

## **SOWK 705 (02)**

### **Practice, Programming, and Policy in the Face of Twin Pandemics: COVID19 and Racial/Ethnic Inequity**

A Virtual International, Inter-Professional Elective

#### **Instructors:**

Corey Shdaimah (UMB School of Social Work)

Susan Leviton (UMB School of Law)

Dassi Postan-Aizik (UH School of Social Work)

Roni Strier (UH School of Social Work)

Contact information for Corey Shdaimah, Course Coordinator:

Office Hours: Monday 12:15-1:45 (virtual or in-person) or by appointment.

E-mail: [cshdaimah@ssw.umaryland.edu](mailto:cshdaimah@ssw.umaryland.edu)

#### **Course Overview:**

Many lives have been changed by COVID19; however there is evidence that the pandemic disproportionately affects groups that have long suffered from systemic health and social inequalities. Using a social justice lens, this course will explore practices, programs and policy responses to the pandemic in diverse and divided cities. We will discuss the following questions:

- What are the effects of COVID19 and the program and policy responses on the practice of social workers, lawyers, and health professionals and on the people, individuals, and communities that have been historically disenfranchised?
- How do professional codes of ethics inform our work on the ground during the pandemic?
- What is our role in shaping and responding to program and policy at the micro, meso, and macro levels of professional practice, gatekeeping, and service provision?
- How can we learn with and from the people most effected about the impacts of the pandemic on individuals and communities?

University of Haifa (UH) and University of Maryland, Baltimore (UMB) are public institutions committed to training professionals to provide services within diverse communities that experience inequality, discrimination, and tensions among populations. In Baltimore, these tensions are primarily racial and ethnic; in Haifa religious and ethnic. This international, inter-professional elective brings together a cohort of students from UMB and UH schools at a time when professionals strive to overcome a global pandemic that has had a disparate impact on already marginalized and excluded populations. We will use visual methods such as photography and artifact elicitation to share- across language, culture, and profession- ideas about social justice and the personal, professional, and societal impact of COVID19. These tools will facilitate student reflections on the social justice implications of their professional practice; identify hurdles and opportunities for promoting social justice across disciplines, cultures, and social systems; and share global knowledge that can inform their future practice.

Meeting dates and times:

Synchronous course meetings will take place virtually between 9AM and 12PM on six Mondays: February 22, March 1, 8, 22, and April 5, and 12 as well as the Monday-Thursday of Spring break, March 15, 16, 17, and 18<sup>th</sup> (also 9-12). The majority of these will be with UMB and UH students together; 2/22, 3/1, and 4/12 will be for UMB students. The remaining 3-credit course hours will be in the form of asynchronous class work to be completed by UH/UMB partners between meetings. The course will enroll up to 12 students each from UMB and UH. If international travel is permitted prior to June 1, interested students may be able participate in subsidized travel to Israel.

All meetings will be on Zoom, with links accessible from Blackboard.

October 31, 2014 from 12:15-1:45, At the SMC Campus Center in Room 353 (off the elevators around to the left – along the hallway across from the rest rooms)

Cross-cultural and Inter-professional intersections

Required readings:

\*Jordan, J. (2003). Report from the Bahamas, 1982. *Meridians*, (2), 6.

\*Novak, M. (2000). First Things-Defining Social Justice

<http://www.firstthings.com/print/article/2007/01/defining-social-justice-29?keepthis=true&872013>

\*Coates, T. (2011). A Muscular Empathy.

<http://www.theatlantic.com/national/archive/2011/12/a-muscular-empathy/249984/>

In class activities: Introductions; group exercise; initial discussion of social justice concepts.

November 3, 2014 from 12-12:55, Room 402 at the School of Law

Introduction to Photo-Voice as a Research Tool

Required readings:

\*Moore, G., Croxford, B., Adams, M., REefae, M., Cox, T., & Sharples, S. (2008). The photo-survey research method: capturing life in the city. *Visual Studies*, 23 (1), 50-62

\*Wang, C. C., & Redwood-Jones, Y. A. (2001). Photovoice ethics: Perspectives from Flint photovoice. *Health Education & Behavior*, 28(5), 560-572.

In class activity: Discussion of photo-voice as a social justice research tool

November 14, 2014 12:15-1:45, Room 402 at the School of Law

What does Social Justice in Baltimore Look Like to Us?

Required pre-class activities:

Photo-voice exploration of Baltimore in groups of 2-3 students. Each group will post a slide show to blackboard that has 5 photos with a 2-3 sentence caption describing each.

In class activities: Sharing of slide-shows and discussion of and as a mechanism for self-discovery and exploration.

November 24, 2014 from 12-12:55, Room 402 at the School of Law

In class activities: TBD

Open forum for questions regarding course logistics and travel.

**Commented [s1]:** Readings to be expanded/changed based on input from Haifa and health colleagues

See end of this document which has readings from last year's Israel pre-travel and suggested health reading.

In addition to readings for each of the classes, students will be expected to skim the Baltimore Sun and Ha'Aretz Israeli newspaper and to read two articles from each paper each week and to post a brief (2-3 sentence) reflection on their readings prior to class each week.

These can be accessed free online at:

<http://www.haaretz.com/>

<http://www.baltimoresun.com/>

**Optional meeting with Earl Dotter, nationally acclaimed photographer who occupational and health-related issues of social justice. This will be an informal meeting scheduled during an evening in October or November.**

#### **Tentative In-country Schedule: Subject to Change**

##### **January 2**

- Friday evening: Dinner in Haifa University faculty member families for Shabbat.

##### **January 3, Saturday:**

- Morning: free.
- Afternoon: Walk about in Haifa, including Baha'i gardens, poetry walls, and Wadi Nisnas. We will be in Haifa within walking distance of the hotel. The city has a multi-ethnic and religious population (47% Jewish, 38% Muslim, 13% Christian).

##### **January 4, Sunday:**

- Morning: Get to know Haifa University and each other; conduct initial workshop that outlines week's activities. Overview of University of Maryland, Baltimore, and social, economic and health profile of Baltimore, MD, US.
- Afternoon: Photo voice as social justice tool that will be used throughout the week. Photo voice is a research methodology, particularly conducive to indigenous populations. Student teams will begin photo voice skill training and participant in an experiential activity by sharing their own photos (taken in Baltimore/Israel during pre-program sessions) on themes of what do poverty and the responses to poverty look like.
- Evening: Debrief (30 minutes)

##### **January 5, Monday:**

- Morning: Exploration of interprofessional perspectives and global perspectives on social justice with Professor Izi Doron (law/gereontology). Discuss social justice theories (students will have already read literature); global justice -south and north; expressions of oppression; of poverty and their impact on health (broadly defined).
- Afternoon: Walk to Leo Beck Community Center in West Haifa where Haifa University Flagship project is located. Lunch in West Haifa. Students (both UMB and Haifa) can, with a community guide, meet with participants, begin community photo voice social justice project including short visits to a social service organizations and health clinic.

- Evening: Debrief (30 minutes)

**January 6, Tuesday (Possible overnight 1/5/15):**

- All day: Visit Jerusalem (about 90 minutes each way). Visit Old City Western Wall (Kotel), and tour through neighborhoods to visit sites of community/university partnerships for social change (i.e. the Old Railway Station, parks project) and of historical community organizing around social justice (i.e. Masrara neighborhood). Meetings with social activists who focus on social justice and Director of the Hebrew University community-university partnership.

**January 7, Wednesday:**

- Morning: Continue photo voice project in West Haifa with community guide, continue visiting identified organizations and Flagship Project. Possible visit to Haifa hospital or health center (such as Tipat Halav or community clinic) with representatives from nursing/social work departments (to be planned in conjunction with Haifa University SON)
- Afternoon: Return to University to begin pulling together the photo voice experience; how is the community represented? How is poverty represented? How do different individuals, groups, societies, cultures see poverty? See communities?

**January 8, Friday:**

- All day: Visit Acre (Akko), a city dating back to second millennium BC, about 45 minutes from Haifa. Haifa University has community project in Acre with four students doing social justice related research. Visit Arab Jewish Center and discuss urban, poverty, social justice, health and well-being in a multi-cultural historical geographic setting.
- Students will have time to take pictures for their photovoice project in the Old City of Acre.

**January 9, Friday:**

- Present photo voice projects to each other and to faculty. Facilitate discussion of results, of different perspectives, of what was learned about doing such a project, and about how poverty and responses to poverty are seen by students living and experiencing two vastly different cities and countries. What might a Haifa-Baltimore Visual Manifesto of Social Justice look like?
- Evening: Debrief and final dinner

**January 10, Saturday (UMB Students Only):**

- Guided Tour of Galilee and Golan Heights: History with a focus on social and political institutions as they have evolved in ancient and modern Israel combined with sightseeing.
- Evening: Participate in formal closure UMB students, group presentations.

**Post-Program Session:**

Students will be required to devote 12 hours of their Spring semester to the course. This might take the form of hosting Haifa students or reporting to their respective schools and/or to the campus regarding their experience in Haifa. These activities are designed for debriefing and for sharing with the campus what we have learned. They will also provide opportunities to host students from Haifa, if they are able to come. They may include:

- Debriefing session
- Planning session for the Haifa visit and will take place in February on a Monday at noon.
- A campus presentation for the President Perman and other high level university officials and the broader campus community and University of Maryland. These will include a Haifa-Baltimore Visual Manifesto of Social Justice. Students will present a narrative and visual account of their experience and share their Manifesto. Timing will be dependent on whether/when Haifa students will be participating in person and/or virtually.

**ADA DISCLOSURE AND ACCOMMODATION REQUESTS**

If you would like to request classroom accommodations for a disability, please immediately contact the UMB Office of Student Services, at 410-706-7117, or the School of social work's Office of Student Services at 410-706-5100, for additional information. Both offices have staff that will explain the ADA process and the required documentation. It is important that you follow through with this process if you believe you are eligible for accommodations; accommodations may not be made retroactively. For detailed information pertaining to ADA Affairs (policies and procedures), students can access the Student Handbook on the SSW web site and access the **Appendices Link** and then click onto the documents titled Policy & Procedures for Students with Disabilities and UMB Guidelines for Documenting a Disability.

## ASSIGNMENTS AND GRADING

Students will be required to complete the following assignments.

1. **Journaling:** Students will be required to keep a daily journal of their experiences, observations, and reflections, a copy of which will be given to faculty. Journals should be typed and formatted before being submitted, and include a final reflection upon returning to campus (25% of grade, due February 1)
2. **Final paper:** Students will write a 10 – 12 page paper on their experience on a topic that examines an approach to a human rights and poverty issue in Haifa, Israel, and compare and contrast it with approaches to a similar issue in Maryland. Paper should follow APA format. (35% of grade, due March 1)
3. **Participation:** COPY FROM OTHER COURSE
4. **Participation:** Students are required to actively participate in the 10 day experience, the de-briefs and discussions, the teamwork with Haifa University students and faculty, the in-country site visits, and to follow protocols that both keep them safe and enhance learning opportunities both individually and as a group. (15% of grade)
5. **Oral presentations:** Students are required to prepare for and actively participate in at least one oral presentation on the UMB campus. Depending on schedule and circumstances, this would be to students and faculty at a participating school, to students and faculty at a CMC CC Student Forum, or to senior university officials. (15% of grade)

**All assignments turned in or presented orally in class should meet the stated objectives (as outlined), but will also be assessed on the following:**

**1. Critical thinking** - the degree to which students demonstrate their ability to evaluate and critique ideas.

\*Critical thinking will be evaluated on the basis of students' demonstrating their understanding of ideas, applying critical thinking to the evaluation of ideas, and using conceptual models in critical analyses.

**2. Conceptual ability** - the degree to which students demonstrate their ability to think in abstract terms, think logically, and organize ideas into a coherent whole.

\*Conceptual ability will be evaluated on the basis of the students' ability to move across the continuum of concreteness to abstraction and to address the parts and also the whole.

**3. Communication** - the degree to which students demonstrate the ability to organize and transmit ideas in written and oral form.

\*Communication will be evaluated in terms of the students' ability to use proper syntax; express ideas clearly, punctuate, and spell.

**4. Search** - the degree to which the product demonstrates that the subject matter has been adequately researched.

\*Search will be evaluated in terms of the extent to which written and oral material is supported by literature, empirical research, and, if appropriate, theory and practice wisdom. Where appropriate, differing views should be reflected.

**5. Application** - the degree to which students demonstrate the relevance of their ideas to social work practice situations.

### Readings:

Bonnycastle, C. (2011). Social justice along a continuum: A relational illustrative model.

*Social Service Review, 85, (2), 266-295.*

Bradt, L., & Bouverne-De, B.M. (2009). Social work and the shift from `welfare` to `justice`.

*The British Journal of Social Work, 39, (1), 113-127.*

Breton, M. (2012). Small steps toward social justice. *Social Work with Groups, 35, (4), 205-217.*

Cheng, S. (2012). Private lives of public woman: Photo of sex workers (minus the sex) in

South Korea. *Sexualities, 16, (1\2), 30-42.*

Diversi, M., & Finley, S. (2010). Poverty pimps in the academy: A dialogue about

subjectivity reflexivity and power in decolonizing production of knowledge. *Cultural Studies, Critical Methodologies, 10, (1), 14-17.*

Finn, J. (2005). La Victoria: Claiming memory, history, and justice in a Santiago

poblacion. *Journal of Community Practice, 13, (3), 9-13.*

Goodhart, F.W., Hsu, J., Baek, J.H., Coleman, A.L., Maresca, F.M., & Miller, M.B. (2006). A View through a different lens: Photovoice as a tool for student advocacy. *Journal of American College Health, 55*, (1), 53-56.

Hergenrather, K.C., Rhodes, S.D., Cowan, C.A., Bardhoshi, G., & Pula, S. (2009). Photovoice as community-based participatory research: A qualitative review. *AM J. Health Behave, 33*, (6), 686-698.

Hodge, D. (2010). Social justice as a unifying theme in social work education: Principles to realize the promise of a new pedagogical model. *Journal of Comparative Social Welfare, 26*, (2-3), 201-213.

Johnston-Goodstar, K. (2013). Indigenous youth participatory action research: Re-visioning social justice for social work with indigenous youths. *Social Work, 58*, (4), 314-320.

Lal, S., Jarus, T., & Suto, M.J. (2012). A scoping review of the photovoice method: Implications for occupational therapy research. *Canadian Journal of Occupational Therapy, 79*, (3), 181-190.

Molloy, J. (2007). Photovoice as a tool for social justice workers. *Journal of Progressive Human Services, 18*, (2), 39-55.

Novek, S., Oswald, T.M., & Menec, V. (2011). Using photovoice with older adults: Some methodological strengths and issue. *Ageing and Society, 32*, 451-470.

O'Brien, M. (2011). Social justice: Alive and well (partly) in social work practice?. *International Social Work, 54*, (2), 174-190.

- Prior, M., & Quinn, A. (2012). The relationship between spirituality and social justice advocacy: Attitudes of social work students. *Journal of Religion & Spirituality in Social Work, 31*, (1-2), 172-192.
- Kosutic, I., & Mcdowell, T. (2008). Diversity and social justice issues in family therapy literature: A decade review. *Journal of Feminist Family Therapy, 20*, (2), 142-165.
- Schwartz, L.R., Sable, M.R., Dannerbeck, A., & Campbell, J.D. (2007). Report from the field: Using photovoice to improve family planning service for immigrant Hispanics. *Journal of Health Care for the Poor and Underserved, 18*, 757-766.
- Solas, J. (2008). Is equity just enough for social work? A response to those who think it is!. *Australian Social Work, 61*, (2), 146-149.
- Strier, R. (2013). Responding to the global economic crisis: Inclusive social work practice. *Social Work, 58*, (4), 344-353.
- Williams, K. (2011). A socio-emotional relational framework for infidelity: The relational justice approach. *Family Process, 50*, (4), 516-528.

#### **Beginning list of references on social determinants of health and health equity**

- Commission on Social Determinants of Health. (2008). *Closing the gap in a generation: Health equity through action*. Executive Summary of the CSDH. Geneva: WHO. [http://www.who.int/social\\_determinants/final\\_report/csdh\\_finalreport\\_2008\\_execsumm.pdf](http://www.who.int/social_determinants/final_report/csdh_finalreport_2008_execsumm.pdf)
- WHO Country Profile – Israel. <http://www.who.int/countries/isr/en/> WHO Country Profile – U.S. A. <http://www.who.int/countries/usa/en/>
- The Lancet (2012). *Global Burden of Disease 2010 study published: Executive summary*. Retrieved from [http://www.who.int/pmnch/media/news/2012/who\\_burdenofdisease/en/index.html](http://www.who.int/pmnch/media/news/2012/who_burdenofdisease/en/index.html)

