

LOMA LINDA UNIVERSITY
DEPARTMENT OF SOCIAL WORK and SOCIAL ECOLOGY
SOWK 685 Public Policies & Dynamics of Global Change
Spring Quarter 2006-2007

Section:	Instructor:	Contact info	Units:	Lecture:	Room:
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TEXTBOOKS

Hokenstad, M.C., & Midgley, J. (Eds.). (1997). *Issues in international social work: Global challenges for a new century*. Washington, D.C.: NASW Press.

Gannon, M.J. (2004). *Understanding global cultures* (3rd ed.). Thousand Oaks, CA: Sage Publications.

COURSE DESCRIPTION

SOWK 685 Public Policies & Dynamic of Global Change is a selective offered to engage students in critical thinking in relation to global issues. This includes an analysis of theories on causation as well as an evaluation of models of intervention. Students are systematically exposed to an international and cross-cultural frame of reference as means increasing their understanding of the context within which decisions are made in other countries and in the United States.

The course explores the social, cultural, religious, political, and economic factors impacting social welfare policies and the delivery of human services in third world, developing, industrial, and post-industrial societies. A model for analyzing the differences and commonalities between social welfare systems in various societies is explored in order to help students increase their appreciation of program development and policy-making which are sensitive to the unique characteristics of the host environment. Special attention will be given to our immediate neighbors Canada and México.

COURSE GOAL

To provide students with an understanding of the values, contexts and processes surrounding social welfare policy-making in different countries of the world.

COURSE OBJECTIVES

- To study the ways social workers actively participate in the provision of social welfare in different societies,
- To describe the nature of the relationship between social workers with other social welfare professionals and key players;
- To describe the roles social workers play in different countries of the world where social work exists as a profession;
- To explore how the interplay of religious, political, economic and cultural factors is likely to impact the decision-making processes in the provision of social welfare;
- To explore how the history of selected countries has molded by their collective world view;
- To compare four major political paradigms, paying special attention to their level of compatibility with social work values and the extent to which the resulting political systems restrict or facilitate the activities of professional social workers;

- To explore the role, functions and social status of women and populations-at-risk within selected societies;
- To discuss the global and systemic implications of social problems;
- To identify different strategies available to social workers and other helping professionals in their efforts to impact government and community systems and to bring about social change;
- To review and discuss limitations associated with conducting international and comparative research.

STUDENT EDUCATIONAL OUTCOMES

- Students will be able to explain how social welfare initiatives of social workers in other countries differ from their initiatives in the United States;
- Students will be able to identify the primary roles of professional social workers in selected countries;
- Students will be able to explain how historical events have impacted policy decisions in specific countries;
- Students will be able to select a political paradigm and describe its compatibilities or conflict with social work values;
- Students will be able to identify the social welfare priorities of a given country and explain the connection between these and the country's financial resources and level of industrialization;
- Students will be able to utilize system's theory to explain how the social problems of a country may negatively impact neighboring countries;
- Students will be able to identify the risks and advantages associated with utilizing macro intervention approaches;
- Students will be able to explain under what circumstances social work activities may be perceived as threats to the system by individuals in positions of power; and
- Students will be able to list and explain some of the limitations associated with international and comparative research.

COGNITIVE AND AFFECTIVE LEARNING EXPERIENCES

Teaching methods for this course will include a combination of lectures, class discussions, and speakers.

COURSE ASSIGNMENTS

Required Readings: Course readings designated as required provide the major content for lectures, discussions, examinations and quizzes. *Required readings are located in either the course textbooks or the course supplement.*

Term Paper: Students will be expected to select one country, different from those discussed in class. A paper should then be written describing the social welfare system of that country. Several sources of information are to be utilized. **Paper is due on week eight (8).** The paper should be approximately 10 pages in length and should specifically address all of the following topics:

- I. Historical and societal context of the welfare system
 - A. What major historical events have impacted social welfare policy making?

- B. What is the predominant religion of this country and the relationship between church and state?
 - C. What is the country's stage of economic development? What are its major natural and other resources?
 - D. What are some cultural values which are likely to impact policy making in the area of social welfare?
- II. Nature and structure of the welfare system
- A. Is assistance to the needy provided primarily through friends and relatives, the church, the private sector or by government?
 - B. Briefly describe the human service delivery system
- III. Social work roles and functions
- A. Are social workers perceived as professionals or para-professionals?
 - B. Are social workers primarily engaged in administration, policy-making, social development, community organization, partisan politics or a combination of these?
- IV. Social work education and training
- A. Do most social workers in these countries receive a technical, undergraduate or graduate education?
 - B. Do they address global issues and their challenges for the social work profession?
- V. Challenges and future directions
- A. Are social work values, goals and activities perceived to be in conflict with those of government? Are Social workers the target of political persecution?
 - B. Is there lack of resources to finance needed social welfare projects?
 - C. What are current trends and projections for the future?

Class Project: Each individual student will choose a topic with the approval of the instructors. The student will present the topic, and his/her opinion on it, to the class. The class members will then question/debate the student about that opinion.

GRADING

The Course requirements add up to 100%. The Breakdown is as follows:

Term paper	50%
Class project	40%
Participation	10%
TOTALS	100%

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	82-80	77-79	73-76	70-72	67-69	63-66	60-62	<60
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0 Assigned value for calculation of grade point averages.	

ATTENDANCE POLICY

Attendance Policy: Students are expected to attend all sessions of all classes. Failure to do so will negatively impact the student's grade and may place the student in jeopardy of course failure. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of the Department of Social Work and Social Ecology are convinced that this cannot be accomplished through independent study alone. Thus, attendance is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

Classes begin on the hour unless otherwise arranged. Students are required to be in the classroom and seated by that time. Instructors have the right to refuse entry or reentry to any students who are tardy or who take frequent and/or extended breaks from class. Early departures from classes are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences. All absences are factored into the course grade and may be substantial enough to effect the final course grade; including assignment of an unsatisfactory or failing grade. Absences due to personal emergencies, jury duty, or work responsibilities will be excused only if appropriate documentation is provided. Students should give special attention to arranging for child care and making voluntary personal appointments at times that do not conflict with their responsibilities regarding class attendance.

Faculty members may choose to incorporate a + or - 1% tolerance range in the grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation.

Test Taking Policy: It is the policy of the department that all students are expected to take examinations at the scheduled time. The only acceptable excuse/s for not taking an examination on time is major illness (documented by the student health service or student's physician) or serious personal emergency. The consequences of missing an examination under these circumstances are determined by the Academic Standards Committee. If a student arrives late for an examination, s/he may be denied admission to the examination site. If a student arrives late for an examination and is allowed to take the examination, s/he will not be given extra time but is required to finish the examination at the pre-scheduled completion time

ACADEMIC POLICIES AND STANDARDS FOR PERFORMANCE

All students receive copies of the MSW Program Student Handbook and the Loma Linda University Student Handbook upon admission to the University and program. Students are held responsible for becoming familiar with the policies contained in these documents. Specifically, students need to know and understand the academic policies that guide their classroom and practicum experiences. These include but are not limited to policies for assignment standards, late assignments, attendance, identification of codes for course assignments, and academic dishonesty. Students should address any questions they may have regarding these policies to the Department's Academic Standards Committee.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY

If you are an individual with a certifiable disability and need to make a request for reasonable accommodation to fully participate in this class, please visit the Dean's Office of your school. To view the Disability Accommodation Policy please go to: <http://www.llu.edu/llu/handbook/6e.htm>

ACADEMIC INTEGRITY POLICY

[Sample; pending approval of a university-wide policy] Acts of dishonesty including theft, plagiarism, giving or obtaining information in examinations or other academic exercises, or knowingly giving false information are unacceptable. Substantiated violations are to be brought before the dean for disciplinary action. Such action may include, but is not limited to, academic probation or dismissal from the program. To view the Standards of Academic Conduct Policy please visit: <http://www.llu.edu/llu/handbook/6r.htm>

Loma Linda University
All Undergraduate & Graduate Programs
Requirements for the Appropriate Use of PHI
Addendum to Syllabus, Prospectus Guidelines or other Program Material

Applicability: All Students (LLU Students in all schools/programs & Non-LLU Students)

Purpose: To provide guidance and establish clear expectations for students regarding the appropriate access to and use of protected health information (PHI) during course studies and related program activities.

Scope: HI or Protected Health Information. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. Patient health information is considered protected if any of the identifiers listed under “List of Patient Identifiers” below is attached to health data.

Requirements & Expectations

PHI may be accessed and used under the direction of the instructor for learning and education within the student’s formal field of study. In a course where PHI is needed to enhance and promote learning, students are allowed to access or use PHI in a manner consistent with expectations of the course and within the limits of information that would otherwise be accessed or used in the role of a licensed professional within the student’s formal field of study.

While in the possession of PHI belonging to LLU or its affiliates, students must assume legal responsibility and provide necessary security means to ensure data integrity and patient confidentiality. PHI stored on electronic portable devices e.g., laptops, PDA’s must be password protected and encrypted. PHI must be encrypted when transferred via the Internet.

If PHI is not required to meet course objectives, accessing PHI via any means (including but not limited to access to hardcopy patient charts, computers, downloading of data to electronic devices (portable or otherwise) via USB ports, flash drives, and transferring data to LLU or non-LLU email accounts e.g., Yahoo, AOL, or other means), is strictly prohibited.

Students must adhere to all outlined guidance for the proper access to and use of PHI. Non-adherence to the requirements or established expectations regarding the access to, use or disclosure of PHI is subject to disciplinary action.

1. Access to PHI

Access to PHI must be within approved methods/channels (e.g., Health Information Management (HIM) Department) established by the hospital or entity holding the PHI. Students granted system access are only allowed access to PHI when necessary to fulfill required course objectives (e.g., rotations, patient care and treatment). Students must not use system access for any other purpose.

2. Minimum Necessary

Minimum necessary applies to any access to PHI. Minimum necessary means that students must only obtain the information necessary to complete the required course objective. The required course objective will be defined class by class by instructors and listed in the class syllabus.

3. De-Identification

Any PHI that is obtained to meet a required course objective must not leave the hospital or the entity holding the PHI. Only de-identified data can be removed from the facility. Students must obtain permission from the hospital or entity holding the data to access PHI for de-identification purposes. See the “List of Patient Identifiers” section below for the fields that must be removed in order to de-identify data. Copies of PHI can only

be made with written approval by the entity holding the data. The written approval must include acknowledgement by the authorizing individual of the specific purpose of use of copies. Copies of PHI must be de-identified prior to leaving the hospital or entity.

4. Case Studies involving Patients

If a unique case is described that may identify an individual to the general public simply by describing the disease or the unique treatment received, authorization from the patient is required prior to disclosing the information as part of a published article, meeting abstract, or any other form of public presentation.

IRB-approved recruitment practices should be followed in order to contact a patient or patients to acquire their authorization for disclosure of information for a case report. For example, if the case is being researched or presented by someone other than the treating physician, then the initial contact should be made by, or at least in collaboration with, the clinical department that treated the patient and with whom the patient is familiar. For further guidance on recruitment practices, see section VIII of the LLU Researcher's Guide to HIPAA, which can be found at <http://research.llu.edu>.

5. Research

Research protocol/studies must be reviewed/approved through the Institutional Review Board (IRB). Visit the Office of Sponsored Research (OSR's) website (<http://research.llu.edu>) for special requirements associated with conducting research.

6. Other Publications

Students must not use PHI in any publication without a valid written authorization and approval from the following: Dean of School, Legal Counsel and Compliance.

7. Photographs

Photographs must not be taken of patients or any proprietary information (e.g., equipment, facilities) without obtaining appropriate consents and/or authorizations. If photographs are required for coursework, students must obtain documentation from the instructor that photographs are needed and must follow entity specific policy for taking photographs. For patient photographs, written authorization to use or disclose the photograph must be obtained from the patient in addition to obtaining written consent to take the patient's photograph. All consent/authorization forms used must be approved forms currently in use by the hospital or facility in which the photograph is taken. Note: The term "photograph" means any motion picture or still photography in any format, as well as video/digital tape, disc, or any other mechanical or electronic means of recording and reproducing images, including cell phones.

8. Disclosure

PHI accessed/learned/obtained from LLU or its affiliated entities must not be shared in any way with family members, friends, fellow students, other trainees or any other individual. Family/friends that come to visit may not visit in areas where PHI is easily accessible. Note: For patient care and training purposes, PHI can be shared with those that have a need to know in order to meet patient care and training objectives.

9. Disposal and Destruction of PHI

Immediately upon completion of its intended use, PHI that will not be placed in the patient medical record must be shredded. Destruction of PHI on media such as, but not limited to, CD or diskette must be handled in accordance with entity specific policy to ensure proper destruction.

10. Incident Reporting

Students must report incidents of potential privacy or security breaches immediately to their instructor or Program Director. Potential privacy or security breaches include but are not limited to events or incidents that may result in compromised patient data, loss/theft of patient chart(s) or electronic devices which store patient data, and possible harm to a patient due to use/disclosure of PHI in a manner contrary to stated guidance for the proper access to and use of PHI.

List of Patient Identifiers to be Removed for De-Identification

To de-identify data, the following fields for the patient and of the patient's family or employer must be removed:

<i>List of Patient Identifiers</i>	
Names	Health plan beneficiary numbers
Addresses (geographic subdivisions smaller than a state)	Account numbers
Zip codes	Certificate/License Numbers
All elements of dates (except year) (e.g. birth/death; admission/discharge)	Vehicle identifiers/Serial numbers (e.g., driver's license numbers)
All ages over 89 and all elements of dates (including year)	Device identifiers
Telephone Numbers	Web Universal Resource Locators (URLs)
Fax Numbers	Internet Protocol (IP) address numbers
Email addresses	Biometric identifiers, including voice and finger prints
Social security numbers	Full face photographic images and any comparable images
Medical record numbers	Any other unique identifying number, characteristic, or code (e.g., birthmarks, tattoos, identifying anomalies)

**SOWK 685 Public Policies & Dynamics of Global Change
COURSE SCHEDULE**

WEEK ONE

LECTURE TOPICS:

- I. Overview of the Course
- II. What is Social Work?
 - a. Values
 - b. Mission
 - c. Philosophy
- III. Relationship Between Social Work and Social Welfare
 - a. Dimensions of social welfare to be addressed in this course
- IV. Internationalism and Social Welfare Efforts
 - a. Nature of international social work
 - b. Value of the global perspective
 - c. Challenges for decision-makers

READINGS/ASSIGNMENTS (*REQUIRED*):

- Hokenstad, M.C., & Midgley, J. (Eds.). (1997). *Issues in international social work: Global challenges for a new century*. Washington, D.C.: NASW Press.
- Chapter 1 Realities of global interdependence, pp. 1-10.
 - Chapter 2 Social work and international social development, pp. 11-26.

WEEK TWO

LECTURE TOPICS:

- I. International Social Work-Policies and Practices
 - a. Charity, 1880's – 1940's
 - b. Group work, 1940's – 1970's
 - c. Reform, 1970's – 1990's
 - d. 21st Century

READINGS/ASSIGNMENTS (*REQUIRED*):

- Gannon, M.J. (2004). *Understanding global cultures* (3rd ed.). Thousand Oaks, CA: Sage.
- Chapter 01 Understanding cultural metaphors, pp. 3-18.
 - Chapter 02 The Thai kingdom, pp. 21-28.
- Hokenstad, M.C., & Midgley, J. (Eds.). (1997). *Issues in international social work: Global challenges for a new century*. Washington, D.C.: NASW Press.
- Chapter 6 International social development and social work, pp. 74-91.

WEEK THREE

LECTURE TOPICS:

- I. The External Environment
 - a. Globalization
 - b. Component of the external environment
 - c. Social Work and Social Development

READINGS/ASSIGNMENTS (*REQUIRED*):

- Gannon, M.J. (2004). *Understanding global cultures* (3rd ed.). Thousand Oaks, CA: Sage.
- Chapter 07 The Brazilian samba, pp. 95-110.
- Chapter 08 The Polish village church, pp. 111-122.

WEEK FOUR

LECTURE TOPICS:

- I. The Global Environment
 - a. Principles of international relations
 - b. Global culture
 - c. Other value dilemmas

READINGS/ASSIGNMENTS (*REQUIRED*):

- Hokenstad, M.C., & Midgley, J. (Eds.). (1997). *Issues in international social work: Global challenges for a new century*. Washington, D.C.: NASW Press.
- Chapter 3 Social work, the environment, and sustainable growth, pp. 27-44.
- Chapter 4 Social work and the global economy, pp. 45-56.

WEEK FIVE

LECTURE TOPICS:

- I. Social Welfare Within Different Political Systems
 - a. Neo-conservatism
 - b. Liberalism

READINGS/ASSIGNMENTS (*REQUIRED*):

- Gannon, M.J. (2004). *Understanding global cultures* (3rd ed.). Thousand Oaks, CA: Sage.
- Chapter 03 The Japanese garden, pp. 29-46.
- Chapter 04 India—the Dance of Shiva, pp. 47-66.

WEEK SIX

LECTURE TOPICS:

- I. Social Welfare Policies and Practices Within Different Political Systems
 - a. Social democracy
 - b. Marxism

READINGS/ASSIGNMENTS (REQUIRED):

Gannon, M.J. (2004). *Understanding global cultures* (3rd ed.). Thousand Oaks, CA: Sage.
Chapter 05 The Bedouin jewelry & Saudi Arabia, pp. 67-78.
Chapter 06 The Turkish coffeehouse, pp. 79-94.

Hokenstad, M.C., & Midgley, J. (Eds.). (1997). *Issues in international social work: Global challenges for a new century*. Washington, D.C.: NASW Press.
Chapter 5 Global graying, pp. 57-73.

WEEK SEVEN

LECTURE TOPICS

- I. Class Project Presentation

READINGS/ASSIGNMENTS (REQUIRED):

Gannon, M.J. (2004). *Understanding global cultures* (3rd ed.). Thousand Oaks, CA: Sage.
Chapter 9 Kimchi & Korea, pp. 123-130.
Chapter 10 The German symphony, pp. 133-148.

Hokenstad, M.C., & Midgley, J. (Eds.). (1997). *Issues in international social work: Global challenges for a new century*. Washington, D.C.: NASW Press.
Chapter 7 Ethnic conflict and violence in the modern world, pp. 92-109.

WEEK EIGHT

LECTURE TOPICS:

- I. Influence of History and Culture on Social Welfare Policy Decisions
 - a. Historical events, philosophies and morality issues
 - b. Major government changes
 - c. Religious cultures

- II. Class Discussion

READINGS/ASSIGNMENTS (REQUIRED):

Gannon, M.J. (2004). *Understanding global cultures* (3rd ed.). Thousand Oaks, CA: Sage.
Chapter 11 The Swedish stuga, pp. 149-160.
Chapter 12 The Irish conversation, pp. 161-172.

Hokenstad, M.C., & Midgley, J. (Eds.). (1997). *Issues in international social work: Global challenges for a new century*. Washington, D.C.: NASW Press.
Chapter 8 Social work with refugees, pp. 110-124.

WEEK NINE

LECTURE TOPICS:

- I. Economic Development and Social Welfare Policy-Making
 - a. Relationship between economic deprivation and peace
 - b. Relationship between financial resources and social welfare programs
 - c. Other factors affecting social welfare policies and programs

- II. Social Welfare Macro Interventions Approaches
 - a. Community organization
 - b. Politics and policy
 - c. Social development

III. Class Discussion

READINGS/ASSIGNMENTS (*REQUIRED*):

Gannon, M.J. (2004). *Understanding global cultures* (3rd ed.). Thousand Oaks, CA: Sage.
Chapter 13 The American football, pp. 205-220.
Chapter 14 The traditional British house, pp. 221-238.

Hokenstad, M.C., & Midgley, J. (Eds.). (1997). *Issues in international social work: Global challenges for a new century*. Washington, D.C.: NASW Press.
Chapter 9 The international AIDS crisis, pp. 125-145.

WEEK TEN-March 9, 2006

LECTURE TOPICS:

- I. Cultural dimensions
 - a. People's relationship to nature
 - b. Individualism vs. collectivism
 - c. Language and religion

READINGS/ASSIGNMENTS (*REQUIRED*):

Gannon, M.J. (2004). *Understanding global cultures* (3rd ed.). Thousand Oaks, CA: Sage.
Chapter 15 The Malaysian balik kampung, pp. 251-252.
Chapter 16 The Nigerian marketplace, pp. 253-268.
Chapter 17 The Israeli kibbutzim & moshavim, pp. 269-284.
Chapter 18 The Italian opera, pp. 285-302.

Hokenstad, M.C., & Midgley, J. (Eds.). (1997). *Issues in international social work: Global challenges for a new century*. Washington, D.C.: NASW Press.
Chapter 10 Social work as an international profession, pp. 146-158.
Chapter 11 Social work education in an international context, pp. 159-171.

WEEK ELEVEN-

LECTURE TOPICS:

I. Paper Presentation

II. Course Evaluation

SOWK 685 The International Environment of Social Welfare
REFERENCE LIST

- Adelman, H., Borowski, A., Burstein, M. & Foster, L. (Eds.). (1994). Immigration and refugee policy: Australia and Canada compared (Vol. II). Toronto: University of Toronto Press.
- Andrain, C. F. (1994). Comparative political systems: Policy performance and social change. New York: M. E. Sharp.
- Center for Research on North America (Sept. 1995). Voices of Mexico 32. Mexico: UNAM.
- Chambers, D.E. (1993). Social policy and social programs: A method for the practical public policy analyst (2nd ed.). New York: Macmillan Publishing Company.
- Dinitto, D. M. (1995). Social welfare: Politics and public policy. (4th ed.). Boston, MA: Allyn and Bacon.
- Gannon, M. J. (1994). Understanding global cultures. Thousand Oaks, CA: Sage.
- Hare, I. (1993). New developments in Hungarian social work. Washington, D.C.: NASW Press.
- Healy, L. M. (1993). Introducing international development content in social work curriculum. Washington, DC: NASW Press.
- Hurst, C. E. (1995). Social inequality (2nd ed.). Boston, MA: Allyn and Bacon.
- Midgley, J. (1997). Social welfare in global context. Thousand Oaks, CA: Sage.
- National Association of Social Workers (1993). The NASW strengthening families through international innovations project: Effective strategies for increasing social program replication/adaptation. Washington, D.C.: NASW Press.
- Population Reference Bureau (1994). 1994 world population data sheet. Washington, DC: Author.
- Richmond-Garland, D. S. (1994). Church agencies: Caring for children and families in crises. Washington, DC: Child Welfare League of America.
- UC Mexus (1993). The University of California Institute for Mexico and the United States: Report of activities July 1, 1991 through December 31, 1992. Riverside, CA: UC Mexus University wide Headquarters
- UC Mexus (Fall 1993). UC Mexus News 31. Riverside, CA: UC Mexus.