

Shepherd University
Department of Social Work
SOWK 330 International Community Service Learning
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COURSE DESCRIPTION

This study abroad program is designed to familiarize students with social issues and the provision of social services in Central America (e.g. Guatemala, Nicaragua) and the role of social work and social policy within the context of each country. Students will gain an understanding of the history, language, customs and culture in the designated. They will be challenged to analyze the various ideologies of oppression (i.e. sexism, racism, etc.) within the social structure as compared to that of the U.S.

As part of the course experience, participants will complete a building project for families connected with an established NGO. Participants will also partner with professionally educated social workers to complete home visits. Students will have the opportunity to visit other social service and advocacy organizations. Students will participate in language study in the afternoons and experience immersion through home stays with local families. The program is an intense small group experience in living, learning, traveling, and studying.

SOCIAL WORK PROGRAM MISSION STATEMENT

The mission of the Shepherd University Social Work Program, in concert with the University mission and the Council on Social Work Education Educational Policy and Accreditation Standards (2008), is to prepare competent beginning level professional practitioners who possess the knowledge, skills, values, and ethics necessary to intervene effectively on behalf of diverse clients on all practice levels. Through practitioner preparation, the Program enhances the practice community's ability to both facilitate the social functioning of clients and advance social change. The Social Work Program envisions graduates as regional leaders whose efforts improve the social service delivery system and work toward social and economic justice.

SOCIAL WORK PROGRAM GOALS

At the completion of the Program, students are prepared to:

- 1) Practice beginning-level evidence-based generalist social work with individuals, families, other groups, organizations, and communities through the use of professional knowledge, skills, principles, values, and ethics
- 2) Practice utilizing policy to inform and transform interventions targeting human rights and social and economic justice, particularly with oppressed and vulnerable populations
- 3) Integrate knowledge of human behavior and the social environment to view diversity and difference as strengths and resources and effectively use these to respond to the changing context of practice settings
- 4) Identify as a social worker whose professional judgment is based on critical thinking and communicated through professional use of self

DEFINITION OF GENERALIST SOCIAL WORK PRACTICE: The Social Work Program has adopted the EPAS definition of generalist practice, which is as follows:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies. (EPAS, 2008)

Consistent with this definition, the expectations of the Shepherd University Social Work Program for the generalist practitioner are as follows:

- Operates across various contexts in diverse fields of practice
- Utilizes supervision
- Applies the values and ethics of the profession
- Demonstrates the conscious use of self
- Exercises a range of methodologies
- Attempts to achieve multiple purposes (e.g. rehab, socialization, education and social action)

Core Components of Generalist Practice Include:

- Problem solving/Change Process
- Engage client system in a working alliance
- Affirm strengths as well as recognize challenges
- Focus on both problem exploration and solution building
- Assessment
- Consider structural pressures first
- Assume individual adequacy
- Apply a range of theoretical perspectives
Esp., ecological, strengths based, solution focused and structural approach

Generalist Practice Intervention:

- Is based on particular circumstances of client system
- Utilizes a range of techniques, strategies, skills- e.g. interviewing, contracting
social histories, recording, referrals, development of
needed resources
- Applies multiple roles (conferee, broker, mediator, advocate)
- Includes facilitation of group interaction with clients, within organizations and
communities
- Addresses termination and evaluation

PROGRAM LEARNING OUTCOMES

Core Competencies and Expected Learning Outcomes

Graduates of the Social Work Program are expected to demonstrate the integration and application of the ten core competencies listed below (left column) as evidenced by their associated practice behaviors (right column).

Upon successful completion of this course, students should be able to demonstrate achievement of the expected knowledge, skills, and values-based learning outcomes identified in the cells that are in bold below.

<u>Competencies</u>	<u>Expected Learning Outcomes (aka: Practice Behaviors)</u>
1. Identify as a professional social worker and conduct oneself accordingly	1. Advocate for client access to the services of social work.
	2. Practice personal reflection and self-correction to assure continual professional development.
	3. Attend to professional roles and boundaries.
	4. Demonstrate professional demeanor in behavior, appearance, and communication.
	5. Engage in career-long learning.
2	6. Use supervision and consultation.
	7. Recognize and manage personal values in a way that allows

Apply social work ethical principles to guide professional practice	professional values to guide practice.
	8. Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles.
	9. Tolerate ambiguity in resolving ethical conflicts.
	10. Apply strategies of ethical reasoning to arrive at principled decisions.
3 Apply critical thinking to inform and communicate professional judgments	11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
	12. Analyze models of assessment, prevention, intervention, and evaluation.
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
4 Engage diversity and difference in practice <i>INCLUDES: age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation</i>	14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
	15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
	16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
	17. View themselves as learners and engage those with whom they work as informants.
5 Advance human rights and social and economic justice	18. Understand the forms and mechanisms of oppression and discrimination.
	19. Advocate for human rights and social and economic justice.
	20. Engage in practices that advance social and economic justice.
6 Engage in research-informed practice and practice-informed research	21. Use practice experiences to inform scientific inquiry.
	22. Use research evidence to inform practice.
7 Apply knowledge of human behavior	23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.

and the social environment	24. Critique and apply knowledge to understand person and environment.
8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services	25. Analyze, formulate, and advocate for policies that advance social well-being.
	26. Collaborate with colleagues and clients for effective policy action.
9 Respond to contexts that shape practice	27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
	28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities	29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
	30. Use empathy and other interpersonal skills.
	31. Develop a mutually agreed-on focus of work and desired outcomes
	32. Collect, organize and interpret client data.
	33. Assess client strengths and limitations.
	34. Develop mutually agreed-on intervention goals and objectives.
	35. Select appropriate intervention strategies.
	36. Initiate actions to achieve organizational goals.
	37. Implement prevention interventions that enhance client capacities.
	38. Help clients resolve problems.
	39. Negotiate, mediate, and advocate for clients.
	40. Facilitate transitions and endings.
	41. Critically analyze, monitor, and evaluate interventions.

COURSE OBJECTIVES

1. Appreciate the cultural, historical, and religious traditions of Central America
2. Understand cultural and ideological differences between the United States and the designated country
3. Describe social policies and social work practices in country.
4. Experience the role of social workers in this society as compared to the U.S.
5. Analyze the impact of racial and gender stratification within this society.

COURSE READINGS

- Belli, Gioconda. (2003). The Country Under My Skin: A Memoir of Love and War. New York: Alfred A. Knopf
- Booth, J., Wade, C. & Walker, T. (2015) Understanding Central America: Global forces, Rebellion, and Change. (6th Ed.) Boulder: West View Press.
- Chomsky, N. (2015). Turning the Tide: Central America and the Struggle for Peace. Haymarket Books
- Foxx, J. (1997). Maya Textile Tradition. Harry N. Abrams Publisher.
- Kellogg, S. (2005). Weaving the Past: A History of Latin America's Indigenous Women from the Prehispanic Period to the Present. Oxford University Press.
- Kinzer, Stephen. (2007). Blood of Brothers: Life and War in Nicaragua, With New Afterword (Series on Latin American Studies). Harvard University Press.
- Menchu, R. (1987). I, Rigoberta Menchu: An Indian Woman in Guatemala. NY: Verso.
- Schlesinger, S., Kinzer, S. Coatsworth, J. & Nuccio, R. (2005). Bitter Fruit: The Story of the American Coup in Guatemala, expanded and revised. Davis Rockefeller Center for Latin American Studies.
- Walker, Thomas W. (2003). Nicaragua: Living in the Shadow of the Eagle. Boulder: Westview Press.
- Wilkinson, D. (2004). Silence on the mountain: Stories of terror, betrayal, and forgetting in Guatemala. NC: Duke University Press.

COURSE STRUCTURE

The learning format for this seminar includes small and large group discussions, individual participation, travel to Central America, and visits with NGOs. The seminar requires the full participation of all students. Each student is expected to share experiences or ideas that will enrich group discussion.

There are two required pre-travel meetings –one, two weeks before departure and another one week prior to departure. There will also be a post trip debriefing session upon return to the United States. Students are expected to attend ALL educational sessions before and after the trip and in country as planned.

INSTRUCTOR'S RESPONSIBILITIES

- Facilitate discussions
- Arrange for supplemental materials as needed
- Evaluate student work and provide feedback
- Be available to respond to questions and issues

STUDENT'S RESPONSIBILITIES

- Attend and participate in all pre- and post-trip sessions and site visits. You are expected to read all assigned readings, arrive on time for all sessions, attend all activities, and be prepared to participate in discussions.
- Participate in all group events during the study tour in the destination country.
- Pre-trip assignment: prepare an annotated bibliography on 4 readings on the country we focus on in Central America. Chapters can be substituted for articles or a book; one page per reading.
- Submit a personal reflection and a final paper together. The combined reflection and final paper is described in the *Course Requirements* section below.
- Students who miss more than 20% of class meetings, for any reason, will not be eligible to receive credit for the course and will be required to withdraw from it. .

Professional Code of Conduct

Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, as well as inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field placement) will be the basis for nonacademic termination.

COURSE REQUIREMENTS

Distribution of Credit for Required Assignments:

10%	Pre-trip Orientation Session # 1
	Pre-trip session # 2
15%	Annotated Bibliography
50%	Educational days in designated country, participation in travel activities
10%	Post-trip session
10%	Personal reflection
5%	Final Paper

Participation: Attendance and active participation in all pre-trip seminars, all educational excursions, group discussions, and the post wrap-up seminar are required.

Expectations in country: Students will participate in a variety of activities the first weekend, some required and others optional. A mandatory debriefing session will be held each evening. One or two group dinners will also be scheduled for the entire group to enjoy together. The final two days in country, students will be given options to choose from for extended cultural trips to other areas. There will be additional free time in which students can relax plan their own outings for shopping, dining out, hiking, etc.

In preparation for the trip all students are required to select one of the course readings above. After selecting and reading one of these books, each student will post a 3 paragraph reflection on the book with any questions about Guatemala that arise.

Written Assignments:

The following criteria will be used in grading papers:

1. All elements of assignments must be covered;
2. Evidence must be presented to back up your analyses (specific examples must be given to illustrate vague ideas or concepts or to make a point more clearly);
3. Assignments must be well written in terms of clarity of expression;
4. APA style must be used (<http://owl.english.purdue.edu/owl/resource/560/01/>);
5. No typographical, spelling, punctuation, or grammatical errors;
6. Assignments must be turned in on time;
7. Assignment must be word processed with pages numbered and a cover page; hand-written papers will not be accepted.

• Pre-Trip Assignment: Annotated Bibliography

Select a topic of interest (e.g. child labor, domestic or youth violence, deforestation) that will guide you through your pre-trip assignment, your observations in the designated and post-trip written assignment. Students are required to prepare an annotated bibliography on 4 scholarly readings of their choice related to the topic they have chosen. Articles should be from journals or published book chapters. You are required to write a brief summary of each article, in which you develop 4 ideas/concepts. List the title and citation of the book or article and include a brief synopsis of the reading and a section on its relevance or importance to this trip.

a) Summarize the article (overall, what was this article about) b) describe the relevance of this reading to your area of interest and c) discuss the practice relevant ideas you got from this article. The annotated bibliography will be 3-6 pages. (See sample at end of this syllabus.) Submit all 4 annotated bibliographies together as one document. Due: one week prior to departure to designated country.

• Post-Trip Assignment:

- a. Personal reflection (3 pages or PowerPoint)
- b. Final paper (3-5 pages text)

A) Personal Reflection, Part A of Final Assignment

Throughout the time in the designated country and even prior to the trip, we strongly encourage each student to keep a personal journal that can be drawn upon for completing the personal reflection upon return to the US. The following questions can guide your journaling and should be addressed in your final personal reflection.

Pre-Trip:

1. Why did you decide to go to Central America?

While in country:

2. How do you find yourself interacting and reacting to being immersed in another culture?
3. What kinds of activities were you involved in while in the designated country? What stands out from

each one?

4. What has been your biggest surprise? (This can change daily)
5. What insights and questions have emerged from your interaction with your language instructor? How does his/her perceptions and views compare with what you are learning from your field visits?

Post-Trip:

6. What did you gain personally from the trip? What did you learn about yourself as a result of the trip?
7. What did you gain academically or professionally from the trip? How has your understanding of the topic you chose to study (i.e. annotated bibliography) change during the week?
8. Which experience was the most memorable? Most pleasant? Least pleasant?
9. How could the trip be enhanced for others in future courses?
10. Would you participate in this or another study abroad trip again? What advice would you offer to others who might consider participating in this trip?

Upon return, prepare a systematic reflection in response to the above questions. We recommend beginning this reflection soon after returning home, while your thoughts and insights are fresh. Your final reflection can take either format below.

Prepare a written reflection paper that covers in narrative, paragraph form your responses to the above questions. (3 pages minimum)

OR Preferably

Prepare a PowerPoint Presentation/Movie of your reflection. Use photos and power point slides to summarize significant learning from the trip in response to the above questions. This should be e-mailed to faculty and should be 15 slides minimum. All participants are encouraged to present their presentation to colleagues, student groups and other interested audiences.

B) Final Paper, part B (required of all students)

Prepare a paper in response to the following: (3-5 pages text)

Return to the topic you selected for your annotated bibliography prior to the trip. Based on your readings, in-country experiences, and discussions, prepare an integration paper. Describe your impressions of the designated country in terms of culture, social issues, and human services and compare them to your knowledge of North American culture and equivalent. As in integration paper, students should reflect on shifts in their knowledge and perceptions on their chosen topic that occurred from pre-trip orientation through the return to the US. Incorporate your insights on the assigned course text, the articles you studied for the annotated bibliography and additional readings you did for this final paper. While Part A of the Final Assignment focuses on your personal reflections, Part B is an attempt to advance and articulate your intellectual understanding of the designated country and your specific topic of interest.

Be sure to use APA format with citations and references.

Schedule in country

The instructors will provide a calendar of the week and daily schedule at the pre-trip orientation. A general outline is included below.

Itinerary

- Day 1: Fly to Guatemala City
Arrive at Homestays in Antigua
Orientation in Central Park
Dinner with host families
- Day 2: explore Antigua
Meals on your own
- Day 3 & 4: AM- Individual Spanish Instruction
PM – visiting non-profit NGOs in the area
- Day 5 & 6: AM- Individual Spanish Instruction
PM – Community Service Learning project with NGO
- Day 7: AM- Individual Spanish Instruction
PM leave for Lake Atitlan
- Day 8: Day at the Lake- visit pueblos
- Day 9: AM- Chichicastenango Market
PM – return to Antigua
- Day 10- AM- Camino Seguro in Guatemala City
PM- time to explore Antigua/free time
- Day 11- AM- coffee plantation and museum tours
PM- free time for shopping/packing
- Day 12: Depart for home

ADDENDUM I

Required Travel Arrangements:

- ✓ As required by policy, all participants in the study tour must purchase insurance through the Shepherd University Business Office.
- ✓ Participants must have a valid passport that will not expire for at least 6 months after returning to the U.S.
- ✓ Participants who intend to travel on non-U.S. passports must have a completed FORM I-20 for readmission to the United States.
- ✓ Participants must provide a copy of their passport to the Shepherd University Study Abroad Office prior to departure of the tour.
- ✓ Participants must provide emergency contact information to the Shepherd University Study Abroad Office prior to departure.
- ✓ Participants must report any potential travel problems to the tour leader prior to the enrollment process as, for example, legal issues that may hinder return to the U.S.
- ✓ Any non-student community participants must enroll in the study tour through Shepherd University's Continuing Education program, Office of Lifelong Learning.
- ✓ Academic study tour participants are required to complete/sign an online release form (Study Abroad website) with the university prior to tour departure.

**Participants must enroll for the study tour through the Shepherd University Study Abroad Office.
See their web site link at <http://shepherd.abroadoffice.net/dates.html>**

Giese-Davis, J., et al. (2002). Change in emotion-regulation strategy for women with metastatic breast cancer following supportive-expressive group therapy. *Journal of Counseling and Clinical Psychology* 70(4), 916-925.

Study participants included 125 women with relatively grave breast cancer who attended weekly 90-minute supportive-expressive therapy groups (called "SET" by this team), who were monitored as to their level of expressiveness (p. 918). The researchers monitored "emotion-regulation constructs" (p. 916), such as "suppression of negative affect, restraint, repression, and emotional self-efficacy" (p. 916) in order to gauge the depth of the feelings shared by women in the groups. Though suppression of feelings at inappropriate times is a healthy ability, difficult emotions that are consistently denied can lead to negative mental health outcomes and to physical manifestations as illness. The Giese-Davis team found that SET groups were able to help women become more expressive of difficult emotions, but did not lead to harmful expressions of hostility or despair. Giese-Davis reports that "the women in the group have often talked about how important it is to them to be more able to express their strong emotions, particularly fear, anger, and sadness about dying" (p. 922). This effect is a treatment goal of the SET model, which asks group members to excavate and discuss their most painful and difficult feelings. One group member said "When things are bothering you, the therapist brings them to the surface, helps to get the demons out" (p. 922).

Though this article is useful in describing the effect of an intense treatment from women who are dealing with advanced breast cancer, it is less useful to my fictional group than others I reviewed. In interviewing group members, the stage and prognosis of their cancer would be an important factor in eligibility for the group, and I would likely limit it to women who are working through sexual functioning concerns in the context of likely recovery. The women in this SET group had very strong difficult emotions because they truly were dying. At that stage of the disease, I would recommend a different group to address the concerns about unfinished business, grief, and rage that occur for people at the end of life. However, the article does give an empirical evidence base to champion SET as a therapeutic modality, which corroborates the findings for lesbians with less severe breast cancer in the Fobair et al. (2002) study. This leads me to conclude that SET is probably useful to breast cancer groups with a variety of demographics and prognoses, and encourages me to explore it further in clinical practice.

DeYoung, M. & Corbin, B.A. (1994). Helping early adolescents tell: A guided exercise for trauma-focused sexual abuse treatment groups. *Child Welfare*, 73(2), 141-154.

Therapists providing group therapy for sexually abused females are often responsible for facilitating group sessions that encourage all members to disclose their abusive experiences. DeYoung and Corbin (1994) address this difficult task by describing a guided exercise for these specific sexual abuse treatment groups in their article about helping early adolescents tell. The authors believe that the context of group therapy for sexual abuse survivors provides an environment conducive to the telling of the girls' experiences for several reasons. Emotional needs are met without the intensity of individual therapy, feelings of secrecy are decreased, and a peer-focused atmosphere helps to reduce feelings of isolation and alienation that accompany the experience of sexual abuse. The trauma focused group described, has a group structure sensitive to the needs of the participants. For example, the group should include no more than six, same-sexed children, 11-14 years old, all who have confirmed histories of sexual abuse, as well as a facilitator of the same sex. The sixteen week group is focused on telling the story of the trauma as narrated by each individual survivor. The guided exercise begins with the participants completing a written exercise that asks them to document the story as she remembers it, fears about telling the story, and type of support the individual needs from the group. Upon completion of this exercise the group members are prompted to ask questions, the therapist assists the individual in constructing a new interpretation of the abuse, and thoughts and feelings are normalized in an attempt to transform the experience. The authors report that those girls who use the guided exercise share more details about the abuse and are more likely to express their feelings, thoughts, and needs more openly. Those who participated reported that they enjoy the exercise and that it is effective in helping them structure their stories.

I chose to read this particular article because my main clinical interest is working with female survivors of abuse. I specifically chose sexual abuse due to my repeated exposure to females who have experienced this type of abuse at my field sites and my lack of experience in facilitating a group with clients wishing to focus on these issues. This article provided a structured approach for therapists like myself to utilize in practice that encourages females to share their stories in a non-threatening way. I have become more aware of the basic steps in guiding females in the creation of their story that I was not aware prior to reading the article such as using a written exercise, learning about the relevant issues regarding the abuse that need to be discussed, and allowing group members to take a considerable amount of control in running the group. I also became acquainted with the task of the therapist upon completion of the story which includes incorporating the story into the child's life in a newly defined way. These are all relevant ideas applicable to the population of clients that I work with and plan on working with in the future. This was an excellent article for establishing a base for running this type of group and is appealing due to the effectiveness of the intervention and the willingness of individuals to actively participate in the exercise.

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- ✓ Any non-student community participants must enroll in the study tour through Shepherd University's Continuing Education program, Office of Lifelong Learning.
- ✓ Academic study tour participants are required to complete/sign an online release form (Study Abroad website) with the university prior to tour departure.
- ✓ Deposit of \$500 must be paid by January 29th, checks payable to Shepherd University Business Office. Two Scheduled payments of \$500 can be made by February 29th and March 29th. Final payment of \$300 to \$500 (depending on airfare rates) must be made by April 29th.

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