

# SWK-S 600 Special Topics in Practice: Post-War Communities (3 cr.)

## Course Information

**Semester Year:** Spring 2017  
**Section Number:** XXXXX  
**Location:** XXXXX  
**Day:** XXXXX  
**Time:** XXXXX

**Instructor:** XXXXX XXXXXXXXXXXX  
**Office:** XXXX  
**Email:** XXXX  
**Phone:** XXXXX  
**Office Hours:** XXXXXXXXXXXX

## Course 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 personnel involved in community practice initiatives and community reconstruction through schools. 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.

In order to develop the appropriate course content, in the summer 2011, a small group of students will visit and have the opportunity to initially work with national and international community development actors and University of Zagreb students from Croatia, thus becoming the conduits for a true collaborative and academic learning experience. Students bring their ideas back to the Indiana academic community and become the springboard for the further development of this course on social work in regions affected by war. In addition, the Croatian community partners involved in our collaboration will have an opportunity to provide feedback on the type of services needed in their community reconstruction efforts, so that our course activities will incorporate lectures and activities that will address our partners' needs as well.

## Course Objectives

In this course, students are expected to demonstrate achievement of the following objectives.

- S600-01** Understand the complexity of the social development arena, its actors, and the role that social work plays in this sphere of practice.
- S600-02** Develop an awareness of community practice in post-war communities.
- S600-03** Critically analyze current community social work practice models in the US and Croatia.
- S600-04** Demonstrate the ability to apply an asset-based community approach to forging post-conflict community programming.

- S600-05** Develop a comprehensive understanding of the relevance of international social work practices both locally and in international settings.
- S600-06** Evaluate ethical practices and the nature of universal principles.

## Required Readings

Since this initial service learning trip is the catalyst for developing the course content for this class, all parties (the US students, Croatian community development groups, and Croatian students) involved in the activities of this summer service learning will be instrumental in reshaping the course content. For the summer of 2011 class, the students will have an opportunity to read and learn about: *the history of Croatia* and its war; the social work structure in Croatia; 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; and the *human rights programming in this war-torn region*.

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## Course Program

Day 1: Monday, May 9 -Departure trip from US to Croatia

Day 2, Tuesday, May 10: Arrive in Croatia.

Accommodation Palace Hotel ([palace.hr](http://palace.hr)) . After settling in the hotel/apartment, students will meet with the IU faculty for a tour of the city of Zagreb.

Day 3, Wednesday, May 11:

7-8:00 a.m: Breakfast

9:15a.m: Start walking to The University of Zagreb

10 –3:00p.m: University of Zagreb

5:00p.m: Debrief on learning experiences gained from working with University of Zagreb

6:30p.m: Dinner (Location TBD)

Day 4, Thursday, May 12:

Morning session (TBC): Visit to Center for Social Work in Zagreb

Afternoon session (2pm): Visit to Petrinja / Center for Civil Initiative ([cci.hr/about\\_us.html](http://cci.hr/about_us.html))

5:00p.m.: Debrief on learning experiences gained on this day

Day 5, Friday, May 13:

Morning session (10a.m.): visit the UNICEF Office in Zagreb ([unicef.hr/show.jsp?page=159280](http://unicef.hr/show.jsp?page=159280)) followed by a group processing session on the role of the international stakeholders in addressing problems at the national level.

12-2pm: Lunch (Location TBD)

2:00 p.m: UNHCR Office in Zagreb

4:00 p.m: Debrief on learning experiences gained on this day

Day 6, Saturday, May 14:

Field trip to Plitvice's Lakes, a UNESCO's World Heritage in recognition of its outstanding natural beauty ([np-plitvicka-jezera.hr/eng/index.php](http://np-plitvicka-jezera.hr/eng/index.php)) . The location is also the start point of the Croatian's War for Independence from early 90s. With both beautify and history elements –it is a MUST see location for our students.

Day 7, Sunday, May 15: Trip to Slavonia, Osijek by train (4 hours /arrival time TBD).

Evening: get to know your host family.

Day 8, Monday. May 16:

Monday, 16<sup>th</sup>: Grand opening /Project for long-term unemployed women that PRONI implements in partnership with Croatian employment service. After the opening, PRONI staff will give a presentation of PRONI projects/work in Osijek and Vukovar region.

Afternoon: Sightseeing of Vukovar

### Day 9, Tuesday, May 17:

MORNING –*Critical Thinking* workshop.

AFTERNOON – IU students will give PRONI staff a pre-run of their youth presentations

### Day 10, Wednesday, May 18:

Presentation on youth services

PM guided tour of Osijek town center and historical old town (to noon).

### Day 11, Thursday, May 19:

9:30am – End of trip/Group reflections (PRONI Office)

Lunch in town with PRONI staff

3pm – take train to Zagreb

## Assignments and Grading

### Assignments - Overview

1. Pre-orientation participation session
  - a. DUE: .....
  - b. Final Grade Percentage: .....15 %
2. Community youth presentations
  - a. DUE: .....DATE
  - b. Final Grade Percentage: .....25%
3. Two reflection papers
  - c. DUE: .....DATE
  - d. Final Grade Percentage: .....20 %
4. End of trip group reflection
  - e. DUE: .....
  - f. Final Grade Percentage: .....10 %
5. Final paper
  - g. DUE: .....DATE
  - h. Final Grade Percentage: .....30 %

### Assignment Details

#### 1. 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.

2. Pre-trip orientation sessions 3/3 hours each

April 28, 2011: ES 4130/ 4:30- 7:30pm

May 03, 2011: UL 2115G Meeting Room/ 9:00 AM - 4:00 PM

3. In country community development activities.

All field visits and community work are mandatory. Students will have the opportunity to work with PRONI Centre for Social Development staff members from Osijek/Vukovar Croatia and meet with a variety of stakeholders involved in community reconstruction initiatives in Zagreb and in the Slavonia region.

4. Community Service Learning:

During their pre-departure sessions, and the first 5 days in Zagreb, students will be working on crafting mini-presentations on *youth services as they pertain to improving social skills, employability and voluntarism of youth in the state of Indiana*. These presentations will be delivered to community practitioners and youth groups involved in improving youth services in the Vukovar region of Croatia. More information on this community project will be provided during the pre-departure sessions.

5. Reflection papers.

TWO REFLECTION PAPERS will be required for each student attending this trip (each paper should be no more than 5 pages/ double-spaced).

- The first one is due on the day of the trip to Osijek (May 15 –e-mail your reflection paper to dr. Luca Sugawara); using the DEAL Model, students are asked to use their critical thinking by record their feelings, values, and thinking as they pertain to the first week of international service learning course experienced in Zagreb.
- The second reflection paper will be due post- trip (on May 23, 2011). 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, students and faculty from University of Zagreb and Osijek, international stakeholders, and from working in youth groups in Vukovar. In preparation for this paper, we 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 Dr. McGuire will be holding a workshop on CRITICAL THINKING at the University of Zagreb, thus this will give you an opportunity to refresh your knowledge on the DEAL model.

6. End of trip/ group reflection.

Group reflections will be held on the morning of Thursday, May 19, one day prior to returning to the US, with a twofold purpose: first, to debrief and take stock of students' lessons learned from this international service learning in Croatia; second, to begin a dialogue on ways to restructure the syllabus for the upcoming year.

7. Post-trip debriefing session/academic discussion/class/ IUSSW/In-house.

*June 7 or 8, 2011 classroom: 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.

#### 8. Final Paper/Newsletter Article:

Students will be required to turn in a newsletter article that will capture **ONE** and only one **highlight** that has impacted them on a personal and professional level. The topics discussed in these articles should be supported by research and reading assignments. Once you identify the highlight of your international service learning course, please make sure to use your critical thinking abilities to discuss its relevance in shaping up your abilities to better work with communities here in Indiana.

The goal is to submit articles for publications to our local chapter of the NASW, our Alumni Association/newsletter and voice out our learning experiences to our global community. The paper should not be more than 5 pages long and should use APA style. **Due date: June 20, noon.**

NOTE: This assignment was adapted from Dr. Alvarez from Minnesota State University Mankato.

## Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

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 consistently so and 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.

### *Grading scale*

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                             |

## Course Policies

### 1. **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.

2. **Policy on Participation:** Participation will be taken into account in assigning final grades if a student is on the border between grades.
3. **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 10 points (of 100) per day.
4. **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.

5. **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](http://registrar.iupui.edu/incomp.html).
6. **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.
7. **Extra credit:** There are no extra credit assignments or tasks unless listed in the syllabus. No rewrites of previously evaluated material are accepted.
8. **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.

## Bibliography

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- ICSD [iucisd.org](http://iucisd.org): International Consortium for Social Development
- ICSW [www.icsw.org](http://www.icsw.org): International Council on Social Welfare
- IFSW [www.ifsw.org](http://www.ifsw.org): International Federation of Social Workers
- [International Journals Relevant to Global Education](#)
- International Social Work*
- Journal of Global Social Work Practice*
- European Journal of Social Work*