Class Attendance & Participation

As a capstone seminar, it is important that you attend each class session. This class involves a wide range of experiential learning exercises, and therefore, class attendance and participation are critical to achieving the full impact of the course. You are expected to actively participate in class discussions, small group discussions, and various in-class exercises, some of which will require preparing written exercises before a particular session. If you are not able to attend a particular class session, please notify the instructors prior to the class session so that arrangements can be made for material that you missed. Missing more than two class sessions may lower your final grade since your participation as a co-learner is essential to meet the learning goals for this requirement. Please see the [Policy on Class Attendance](#) found in the MSW Student Guide

A Note on the Learning Environment

The class is designed as a co-learning environment. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members. Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class

discussions and activities. Being honest, sensitive, and respectful to each other in preparation for quality social work practice is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a respectful and constructive manner. Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please honor this process.

Assignments

There are two main assignments for this seminar:

1. **Global Experience Presentation-** Each student will give a 10 minute presentation and lead a 10 minute discussion on an aspect of their international experience that connects with the relevant regional section of the *Global Agenda for Social Work and Social Development: Second Report. Promoting the Dignity and Worth of Peoples*. **Presentations will be given during sessions 2-6.** Presentation sign up will occur during the first class session.
2. **ePortfolio-** Throughout the term each student will develop an integrative electronic portfolio using learning modules and in-class activities. This process will require students to prepare and bring in smaller assignments to classes as listed in the session outline below. One such assignment is submitting a **polished copied of a Philosophy Statement on October 11.** Students will then **present their ePortfolio during the December 6 session with portfolios being finalized by December 14.**

Grading

This seminar will be graded as follows: S = Satisfactory or U = Unsatisfactory based on the course assignments and class participation. Throughout the term, the instructors will be giving verbal and/or informal written feedback as appropriate.

Please see the following SSW resources on grading [Grades in Academic Courses and in Field Instruction](#), [Student Grievance procedures](#) and [Policy for grading in special circumstances](#).

Incompletes

Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an I grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

Proper Use of Names & Pronouns

Proper Use of Names & Pronouns: All students will be referred to by the names and pronouns they use (e.g. she, he, they, ze). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they can use your correct name and pronouns. Designate your personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity

Accommodations

If you need an accommodation for any reason, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, I can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. Any information you provide is private and confidential and will be treated as such.

For more information and resources, please contact the Services for Students with Disabilities Office at G664 Haven Hall, (734) 763-3000, (734) 615- 4461 (TDD), (734) 619-6661 (VP) or Email ssdoffice@umich.edu.

If you have difficulties participating in discussion for linguistic, cultural or other reasons, let's discuss them individually and explore ways in which you may become a more active participant in class.

Mental Health & Wellbeing

The University of Michigan is committed to advancing the mental health and wellbeing of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services, contact:

- Counseling and Psychological Services (CAPS) at (734) 764-8312 and/or visit: <https://caps.umich.edu> (We have an embedded CAPS counselor in the SSW.)
- University Health Service (UHS) at (734) 764-8320 and www.uhs.umich.edu/mentalhealthsvcs
- Other campus health and wellness resources can be found here: <https://ssw.umich.edu/student-life/health-safety>

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self-care, and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- Please find the SSW Health and Wellness guide: <https://ssw.umich.edu/sites/default/files/documents/msw/health-and-wellness-guide.pdf>
- Contact the Health and Wellness Program at: ssw.wellness@umich.edu

Religious Holidays

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent.

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
[734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

Outline of Sessions

Session 1
Sept. 6

Course Introduction

Intro to course and syllabus review
Develop classroom guidelines
Students provide short overview of their experience and share pictures

Required Reading/Tasks to Prepare for Class Session:

Chimamanda Ngozi Adichie- The Danger of a Single Story (TED Talks Video)

Sessions 2
Sept. 20

Portfolio Introduction

Required Reading/Tasks to Prepare for Class Session:

- Review the *What is a portfolio* module and complete the Inventory of Your Learning Experiences exercise using the provided handout. **Bring a hard copy of your inventory to class and be prepared to share with a partner during class.**

Group 1 Student Presentations (4)

Sessions 3
Oct. 4

Professional Identify & Philosophy Statement

Required Reading/Tasks to Prepare for Class Session:

- Nicholle Lamartina Palacios. Being a White Latina: A Reflection on Racial and Ethnic Identities. HuffPost. December 2014.
- Review the *How do I write my philosophy statement?* module. Write a draft philosophy statement **and bring a hard copy to class.** Next, complete *Feedback Exercise 1*, which requires you to create a Wordle. Email a copy of your Wordle to the instructors.

Group 2 Student Presentations (3)

Assignment:

Polished Philosophy Statement submitted Oct. 11 by 12 pm through Canvas

Session 4
Oct. 18

International Intentions & Key Learning Experience Development

Required Reading/Tasks to Prepare for Class Session:

- Illich, Ivan (1968). To Hell with Good Intentions. Speech to the Convergence on InterAmerican Student Projects in Cuervavaca, Mexico, April 20, 1968.
- Mackinnon, J.B. (2009). Poolside in hell: Are first world voluntourists really helping in the Third World? *Explore*, pp.23-27
- Review the *How do I create "Works?"* module. Using a global key learning experience you plan to use in your final portfolio, complete the *Key Learning Experiences Exercise* worksheet. Come to class prepared to share your experience and exercise with a partner during class.

Group 3 Student Presentations (3)

Session 5
Nov. 1

Confronting Failure & Key Learning Experience Development

Required Reading/Tasks to Prepare for Class Session:

David Damberger- What happens when an NGO admits failure (TED Video)

Group 4 Student Presentations (3)

Session 6
Nov. 15

Working with Vulnerable Groups & Using Seelio

Required Reading/Tasks to Prepare for Class Session:

- Cohen, Roger (2016). Broken men in paradise. The world's refugee crisis knows no more sinister exercise in cruelty than Australia's island prisons. The New York Times. Retrieved from https://www.nytimes.com/2016/12/09/opinion/sunday/australia-refugee-prisons-manus-island.html?_r=1
- Richter, Linda M. and Norman, Amy (2010). AIDS orphan tourism: A threat to young children in residential care. *Vulnerable children and Youth Studies*, 5 (3): 217-229.
- Review the *How do I use the Seelio website?* module and come to class with information entered in the *About* section and at least one Key Learning Experience added to the *Works* section. Come to class with questions about using the Seelio platform.

Group 5 Student Presentations (4)

Session 7
Dec. 6

Portfolio Showcase

In class portfolio presentations
Course feedback