

THE UNIVERSITY OF THE WEST INDIES

ST. AUGUSTINE, TRINIDAD AND TOBAGO, WEST INDIES

FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF BEHAVIOURAL SCIENCES

SOCIOLOGY • SOCIAL WORK • PSYCHOLOGY • POLITICAL SCIENCE

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**COURSE OUTLINE**

# **SEMESTER II 2020**

**FACULTY OF SOCIAL SCIENCES**

# DEPARTMENT OF BEHAVIOURAL SCIENCES

**INTERNATIONAL SOCIAL WORK SOWK 2009**

**COURSE OUTLINE**

#### 2020 Semester II

Lecturer: Camille Huggins, PhD

Email Address: Camille.huggins@sta.uwi.edu

Room Number: TLC-TR3

Course Time: 1pm to 3pm, Tuesdays

Office Hours: by appointment

Mode of Delivery: Blended- Online and Face to Face

**Course Description:**

The course examines international social work/social development research and practice in the global free market economy. This course introduces international social welfare policy and organizations by highlighting effective and ethical social work practice on a global stage. This course will introduce the social work profession as an agent of social change, problem solving in human relationships, the empowerment and liberation of people in the world to enhance well-being.

**Course Rationale**

Social work includes community, economic and social development and can inform national social policy as well as the directions of international development agencies;

The movement of peoples across the planet means that social work interacts globally across borders.

Issues are globalized such as poverty and migrant labour, human trafficking including sex trafficking; refugees, deportation, unemployment and the informal economy.

Social work includes an understanding of human growth and development as situated in an economically-driven social reality, no matter culture or location;

Social work can be in a position to effectively expose and challenge international trade and development directions that result in increased poverty, human exploitation and human insecurity

**Course Objectives:**

1. An overview of social work in international settings.
2. Analyze the many manifestations of international social work.
3. Analyze Social work in developing countries.
4. Analyze specific issues that involve social work responses.
5. Analyze the integration of individualized, group and community responses in the context of global inequalities.

**UWI GRADUATE OUTCOMES**

This course concentrates on the following qualities of the distinctive UWI graduate:

1. A critical and creative thinker
2. An effective communicator with good interpersonal skills
3. Globally aware and well-grounded in his/her regional identity
4. Socially, culturally and environmentally responsible and guided by strong ethical values.

**Course Learning Outcomes**

1. Identify and recognize international social work.

a. Analyse social problems worldwide

b. Analyse social injustices and barriers to social justice.

c. Evaluate the effectiveness of current social work

 practices worldwide.

d. Develop a critical consciousness to work with diverse populations.

1. Explore theoretical approaches to working with diverse populations in international settings.
	* + 1. Analyze treatment models working with in international settings.
			2. Assess the effectiveness of treatment and psychosocial approaches to working with diverse populations.
2. Develop a critical understanding of international social service organizations.
	* + 1. Describe international social services organizations.
			2. Identify quality social service organizations

**Programme Goals and** **Course Learning Outcomes Matrix**

|  |  |
| --- | --- |
| **Program level learning outcomes** | **Course Learning Outcomes**  |
|  |  **1** |  **2** |  **3** |
| To prepare graduates for generalist, professional Social Work practice with individuals, families, groups, organizations, and communities. |  **X** | **X** | **X** |
| To ensure that graduates acquire professional competencies for functioning effectively in and across the Public, NGO and private sectors. | **X** | **X** | **X** |
| To develop the conceptual capacities, the practical, applied skills and a broad knowledge base, which includes national, Caribbean and international perspectives that would enable graduates to identify and engage with the institutional and structural causes of problems. | **X** | **X** | **X** |
| To equip the learners with the relevant expertise, ethical grounding and human relations skills to work with diverse client systems in the promotion of individual and community well-being and social justice. |  | **X** |  |
| Through the integration of human development issues into the curriculum, to provide the student with a foundation in developmental Social Work, | **x** | **x** | **x** |
| To prepare academically qualified students for advanced Social Work education. | **x** | **x** | **x** |
| Through teaching, research and outreach, to develop the knowledge base that must underpin Social Work education, practice and social policy in the Caribbean region. |  | **x** |  |
| To develop the capacity to engage with and contribute to the body of scientific knowledge in the field, through research and on-going learning.  |  | **x** |  |

###### Course Assessments descriptions

Assessment for this course will consist of five online assignments, two written papers and a group project. The assessment methods are formative.

Extra five (5) points for attendance and participation. Attendance will be taken every week and used for extra points at the end of the course. One absence is allowed; 2 absences is 3 points. More than 2 absences is an automatic.

**ASSIGNMENTS:**

**On-Line Assignments 50%- Online assignments.**

There will be five on-line classes and assignments, each assignment is 10 points each. You will be asked to view a documentary and you will then evaluate the merit of the documentary and social work’s response to the issues raised.

**Paper One: 20% - PROVERBS ACROSS THE GLOBE ASSIGNMENT.**

**Paper due 3/3/2020**

Proverbs are an essential component to socialization across cultures. They are used to transmit social culture’s existence and identity.

**Part I**: For this assignment, select five proverbs/ popular sayings from any culture that might be considered to have social, cultural, ideological and religious perspectives (examples; Hindu, LGBTQ population, Pop culture).

1. Describe the meaning of the proverb.
2. Discuss the history of the proverb-
	1. What country it originated from?
	2. What was the purpose of the proverb?
	3. If it was used to harm or help a people.
3. Describe why each of the sayings was chosen.
4. Describe if any common elements you have discovered in the proverbs/ sayings.
5. Provide evidence of critical consciousness in your reflection on the relevance of the proverbs/sayings that you were exposed to as part of your socialization process in shaping your worldview.
6. Discuss the relevance of the proverbs/ popular sayings you have researched to social work values such as, “importance of human relationships”, “social justice” and others.

**Good sites to start researching Proverbs/popular sayings:**

http://www.famousquotesandauthors.com/topics/self\_acceptance\_quotes.html

http://www.writersdigest.com/writing-quotes

Use the internet, books and journal articles.

**Evaluation:**

Paper to be 8-10 pages double-spaced

The literature sources that were relevant to what you wanted to find out.

Proper APA referencing

**Paper Grading Rubric**

|  |  |
| --- | --- |
| Topics  | Points  |
| Content: **15 points** The proverbs/ popular sayings were identified and the background of the saying provided.Critical analysis of proverbs to each of the themes | Great (15-13 points)Good (12-9 points)Fair (8-5 points)Poor (4-0 points) |
| Relevance of the proverbs to social work values **10 points**  |  Great (10-8 points)Good (7-5 points)Fair (4-3 points) Poor (2-0 points) |
| Writing Style: **5 points**Organization GrammarSpelling Sentence structure References | Great (5 points) Good (4 points) Fair (3 points)Poor (2-0 points)  |

**Paper II: 10% paper- An International Perspective**

**Last day of class**

A self –reflective paper. Develop your own social work philosophy in light of what you learned in this course.

1. Explain what have you learned in this course.
2. Explain how it has impacted or not impacted their beliefs about international social work
3. What is your social justice philosophy at this time?

**Evaluation:**

Paper to be 8-10 pages double-spaced

The literature sources that were relevant to what you wanted to find out.

Proper APA referencing

|  |  |
| --- | --- |
| Topics  | Points  |
| Content: Paper fully addresses all instruction prompts. Paper demonstrates an excellent understanding of all of the concepts and key points **(10 points)** | Great (10-8 points)Good (7-5 points)Fair (4-2 points)Poor (1-0 points) |
| Student demonstrates knowledge of oppressive structures and an excellent understanding of the impact of privilege. Student demonstrates excellent critical thought related to effects of intersecting identities, use of cultural strengths, and identification of skills to apply when practicing anti-oppressive social work. **(15 points)**  | Great (15-13 points)Good (12-9 points)Fair (8-5 points)Poor (4-0 points)  |
| Paper is well organized, uses scholarly tone, follows APA style, uses original writing and proper paraphrasing, contains very few or no writing and/or spelling errors, and is fully consistent with graduate level writing style. Paper contains multiple, appropriate and exemplary sources expected/required for the assignment. | Great (5 points) Good (4 points) Fair (3 points)Poor (2-0 points)  |

**PRESENTATION 20% due last two weeks of the course**

A presentation on an international agency this can be a UN agency or non-government agency.

Criteria of the presentation:

1. The agency was developed in response to what social problem.
2. The purpose, vision, mission and values.
3. The year it originated,
4. The funding of the agency,
5. Its current focus and affinity to social work/social development.
6. How does social work fit into this agency?

**Presentation Grading Rubric**

|  |  |
| --- | --- |
| **Topics**  | **Points**  |
| **Content:** * The Agency chosen, purpose, vision, mission, values. History of the agency. Relevance to the social problem.
* The connection to social work and social welfare policy and development
 | Great-(30-12 points)Good-(19-5 points)Fair- (9-0 points) |
| **Presentation:** * Power-point or handout presentation for the audience to follow along.
* Clear, no misspelling, good grammar understandable to the reader
 | Great (10-8 points)Good (7-5 points)Fair (4-3 points)Poor (2-0 points)  |

**Topics**

|  |  |
| --- | --- |
| **Schedule**  | **Topics**  |
| **Week One****21/1/20** | Overview of the courseInternational Social Work Values and EthicsHuman Rights Multicultural Social Work PrinciplesGlobally recognized expert  |
| **Week Two** **28/1/20** |  International Social Welfare  |
| **Week Three****4/2/20** | **On-line**- International Social Welfare – SDGs  |
| **Week Four****11/2/20** | Gender Equality/ children living in poverty |
| **Week Five** **18/2/20** | **On-line**- Gender equality |
| **Week Six****25/2/20** | **No class** |
| **Week Seven****3/3/20** | **On-line**- Opportunities for changedocumentary **Paper one is due** |
| **Week Eight****10/3/20** | **On-line-** Resiliency Theory Anti-Oppressive Social Work Practice |
| **Week Nine** **17/3/20** | **On-Line** Environmental Social Work/Climate change, water severity |
| **Week Ten****24/3/20** | Presentation  |
| **Week Eleven****31/3/20**  | Presentation  |
| **Week Twelve** **1/4/19** | Presentation **Paper two is due**  |

**References**

**Articles**

Al-Krenawi, Graham, J (2003) Principles of social work practice in the Muslim Arab

world *Arab Studies Quarterly;* Fall 2003; 25, 4; ProQuest Central.

Hudson, C. (2012). Disparities in the Geography of Mental Health:

Implications for Social Work 57, 2; ProQuest Central pg. 107

Gaba, D (2014). Recent Evolutions in Social Work in the Context of Development

Paradigms: Untangling the Link Between Social Work and Development

Global Initiative to End All Corporal Punishment of Children. Report for Caribbean Regional Consultation- the UN Secretary General’s Study on Violence against Children Trinidad 2005 www.endcorporalpunishment.org

Goldberg, M. (2000). Conflicting principles in multicultural social work.

*Families in Society;* Jan/Feb 2000; 81, 1; ProQuest Central.

International Association of schools of Social Work; International Council of

Social Work; International Federation of Social Work. (2011). *The Global Agenda. Social development commitment to action.* March. Berne: International Federation of Social Workers and International Association of Schools.

Johnson, Y. & Munch, S. Fundamental Contradictions in Cultural Competence.

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Otusanya, O. (2011) Corruption as an obstacle to

development in developing countries: a review of literature.

Walker, R. & Staton, M. (2000). Multiculturalism in social work ethics

*Journal of Social Work Education;* 36, 3; ProQuest Central pg. 449.

Polack (2004). Social Justice and the Global Economy: New Challenges for Social Work

 in the 21st Century *Social Work;* Apr 2004; 49, 2; ProQuest Central

pg. 281.

**Books**

Cox, D.& Pawar, M. (2006) *International social work: issues,*

*strategies and programs*. London: Sage.

Nikku, B. R. (2012). Global Agenda on social work and social development:

voices from South Asian social work. Hall, N. (ed.). *Social work around the world V: Building the global agenda for social work and social development*. Berne: IFSW

**University Policies and Expectations**

* 1. **Academic Integrity**

*You should be explicit with students about your expectations for citation of outside sources in written work, bearing in mind that different disciplines follow different conventions for scholarly citation. You should include a clear statement about the academic integrity standards for your field.*

* 1. **Accommodations for students with disabilities**

Students should refer to the University of the West Indies St Augustine Campus, Student Disability policy <https://sta.uwi.edu/resources/policies/Student_Disability.pdf>

**C. Attendance**

Students needs to make a minimum seventy-five (75%) attendance, which means you can miss three classes.

**D. Plagiarism**

Plagiarism is defined as the unacknowledged use of the words, ideas or creations of another. The principal categories of unacknowledged use are unacknowledged quotation, which is failure to credit quotations of another person’s spoken or written words; and unattributed borrowing, which is failure to credit another person’s ideas, opinions, theories, graphs or diagrams. Unattributed borrowing also includes the failure to credit another person’s work when paraphrasing from that work. Cosmetic paraphrasing is also plagiarism. This occurs when, even with acknowledgment, the words are so close to the original that what is deemed to have been paraphrased is, in fact a modified quote, but is not presented as such. A more technical form of plagiarism is wrongly attributed borrowing, where one does not acknowledge the work from which one obtained an idea, but quotes, instead, the original source without having read it. This may well convey a broader research effort than that actually expended and may perpetuate misinterpretation.

It is now a requirement for all students to pass their written assignments, be it coursework, theses, research papers, project reports through plagiarism detection software**. In the case of theses, research papers and project reports, supervisors are required to sit with their students and run the thesis, research paper or project report through Turnitin in order to provide guidance on any revisions that may be required as a result of this process. Supervisors must then sign the relevant forms indicating that the student has indeed run their work through a plagiarism detection software.**

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