SWRK 490 Topics: Social Community Service Practicum

Professor: Dr. Theresa J. Kaijage

Instructor's office hours: on site and by appointment

Syllabus subject to change

1. Course Description: Because of the globalization of social issues, preparation of social work students for involvement in social development interventions in an international arena is increasingly becoming a vital component of training. This course uses the Tanzanian setting to focus on the issues and challenges developing countries face in improving the lives of its people and communities and the roles social workers can play in addressing them. Some of the key areas of exploration include access to basic life necessities, nutritional deficiencies, education, child protection, environment, and community health.

2. Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:
KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:
1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
2) Develop skills to interact comfortably in a global setting.
3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

3. Course Objectives and Specific Learning Outcomes: This course is designed to provide students with a broad knowledge of social work practices in an international context. This includes exploring various cultural, economic, and social factors that influence service delivery, as well as developing practical skills for effective community engagement and intervention.

4. Major Topics covered in the Course: Cross cultural understanding, global social issues, international social policy/systems, Tanzanian social welfare system, cultural immersion, differences/similarities between the U.S. and Tanzania social systems.

MONDAY AFTERNOON
- **Outreach and Identification**
  Where? Displaced populations due to War or Disaster
- **Engagement of Orphans and Families**
  How? EcoMap
  Linkages: Refugee Camp, Halfway House, Hospital Emergency

TUESDAY AFTERNOON
- **Assessing needs and strengths**
  What? Triage according to severity of injury and/or trauma
- **Developing a plan of care**
  ACute Care and/or Addressing PTSD
  Networking and identifying referral to other providers

WEDNESDAY MORNING
1. ST JOSEPHES (INCLUSIVE) SCHOOL – Identify parental issues associated with giving birth to a child with special needs and areas for social work intervention at global level.
2. KAIRUKI HOSPITAL IVF CLINIC – Identify issues associated with infertility at global level.

THURSDAY AFTERNOON
- **Providing support of services as a social worker**
  Developing support structures for displaced children and their families
  TALK BY VISITING SPEAKERS: (i) from Immigration; and (ii) from IOM

FRIDAY AFTERNOON
- **Providing support of services as a social worker**
  i.   Developing support structures for displaced children and their families nationally and international
  ii.   Implications for policy and practice nationally and internationally

- **Ongoing family support in the context of case management, advocacy and follow up**
  I.   Plans for Follow up Monitoring and Evaluation
  II.   EVEN after termination and Referral

5. Required Readings and Materials: Reading materials will be supplied by the instructor.

Phillips, A., (2007). Service-Learning and Social Work Competency-Based Education:
    A 'Goodness of Fit'?

Phillips, A. (2007). Service learning and social work education: A natural but tenuous connection. In M. Nadel,
    V. Majewski, & M. Sullivan-Cosetti (Eds.), Social work and service learning: Partnerships for social
    justice. Lanham, MD: Rowman & Littlefield.

6. Graded Assignments:

Social Services at a Glance #1 (25 points) – What was your first impression of the social services in Tanzania? Describe the source(s) of this impression. Respond in 1-2 pages.

Orphanage #2 (25 points) – write a 1-2 page response to the following:

How do cultural beliefs and practices regarding orphan care and orphanages vary across different countries? How do these differences influence the provision of social services for orphans, and what implications do they have for social work practice in an international context?

Orphanage #3 (25 points) – write a 1 page response to the following:

Based on your observations so far, reflect on any challenges or gaps you have identified in the delivery of social services within the host community.

Mid-Term (100 points) – write a 3 page paper on the following:

What are the three key social needs learned or observed in Tanzania? What would be the necessary adjustments, skills, and knowledge you would need to acquire as an American social worker practicing in the Tanzanian communities to adequately support the need?

HIV/AIDS (25 points) – write a 1-2 page response on the following:

Using research on the HIV/AIDS community, explain how service-learning experiences and observations regarding HIV/AIDS care reflect on the integration of service learning into international social services. What are some key challenges and opportunities in utilizing service learning as a tool for providing support to individuals affected by HIV/AIDS on global scale?

Final Paper (100 points) (a) Based on your observations during your stay in Tanzania, how do social work approaches and practices differ in addressing social issues such as poverty, child welfare, or mental health compared to United States? Reflect on the (i) cultural (ii) political, and (iii) socioeconomic factors that influence these differences.

(b) Discuss any insights gained from your interactions with KU students, community members, or local social workers.
(c) Explain how these insights might inform your future social work practice in both international and domestic contexts.

7. Generative AI Policy:

Generative AI is permitted/encouraged in some ways, with proper attribution, but prohibited in other ways.
Students are allowed, encouraged, and even required to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can "hallucinate" (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. Examples of citing AI are available at: https://libguides.wku.edu/stylewrite/ai.

Students are permitted and encouraged to use generative AI in the following ways:

- Brainstorming: You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a steppingstone, not a final product.
- Citation Assistance: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
- Grammar and Style Checking: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
- Concept Understanding: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

You may not use generative AI in coursework in the following ways:

- Plagiarism: Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.
- Data Manipulation: Using AI tools to alter data or create misleading information.
- Misrepresentation of Skills: Using generative AI to complete tasks that are meant to assess your knowledge and skills.
- Confidentiality Breach: Using AI tools that might violate KIIS/university policies or laws related to data privacy and confidentiality.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

"I used generative AI [INSERT NAME OF PLATFORM] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]."

8. Attendance Policy:
KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

9. Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, https://www.kiis.org/about-kiis/contact-us/campus-representatives/ early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

10. Title IX / Discrimination & Harassment:
Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigator Michael Crowe (270-745-5429 / michael.crowe@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, https://www.wku.edu/heretohelp/ at 270-745-3159.

For more information on KIIS Title IX, see https://www.kiis.org/students/health-safety/title-ix-clery/; additional Title IX resources can be found here https://www.wku.edu/eeo/titleixbrochure2020.pdf.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.