SCHOOL OF SOCIAL WORK
INDIANA UNIVERSITY

SWK 400/600: INTERNATIONAL SERVICE LEARNING:
SOCIAL WORK PRACTICE IN POST-WAR COMMUNITIES
May 27- June 14, Summer I, 2016

Undergraduate and Graduate Level: 3 credits

I. **COURSE RATIONALE AND DESCRIPTION:** This international service learning course targets students interested in developing an in-depth understanding of community practice in regions affected by war. Specifically, IU School of Social Work faculty in collaboration with community development actors from the City of Osijek, Croatia, and University of Zagreb, Department of Social Work will provide an intensive service-learning experience that links war torn community service providers with the IUSSW and University of Zagreb faculty and students.

This international service-learning experience will provide students with an opportunity to learn and work with local community social reconstruction actors as well as international social development stakeholders involved in community development and community reconstruction. As our communities are increasingly affected by human-made disasters, children, families, and especially marginalized groups are becoming more susceptible to global social problems. Thus, it is crucial for social work students to understand global issues and their implications for local communities, whether aboard or at home, and to work with community partners to design appropriate interventions.

II. **COURSE OBJECTIVES:**
In this course, students are expected to demonstrate achievement of the following objectives.
1. Understand the complexity of the social development arena, its actors, and the role that social work plays in this sphere of practice.
2. Develop an awareness of community practice in post-war communities.
3. Critically analyze current community practice models in the US and Croatia.
4. Demonstrate the ability to apply an asset-based community approach to forging post-conflict community programming.
5. Develop a comprehensive understanding of the relevance of international social work practices both locally and in international settings.
6. Evaluate ethical practices and the nature of universal principles.

III. **COURSE READING**
In this course, the students will have an opportunity to read and learn about: *the history of Croatia* and its war; the various *approaches to community development*; about *social capita and the vibrancy of the Croatian civil society sector*; the international development agencies involved in the community reconstruction efforts; the *importance of civic engagement in building strong communities;* and about *emotional intelligence and cultural competence.*

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IV. COURSE REQUIREMENTS:

➢ **Readings**. Readings will be assigned for each orientation session as well as for the duration of the program. The readings include theoretical articles, book chapters, and case vignettes. Students will be encouraged to integrate their readings with their experiences in undertaking projects with Croatian community practitioners.

➢ **Pre-trip orientation seminars (3 hours each) and one post-trip reflection**
Seminar 1: TBD
Seminar 2: TBD
Seminar 3: TBD
Seminar 4: TBD
Seminar 5: Post-trip

Digital Story Workshop: TBD

➢ **In country community service learning activities.** All field visits and community service are mandatory. Students will have the opportunity to work with local community organizations involved in community development and post war reconstructions. These are the illustrative organizations we plan on working with during summer of 201

➢ *Community Service Learning Host Organizations:*
   o **Youth Info Center, Osijek and Vukovar** - provides information and advice to young people aged 15 to 30, education on various topics, assistance in organizing and implementing projects, etc. Young people can read the newspaper, surf the Internet, download or print, use library and copy points of interest, participate in debates, etc. http://www.icm-osijek.info/
   o **PRONI Center for Social Education** – a non-profit for working with young people, respecting differences in ethnical background, religion, culture, gender and race. PRONI works on empowering the youth through strengthening their individual capacities to respond and deal with the challenges they face in the transition to adulthood in society affected by the consequences of conflicts. www.proni.hr
   o **Volunteer Centre Osijek** – raising awareness about the benefits of volunteering, providing volunteering opportunities, education for volunteers and volunteer host organizations. http://www.osvolonteri.hr
   o **Ne-ovisnost (No-addiction)** – counseling and rehabilitation of people with addictions. Ne-ovisnost runs an all-male rehabilitation facility for 35 men. http://www.ne-ovisnost.hr
   o **Red Cross Osijek** http://www.hck.hr/en

➢ **Community Forum: Sharing our learning through Digital Stories**
(Monday, June 12)
During this event, we will invite the Croatian host organization representatives and share our first drafts of the digital story assignment; this will create a wonderful platform for sharing and learning for all.

> **Reflection papers**. ONE REFLECTION PAPERS will be required for each student attending this service-learning course (The paper should be no more than 5 pages/ double-spaced).
> The second reflection paper will be due on Monday, **TBD**. For this reflection, students will be asked to use the DEAL model and reflect on their readings, own experiences, and learning from meeting with community practitioners, international stakeholders, students and faculty from University of Zagreb. In preparation for this paper, I ask that students take stock of their experiences (through reflective journaling) so that the information is detailed and precise to the argument one might make.

Please note that we will be including a review of the DEAL, CRITICAL THINKING Model during our interaction with University of Zagreb academic exchange program. Also, I will be uploading on Oncourse a power-point file with this structural reflection process.

> **In-country group reflection**. There will be two-in country group reflections {Dates TBD – see program schedule with specific location for these events}.

> **Post-trip debriefing session/academic discussion/class/ IUSSW/In-house.**
> *(Location and time TBD)*

> Students will be required to attend a post-trip reflection session upon returning from Croatia. The session will serve as a culminating session to allow students to summarize their over-all learning from the program and to evaluate the program –things that work and did not so that they can be incorporated in strengthening the course content for the year to come.

- **Final Assignment: Digital Storytelling**
  Students will be required to create a digital storytelling that will capture **ONE,** and only one **theme** that has impacted them on a personal and professional level. The topics discussed in these digital stories should be supported by research and reading assignments. Once you identify the theme of your international service learning course, please make sure to use your critical thinking abilities to discuss its relevance in shaping your abilities to better work with communities here and abroad.

  Due date: **Digital Story Draft/Community Presentation** (please see program schedule)
  Final e-submission: TBD

V.   ASSIGNMENTS

Undergraduate

• Participation	25 points
• Community Forum: First draft of your digital story	25 points
• Reflection paper (10 points)	20 points
• Digital Storytelling Assignment	30 points

Total   100 points

Graduate

• Participation	15 percent
• Community Forum: First draft of the digital story	15 percent
• Reflection paper (10 points)	15 points
• Community project presentation	10 points
• Youth Policy White Paper	20 points
• Digital Storytelling Assignment	25 points

Total   100 points

VI.   In country COURSE PROGRAM/Schedule: Please see ANNEX I.

VII.   EVALUATION AND GRADING CRITERIA

In the Indiana University School of Social Work MSW program, grades of *B* are the expected norm. Reflecting competency and proficiency, grades of *B* reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that *B* is the average grade. Grades in both the *A* and the *C* range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned *A* grades in their undergraduate studies may conclude that a *B* grade reflects a decrease in their academic performance. Such is not the case. Grades of *B* in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a *B* grade in graduate school is analogous to an *A* grade in undergraduate studies. MSW students must work extremely hard to achieve a *B* grade. If you are fortunate enough receive a *B*, prize it as evidence of the professional quality of your work.

Grades of *A* reflect *Excellence.* Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn *A* grades.

Grades of *B* signify *good* or *high* quality scholarly products and academic or professional performance. Grades in the *B* range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the *good* and the *excellent*. We expect that most MSW students will earn grades in the *B* range—reflecting the *good* or *high* quality work expected of competent future helping professionals.

Grades of *C* and *C+* signify work that is *marginal* in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. *Satisfactory* in many respects, its quality is not consistent, so it cannot be considered of *good* or *high* quality. We anticipate that a minority of MSW students will earn *C* and *C+* grades.

Grades of *C-* and lower reflect work that is *unsatisfactory*. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of *C-*, *D,* and *F*.

Learners may earn a total of 100 percentage points through the completion of the course work assignments.

Grade **minimums** are as follows [Note: grades below *C* are *Unsatisfactory* in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	**83%**	**Good, High Quality (expected of most MSW students)**
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality
D+	67%	Unsatisfactory Quality
D	63%	Unsatisfactory Quality
D-	60%	Unsatisfactory Quality
F	<60%	Unsatisfactory Quality

GRADING CRITERIA
Effective social work practice requires good writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented and for the clarity of that presentation. The grade for a paper will be based on the following criteria:

I. Presentation and Appearance
    A. Neatness
    B. Correct grammar (noun-verb agreement, sentence structure, proper and consistent verb
   tense, etc.)
    C. Use of non-sexist language
    D. Spelling
    E. Punctuation
    F. Correct usage of APA style

II. Organization
    A. Structure and format of the paper
    B. Logical sequencing and continuity of ideas
    C. Clarity of expression

  D. Conciseness

III. Content as indicated by specific paper assignment
    A. Originality of thought
    B. Cogency of argument
    C. Match with assignment

IV. Following directions!

COURSE POLICIES

  a. Policy on Attendance: **Class Attendance**
  Since the course is designed for learning by participating, experiencing and practicing, your
  attendance and interaction in all sessions, meetings, site-visits are important to your
  learning. Interaction includes participating in course activities and discussions. If a pre-
  departure trip session and any meeting as it pertains to this course must be missed, please let the
  instructor know via Oncourse immediately. Knowing that sometimes a student MUST miss
  class due to illness or employment commitments, (regardless for the reason of the absence)
  students are responsible to demonstrate their learning of the content covered during each
  session.

  b. Policy on Participation: Participation will be taken into account in assigning final grades if a
  student is on the border between grades.

  c. Late Papers: All assignments are to be turned in on the due date at the beginning of class. Late
  assignments will incur a loss of 1 point per day.

  d. Incomplete assignments and make-up exams: Make-up assignments will be given only in
  cases of extreme and verifiable hardship. An unauthorized incomplete will be deemed as a
  failure to complete the course work and a grade of "F" will be entered. Consult the instructor if
  you are having problems impacting on the likelihood of success in this course.

  e. Policy on final grades of Incomplete. The grade of Incomplete used on the final grade report
  indicates that a substantial portion of the course work has been satisfactorily but not entirely
  completed as of the end of the semester. The grade of Incomplete may be given only when the
  completed portion of the student's work in the course is of passing quality. Instructors may
  award the grade of Incomplete upon a showing of such hardship to a student as would render it
  unjust to hold the student to the time limits previously established for the completion of his or
  her work. Should the faculty member agree to assign a grade of Incomplete, he or she also has
  the right to set a specific date (up to one year) by which all unfinished work must be completed.
  For the complete policy please go to registrar.iupui.edu/incomp.html**.**

  f. Students with special needs: Any student who may need special arrangements or
  accommodation to meet the requirements of this course is encouraged to contact Pamela King,
  Director, Adaptive Educational Services, phone 274-3241, TDD 278-2050. Accommodations
  should be sought as quickly as possible in the course and are the responsibility of the student to
  pursue.

  g. Extra credit: There are no extra credit assignments or tasks unless listed in the syllabus. No
  rewrites of previously evaluated material are accepted.

  h. Academic dishonesty (including cheating on exams and plagiarism in papers) is not consistent
  with ethical conduct in social work practice and is unacceptable in social work classes. In cases
  of academic dishonesty, university and IUSSW guidelines will be followed.

The School of Social Work follows the Indiana University policy on plagiarism which states:

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   1. Directly quoting another person's actual words, whether oral or written;
   2. Using another person's ideas, opinions, or theories;
   3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   4. Borrowing facts, statistics, or illustrative material; or
   5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

In addition to the university statement on plagiarism which is published in the IU Student Code of Student Rights, Responsibilities, and Conduct, the IU School of Social Work defines plagiarism as including:

a. The intentional or *unintentional* use of information from another person without full acknowledgment. Such use, even when unintended, causes the work to appear to be the student's own work and thus the student, not the original author, benefits from the omission of proper acknowledgment.
b. Copying or using information from web sites without appropriately documenting the internet source.
c. Buying or using a document written by another person.
d. Submitting any part of the student's own work which has been previously submitted, unless one's own prior work is fully acknowledged and appropriately cited.

Any student caught cheating or plagiarizing (offering the work of someone else as one's own) will fail the course. Failure of a required social work course will result in automatic dismissal from the social work program. A student's right to appeal such dismissal is outlined in materials distributed at student orientation meetings.

To avoid plagiarism, credit sources whenever you use someone else's language or ideas. Such crediting must be detailed and specific. Normally, simply including a literature citation in your list of reference is insufficient. Rather, you must specifically acknowledge a source each time you use the source, paragraph by paragraph, even sentence by sentence as necessary. See the Publication Manual of the American Psychological Association (5d. ed.) for guidelines for in-text references.

i. **Student conduct:** In order to maintain a professional learning climate and minimize interruptions, please, no eating, or using pagers or telephones in class. Students are expected to be attending all program events on time and remain during the entire session/s. Students are responsible to obtain materials distributed in class and submit assignments on time, regardless of attendance.

This course incorporates both didactic and experiential learning. It is expected that each student will maximize attendance and participation in this course since these techniques integrate a high degree of student involvement. It is essential assigned readings, exercises, activities, and papers be completed prior to class. Students are expected and encouraged to integrate knowledge from practice, other courses, the field, and the literature. Students are not

permitted to use the same paper for two classes. The APA method must be used to document direct quotes and paraphrases from the work of others, as well as materials cited from work the student has submitted elsewhere.

Students are encouraged to contact the instructor to discuss concerns regarding adaptive and educational needs, assignments, and class procedures. Request an appointment whenever you wish to have an extended discussion. Please leave a written, voicemail, or E-mail via Oncourse message to facilitate communication. Check your e-mail weekly for course updates, materials, and announcements.

j. **Course evaluation:** Consistent with the School's academic policy, a *formal* evaluation of the course and its instructor will be completed at the end of the course. In addition, the instructor may periodically assess how the course is accomplishing the course goals during the semester.

Americans with Disabilities Act Policies
In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. This should be discussed with the instructor within the first three (3) weeks of class. Adaptations of teaching methods and class materials, including text and reading materials or testing, will be made as needed to provide equitable participation.

Appointments: Your instructor will be available to you upon request. The best way to ensure that you will meet with her is by making an appointment via email, or telephone at: **clucasug@iupui.edu** or 317-274-6729. Because of the nature of this course, you may also consider calling me on my cell at 202-812-0505.

REFERENCES

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European Journal of Social Work