



Course title:	Critical Reflexive Global Practices	
Course #/term:	SW 681, Winter 2021	
Time and place:	Tuesdays, 9:00 am – 12:00 pm, Remote	
Credit hours:	3	
Prerequisites:	Global Pathway; Graduate standing	
Instructor:	Cristina Bares, Ph.D., M.S., M.S.W., M.B.A.	
Pronouns:	She, her, hers	
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1. Course Statement

a. Course description

This course is designed to prepare social work students for effective and ethical professional practice in global social work contexts.

This course works from a framework that acknowledges that global issues and practice are not bound by physical borders. Global contexts within the USA and abroad will be explored. These contexts will be within and across different cultural, geopolitical, socio-economic, organizational, and interpersonal settings.

Ongoing development of critical consciousness is the core of this course. Throughout the course, students will critically and reflexively examine the impact of their positionalities, privilege, values, assumptions, prejudice, and biases. Specific attention will be placed on analyzing types, levels, and sources of power and mechanisms of oppression to assist students in addressing global inequalities. They will use such expanding/increasing critical understanding and insights to more effectively work including advocacy and developing allyship in diverse global contexts.

b. Course content

This course includes content on international social work practice, research, and education. The content will be taught from the frameworks of globalization, postcolonialism, and postmodernism. These frameworks allow for the exploration of global contexts, including different cultural, geopolitical, socio-economic, and organizational settings. Since the development of critical consciousness is a core objective of this course, content on self-awareness and critical reflection will be explored, including the impact of assumptions, values, biases, and positionalities (aspects of one's position such as gender, gender expression, age, wealth, race/ethnicity, and nationality) on global social work practice. Historical and contemporary geopolitical, socio-economic, and cultural contexts will be explored with an eye toward the development of cultural humility.

c. Course objectives and competencies

- 1- Identify and comprehend potential impacts of their assumptions, values, biases, positionalities (aspects of one's position such as gender, gender expression, age, wealth, race/ethnicity, and nationality that impact perceptions, reactions, etc.) on social work practice in a global setting; (EPAS 1, 2, 3; PODS)
- 2- Navigate and negotiate within and across various geopolitical, socio-economic, cultural, and organizational contexts by utilizing intercultural communication skills, practice cultural humility, and demonstrate an increasing capacity for critical consciousness; (EPAS 1, 2, 3; PODS)
- 3- Analyze practice principles and processes that build on local/indigenous knowledge and experience in the historical and contemporary geopolitical, socio-economic, and cultural contexts. This will include students' demonstration of awareness of the effects of current and historical oppression, discrimination, and trauma on client and client systems; (EPAS 1, 2, 3, 4, 9; PODS)
- 4- Conduct assessments that take into consideration the role that geopolitical, socio-economic, and cultural contexts play in defining social issues and developing interventions to advance human rights, social, economic, and environmental justice; (EPAS 1, 2, 3, 7; PODS)
- 5- Evaluate ethical issues and articulate possible responses that appropriately consider the local context and personal biases. As a result, students will learn how to advocate for the rights of marginalized, stigmatized, excluded, exploited and oppressed individuals, communities, and societies; (EPAS 1, 2, 3, 6, 9; PODS)
- 6- Develop/propose strategies that challenge existing models and frameworks of international engagement (e.g aid based, charity, volunteerism, non-Western models, shared economies) and underlying philosophies and assumptions/biases. (EPAS 2, 3, 5, 8; PODS)

d. Course design

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

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

e. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Theme Relation to Multiculturalism & Diversity

Multiculturalism and Diversity will be central to the course and integrated throughout. Privilege and oppression concepts will be used as a lens through which we examine individual and group relations in other countries. 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. Through ongoing critical analyses, students will be encouraged to explore and propose policy and practice approaches that promote social change and social justice.

Relationship to Social Work ethics and Values

Ethical issues are of central importance in thinking about global social work. In particular, this course will examine topics such as informed consent (e.g. questions of clarity of communication when there are language/cultural differences) and value/cultural/religious differences. 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). We will explore strategies to change policies and practices that violate social work ethics and values in consideration of contexts within and across different cultural, geopolitical, socioeconomic, organizational, and interpersonal settings.

2. Class Requirements

a. Text and class materials

Payne, M., & Askeland, G. A. (2008). *Globalization and International Social Work: Postmodern Change and Challenge*. Abingdon: Routledge.

b. Class schedule

WEEK	TOPIC	READINGS	ASSIGNMENT
1. Jan 19	Introduction to Global Social Work	IFSW, 2014; Williams, 2020	Review syllabus and canvas
2. Jan. 26	International social work practice and education in a globalized postmodern world	Payne & Askeland Ch. 1 & 2; Cole, 2012	Discussion Leads #1
3. Feb. 2	Self-awareness and critical reflection development	Payne & Askeland Ch. 3 & 4; Thomas & Chandrasekera, 2014	Discussion Leads #2
4. Feb. 9	Social Work Knowledge in Geopolitical and Socio-economic Contexts	Payne & Askeland Ch. 5	Discussion Leads #3
5. Feb. 16	Social Work in Cultural and Organizational Contexts	Payne & Askeland Ch. 6	Discussion Leads #4
6. Feb. 23	Local, indigenous and global spaces	Payne & Askeland Ch. 8	Discussion Leads #5 Exploring Global Jobs
7. Mar. 2	Conducting assessment: Rapid/ethnographic assessments	Given, 2012; Chirwa et al., 2010	Discussion Leads #6 Reflection Paper #1
8. Mar. 9	Conducting assessment: Various methodologies	W.K. Kellogg Foundation, 2004, Ch. 1; Padgett, Ch. 5	Discussion Leads #7 Global Issues Infographic
9. Mar. 16	Global Social Work Day		Reflection Paper #2
10. Mar. 23	No-class		
11. Mar. 30	Values and Ethics	IFGSW Ethical Principles; Sewpaul & Henrickson, 2019; Jönsson & Lian, 2020	Discussion Leads #8
12. Apr. 6	Models and Frameworks of International Engagements	NWS, 2019; Bang The Table	Discussion Leads #9; Global Issues Paper
13. Apr. 13	Group presentations		Global Issues Presentation
14. Apr. 20	Group presentations; Evaluation and Looking into the future	Sewpaul, 2013	Global Issues Presentation
15. Apr. 27	-	-	Reflection Paper #3; Class Preparedness

List of Course Readings

(Available through Canvas as pdfs)

- BTT (2019). International Frameworks for Citizen Engagement and Civil Society. Bang The Table. www.bangthetable.com
- Chirwa, S., Mwanahamuntu, M., Kapambwe, S., Mkumba, G., Stringer, J., Sahasrabudde, V., Pfaendler, K., Parham, G. (2010). Myths and misconceptions about cervical cancer among Zambian women: rapid assessment by peer educators. *Global health promotion* 17, 47-50.
- Cole, T. (2012). *The White-Savior Industrial Complex*. The Atlantic.
- Given, L.M. (2008). Rapid Assessment Process. In: Given, L.M. (Ed). *The Sage encyclopedia of qualitative research methods*. Sage publications.
- International Federation of Social Workers (2014). Global Definition of Social Work. www.ifsw.org
- International Federation of Social Workers (2018). Global Social Work Statement of Ethical Principles. www.ifsw.org
- Kellogg, W.K. (2004). *Logic Model Development Guide*.
- Padgett, D.K. (2016). *Qualitative methods in social work research* (Vol. 36). Sage publications.
- NWS (2019). How to be an advocate without perpetuating the White Savior Complex.
- Sewpaul, V. (2013). Inscribed in our blood: Challenging the ideology of sexism and racism. *Journal of Women and Social Work*, 28(2), 116-125.
<https://doi.org/10.1177/0886109913485680>
- Sewpaul, V., & Henrickson, M. (2019). The (r)evolution and decolonization of social work ethics: The global social work statement of ethical principles. *International Social Work*, 0(0), 1-13. <https://doi.org/10.1177/0020872819846238>
- Thomas, L., & Chandrasekera, U. (2014). Uncovering what lies beneath: An examination of power, privilege, and racialization in international social work. In Tiessen, R., & Huish, R. (Eds.), *Globetrotting or Global Citizenship?: Perils and Potential of International Experiential Learning* (pp. 90–111). Toronto: University of Toronto Press.
<https://doi.org/10.3138/9781442616707-007>
- Williams, C. (2020). Rising to tomorrow's challenges: The power of social service workforce on the frontlines to protect children. Global Social Service Workforce Alliance.

c. Assignments

This course requires students to come to class ready to actively participate – active listening alone does not replace having read the required text, posing questions, or responding to queries from the professor. Preparedness requires on-time attendance, active listening, and participation in class. This is a skill-building course, and as such it will help you find your public voice and develop your own style of argumentation. Your meaningful participation in several class projects will help meet the goals of the course.

1. Class Preparedness (20 points). Students are highly encouraged to come to class ready to actively participate – active listening alone does not replace having read the required text, posing questions, or responding to queries from the professor. Preparedness requires on-time attendance, active listening, and participation in class. Therefore, students are expected to attend all classes and to participate in class discussions and exercises. This is a skill-building course, and as such it will help students find their public voice and develop their own style of argumentation. At the end of the semester, students will provide a written, honest self-assessment of their level of preparation for the entire semester (readings, written assignments, group assignments, participation) and together with their attendance and class participation, this assessment will become part of their final grade. Students will use the rubric provided (below, towards the end of this document) to assess their preparedness.

2. Discussion Lead (10 points): In this assignment, students will sign up to lead a discussion of the class based on completing and assessing the week's readings. Students will do this assignment in groups of 2-3 classmates that will be formed early in the semester based on mutual interests. In addition to the reading that all students are expected to do for each week, discussion leaders will be responsible for organizing and meeting outside of class, searching for examples of relevant concepts/organizations/programs to illustrate their presentation, and discussing how their presentation will go. Students who are the discussion leaders are free to engage the class in a discussion using any learning aid that they chose (i.e. cases, videos, games, role plays, thought provoking activities) and will present 1) a brief summary of the readings, 2) an exploration of the course frameworks presented in the readings, 3) an assessment of assumptions, values, biases and positionalities, and 4) explore possible actions. Students will have about 25 minutes of in class time to lead the discussion.

3. Exploring Global Jobs (5 points): In this assignment students will explore ideal global jobs in areas of interest to them and assess the skills called for in these jobs and evaluate their own preparation. Students will search and review jobs postings and advertisements in organizations and fields that they hope to work in once they complete their global program of study. These jobs could be with organizations in the United States that address global social issues or with international organizations that address global issues in countries outside the United States. The type of organizations is up to the student. 1) Students will gather a list of about 5 jobs, 2) describe each of the position(s) posted to identify what the organization is looking for in a future employee, describe the educational qualification requirements, the experiential qualification requirements, and any other skill mentioned in the post/advertisement. Then, students will 3) critically assess how their education, experience, and skills match the jobs posted and 4) evaluate what they have accomplished in graduate school and what they plan to accomplish in the future (i.e., courses, internships, more study) to enhance their preparation for being a great candidate for these jobs. Students will prepare a written assignment of 3-5 double spaced pages that summarizes points 1-4 and ends with 5) a reflection of whether there were any surprises as they reviewed the jobs, whether the jobs they assessed appear exciting, and

how prepared they feel to begin a global career.

4. Assessing Self-Awareness and Critical Thinking (30 points): You will be asked to write three short essays, not to exceed 2 double-spaced pages, about key themes of this course. Your responses ought to reflect your understanding of the readings and class discussions. No citations or references are needed, but your sincere and critical opinions are highly valued. Reflections will help you think critically about the course content and about your roles and responsibilities as a social work practitioner and advocate. Written reflections will prepare you for sharing your personal perspectives on global social work. Furthermore, the written reflections will allow you space for integrating materials we discuss in class and also issues concerning your field placement. Use your written reflections to share your well-informed opinions; the reflections should NOT be summaries of the readings.

Reflection Paper 1: Please follow the news for a two week-period on: “Democracy Now” with Amy Goodman; “The Rachel Maddow Show” on MSNBC; or the “BBC Newshour” on NPR. Students can also choose different programs.

- A) Please identify the major global and sociopolitical issues dealt within these programs. Provide concrete examples.
- B) Please compare and contrast these journalists’ styles of speaking, posing questions, and the degree to which each allows guests to respond to questions. How is a global agenda pursued (or not) by the hostess? What other thoughts do you have about these programs?

Reflection Paper 2: Please identify a global problem or global social issue you have been concerned about (from among the issues you have been discussing with your group) and explain your personal interest in that problem.

- A) What about this issue touches you and makes you want to do something about it?
- B) How are your opinions about this problem similar to or different than those of your family of origin, your identified communities, and the politicians who represent you?

Reflection Paper 3: Finding your internal global activist/advocate. Having been through a full semester of discussions about global issues, how do you feel as an advocate? How has this class changed (or not) your capacity to advocate? How might this class and its contents have inspired you (or not) to pursue global practice? What plans do you have for future global work?

5. Assessing Effective and Ethical Professional Practice Group Project (50 points)

As part of a group of no more than five students, you will be asked to research a global problem of the group’s choice and develop an ethical and effective assessment or advocacy plan that would help address the selected global problem -- including local community involvement in organizational and policy change. This project will be divided into 3 parts.

PART I: Mid-term Infographic: Identifying a Global Issue (10 points). You will be asked to identify a global social issue/problem that interests the members of your group. Using the globalization, postcolonialism and postmodernism frames, 1) your group will identify a problem a global region, 2) describe it in terms of population affected and prevalence, state 3) why it is important, who is responsible, who benefits, and 4) possible solutions to the problem. Your group will use online and

library searches to find this information. Your group will work together to create an infographic to display the information required in 1-4 using Piktochart.

PART II: Final Project (25 points). Building on the mid-term infographic (which is to be embedded into your written final as a pdf), and based on your developing global practice skills, you will be asked to prepare a written description of the global issue/problem in 4-6 double spaced pages to describe in more detail: the global social problem for which your group wishes to study and advocate for; your advocacy strategies for accomplishing your plan; the resources that may have the power to make it happen; the action plan; and the evaluation (diagnosis of what is feasible and what is not). Each student will include an assessment of any ethical dilemmas that they see in their plan. One written final project will be submitted per group. Each student's ethical dilemma/consideration should be included in the final group written assignment.

PART III: Presentation (15 points). Your group will present the final project towards the end of the semester.

d. Attendance, class participation, and grading

Attendance at every class is expected as is being an active participant during in-class assignments, in-class discussions, and other in-class activities. Much learning happens during our in-class time. Two or more absences will reduce a student's grade by one letter grade.

Grades are not a reflection of your value as a person or even your personal capacity. They are a reflection of the reality of balancing school with other responsibilities and of your level of effort. Grades also reflect the extent to which the content of a course fits with your existing knowledge and skills, which will vary from course to course. What is most important is that you are challenged and that you are ready to learn.

Grade Components:

1. Class Preparedness	20 points
2. Exploring Global Jobs	5 points
3. Discussion Lead	10 points
4. Individual Reflection papers	30 points
5. Group Project	50 points
Mid-term paper	10 points,
Final Project:	25 points,
Presentation	15 points.
TOTAL	115 points

Course policy on late assignments

Late assignments (including homework and assignments) will not be accepted. Make-up of any class assignments require confirmed medical and/or legal documentation. Additionally, even if permission is granted to submit an assignment late or to present a project late, for any reason,

that student will receive an automatic five (5) point reduction per day that the assignment is late. All of this is at the discretion of your professor.

Course grades

Each assignment listed above is an opportunity for students to show the degree to which they have mastered course content and the depth of critical thinking that they apply to the course material. Rubrics for each assignment are provided so that students can see the elements that go into grading parts of the assignment. Students who show that they have a significantly advanced understanding of course content and who show that they have critically considered each topic and integrated it to the foundations and theories reviewed in class receive the highest marks.

Assignment due dates are listed on the syllabus (above) and on Canvas, along with the time each assignment is due. Late assignments are not accepted through Canvas or by email.

For final grades, the points that students earn for each assignment will be added at the end of the semester and compared to the total points available. Number grades are converted to letter grades using the grading chart below:

A 96-100%	A- 93-95%%	B+ 90-92%
B 86-89%	B- 83-85%	C+ 80-82%
C 76-79%	C- 73-75%	D <72%

For more information, please go to [Grades in Academic Courses and in Field Instruction](#), [Student Grievance procedures](#), and [policy for grading in special circumstances](#).

Extra Credit

There are no extra credit assignments in this course. Please prepare and study accordingly so that you can do your best, the first time.

Plagiarism

Policies governing plagiarism can be found in the latest Student Guide. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is students' responsibility to become familiar with the information presented at <http://www.lib.umich.edu/academic-integrity/resources-students>.

Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:

- Using or otherwise taking credit for someone else's work or ideas.
- Using the language of another without full and proper quotation or source citation.
- Implicitly presenting the appropriated words or ideas of another as one's own.

- Using Internet source material, in whole or in part, without careful and specific reference to the source.
- Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
- Self-plagiarism, this is, reusing one's own work without acknowledging that the text appears elsewhere (e.g. in a paper for another current or previous class).

Assignment-specific rubrics:

Rubric for Class Preparedness: On a scale from 0 to 10, please evaluate your own preparedness for class based on each of the following criteria. Each of the points below will be assigned a score, 0-2 (Maximum number of points: 20).

- 1) Completion of readings prior to class,
- 2) Active listening,
- 3) Critical questioning of the subjects in our discussions,
- 4) Oral contributions in class,
- 5) Participation in group work/cooperative learning, and
- 6) Demonstration of knowledge of readings in class discussions.

Rubric for Reflection Papers: Each of the points below will be assigned a score, 0-2 (Maximum number of points: 10).

Key points that make up your grade in the assignment:

- 1) Clarity of thought and focus, Use of language;
- 2) Demonstration of a culturally-competent approach to social work practice;
- 3) Integration of class and reading materials;
- 4) Balance of the space allotted for each section of the paper;
- 5) Integration of your own ideas and opinions and support of relevant outside literature;
- 6) Proper use of APA style.

Rubric for Mid-term Infographic: Each of the points below will be assigned a score, 0-2 (Maximum number of points: 10).

Key points that make up your grade in the assignment:

- 1) Clarity of thought and focus, use of language,
- 2) Demonstration of a culturally-competent approach to social work practice,
- 3) Integration of class and reading materials,
- 4) Creativity of the infographic;

Rubric for Final Project: Each of the points below will be assigned a score, 0-5 (Maximum number of points=25).

Key points that make up your grade in the assignment:

- 1) Clarity and focus in the description of global social issue/problem,
- 2) Culturally-competent approach to description of social work practice and advocacy strategies, action plan, and evaluation,
- 3) Integration of class and reading materials, and proper citation of outside sources,
- 4) Use of language,
- 5) Balance of the space allotted for each section of the paper.

Rubric for Final Project Presentation: Each of the points below will be assigned a score, 0-3 (Maximum number of points = 15).

Key points that make up your grade in the assignment:

- 1) Each group member prepared the presentation and presented,
- 2) The presentation of the material was original and presented in a creative way that held the audiences attention,
- 3) The presentation was coherent and complete,
- 4) Topics were well-covered and related well to the goal of the project, and
- 5) Group used creative materials to keep the audience interested.

d. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

e. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

f. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for

treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <https://sww.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*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*