



A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

SWK 340: Global Perspectives of Human Welfare

COURSE SYLLABUS: Spring 2021

INSTRUCTOR INFORMATION

Instructor: Dr. Gracie Brownell
Office Location: Henderson Rm 323B
Office Hours: Before class or by appointment
Office Phone: 903-462-8170
Office Fax:
University Email Address: Gracie.Brownell@tamuc.edu
Preferred Form of Communication:
Communication Response Time:

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Mapp, S. C. (2014). Human rights and social justice in a global perspective: An introduction to international social work. New York: Oxford University Press. Quality Enhancement Plan (QEP) Committee: www.facebook.com/TAMUCQEP

Software Required

Optional Texts and/or Materials

Course Description

This course introduces students to concepts related to the global development of social work and the interdependence of nations. The course focuses on themes of world-wide connection and interaction among social workers as well as the reciprocity of professional technology and practice. In addition, there is concentration on the need to develop a more humane and multidimensional approach to social and economic problems around the world as well as develop a commitment and sensitivity to marginalized populations.

Further, this course has been selected as a Global Course – tied to the Quality Enhancement Plan (QEP). Texas A&M University-Commerce QEP seeks to prepare students for an interconnected world. In relation to the QEP, students completing this course will be able to (LO1) demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes and systems), (LO2) apply knowledge of the interconnectedness of global dynamics, and (LO3) view themselves as engaged citizens within an interconnected and diverse world. This course will provide activities, experiences, and opportunities to reach all of the QEP learning outcomes. **The Transformational Human Needs Developmental Project in this course will be utilized to assess the QEP student learning outcomes for each student. Students are responsible to upload a copy of the project to their ePortfolio in ManeSync.**

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP). Students achieve programmatic goals listed above through demonstration of the following **bolded competencies** for Advanced Generalist Practice (AGP).

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Student Learning Outcomes (Practice Behaviors)

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one for more competencies. Content and Assessment in this course reflect the following practice behaviors:

2.1.1.4 Attends to professional roles and boundaries.

2.1.4.1 Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

2.1.4.2 Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

2.1.4.3 Recognizes and communicates her or his understandings of the importance of difference in shaping life experiences

2.1.4.4 View herself or himself as a learner and engages those he or she works with as informants

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Instructional Methods

Student Responsibilities or Tips for Success in the Course

GRADING

Course Requirements: To successfully complete this course, students will be required to complete class assignments, required readings, discussions, and class activities. Weekly participation is essential to integration of course material.

WEIGHT OF EACH GRADED ASSIGNMENT

Country Paper	100
Aboriginal and Native American Exercise	50
Immigrant Interview	100
Unannounced Quizzes	50
Transformational Project	150
Discussions (5 at 10 points each)	50
Total points:	500

450 – 500	A
400 – 449	B
350 – 399	C
300 – 349	D
Below 300	F

Assessments

SWK 340 Assignments

1. Country Paper (100 points).

You will first be assigned a country from your instructor. Explore the Internet (and other sources) to discover information about your specific country assigned to you. Your assigned country will be listed under Course Home and in Doc Sharing under the heading “Country” in Doc Sharing+ and titled “Country Assignments” under Course Home. The outline for writing this paper will be available in Doc Sharing under “Country Paper” as well. Suggested length is 4-5 pages. You are expected to follow APA guidelines when writing this paper including; double-spaced, 12 point font with one inch margins, and headings. The headings will come from the outline. Papers without headings will NOT be graded. Remember any information you use from any source, even if you put it in your own words, must be cited using APA guidelines. See APA manual 6th ed.

You must also include a cover page and a reference page, not included as your 4-5 pages. The Country paper is due as indicated in the course schedule in Doc Sharing and under course home titled “Course Schedule”. Please make sure you place the paper in the drop box with the corresponding name. No late papers will be accepted.

Aboriginal and Native American Worksheet (50 points)

Read the link located in Week _____ under “Lecture”. Then click on the link to the Aboriginal and Native American Worksheet located in Doc Sharing under “Aboriginal and Native American.” You will need to answer the questions on the worksheet related to this article. This assignment is due in the Drop Box with the corresponding name by the due date indicated on the Course Schedule. No late papers will be accepted.
2. Theory and Practice for Social Work with Families paper (150 points)

2. FIRST GENERATION IMMIGRANT Interview (100 points)

Students will interview a first generation immigrant and write a paper (4-5 pages in length), following APA guidelines including double spaced, 12pt. font, and one inch margins. This interview/paper will contain information that relates to the immigrant’s country of origin, the decision to immigrate, and the process of immigration. The paper should also include a contrast between socio-economic factors affecting the individual’s life both in their country of origin and in the United States. A cover page and a reference page must be included, but do not count toward your 4-5 pages. Headings listed below must be used or the paper will not be graded. Include a brief Introduction, and then use the remaining five headings.

As with your country paper, APA guidelines must be used in writing this paper. It is your responsibility to find a first generation immigrant to interview; the instructor does not have a list of such people.

This assignment is due in the drop box with the corresponding name by the date indicated on the Course Schedule.

No late papers will be accepted.

Outline for First Generation Immigrant Interview

Brief introduction (no heading needed)

Country of origin — write about what his/her/their country or origin was like; use demographic information

Decision to immigrate—describe how he/she/they decided to immigrate to the United States

Process of immigration—describe what the process of immigration was like

Contrast between socio-economic factors in country of origin and United States—compare and contrast various socio-economic factors

Brief summary

The items in bold above are to serve as your headings for the paper. The paper will not be graded if headings are not used.

3. Group Project and Presentation: Transformational Human Needs Developmental Project (150 points)

Information regarding Transformational Projects is located in Doc Sharing under “Transformational Project. Working in assigned groups, students will research a specific need of a people group and develop a “transformational human needs developmental project” which could be applied as a means of social work intervention on the mezzo or macro level. Each group must prepare a paper following the outline located in Doc Sharing under Transformational Project and titled “Outline.”

The paper must follow APA guidelines including; one inch margins, 12 point font, page numbers, and be double spaced. Headings must be used or the paper will not be graded.

The paper should be 6-8 pages, including a cover page and reference page. Keep in mind the importance of using APA style in writing the paper and in providing proper citations. Each group will develop a creative PowerPoint or Prezi presentation for other class members to view and place in the drop box named “Power Point for Transformational Project” by the deadline indicated on the Course Schedule. Students will also be expected to upload the presentation to Doc Sharing under Transformational Project “Power Point.” Grades will be based on the written paper, the presentation, and other group members’ evaluation of your work on the presentation and paper. Only one paper will be submitted with all group members’ names on the cover page. The paper will be placed in the Drop Box with the corresponding name by the due date indicated on the Course Schedule. The group will also upload the paper to Doc Sharing under the title

Transformational Project “Paper.” It is expected that all students will put equal time into the preparation of the paper. No late papers or presentations will be accepted.

4. Quizzes (50 points)

Six short quizzes will be given at various times during the semester. The quizzes will have 10 multiple choice questions, true or false, and/or matching. Only the top 5 quiz grades will be entered into the grade book. Quizzes will be unannounced. Each quiz will cover the assigned reading for the week in which the quiz is given. Students will have 15 minutes to take the quiz, beginning when class starts. Any student that is late will only have the remaining time to take the quiz as long as the first 15 minutes of class has not passed. There are No Make-up quizzes.

5. Discussions (50 points)

Throughout the course students will be required to participate in various discussions online. You must post your own thoughts and ideas under the appropriate discussion tab and then respond to the post of one of your peers. Students are expected to apply critical thinking when responding. Each discussion will open on Monday at 12:00 am of the week the discussion is posted and will close on Saturday at 11:59 pm. See the Course Schedule for scheduled Discussion weeks.

Discussions/Postings will follow the same format each time and are as follows: Students must post to the discussion prompt by Wednesday at 11:59 pm. during the week of the Discussion. Responses to the prompt will need to be 8-10 sentences in length. Then students must respond to ONE of their peers between Thursday and Saturday by 11:59 pm. The responses to a peer will need to be 3-5 sentences in length. Any deviation from these guidelines will result in a zero for the discussion. This is an “All of Nothing” assignment, meaning if you miss any part of posting within the guidelines, you will not receive credit for the discussion.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Instructor will respond to email queries within 2 business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Department or Accrediting Agency Required Content

Engagement Policy

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester. Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the Fall semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you **MUST** reach out to your instructor and let him or her know.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and *National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner.

Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

COURSE OUTLINE / CALENDAR

Week	Reading(s)	Assignment/Activities
Week 1 8/30-9/5	Intro to & Overview of Class	<p>Read entire syllabus Go to Discussion for this week; ask any questions about the syllabus by 9:00 a.m. on Sunday 9/5. Do not email the professor with questions!</p> <p><u>Complete Social Privilege Measure Pre-Test by Saturday and return it via dropbox by Sunday 11:59pm</u></p> <p><u>Discussion 1 (syllabus)</u></p> <p><u>Discussion 2 (Group formation)</u></p> <p><u>1st Zoom Check In Tuesday 8/31 @ 12 pm</u></p>
Week 2 9/6-9/12	International Social Work: What is It? □ Why Is It important?	<p>Read Chapter 1 in Textbook PowerPoint Discussion</p>
Week 3 9/13-9/19	Influence of Culture in Social Work Practice: Strengthening Global Perspectives	<p>Read pg. 160 in Text Read Chapter 2 in Textbook</p> <p><u>*Transformational Human Needs Developmental Project Groups needs to be formed by this week</u></p> <p>PowerPoint Discussion</p>
Week 4 9/20-9/26	International Social Welfare Organizations Human Rights	<p>Read United Nations Development Program document Read transformational human needs project instruction and Rubric *Video: Beatrice's Goat & Toms</p> <p>Engagement Activity: Peer review</p> <p>Country paper introduction and section 1 (sign and return in track changes)</p> <p>Discussion</p>
Week 5 9/27-10/03	World Religions	<p>PowerPoint: World Religions</p> <p><u>Country Paper Due 9/27 by 11:59pm</u></p> <p><u>Upload final paper and peer review.</u></p> <p><u>Discussion</u></p>

Week 6 10/04-10/10	Global Social Issues Human Trafficking International Child Welfare	Read Chapters 3 and 4 in Textbook PowerPoint: Global Agenda *Transformational Human Needs Developmental Project Approval Required by this week (1 email per group) Quiz 1 Discussion 2nd Zoom Check In Tuesday 10/05 @ 12pm
Week 7 10/11-10/17	If the World Were a Village	PowerPoint Read handout under Assignment Tab for this week
Week 8 10/18-10/24	Indigenous Peoples of Australia, New Zealand, and North America	Read Article: Indigenous Peoples of Australia, New Zealand, & North America Complete worksheet found in this week's assignment folder Worksheet due by Sunday 11:59
Week 9 10/25-10/31	Who are the Poor?	Read Chapters Read Powerpoint (Who's Poor? Poverty & Deprivation in Local and Global Contexts) World's Poorest Jobs Quiz (1 page minimum) Due Sunday 11:59pm
Week 10 11/1-11/7	War and Conflict AIDS Around the Globe	Read Chapters 5 & 6 in Text Dallas News Article Quizzes (AIDS & War)
Week 11 11/8-11/14	Issues Particularly Affecting Women	Read Chapter 7 in Text Textbook Immigrant Paper Due 11/8 by 11:59pm Discussion
Week 12 11/15-11/21	Social Work and the Physical Environment A Call to Action	Read Chapters 8 & 9 in Text 3rd Zoom Check in Tuesday 11/16 at 12pm Engagement Activity Quiz
Week 13- 11/22-11/24 Happy Thanksgiving!	Discussion: Race, Ethnicity and Immigration Text, Ch. 10, Wrap-up and Review for Final	Discussion
Week 14 11/29- 12/5/2021		Student Presentations Due via zoom 11/30 (schedule will be sent out later) Upload Presentation by 12/5 Transformational Project papers

		Due by 11:59pm on 12/5
Week 15 12/6- 12/12/2021		Student Presentations Due (we'll continue via zoom if needed) 12/7 (schedule will be sent out later) Transformational Feedback Due by 12/12 Final Discussion Keep Transformational Project for your personal records if interested in Global scholar/learner program.