

**NORTHEASTERN ILLINOIS UNIVERSITY**  
**SOCIAL WORK PROGRAM**  
**SWK-322: WIP International Social Work**  
**Spring 2010**

Professor: Jade Stanley  
Office Hrs.: T/R 9-11  
Other times by appointment

Office: LWH 3077  
Phone: X 4764

**PREREQUISITES**

Liberal Arts: PSCI 216; SOC 100; ECON 215; PSY 100 and 110; ANTHRO 212; BIO 100 AND ENG 101

Social Work Foundation: SWK-200, SWK 207, SWK 303, and SWK 304

See website for office hours and other information about the instructor for each section of this course.

**REQUIRED TEXTS:**

Healy, L. M. (2001). International social work: Professional action in an interdependent world. New York: Oxford University Press, Inc.

**RECOMMENDED TEXTS:**

Ashenberg Straussner, S., & Harrison, L. (2003). International aspects of social work practice in the addictions. Haworth Printing, Inc.

Hokenstad, MC., & Midgley, J (Eds.) (2008). Issues in international social work: Global challenges for a new century. Washington, D.C.: NASW Press.

Lum, D. (Editor). 2008. Culturally competent practice: A framework for understanding diverse groups and justice issues. CA: Thompson Brooks/Cole Publishing.

**COURSE DESCRIPTION:**

This course is intended to provide students with an understanding of social policy issues and programs in other countries. Examination of the political, economic, and social conditions that either enhance or impinge upon the wellbeing of people and policy development will be explored. Students will utilize critical thinking skills to deepen their understanding of international social work issues. Students will be able to understand how cultural values and beliefs are translated into policies and enacted through programs.

The International Social Work course is recommended for all social work majors and minors. This course supports the inclusion of international content in the curriculum as required by the Council on Social Work Education and the need to prepare social work graduates for leadership and direct service roles in the global arena.

Students will be able to critically assess policies and programs designed to increase the responsiveness of social, economic, and political institutions to human needs. Issues of culture, vulnerable populations, and social and economic justice will be explored.

This course has been approved as a Writing Intensive course as part of the Writing Intensive Program (WIP). Successful completion of this course fulfills the Writing Intensive graduation requirement for social work majors who entered the university in Fall 2008 or later. Speak to your advisor or visit <http://www.neiu.edu/~wip> for more information.

### **STUDENT OUTCOMES**

The student outcomes for this course are:

1. principles and concepts underpinning the generalist model as it applies to understanding the human condition;
2. interrelationship of the biopsychosocial domains in understanding individual functioning;
3. integration of an international perspective to form a state of critical consciousness in understanding how others form a construction of self;
4. processes by which social systems foster or suppress human rights and social justice that impact the development and functioning of people globally
5. interrelationship between the individual's development of self with the larger political, economic, and environmental systems.
6. global and international concerns which foster and/or suppress the interrelationship and empowerment of individuals, families, groups, and communities.
7. forming collaborative relationships across systems
8. identify how one's perspective of human rights and social justice have been modified, changed or enhanced.
9. communicating effectively orally and in writing in the professional relationship;
10. formulating professional judgments on appropriate courses of action based upon the standards of ethical conduct;
11. reflecting on one's own practice as a means for evaluating effective practice

### **COURSE CONTENT/Course Calendar.**

This calendar is tentative. I reserve the right to make changes/revisions as needed. Also, this calendar includes all paper due dates. See university calendar for university holidays and important programs sponsored by University Events, Academic Development and others. Please be on the look out for upcoming social work program sponsored events: SWK Advocacy Day is in February and Social Work Month is in March.

#### **UNIT I – Introduction to course and concepts**

**Weeks: 1-2**

Content: This section focuses on helping students develop a framework for how to approach the many diverse theories and models of international social work. Definitions to be covered include: Global North and South, Global and International. Students will explore various documents that include: The Universal Declaration of Human Rights, The Convention on the rights of the child, and the International Federation of Social Workers. The exercise for this unit is: The Shape of the World

READINGS:

1. Text intro chapter 1-3
2. Articles as assigned on blackboard

UNIT II – Contextualizing International Social Work Practice-Theoretical Basis of Practice

Weeks: 2-5

Content: The objective of this unit is to help students understand the social, historical and political contexts for practice models. Students will read and discuss principals and or social work practice in the U.S. Students will revisit concepts of social work ethics, values, and knowledge with a focus on social development models. We will examine the issues of sustainability and housing in this unit.

Class exercise or guest speaker

READINGS:

1. Text as outlined on blackboard
2. Yan, Miu Chung (2005) Journey to international social work: A personal and professional reflection. Reflections, 11(1), Winter 4-16.
3. Prigoff, Arline (2000) Economics for Social Workers: Social Outcomes of Economic Globalization with Strategies for Community Action. Chapters 1 and 2. Belmont, CA.: Thomson Learning.

Unit III - Contextualizing International Social Work Practice-Human Rights

Weeks: 5-8

Content: The objective of this section is to help students explore the question of Social Justice for whom? Students will discuss the multidimensional contextual practice model, explore international policies such as NAFTA as well as examine the enactment of Human rights and social justice issues in the global arena. The focus of this unit will be water.

Class exercise or guest speaker

READINGS:

1. Text as outlined on blackboard
1. Guadelupe, Krishna and Lum, Doman (2005). A framework for human diversity and transcendence. Chapter 2 in Multidimensional Contextual Practice: Diversity and Transcendence. Belmont, CA: Thomson Learning, pp. 30-63.
2. Englebort, Phillis (2005). Local level involvement in human rights. Ann Arbor News, July. (on course site)
3. United Nations (2008) A/C.3/59/L.60 General Assembly Distr.: Limited 2 November 2004 Original: English 04-58916 (E) 051104 \*0458916\* Fifty-ninth session Third Committee Agenda item 105 (c) (on course site)

UNIT IV: Contextualizing International Social Work Practice- Women and Children:  
Locating resources, examining conflict

Weeks: 9-11

Content: The objective of this section is to help students understand and develop a critical consciousness to achieving cultural competency. We will be examining the concept of feminism and the different global definitions. We will be examining theoretically and experientially how to acknowledge and value diversity. Content on women issues includes: currently targeted areas-The U.N. Committee on the Elimination of Discrimination against women; what do women say they need?, Beijing Conference revisited; Gender issues in social work practice and working with women in community organizations. Content on Conflict includes: conflict as a factor in daily life; global, societal and community constructions of conflict.

READINGS:

1. Text as outlined on blackboard
2. Social Work and War in the Balkins. Reflections, Vol. 6 (2), Spring, 2000.
3. De Filippis, James (2001). Our Resistance Must Be as Local as Capitalism: Place, Scale, and the Anti-Globalization Protest Movement. Paper presented on COMM-ORG: The On-Line Conference on Community Organizing and Development. <http://comm-org.wisc.edu/papers.htm>
4. Kwon, Hee-Kyung and Rueter, Martha A. Lee, Mi-Sook (2003). Marital relationships following the Korean economic crisis: Applying the family stress model. *Journal of Marriage and Family* 65 (May), 316-325.
5. Rall, Ann (2005) Chapter 1 Introduction. In *Trauma and the Politics of Exclusion: Social Work in Post-War Rwanda*. Unpublished dissertation, University of Michigan.
6. Ohene-Konandu, Gifty (2003). Barriers to women's participation in Ghana's decentralized government system. *Social Policy*, 2(2), 30-43 12
7. Manuh, Takyiwaa (1998). *Women in Africa's Development: Overcoming Obstacles, pushing for progress*. Africa Recovery Briefing Paper No.11 (April) New York: UN Department of Public Information.

UNIT V - Contextualizing International Social Work Practice- Interpersonal, Individual, Family, Group, and community interactions

Weeks: 11-15

Content: The objective of this section is to help students to develop an understanding of: whom shall we serve, comprehensive strategies and social work interventions the role of power in people's experience of self; and with one's experience of oppression/alienation verses empowerment. Content includes: definition and scope of power especially in supporting justice; the role of belonging to community and family groups. What works, for whom, under what conditions and with what consequences? Students will explore ways to see social workers as co-learners.

Class exercise or guest speaker

READINGS:

1. Text as outlined on blackboard
2. Mediratta, Kavitha and Clay Smith (2001). Advancing community organizing practice: Lessons from grassroots organizations in India. Paper presented on COMM-ORG: The On-Line Conference on Community Organizing and Development. <http://commorg.wisc.edu/papers.htm>, August
3. Weiner, Stevan, Knafl, Kathleen, Feetham, Suzanne, Kulauzovic, Yasmina, Klebic, Alma, Sclove, Stanley, Besic, Sanela, Mujagic, Aida, Muzurovic, Jasmina, and Spahovic, Dzemila (2005). A mixed methods study of refugee families engaging in multiple-family groups. *Family Relations* 54 (October), 558-568.

### **Assignments:**

#### **Core Writing Assignments: 70%**

Meaning of Community Paper (4-6 pages)	10%
What is International Social Work Paper (8-10 pages)	20%
Social Development Proposal and paper(6-8 pages)	15%
Service Learning Paper- Understanding Human Rights (8-10 pages)	25%

#### **Supporting Writing Assignments 20%**

Active and Appropriate Class participation	10%
Discussion Board Prompts and informal assignments	10%

#### **Supporting Tasks 10%**

- 1 library session
- 3 guided in class writing workshops
- individual conference

Please note:

WIP Peer Tutors for this course are available at the Center for Academic Writing. Please see <http://www.neiu.edu/~wip> for more information. You will meet the WIP Peer Tutor in class and receive his or her contact information as well.

### DESCRIPTION OF CORE WRITING ASSIGNMENTS

Each core writing assignment will include several required, ungraded steps in the writing process. Each of the following steps must be completed in order to: a.) receive full credit on the final draft and b.) be able to complete a revision on either of the first two papers. For each step not completed, your final grade will be reduced by 10%:

1. A rough draft that follows the outlines for each writing assignment
2. Final Draft
3. Possible Revision (only for first two assignments and only if you have completed each step)

#### **1. Meaning of Community Paper #1**

In this first paper, you will be asked to demonstrate your understanding about how a sense of belonging to a community fosters or suppresses individual identity and helps

social workers to understand the history of oppression and marginalization both locally and globally.. I will provide sample papers on blackboard for your reference. You are required to state your understanding of your own positionality and intersectionality in the beginning of your paper. You are to then answer questions from the paper #1 guidelines, sharing your own insights and knowledge regarding the meaning of community. Once you receive a final grade, you may revise this paper ONLY if you have completed every step in the writing process.

## **2. What is international social work paper #2**

In your second paper you will be asked to demonstrate your critical thinking skills in analyzing social and personal forces, demonstrating knowledge of psychological forces that impact individuals, groups and communities and demonstrate your understanding of social issues that challenge marginalized groups and communities. You will be asked to select a developing country and address all of the questions and directives outlined on the assignment outline. Once you receive a final grade, you may revise this paper ONLY if you have completed every step in the writing process.

## **3. Social Development paper #3**

You will receive information from the United Nations Millennium Development Goals (MDG) You will learn how to analyze a professional social work policy document. You will be given hand materials and toolkits that provide information about the Millennium Development Goals. Your text, class discussions, and handouts will assist you with this assignment. You are to address one of the three specific goals from the MDGS. You will develop a plan, strategies, and evaluation that address one of the goals..

## **4. Service Learning Project: Understanding Human Rights, paper #4**

You will be asked to participate in a semester long service-learning project at a community based agency Heartland Alliance. Representatives will attend several class sessions to provide an overview of the agency, volunteer opportunities, cultural competent practice and professional expectations. I will provide you with clear expectations for the assignment. Supportive documents will be provided on the course blackboard site. Following your 20 hours service-learning project, you will construct a final report that follows the assignment outline for paper #4. Teams will be formed to provide support and encouragement. Each group will consist of four members. In the end, your group will present your findings to the class. The goal is to be able to present your findings that cover the assignment in a professional manner and answer all the questions that your peers may ask you.

## **DESCRIPTION OF SUPPORTING WRITING ASSIGNMENTS**

### **Discussion Board and ungraded assignments**

Students are required to respond to prompts from our readings, class discussions, and other related class activities for an online discussion. These are graded only for

completion. Requirements for full completion credit are listed on assignment sheets.

## **STUDENT RESPONSIBILITIES**

Students are expected to demonstrate the following behaviors:

1. Regular and on-time attendance. More than three unexcused absences will result in the course grade being dropped one grade level. Two points will be deducted for lateness to class.
2. Appropriate class. Participation. Participation is more than class attendance. It requires active and appropriate interaction in class activities.
3. All assignments are to be submitted on the due date. Late assignments will result in the lowering of the grade one grade level. Papers that are a week late will not be accepted and you will be given a ZERO for that assignment.
4. All written assignments are to be typed and reflect proper English usage with the exception of the informal, ungraded assignments.

## **ACADEMIC**

“Academic misconduct is an offense against the University. Acts of academic misconduct include but are not limited to:

1. **Cheating.** Use or attempted use of any unauthorized assistance in taking an exam, test, quiz, or other assignment. (Please note, cheating on exams includes all required University, state, and/or national assessment exams.)
2. **Encouraging Academic Dishonesty.** Intentionally or knowingly helping or attempting to persuade and/or influence another to violate the University’s rules, policies, and regulations governing academic integrity.
3. **Fabrication.** Deliberate falsification or design of any material or excerpt in an academic assignment or exercise.
4. **Plagiarism.** Appropriation or imitation of the language, ideas, and thoughts of another author and representation of them as one’s original work. This includes (1) paraphrasing another’s ideas or conclusions without acknowledgement; (2) lifting of entire paragraphs, chapters, etc. from another’s work; and (3) submission as one’s own work, any work prepared by another person or agency. If the student’s observed conduct or apparent behavior is such as to lead to suspicion of academic misconduct, the faculty member in whose course the alleged infraction occurred may adjust the grade downward (including F - failure) for the test, paper, or course, or other course related activity in question.” The Student Code of Conduct can be found online at:

<http://neiu.edu/~DeanSt/policies.htm>

## **DESCRIPTION OF PARTICIPATION TASKS**

### **Library Sessions**

During the course of the semester, we will meet in the library once. You will receive library instruction for current research topics as well as ways to search for various state, federal and international documents. If you must miss the library session day, you MUST CONTACT me to discuss a make-up.

### **In class writing workshops**

For the first two papers, a rough draft is required. I will intervene in the middle of the writing process for the first two assignments. When you turn in your re-writes you must also turn in your first draft with the original rubric and a blank rubric. You must attend and participate in these writing workshops in order to gain feedback from me on a rough draft. If you miss a workshop, a conference is required to make it up.

### **Individual Conferences**

All students are required to have at least one conference with me over the course of the semester. I will divide the class into two groups. One group will receive a schedule for meeting times on paper #1 on Tuesdays and one group will receive a schedule on Thursdays. Failure to have a conference will result in a zero on your participation grade, thus lowering your grade by one letter.

## DESCRIPTION OF ASSIGNMENTS

### **PAPER #1- Meaning of Community paper**

**Structure:** the paper should be 4-6 pages in length, typed and double-spaced. Please include a cover page with your name and stapled in the upper left corner. Please do not place placed papers in folders or other types of binders

**Goal:** This paper is designed to: develop understanding about how a sense of belongingness to a community fosters or suppresses individual identity and helps social workers to understand the history of oppression and marginalization both locally and globally.

#### **Primary Student Outcomes addressed:**

5. interrelationship between the individual's development of self with the larger political, economic, and environmental systems.
6. global and international concerns which foster and/or suppress the interrelationship and empowerment of individuals, families, groups, and communities.
7. Values that promote examining the process by which one's own attitudes and biases shape interactions with others forming a stance that values global equality

#### **Assignment:**

Part: 1: begin your paper with your own positionality and intersectionality statement. Then address the following:

- What is your personal definition of community?
- How did the community you grew up in influence you as a child?
- How does the community you grew up in influence you now?
- How does the community you live in currently impact the following:
  - a. Your personal economic status.
  - b. Your spiritual activities.
  - c. Your access to services and supports needed to remain in school.
  - d. Access to services and supports needed by your family.
- How does your community contribute to your personal well-being?
- How do you contribute to the well-being of your community?
- What is your understanding of the central issues of social justice confronting your community?
- How does this information help or hinder the development of

your professional stance as a beginning social work practitioner?

**CRITERIA FOR EVALUATION:** This assignment is worth 10%. See rubric posted on blackboard site **Due week 2.**

## **Paper #2 What is International Social Work?**

**Structure:** the paper should be 8-10 pages in length, typed and double-spaced. Please include a cover page with your name and stapled in the upper left corner. No folders or other types of binders

**Goal:** The assignment is to help students develop critical thinking skills in analyzing social and personal forces, demonstrates knowledge of the psychological forces that impact individuals, groups and communities-both locally and globally and identify their understanding of social issues that challenge marginalized groups and communities.

### **Student outcomes addressed:**

3. Integration of an international perspective to form a state of critical consciousness in understanding how others form a construction of self;
4. processes by which social systems foster or suppress human rights and social justice that impact the development and functioning of people globally
5. interrelationship between the individual's development of self with the larger political, economic, and environmental systems.
6. global and international concerns which foster and/or suppress the interrelationship and empowerment of individuals, families, groups, and communities

### **Assignment:**

Students will begin this assignment by selecting a developing country (with instructor permission) and provide the following:

- 1) a brief history of the country (1 page);
- 2) an outline specifying its major ethnic/racial groups;
- 3) a demographic profile (e.g., total population, population growth rate, age structure, percent urban population, life expectancy, infant mortality rates, maternal mortality rates, fertility rates, HIV rates);
- 4) a poverty profile (e.g., income inequality, poverty levels, access to clean water, per capita health expenditures, adult literacy rate, global poverty ranking, ranking on the human development index);
- 5) an economic profile (e.g., GDP, GDP growth rate, major industries, major agricultural products, military expenditures, level of high-technology exports, level of foreign investment);
- 6) a social welfare profile (what types of social assistance and social insurance programs the country offers);
- 7) information on the country's human rights issues or track record;
- 8) two scholarly articles that discuss a social problem(s) that affects a vulnerable

population;

9) two journalistic articles that discuss a social problem(s) that affects a vulnerable population;

10) a description of social work (whether the country has a school of social work, what type of social work is practiced);

11) a description of World Bank, World Health Organization, UNICEF, or International Labor Organization programs;

12) a description of NGO activity;

13) a description of social work, human services, public health, and/or Peace Corps voluntary opportunities.

All the materials in the preceding list are to be submitted in the form of a portfolio:

**Items 1–5:** These items serve as an assessment of the country. What do the data tell you about the country and its level of human development? It may help to examine how the country compares to others in the region. You may also find it helpful to organize the information into tables. The assessment should be no more than five pages long and should demonstrate some analysis of the information you present. Due by February 18th.

**Item 6:** Given your country assessment, how does the formal social welfare system correspond to and deal with the country's social conditions? No more than three pages; include reference material. Due by March 3rd.

**Item 7:** Using the information gathered, identify and describe the state of human rights in the country. No more than three pages; include reference material. Due by March 12th.

**Items 8–9:** Include in portfolio and develop a brief summary of the articles, including why you chose them. No more than three pages. Due by March 26

**Item 10:** Include information on topic in portfolio. Due by April 2.

**Item 11:** Provide information on topic in portfolio and develop a brief assessment of the appropriateness of the projects given the country's socio/political/economic conditions. No more than two-three pages. Due by April 2

**Item 12:** Include information on topic in portfolio and assess the importance of the work being done. No more than two pages. Due by April 2

**Criteria for evaluation: 20 %** See rubric on blackboard **paper due week 13, both written and oral**

## **Paper #3 SOCIAL DEVELOPMENT PAPER**

### **Structure:**

The completed project should be 6-8 pages in length. This project is to be worked on both in class and outside the classroom. Some class time will be provided to work with peers brainstorming and developing strategies for the project. The project will focus on issues that impact communities globally and locally.

**Goal:** This paper is designed to help the student develop an understanding of their own process of social development as a social worker within a global/international perspective.

### **Student outcomes addressed:**

4. processes by which social systems foster or suppress human rights and social justice that impact the development and functioning of people globally
6. global and international concerns which foster and/or suppress the interrelationship and empowerment of individuals, families, groups, and communities.
8. identify how one's perspective of human rights and social justice have been modified, changed or enhanced

### **Structure of Assignment:**

In September 2000 world leaders met, in the United Nations and formulated the Millennium Development Goals (MDG). They provided an agreed upon framework to reduce poverty and improve lives. For this assignment the student will be provided information from the MDG Campaigning Toolkit. From the information provided students within their group will be asked to develop a campaign. You are to address one of three specific goals from the MDGs. The text, lectures, discussions, handout materials and the Toolkit provide specific information on developing a campaign to meet the goals of your project. You will develop a plan that addresses one of the following goals:

1. Eradicate extreme poverty and hunger.
2. Achieve universal primary education.
3. Promote gender equality and empower women.

The steps that you need to address your plan and strategy are as follow:

1. Problem analysis.
2. Goal and analysis.
3. Stakeholders.
4. Message.
5. Tactics.
6. Messenger.
7. Resources.
8. Assessment.

The paper that the student produces must briefly describe the country and define the problem, specific to their identified country from the previous assignment. The

remainder of the paper will provide an overview of the plan, specific to the eight steps listed above. The paper should be concluded with answers that speak to the questions: What can I do now? What can I do as a social worker? The paper must be at least 6-8 pages and list references used in the development of the plan. You will share research and information, and present your project as a group.

The MDG Action Center outlines how to develop campaigns. You will want to review all of the chapters on this site, but Chapter 3 is the specific chapter you will use in this assignment. The web hyper-link is as follows:

<http://www.millenniumcampaign.org/site/pp.asp?c=grKVL2NLE&b=403123>

Various links from this site may be used to complete the paper

### **What they are**

The Millennium Development Goals (MDGs) are the world's time-bound and quantified targets for addressing extreme poverty in its many dimensions-income poverty, hunger, disease, lack of adequate shelter, and exclusion-while promoting gender equality, education, and environmental sustainability. They are also basic human rights-the rights of each person on the planet to health, education, shelter, and security.

**Criteria for evaluation:** 15% See rubric on blackboard  
**Paper due March 30**

## **Paper #4 Service Learning Project-Understanding Human Rights**

**Structure:** You will be engaged in a service-learning project at Heartland Alliance in the Refugee Program. You will work in a group to identify, develop and implement a program for the children and women in the Refugee Program. A worker from Heartland Alliance will present an overview of the agency and needed activities and services for you to engage in. You will keep a journal of your activities, your brainstorming ideas, project implementation and lessons learned. You will receive more information in a handout. You will work with another classmate and write a 8-10 page paper on your experience, developing a critical perspective and your understanding of social work response to international issues. You are to use several different resources to support your understanding and position: books, articles, interviews with key informants from agencies serving this population, etc. You should work as a team---and will present in your findings in class.

**Goal:** The goal of this assignment is to develop an appreciation the interrelationship of how human rights and social injustices impacts social policy.

### **Student outcomes addressed:**

3. Integration of an international perspective to form a state of critical consciousness in understanding how others form a construction of self;
4. processes by which social systems foster or suppress human rights and social justice that impact the development and functioning of people globally
5. interrelationship between the individual's development of self with the larger political, economic, and environmental systems.
6. global and international concerns, which foster and/or suppress the interrelationship and empowerment of individuals, families, groups, and communities.

**Assignment:** You will be assigned a partner to work with on this assignment. Each of you will be responsible for answering the following questions from own lived experience.

- What is the international social issue you are exploring?
- What are the systemic beliefs about this group that we need to consider in development of self?
- Define at least one pressing social issue of social injustice that is affecting this group of people presently. Provide references.
- What are the stories, narratives, proverbs and other oral traditions that are passed down in this cultural group about oppression/assimilation, discrimination and empowerment?
- What are some of the invisible wounds of oppression or historical trauma dealt with by this group that are important to their collective self-concept?

**Criteria for evaluation: 25%** See rubric on blackboard **paper due last week of class both written and oral**

---

## INFORMAL, UNGRADED WRITING ASSIGNMENT ACTIVITY

This is an ungraded assignment that is designed to increase the student's understanding of international social work and to develop critical thinking skills. It is also designed to help students understand the importance of building community. At the beginning of the semester I will post threads that will create a prompt on the discussion board that highlights the various aspects of the course: course information, course documents, and course assignments. Students are expected to participate in in-class activities and discussion board prompts.

Task: Respond to discussion board prompt

Task: Respond to posted articles on international social work practice and policy.

Discuss your reaction to the readings. Share your insights and your developing professional stance.

Discuss the words in the article that are new to you.

Locate an article that is similar to one posted and post for your peers to read for further postings and in-class discussions

Purpose:

- To increase critical thinking skills
- To increase understanding of international social work
- To increase collaborative learning skills

Due Date: first post is due week one and each week during the semester

I will provide the first post to model what I am looking for in this assignment. I will place my own critique and reflections on our discussion board first. You may respond to mine as well as to your classmates. This is a great place to share ideas that were sparked from your readings or class discussions. Students should be mindful of using this assignment to practice ways of thinking and writing as an active learner.

**writing assignment/activity be responded to or used by the instructor?**

Completion credit will be given based on personal thread completion, responses to other thread and inclusion of additional articles for the discussion.

This ungraded writing assignment is designed to meet several course outcomes.

At the completion of this course students will be able to examine:

8. identify how one's perspective of human rights and social justice have been

- modified, changed or enhanced.
9. communicating effectively orally and in writing in the professional relationship;
  10. formulating professional judgments on appropriate courses of action based upon the standards of ethical conduct;
  11. reflecting on one's own practice as a means for evaluating effective practice

The ungraded assignment is designed to develop critical thinking skills and to increase student's understanding and application of beginning social work knowledge and skills.