1. Course Statement

a. Course Description
This class is for students who will be going abroad at the end of the Winter semester (e.g., students who will be completing a global field placement, global independent study, or Peace Corps service). This course is designed to help prepare social work students for professional practice during a global social work experience, as well as to help integrate that experience into the broader educational experience at UM-SSW. Students will critically examine the impact of their positionalities, assumptions, values, theories and practice models and begin to develop a practice framework that is ethical, relevant and effective in a global setting.

b. Course content
This course will explore four main areas:

1. how national context (economics, political environment, culture, traditions, etc.) impacts how social problems are identified, understood, and addressed;

2. principles of global social work practice competencies and strategies for developing a framework and skills through self-examination;

3. reflection on a global practice experience and strategies for integrating it into other social work courses; and
4. ethics of global social work practice.

It is too much to expect that a one-credit course will be able to provide comprehensive global knowledge and practice skills to students. Thus, the focus of this course will be on critically examining these themes so that students “know what they don’t know” and can begin to develop a framework and strategies for ethical and effective practice in a global setting.

c. Course objectives and competencies
Upon completion of the course, students will be able to:

1. demonstrate an understanding of the impact of their assumptions, values, positionalities (aspects of one’s position—such as gender/gender expression, age, wealth, and nationality—that impact perceptions, reactions, etc.), theories and practice models on social work practice in a global setting;
2. demonstrate awareness of the value of cultural humility in effective social work practice;
3. demonstrate awareness of practice principles and processes that build on local knowledge and experience;
4. demonstrate a critical understanding of the role cultural context plays in defining social issues and interventions;
5. articulate ethical issues in relation to global practice; and
6. explore strategies for integrating global practice experience into the larger social work curriculum.

d. Course design
Class meeting time will generally be devoted to discussion and related activities. Presentations (by the instructor, students, and guest lecturers) and readings will provide the basis for the discussion.

There is a Canvas site (SW 648 001 WN19) established for this course. Readings, lectures and other resources will be posted on this site. There is no required textbook for the course.

This course also utilizes modules from a Massive Open Online Course (MOOC) titled Community Engagement: Collaborating for Change. Students will be expected to enroll in this MOOC and complete indicated modules before certain course sessions.

e. Curricular themes

Theme Relation to Multiculturalism & Diversity

Issues of multiculturalism and diversity will be fundamental to the core of this course. Privilege and oppression will be used as lens through which we examine individual and group relations in other counties. Additionally, we will examine how privilege and oppression inform our understanding of various national contexts, including our own.
Theme Relation to Social Justice

Social justice and social change will be considered in a multinational context, including examining issues of human rights.

Relationship to social work ethics and values
Ethical issues are of central importance in thinking about global social work. In particular, this course will touch on topics such as informed consent (e.g. questions of clarity of communication when there are language/cultural differences) and value/cultural/religious difference. The course also examines the Statement of Ethical Principles developed by the International Federation of Social Workers (IFSW) and International Association of Schools of Social Work (IASSW).

2. Class Requirements

a. Class materials
There is a Canvas site (SW 648 001 WN18) established for this course. Readings, PowerPoint presentations, a movie, and other resources are posted on this site. To be an activate participant in class discussions and exercises, it is expected that students complete all required preparations including readings and MOOC modules before each class.

b. Class schedule
See the final two pages below. Any changes in course schedule will, whenever possible, be communicated to you one week in advance by the Canvas announcement feature.

c. Assignments
1. Funding Statement (25%) - a hardcopy draft must be brought to the January 23rd class with the final version due January 25th at 5pm submitted via Canvas.
2. Country Report- conduct an investigation of the country where your global experience will be located. Report due March 13th at 5pm submitted via Canvas. Come to class ready to discuss your country report in small groups.
3. Professional Blog- keep a professional blog during your experience. Reflect on what you are experiencing, what you are feeling and what you are learning as you go through the process. Remember, this blog will be read by the instructors. All posts must be posted by September 6, 2019 at 5pm.
4. Active Class Participation- This course only meets five times so it is important that students attend each session. If you are unable to attend a particular class session please notify the instructor prior to the session so that arrangements can be made for missed
d. **Attendance and class participation**

The class is designed as a co-learning environment. Your contribution as both a teacher and a learner in the class will enhance the learning for everyone. 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. Students will do this through a variety of ways that include critical thinking, assignments, and active participation in class sessions. Being honest, sensitive, and respectful to each other in preparation for quality social work practice is a learning environment goal.

Please share opinions and feedback with others in discussions and exercises, and when you do so, 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 make mistakes in the classroom so that we are better prepared when we are in the field; please honor this process.

e. **Grading**

This seminar is a pass/fail course, which will be graded as follows: S = Satisfactory or U = Unsatisfactory. To pass the course students must successfully complete each assignment and be an active course participant.

Students will receive a “Y” grade at the end of the winter term with final grades being assigned in the fall term. An initial “Y” grade is necessary as one of the course assignments is contributing to the class blog during the spring/summer.

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.

Please see the MSW Student Guide for policies on Grades in Academic Courses and in Field Instruction, the Student Grievance procedures, and the policy for grading in special circumstances.
3. Additional Policies

a. Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as Assistant Director in the Office of Global Activities. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on U-M's campus with the University. Students may speak to someone confidentially by contacting SAPAC’s Crisis Line at (734) 936-3333.

b. Accommodations

If you need an accommodation for a disability, please let us 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 us aware of your needs, we 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 this individually and explore ways you may become a more active participant in class.

c. Additional School and University Policies

More information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism
Class Schedule

January 9  
**Topics**
- Course overview and introduction
- Global social work definition and differences in “social work” as a profession
- Funding opportunities and proposal writing

**Preparation for class:**

January 23  
**Topics**
- Discussion/review of funding proposals
- Cultural awareness and cross-cultural communication
- Values, assumptions, positionalities, and privilege

**Preparation for Class:**
- Kohls, L. Robert. “The values Americans live by” (skim)
- Before class complete the BuzzFeed quiz *How Privileged Are You?* http://www.buzzfeed.com/regajha/how-privileged-are-you#.jrRmVzAor
- MOOC- Introduction and Social Identities, Power, and Privilege modules

**Additional Resources:**
- Schmidt, Sara. “Tips for funding graduate international internships”

**Assignment Due:**
- Funding Statement - a hard copy draft must be brought to the January 23rd class with the final version due January 25th at 5pm submitted via Canvas

February 13  
**Topics**
- Program evaluation guest speaker from SSW Program Evaluation Group
- In class discussion of the movie *Sounds of Mumbai*
- Interventions- short-term versus long-term and implications

**Preparation for Class:**
• Watch the movie *Sounds of Mumbai* prior to the class session.
• MOOC- *Collaborative Leadership* module

**Additional Resources:**

**March 13 Topics**
• Stresses associated with global work
• MSW student panel on stress and coping
• Ethical considerations in global social work practice

**Preparation for Class:**
• MOOC- *Reflections and Transitions* module
• Come to class ready to discuss your country report in small groups

**Additional Resources:**

**Assignment Due:**
• Country Report- due **March 13th at 5pm** submitted via Canvas

**April 10 Topics**
• Entering, engaging and exiting Communities respectfully- Ginsberg Center Presentation
• Course wrap up and next steps

**Preparation for Class:**
• MOOC- *Community Context and Ethical Engagement* and *Conclusion* modules