

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE**

**Empowerment through Community Engagement and Development:
Building Cross-Cultural Competencies**

19.910.533.03 **Special Topics in Social Work Research– Global Education to Mexico – Winter, 2017**

01:959:373:01 **Course Place Holder (INDEX 00056)**

Location: **Autonomous University of Yucatan (UADY), Merida, Mexico**

Dates: **Pre-departure Orientation: December, 2016**
 Course available on CANVAS: December 16, 2016

Travel Information: [Merida, Mexico is the destination](#)

Arrive in Merida, Mexico (MID): January 2, 2017

Depart Merida, Mexico (MID): January 14, 2017

I. Course Description

This course provides students with the historical and current information on vulnerable populations in the Yucatan, Mexican culture and tradition, and education and practice of social work in Mexico. The course of study and service learning will emphasize knowledge and skill-building in community engagement and development that is specific to social work practice in Mexico, specifically, and Latin America, more broadly. Community development and empowerment for addressing discrimination and oppression is a special strength of social work in Spanish-speaking countries in contrast to US models that emphasize more individualistic approaches to problem-solving. Comparative research on the efficacy of different models will be explored. Field visits and international service learning opportunities will engage students directly with clients, faculty, students and practitioners in public and private social services agencies, local traditional healers and religious community groups.

II. Course Overview and Format:

The proposed course will be in-country and modeled on existing Study Abroad Courses in which there is a combination of lectures by faculty at the UADY social work program and field visits that engages students in discussion with practitioners about programs, services and practices that work; the structure of social welfare programs. Cultural and artistic visits will also be included.

III. Place of Course in Program

This course is an elective course for undergraduate or graduate students with a special interest in social work across border, social work with immigrants, and Mexican culture. It is a prerequisite for the Service Learning Program.

IV. Course Objectives

At the end of the program, students will be able to:

- Discuss and compare social work education and practice in Mexico, Latin America, and the US in terms of positives and negatives.
- Identify vulnerable populations in Mexico, and most particularly, those specific to the Yucatan.
- Describe and apply community engagement theory and principles to a specific vulnerable group within Mexico and Latin America.
- Identify social and community development interventions and their appropriate utilization in Mexico.
- Describe and discuss the shared opportunities and constraints for building the capacity of social work in Mexico and the US
- Demonstrate an ability to engage reciprocally with professionals, community members and leaders in national context other than one's own
- Assess how one's personal and cultural values affect interaction and understanding across borders.

V. Course Requirements:

1. Mandatory pre-departure course work and orientation
2. Read required documents and articles that are posted on CANVAS
3. Participation in a Threaded Discussion on CANVAS
4. Attendance and Participation in 90% of the scheduled meetings, classes and cultural events.
5. A personal journal about experiences, observations, thoughts, and feelings.
6. A final paper (8-10 papers) that addresses a specific vulnerable population within the Yucatan (outline provided by separate document).

VI. Grading

Assignments for course:

1. Travel Journal to be submitted to the instructor by January 31, 2017. You are required to keep a travel journal that you organize in a way that works best for you. Journaling is a very private thing. You may find that you write every day, or you may decide to write once every 2-3 days, but in more detail. Some students prefer to combine writing and scrapbooking. It's up to you to do what works best. There is no right way or wrong way to keep a journal. The instructor will keep your journal contents **confidential!** It will be shared only if you decide you want it to be shared.

There are some excellent websites for you to review that might help.

<http://www.women-on-the-road.com/travel-journal.html> (This isn't for women only!!!)

<http://www.vagabondish.com/how-to-tips-writing-travel-journal/> (We will feel like vagabonds at times!)

2. Participation in the two Threaded Discussion on CANVAS is required as part of the class participation.
3. Final Paper 8-10 pages: This is a paper that you will write that will provide the instructor with the opportunity to evaluate how well you achieved selected course objectives through a guided assignment. The due date is January 31, 2016.

Overall Grade will be determined by:

- Participation in threaded discussions/reading
- Attendance and Participation in-country (at least 90% of program)
- Journal submitted on the agreed date with professor
- Final Paper: to be submitted on the agreed date with the professor

Grade	Numerical	Definition	Equivalent
A	100-90	Outstanding	4.0
B+	89-85		3.5
B	84-80		3.0
C+	79-75		2.5
C	74-70	Good	2.0
F	69 and below		0.0
		Failing	

VII. Course Evaluation

Study Abroad at Rutgers University will issue a survey that evaluates the course and instructor. This survey is completed by students after the end of the program and all answers are confidential and anonymous.

IX: Course Outline

Itinerary is provided separately

Readings: Under **DocSharing on CANVAS**

Site visits will be organized in partnership with UADY's Social Work Program and School of Nursing and the Social Work Program – in consultation with the Center for International Cooperation. There are specific programs that provide internships for students that will provide excellent learning opportunities including a prison, elementary and high schools, and the public social welfare and child protection services.

Selected Readings

- Crist, J. D., Parson, M. L., Warner-Robbins, C., Mullins, M. V. & Espinosa, Y. M. (2009). Pragmatic action research with 2 vulnerable populations: Mexican American Elders and formerly incarcerated women. *Family Community Health*, 32(4), 320-329. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4007163/?report=reader>
- Hernandez, S. H. & Dunbar, E. (2006). Social work practice and education in Mexico. *Social Work Education*, 25 (1), 52-60.
- Howell, J. (2004). Turning out good ethnography, or talking out of turn? : Gender, violence, and confidentiality in Southeast Mexico. *Journal of Contemporary Ethnography*, 33, 323-352.
- Montano, C. (2012). Social work theory – practice relationships: Challenges to overcoming positivist and postmodern fragmentation. *International Social Work*, 55, 306-319.
- Pollack, D. & Rosman, E. (2012). An introduction to treaties for international social workers. *International Social Work*, 55, 417-427.
- Rivera-Rivera, L, Lazcano-Ponce, E., Salermon, Castro, J., Salazar-Martinez, E., Castro, R., Hernandez-Avila, M. (2004). Prevalence and determinants of male partner violence against Mexican women: A population-based survey. *Salud Publica de Mexico*, 46(2), 113-122.
- Rotabi, K. S., Pennell, J., Roby, J. L., Bunkers, K. M. (2012). Family group conferencing as a culturally adaptable intervention: Reforming intercountry adoption in Guatemala. *International Social Work*, 55, 402-416.
- Wong, R., Gerst, K., Michaels-Obregon, A., & Palloni, A. (2011). *Burden of ageing in developing countries: Disability transitions in Mexico compared to the US*. Washington, DC: World Bank. Retrieved from <http://www.rand.org/content/dam/rand/www/external/labor/seminars/adp/pdfs/2011/wong.pdf>

X. ACADEMIC INTEGRITY POLICY

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or

footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows:

"Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

It has been recommended by the Office of Student Conduct that the honor pledge below be written on all examinations and major course assignments.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: **ON MY HONOR, I HAVE NEITHER RECEIVED NOR GIVEN ANY UNAUTHORIZED ASSISTANCE ON THIS EXAMINATION.**

XII. DISABILITY ACCOMMODATION

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation (see [General Documentation Guidelines and Principles](#)). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the [Office of Disability Services website](#).