

BRIDGEWATER STATE UNIVERSITY • SCHOOL OF SOCIAL WORK
SCWK 355/559 Social Work and Social Services in China: Beijing and Shanghai

SUMMER 2020

Instructor: Jing Tan, PhD; Kathy Bailey, PhD., LMSW

Credits: 3

COURSE DESCRIPTION:

This travel course will introduce students to the culture and society of China. Through our institutional partnership with Shanghai Normal University and developing partner, China Youth University for Political Studies, we will explore the emerging Social Work profession and current service delivery systems of social services in China. Students will attend lectures at the on social service topics including poverty, children and family, elderly services, health services, human rights, and social justice. In addition, students will visit relevant social service agencies and community organizations. Students will also enjoy China's natural beauty and rich history through off-site cultural activities.

CORE COMPETENCIES AND METHOD OF ASSESSMENT:

At the completion of this course, students should have acquired and/or enhanced the following core competencies as demonstrated by the stated practice behaviors. The method of assessing these practice behaviors are noted in the fourth column.

Core Competency	Explication	Domains (Knowledge, Skills, Values, Cognitive and Affective processes)	Method of Assessment
Competency 1: Demonstrate ethical and professional behavior	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes;	K, S, V, C	Class Participation
Competency 2: Engage diversity and difference in practice.	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; apply self-awareness and self-regulation to manage the influence of personal	K, V, C	Class Participation

	biases and values in working with diverse clients and constituencies.		
Competency 3: Advance human rights and social, economic and environmental justice	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; engage in practices that advance social, economic, and environmental justice	K, S, C	Class Participation, Observations, Research Paper
Competency 4: Engage in practice informed research and research informed practice	Use practice experience and theory to inform scientific inquiry and research; apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; use and translate research evidence to inform and improve practice, policy, and service delivery.	K, S, C	Class Participation, Photo Essay
Competency 5: Engage in policy practice	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	K, V, S, C	Photo Essay, Research Paper, observations
Competency 6: Engage with individuals, families, groups, organizations, and communities	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	K, V, S, C, A	Class Participation, observations
Competency 7: Assess individuals, families, groups, organizations, and communities	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	K,V,S,C	Class participation, research paper

COMMUNICATION: Students are also responsible for regularly checking their BSU email account. The BSU email account is an official means of communication and it is the account used for all class-related emails.

HONOR CODE: Students are expected to be familiar with the policies of the BSW/MSW program and the School of Social Work. It is the expectation of the University and the School of Social Work that all work submitted or presented by students represents their own efforts. Academic ethics require that students give credit for material not their own; this includes material that is directly quoted, ideas drawn from other sources and paraphrased by the student, and material previously submitted by the student for this or another class. Like cheating on tests and borrowing work from another student, plagiarism represents academic dishonesty. Violations of academic integrity will not be tolerated. Refer to the Student Handbook for details.

ACCESSIBILITY STATEMENT: In compliance with Bridgewater State University’s policy and equal access legislation, the instructor is available to discuss appropriate accommodations that students may require as a student with a disability. Requests for academic accommodations should be made during the ‘add/drop’ period, unless there are unusual circumstances, so that appropriate arrangements can be made. Students who are seeking accommodations must register with the Disability Resources Office in the Academic Achievement Center for disability verification and determination of reasonable academic accommodations. For details, please refer to the University Catalog.

GRADE ACHIEVEMENT:

Standards for Grading

THE GRADE OF “A” means that you are doing outstanding work in the course. You offer the class your active participation, which is grounded in your careful reflections and a deep understanding of course material. You hand in all of the course assignments and your work demonstrates mastery of material, critical analysis, originality of thought, and creativity.

THE GRADE OF “B” means that you are meeting all the requirements of the course and doing above average work. You attend class regularly, hand in all the course assignment and demonstrate a strong grasp of the material. You attend class and complete all assigned readings. Your participation in class discussions may be inconsistent and may not demonstrate a full understanding of the course material and assigned readings.

THE GRADE OF “C” means that you are doing at least satisfactory work and are meeting the minimum requirements for the course. You attend class regularly, hand in all of the course assignments, and demonstrate a basic level of understanding of the course concepts. Your participation is infrequent and demonstrates, at best, a minimal understanding of course material and assigned readings.

THE GRADE OF “D” or “F” means that you are doing unacceptable work. You miss classes, do not turn in assignments, and/or demonstrate a lack of understanding of course concepts. You do not participate in class discussions. Students receiving a “D” or “F” may be considered unacceptable for continuation in the course or the major and may need to meet with their advisor.

COURSE ASSIGNMENTS AND GRADING:

Assignments	Due Date	Points
Participation	Ongoing	20
Photo Essay/Presentation	TBD	30
Observation Papers (undergraduate)	TBD	25 each
Social Service Delivery Comparison (graduate)	TBD	50

All papers are expected to fully conform to APA standards. For all papers, this includes a cover page, a running head, in-text citations, and a reference page. A paper that does not fully conform to these standards will be returned without grading. A late penalty will be assigned to the revised copy of the paper, which must be submitted no more than 3 days after being returned.

Grading Scale in points:

A =	94-100
A- =	90-93
B+ =	87-89
B =	84-86
B- =	80-83
C+ =	77-79
C =	74-76
C- =	70-73
D+ =	67-69
D =	64-66
D- =	60-63
F =	59

ASSIGNMENT UNDERGRADUATE

PARTICIPATION (20 points)

Students are expected to be on time for all meetings and field visits. This is especially important when there is scheduled transportation. Students are expected to maintain professional demeanor and behavior at all field agency visits and throughout their time in the country. As representatives of Bridgewater State University, it is imperative that students engage in culturally competent behavior.

Students are expected to be courteous and considerate of your fellow students. You may feel like the entire experience is overwhelming at times, but try to keep things in perspective. The course is relatively short, and you will survive. Getting along with fellow participants will only enrich the entire experience.

PHOTO ESSAY/PRESENTATION (30 points)

Compile photos from the trip into a video or PowerPoint presentation that best illustrates your learning about social work in China. Please include people, agencies, and environment to reflect your observations.

OBSERVATION PAPERS (25 points each)

You will write two observation papers. The purpose of each paper is to demonstrate your perspective on an agency visited in China. Select two agency visits and include the following in each paper:

1. Briefly state what the agency does and its goals
2. Your specific impressions of the agency, the population served by the agency and its effectiveness in assisting with the issue/issues it is designed to remediate.
3. A comparison of similarities and differences of the agency work in U.S. and China.
4. A discussion of diversity, oppression and/or issues of social justice related to the agency work.

5. Your recommendations for strength-based changes to help improve the service of the agency

The length of each observation paper should be 4-6 double-spaced pages.

ASSIGNMENT GRADUATE

PARTICIPATION (20 points)

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PHOTO ESSAY/PRESENTATION (30 points)

Compile photos from the trip into a video or PowerPoint presentation that best illustrates your learning about social work in China. Please include people, agencies, and environment to reflect your observations.

SOCIAL SERVICE DELIVERY COMPARISON (50 points)

Context, issue, agency/system – Students will analyze a social service delivery system addressing its historical, cultural, political and economic context specific to an identified social issue. Students will compare the service delivery system of China to the service delivery system of the United States in addressing that issue. In a 10-12 page paper students will address the following:

1. Provide context to the issue addressed by the service delivery system
 - a. Overview of the issue
 - b. Historical perspective
 - c. Compare and contrast by country
2. Overview of the current delivery system
 - a. Relevant policies
 - b. Compare and contrast service delivery
 - c. Discussion of service gaps
3. Recommendations for change
 - a. Critically analyzing what you have learned, make recommendations for change in the service delivery system of each country.

Course Outline

Tentative itinerary of Beijing and Shanghai Study Tour

1. Day one (Sunday, May 24, 2020), arriving Beijing and check in hotel
2. Day two (Monday, May 25, 2020), Forbidden City, Tiananmen Square, Jingshan Park
3. Day three (Tuesday, May 26, 2020), class and agency visit*
4. Day four (Wednesday, May 27, 2020), class and agency visit*
5. Day five (Thursday, May 28, 2020), class and agency visit*
6. Day six (Friday, May 29, 2020), Great Wall of China, Ming Tombs
7. Day seven (Saturday, May 30, 2020), Temple of Heaven, Summer Palace
8. Day eight (Sunday, May 31, 2020), leaving Beijing for Shanghai
9. Day nine (Monday, June 1, 2020), Exchange with Shanghai Normal University students, The Bund and evening cruise
10. Day ten (Tuesday, June 2, 2020), Visit Social Service Agencies, Shanghai City Planning Museum, Nanjing Road
11. Day eleven (Wednesday, June 3, 2020), Visit Social Service Agencies, Yuyuan garden, Pudong District, Shanghai Financial Center
12. Day twelve (Thursday, June 4, 2020), Day trip to Zhouzhuang Water Village
13. Day thirteen (Friday, June 5, 2020), leaving Shanghai for Boston