

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE SCHOOLS OF SOCIAL WORK

COURSE SYLLABUS FOR SOCW 478 SOCIAL POLICY AND SOCIAL SERVICE SYSTEM IN EGYPT Dec. 26-Jan. 5, 2012

Course Credit: This is an elective 3 hour course for undergraduate seniors (juniors considered on an individual basis) and graduate social work students.

Course Instructors:

Hussein Soliman, PhD
Professor
Southern Illinois University Carbondale
Phone: 618 453-5358
Email: soliman@siu.edu

Wayne Paris, PhD
Associate Professor
Abilene Christian University
325-674-4886
wayne.paris@acu.edu

I. COURSE OVERVIEW

This elective course helps students to better understand social service planning and delivery by exposing them to an entirely different cultural, political, and religious system of social policies and social service programs developed to solve societal problems and to address the needs of various groups (children, families, youth, the elderly) in Egypt.

By traveling, observing and learning about the planning, implementation and evaluation of social service programs within a different culture, students will be able to determine the nature of social problems and how other factors may contribute to their existence. For example, students will be able to observe the process of providing care for special populations i.e. the disabled, the delinquent adolescent, those with health and mental health needs, and the elderly. This will provide students with a new understanding of the characteristics of social service programs and the factors contributing to their delivery which will be considered as part of their evaluation of these programs.

II. COURSE OBJECTIVES

Course objectives: At the end of the course, students will be able to achieve the following:

1. understand the influence of cultural factors on the basic foundation of social policy;
2. identify the ways in which Egypt address the needs of people using a different service delivery system;
3. learn about the influence of ancient traditions, religious, and historical experiences on the development of social policy;
4. develop the ability to extend the parameters of their 'professional and personal paradigm' in assessing the value of social services in addressing societal needs;
5. examine the impact of social programs on people's lives;

6. develop the ability to communicate with human service providers from other cultures as a way of creating new understanding of their views of social services;
7. understand how social policies influence people's lives within a different social and cultural context; and,
8. appreciate and understand people with different cultural, religious, value system, and life experiences.

III. COURSE REQUIREMENTS

Students will be oriented to Egypt using a variety of methods including: short meetings; reading materials; and, a website with links for internet information and reference materials. A package has been prepared to help students understand the context of the study abroad experience and will be distributed to the students prior to traveling. Participation in field visits and lectures is required. Lectures, class discussion, agency visits, observation of service delivery, reading materials, interaction with students, instructors and supervisors, and, seminar discussion time will be used.

Textbook: A packet of reading materials will be provided to participants that reviews the role of international social work and materials specific to Egypt and the Middle East.

Evaluation:

A variety of evaluation methods will be used to determine the final assessment of student understanding (i.e., grade). These methods will include:

1. **Journal Report:** students' daily reaction and summary of their views, impressions and feedback on field visits, lectures and other course activities;
2. **Students' Participation:** Students attendance and participation in the open discussion and meetings will be assessed as a means of reinforcing and enhancing the understanding of course experiences and materials;
3. **Final Paper:** Students will prepare a final paper which reflects their understanding and comprehension of the course materials and their assessment of the course objectives; and,
4. **Group Review:** Students will participate in a final seminar session to provide their reactions to the course activities and experiences.

Grades:

Daily journal	25 %
Student participation	25 %
Final paper	40 %
Summary seminar	10 %

	100%

Expectations and Assignments:

Both graduate and undergraduate students' grades will be given based on the same assignments. However, graduate students will be expected to exhibit an advanced level of participation and knowledge. It is anticipated that each of their assignments will be more 'in depth' and that they will provide some leadership in directing and contributing to discussions.

References

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