I. COURSE PURPOSE
This course, offered to students in the Master’s and Doctoral Programs, builds upon and expands the knowledge, values, and skills of social policy, development, and evaluation. The goals of this course are to broaden students’ perspectives of the world (its needs, problems, and resources) and to examine the role of the professional in addressing these issues. As the world grows smaller, due to the revolutions in communication and technology, there is an increasing pressure to form regional, international, and global agreements and structures for economic, political, and environmental cooperation. As these changes take place, a number of social consequences have become apparent that are of concern to social workers and other professionals. This course addresses three interrelated themes relevant to current international realities: 1) globalization and its social, economic, political, cultural, and environmental consequences for human rights and well-being; 2) social policy and social development as strategies of sustainable change; and 3) the need for understanding of and sensitivity to socio-cultural-national differences, which are critical for effective practice overseas or in our own internationalized communities. Specifically, the course will address the following topics:

Unit I: Context and Conceptual Frameworks for International Social Work
   A. Scope of International Social Work
   B. Globalization and Global Issues
   C. Social Development and Human Rights
   D. Social Services in a Global Context: Analysis of Social Policy
   E. Theories and Models of Social Development

Unit II: Global Issues and Social Development: Challenges and Strategies
   A. Poverty, Inequality and Marginalization
   B. Disease and Health Disparities
   C. Conflict and War/Displacement and Refugees
   D. Climate Change and Environmental Degradation
   E. International Social Development with the Most Vulnerable: Children, Women, the Elderly, Indigenous Peoples and Minorities, Persons with Disabilities, and Immigrants/Refugees
# II. COMPETENCIES AND PRACTICE BEHAVIORS

Practice behaviors that are covered this class are indicated by **bold**. Practice behaviors that are not covered in this class are indicated by **grey**.

## 1. Professional Identity:
*Identify as a professional social worker & conduct oneself accordingly.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Social workers demonstrate professional use of self across all practice settings.</td>
<td>1.1 Social workers demonstrate professional use of self across all practice settings.</td>
<td>1.1 Social workers demonstrate professional use of self across all practice settings.</td>
<td></td>
</tr>
<tr>
<td>1.2 Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.</td>
<td>1.2 Develop, manage, and maintain therapeutic and professional relationships with clients within the person-in-environment and strengths perspectives.</td>
<td>1.2 Develop, manage, and maintain professional relationships with clients within the person-in-environment and strengths perspectives.</td>
<td></td>
</tr>
</tbody>
</table>

## 2. Ethical Practice
*Apply social work ethical principles to guide advanced practice.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Social workers recognize and manage personal biases in practice settings.</td>
<td>2.1 Social workers recognize and manage personal biases in practice settings.</td>
<td>2.1 Social workers recognize and manage personal biases in practice settings.</td>
<td></td>
</tr>
<tr>
<td>2.2 Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards for ethical social work practice.</td>
<td>2.2 Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards for ethical social work practice.</td>
<td>2.2 Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards for ethical social work practice.</td>
<td></td>
</tr>
</tbody>
</table>
2.3 Social workers apply ethical principles through the use of an ethical decision making model that helps in the resolution of an ethical dilemma.

3. Critical Thinking
Apply critical thinking to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Social workers engage in reflective practice.</td>
<td>3.1 Social workers engage in reflective practice.</td>
<td>3.1 Social workers engage in reflective practice.</td>
<td></td>
</tr>
<tr>
<td>3.2 Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
<td>3.2 Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
<td>3.2 Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
<td></td>
</tr>
</tbody>
</table>

4. Diversity in Practice
Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they impact practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
<td>4.1 Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
<td>4.1 Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
<td></td>
</tr>
</tbody>
</table>
4.2 Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.

5. Human Rights & Justice
*Advance human rights through understanding how social and economic justice factors impact practice*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1</strong> Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
<td><strong>5.1</strong> Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
<td><strong>5.1</strong> Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
<td></td>
</tr>
<tr>
<td><strong>5.2</strong> Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
<td><strong>5.2</strong> Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
<td><strong>5.2</strong> Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
<td></td>
</tr>
</tbody>
</table>

6. Research Based Practice
*Engage in research-informed practice and practice-informed research*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1</strong> Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
<td><strong>6.1</strong> Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
<td><strong>6.1</strong> Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
<td></td>
</tr>
</tbody>
</table>
7. Human Behavior
*Apply knowledge of human behavior and the social environment*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical</strong></td>
</tr>
<tr>
<td>7.1 Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.</td>
</tr>
</tbody>
</table>

8. Policy Practice
*Engage in policy practice to advance social and economic well-being and to deliver effective social work services.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical</strong></td>
</tr>
<tr>
<td>8.1 Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
</tr>
</tbody>
</table>

9. Practice Contexts
*Respond to contexts that shape advanced social work practice.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical</strong></td>
</tr>
<tr>
<td>9.1 Social workers assess the current political, economic, social, and cultural</td>
</tr>
</tbody>
</table>
climate as it affects the most vulnerable members of society.  

9.2 Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts.

10. Engage, Assess, Intervene, Evaluate

*Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engagement:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social workers:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 10.1.1 Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 10.1.2 Develop culturally responsive therapeutic relationships.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 10.1.3 Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 10.1.4 Effectively use interpersonal skills to establish collaboration between multiple stakeholders involved in enhancing organizational, community, and social well-being.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
community, and social well-being.

<table>
<thead>
<tr>
<th>Assessment:</th>
<th>Assessment:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers:</td>
<td>Social workers:</td>
<td>Social workers:</td>
</tr>
<tr>
<td>- 10.2.1 Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client’s strengths, capacities, and readiness for change.</td>
<td>- 10.2.1 Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client’s strengths, capacities, and readiness for change.</td>
<td>- 10.2.1 Assess organizations, communities, and policy environments using relevant theories and models.</td>
</tr>
<tr>
<td>- 10.2.2 Use differential diagnostic processes.</td>
<td>- 10.2.2 Use differential diagnostic processes.</td>
<td></td>
</tr>
<tr>
<td>- 10.2.3 Assess organizations, communities, and policy environments using relevant theories and models.</td>
<td>- 10.2.3 Assess organizations, communities, and policy environments using relevant theories and models.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention:</th>
<th>Intervention:</th>
<th>Intervention:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers:</td>
<td>Social workers:</td>
<td>Social workers:</td>
</tr>
<tr>
<td>- 10.3.1 Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.</td>
<td>- 10.3.1 Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.</td>
<td>- 10.3.1 Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.</td>
</tr>
<tr>
<td>- 10.3.2 Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.</td>
<td>- 10.3.2 Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.</td>
<td>- 10.3.2 Use appropriate and collaborative interventions to affect organizational, community, and societal change.</td>
</tr>
<tr>
<td>- 10.3.3 Adapt appropriate intervention strategies based on continuous clinical assessment.</td>
<td>- 10.3.3 Adapt appropriate intervention strategies based on continuous clinical assessment.</td>
<td></td>
</tr>
<tr>
<td>- 10.3.4 Use appropriate and</td>
<td>- 10.3.4 Use appropriate and</td>
<td></td>
</tr>
</tbody>
</table>


collaborative interventions to affect organizational, community, and societal change.

<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>Evaluation:</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers:</td>
<td>Social workers:</td>
<td>Social workers:</td>
</tr>
<tr>
<td>• 10.4.1 Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.</td>
<td>• 10.4.1 Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.</td>
<td>• 10.4.1 Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.</td>
</tr>
<tr>
<td>• 10.4.2 Revise intervention and program implementation plans based on ongoing process and outcome evaluation.</td>
<td>• 10.4.2 Revise intervention and program implementation plans based on ongoing process and outcome evaluation.</td>
<td>• 10.4.2 Revise intervention and program implementation plans based on ongoing process and outcome evaluation.</td>
</tr>
</tbody>
</table>
III. FURTHER EDUCATIONAL OBJECTIVES

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

1. Understand the concept of globalization and its economic, political, technological, environmental, cultural, and social welfare implications in regards to the lives of individuals, families, and communities;

2. Specify consequences of globalization for international practice and the professional;

3. Understand the interactive dynamics between globalization and global issues, human rights, and social development.

4. Analyze social polices across various global issues and national contexts;

5. Identify and apply models of social development and specific strategies for change across various global issues and national contexts.

6. Articulate both current challenges and specific social development strategies in regards to the global issues of poverty, inequality, human rights, health, conflict, environmental degradation, displacement and migration, and service delivery with vulnerable populations.

7. Demonstrate understanding and sensitivity to multicultural issues in international work.

8. Identify the relevance and implications of course content for international practice at home and opportunities for international practice abroad.

IV. COURSE REQUIREMENTS

A. Required Texts and Readings:


B. **Recommended Readings**


C. **Other Recommended Resources and Media:**


Chan, R. K. H. (2009). Self-help groups for men in Hong Kong: Experiences and


**D. Course Assignments:** The following lists the course assignments; detailed instructions for each part of the Scholarly Paper will be distributed by the instructor.

**Mid-Term Take Home Exam:** The mid-term take home exam will provide the opportunity for students to display their understanding of key concepts covered during the first 5 class sessions. Mastery of these concepts will be needed in order to produce a quality Scholarly Paper. Students can use all course materials in completing the mid-term, but must work independently and may not consult with any other person regarding their response to the exam. **DUE Class Session #6**

**Scholarly Paper:**
1. Global Social Issue/Problem Statement re: Scholarly Paper (ungraded): Each student will select a global social issue/problem that exists in a particular nation or region of the world as the topic for developing their Scholarly Paper. The first step is to submit a brief statement to the instructor, which: a) identifies the selected global issue/problem; and b) specifies the nation or region of the world to be explored by the
student. The instructor will provide feedback re: suitability of the selection for development of the Scholarly Paper. **DUE Class Session #3**

2. Scholarly Paper: Part I – Explication of Global Social Issue/Problem:
   The first section of the scholarly paper will provide a detailed overview of the selected issue/problem, delineating factors covered in class.
   **DUE Class Session #8**

3. Scholarly Paper: Part II – Proposed Social Development Approach & Strategies:
   The second section of the scholarly paper focuses on proposed social development approach and strategies related to the selected global issue/problem.
   **DUE Class Session #13**

The Scholarly Paper will be a “progressive paper” in that Part I will be turned in initially for feedback and grade. A revised Part I will be included with submission of Part II. Evaluation of the final paper (Part II) will be partially based on students’ attention to feedback provided in evaluation of Part I, as well as the quality of the overall final paper.

**Weight of Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Take Home Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Scholarly Paper Part 1</td>
<td>25%</td>
</tr>
<tr>
<td>Scholarly Paper Part 2</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>20%</td>
</tr>
</tbody>
</table>

**E. Grading Policy:** The university grading system will be utilized (see policy in bulletin). The grade will be based upon the extent to which the student meets the course objectives as demonstrated by class participation and the two NCSSS required papers.

**F. Attendance and Participation**

1. Students are expected to attend all class sessions, to arrive at classes on time, and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary for a participant to miss a class session or come late, s/he is expected to notify the instructor in advance. Students are responsible for obtaining any class notes or other materials distributed when they are absent. Unexcused or multiple absences may result in a reduction of the final grade.

2. The use of laptops or other devices should be used in such a manner that they do not disturb or distract other students. Recording devices should only be used with the permission of the instructor and should be turned off at the request of the instructor or class participants when requested in the event that personal or confidential information is being discussed.

3. Students are expected to read all required readings for each class session and be prepared to participate in classroom discussions and exercises.
4. The course combines the formats of didactic lectures and participatory seminars. Students and the instructor will endeavor to draw on their own experience including professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussions and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate. Students and the instructor will view each other as resource persons.

G. **Course and Instructor Evaluation:**

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations](http://evaluations.cua.edu/evaluations) using your CUA username and password. Additional informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to special requests. These evaluations will serve as a basis for ongoing course revisions.

V. **CLASS EXPECTATIONS**

**Scholastic Expectations:**

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should demonstrate communication ability consistent with graduate level performance, reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

**Academic Honesty:**

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and Appropriate Program Handbooks.

**Accommodations:**

Students with physical, learning, psychological or other challenges wishing to request accommodations must identify themselves with the Disability Support Services (DSS) and submit documentation of a disability. Once you have documented a disability, DSS will establish whether any accommodations or academic adjustments are required. If so, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
CLASS SCHEDULE

September 1 Class 1
COURSE OVERVIEW AND INTRODUCTIONS and SCOPE OF INTERNATIONAL SOCIAL WORK
Required Readings:
Cox, D., & Pawar, M. (2013). Chapter 1

September 8 Class 2
GLOBALIZATION AND GLOBAL ISSUES
Required Readings:

September 15 Class 3
SOCIAL DEVELOPMENT AND HUMAN RIGHTS
Required Readings:
Mapp, S. C. (2014). Chapters 1, 2 & 9; Appendix A

PROBLEM STATEMENTS DUE TODAY
September 22 Class 4
SOCIAL SERVICES IN A GLOBAL CONTEXT: ANALYSIS OF SOCIAL POLICY
Required Readings:

September 29 Class 5
THEORIES AND MODELS OF SOCIAL DEVELOPMENT
Required Readings:

October 6 Class 6
POVERTY, INEQUALITY, AND MARGINALIZATION: CHALLENGES
Required Readings:
Midterm Take Home Exam due Today
October 11 Class 7
POVERTY, INEQUALITY, AND MARGINALIZATION: SD STRATEGIES
Required Readings:


October 13 Class 8
CONFLICT AND WAR/DISPLACEMENT AND REFUGEES: CHALLENGES
Required Readings:


SCHOLARLY PAPER: PART 1 Due Today
October 20 Class 9
CONFLICT AND WAR: SD STRATEGIES
Required Readings:

October 27 Class 10
DISEASE AND HEALTH DISPARITY - THE INTERNATIONAL AIDS EPIDEMIC AND OTHER HEALTH CONCERNS: CHALLENGES
Required Readings:
NO CLASS NOVEMBER 3 Class 11 (READ AND PARTICIPATE ON BLACKBOARD)
DISEASE AND HEALTH DISPARITY - THE INTERNATIONAL AIDS EPIDEMIC AND OTHER HEALTH CONCERNS: SD STRATEGIES

Required Readings:


NOVEMBER 10 Class 12
CLIMATE CHANGE AND ENVIRONMENTAL DEGRADATION: CHALLENGES

Required Readings:


NOVEMBER 17 Class 13
CLIMATE CHANGE AND ENVIRONMENTAL DEGRADATION: SD STRATEGIES
Required Supplemental Readings:


SCHOLARLY PAPER: PART II DUE Today

NOVEMBER 24 NO CLASS THANKSGIVING
DECEMBER 1 Class 14
INTERNATIONAL SOCIAL DEVELOPMENT WITH THE MOST VULNERABLE – CHILDREN, WOMEN, THE ELDERLY, INDIGENOUS PEOPLES AND MINORITIES, PERSONS WITH DISABILITIES, AND IMMIGRANTS/REFUGEES
Required Readings:

Go to the OHCHR website at: http://www2.ohchr.org/english/law/index.htm#core and read all of the documents listed for your selected area. (See below) as well as the article referenced below.

Rights of Indigenous Peoples and Minorities

Rights of Women

Rights of the Child

Rights of Older Persons

Rights of Persons with Disabilities

Rights of Migrants