The Impact of Global Learning on Social Work Student Values

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Abstract of the Dissertation

The Impact of Global Learning on Social Work Student Values

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This dissertation study will evaluate a framework for global learning in social work education. The resulting dissertation will add to the body of literature about human rights-based andragogy and will evaluate the impact of a global learning curriculum on social work student values. The framework will expand upon the existing experiential practices of field education and case methods in social work. The study's hypothesis is that expanding the traditional notion of these approaches within a global human rights framework will increase global consciousness and social responsibility of social work students leading to a global human rights-based identity within the social work profession. Implications and conclusions will inform the implementation of the new global learning and human rights standards anticipated in the 2022 revision of the Council on Social Work Education Educational Policy and Accreditation Standards.

Keywords: social work education, human rights, global learning, international social work, experiential learning, transformative learning

Signature of the investigator**:**   <u>Janice Nuss</u>   Date: __<u>2/16/22</u>_____

Dedication

To Jonathan, Autumn, and Cassidy

(and to Oscar and Mittens, and don't forget the chickens, the rooster, and the fish)

Acknowledgments

Every morning when I walked out the door to go to school, my father told me, "change the world." As a teenager, I rolled my eyes. As a young adult, I thought how altruistic, but unrealistic. As a now middle aged adult, I think of these words as a mantra to live by. Thank you, dad. It is because of these words that I am a social worker. Thank you, mom, for inspiring me through your writing. I never would have believed a doctorate or publication possible without your inspiration. As a hard working young woman in the sixties and seventies, you defied the odds and paved a road for women like me to have a career.

Thank you to my husband, Jonathan, for you endless support and encouragement. For the many nights you listened to drafts of this dissertation, and for growing with me during this journey. Thank you to my daughters, Autumn and Cassidy, for being the joys of my life. Your music kept me going many days and nights, and I know that you will accomplish far greater things in your life than I can imagine. I am so very proud of you. Change the world!

Last, but certainly not least, thank you to my committee. To my chair, Dr. Karen Rice, you have provided the most impactful mentorship of my career. No question was ever too silly or too small. No email was ever left unanswered, and no request to meet was ever denied. Your vast knowledge of human rights and the social work profession steered my research in new and exciting directions. I am eternally grateful to you for your commitment to the growth of your students, and I am forever changed. To Dr. Wanja Ogongi, your smile can light up a room. When I was tired or doubting my success, your enthusiasm and unconditional encouragement was greatly appreciated. I hope to continue our work together. To Dr. Jason Petula, your thoughtful and detailed review of my work is appreciated. Your insight as an educator was refreshing and I appreciate your honesty. Thank you for being a great committee!

Table of Contents

List of Tables

List of Figures

Chapter 1 Introduction

Statement of Need

As the role of social workers has grown in behavioral health and medical settings, universities have seen positive trends in the number of social work graduates who are seeking a career in direct clinical practice. However, fewer social work students are expressing a desire to pursue a career in macro or international social work at a time when it is most needed. A growing body of scholarship indicates concern that as social workers increasingly engage in micro social work, the profession has drifted away from the ethical duty to address global issues of injustice (Frank & Rice, 2017; NASW, 2017; Specht & Courtney, 1995). The Council on Social Work Education (CSWE) graduate survey of 2017 indicates that only 10.7% of social work graduates report having a practice focus in community organizing and a mere 0.3% report having a focus on international social work practice. A 2018 CSWE survey of 463 accredited Bachelor of Social Work programs indicates that international social work is not included in the top five certificate programs offered at the BSW level (CSWE, 2020). Social work educators must reconsider the role of curriculum design in addressing these trends.

Many professional organizations within the social work profession are advocating to expand the global lens of social work education. The 2015 CSWE Educational Policy and Accreditation Standards calls for social workers to advance human rights through an understanding of the "global interconnections of oppression and human rights violations" (p. 7). The International Federation of Social Workers , the International Association of Schools of Social Work, and the International Council on Social Welfare established a global agenda that sets forth a call to action that "social workers must work together, at all levels, for change, for social justice, and for the universal implementation of human rights." (IASSW, 2021; ICSW,

2021; IFSW, 2021). The theme for World Social Work Day 2021 was Ubuntu, indicating a call to social solidarity and global connectedness (IFSW, 2021). The International Federation of Social Work's year-end report for 2020 acknowledged the impact of the COVID-19 pandemic on global inequality and emphasized the importance of relationships in the social work profession (IFSW, 2021). Finally, Mapp (2014, 2020) encourages social work educators to utilize the United Nations Sustainable Development Goals as a "roadmap to solutions" (p. 204). There is growing consensus amongst leadership organizations in social work that there is a need to explicitly address global learning in social work education.

A History of Global Learning in the Social Work Profession

Global perspectives in social work are not new. The origins of the social work profession can be traced back to the work of religious sisters in Ireland (Luquet & McAllister, 2019) and the settlement house movement in Amsterdam and Europe (Estes, 2010). At the turn of the 19th century, these models of social welfare spread to the United States (US), South America, the Caribbean, India, and South Africa. Concern for international issues in US based social work originated with Jane Addams and Hull House who organized the residents of Chicago to care for refugees and immigrants (Gerstenblatt & Gilbert, 2014). The values of the social work profession were established through diverse international contributions.

The International Association of School of Social Work was organized in 1928 and the International Federation of Social Workers was formed in 1929. These international organizations further informed learning about social welfare models throughout the early 20th century, including innovations such as microlending programs in Bangladesh, family centered juvenile justice programs in New Zealand, and innovative support models for caregivers of aging

adults in Sweden and Norway (Estes, 2010). As social work organized as a profession, a concerted effort was made to establish international consistency in the training of social workers.

Despite strong international beginnings, social work in the United States drifted from a global to a local focus during the late 20th century. Kendall (2001), a founding member of the International Association of Schools of Social Work and the Council on Social Work Education , identifies that social work in the United States experienced "long periods of domestic preoccupation" (p. 9) and failed to recognize the global context of most social problems. It was not until 2003 that the first requirement for global content in social work education was set forth in the curricular mandates of the 2003 CSWE EPAS that states, "the profession works to effect social and economic justice worldwide" (p. 29). Healy (2008) attributes the current need for global learning in social work to shared global problems such as AIDS, homelessness, changes in families, aging populations, unemployment, terrorism, natural disasters, increases in migration, actions of one country affecting upon others, and increases in technology and communication. While global engagement in social work has continuously evolved, the core values of ethical international engagement and global responsibility have remained.

Defining Global Learning

Various terms have been used over the past century to describe global learning in social work education. These terms include international social work education, service learning, community based global learning, short-term study abroad, macro education, human rights education, and more. It is necessary to define and differentiate these various terms in the context of the present study.

Historical definitions of international social work focused on the provision of services internationally or to international populations domestically. Newer definitions of international social work emphasize a global perspective that includes social development models aimed at increasing capacity for social justice and human rights in all communities and nations (Healy, 2008). To engage social workers in their ethical duty to advocate during instances of global injustice, it is important that schools of social work include curricula on international content (Reisch, 2017). Thus, international social work can be described as a global learning community based on international models of social development.

Because global social work practice requires a macro lens, it is also imperative to evaluate the definition of macro education. Macro social work practice seeks to prevent social problems by analyzing the systems that are contributing to the problem and addressing them at a systemic level (Reisch, 2017). Macro social work thus has a role in organizing a community to advocate for global issues of social justice including concern for the rights of women and children, immigration policies that support human dignity, the prevention of poverty and racism, and concern for the environment. Many scholars argue that the social work profession has drifted from the calling to address social problems on a systemic level since as far back as 1915 when Flexner (1915) questioned that social work met certain criteria, largely informed by the medical community, to be considered a profession. These popular opinions increasingly contributed to schools of social work and practitioners of social work moving toward micro practice and away from macro, or global, approaches to social problems.

To further broaden historical definitions of macro and international social work, it is useful to consider the literature surrounding global learning in higher education. The global learning rubric established by the Association of American Colleges and Universities identifies a

link between global learning, civic engagement, diversity, and democracy. The rubric encourages

universities not only to consider global experiences within the general education curricula, but

also within specialized programs such as social work. The rubric indicators closely parallel the

competencies set forth by the Council on Social Work Education including global self-

awareness, perspective taking, cultural diversity, personal and social responsibility,

understanding global systems, and applying knowledge to contemporary global contexts

(AAC&U, 2014). Global learning takes placed through experiences, self-reflection, cultural

awareness, emotional intelligence, and a sense of responsibility (Chickering & Braskamp, 2009;

Kuh, 2008). A sense of social responsibility and social empathy are essential in a global

perspective (Frank & Rice, 2017; Hudson & Tomas-Morgan, 2019). Therefore, a global

perspective in social work is developed through experiential approaches as can be seen in adult

learning theory.

The evolving definitions of macro and international social work education overlap with

best practices in global learning amongst institutions of higher learning. There are many

program evaluation and assessment resources to assist the social work profession in establishing

global learning standards. The Global Engagement Survey developed by the Association of

American Colleges and Universities (AAC&U, 2014) identifies the three aspects of community

based global learning as cultural humility, critical reflection, and global citizenship. The

VALUE rubric (AAC&U, 2014) prioritizes global self-awareness, perspective taking, cultural

diversity, global systems, personal and social responsibility, and knowledge application as the

hallmarks of global learning. The rubric provides criteria for a university self-study of

comprehensive curricular approaches that can range from benchmark stages such as a first year

experience program, to milestones during the student's educational journey, to the capstone experience.

Global learning assessment tools emphasize the use of curricular and co-curricular activities to promote global learning objectives throughout a student's educational journey. The National Survey of Student Engagement is an assessment tool that can be used to assess a university's commitment to, and ability to execute, service learning, learning communities, internship or field experience, study abroad, and more. The survey emphasizes student problem solving skills through guided cultural exchange and meaningful reflection that extends beyond the classroom. In another example, Shadowen et al. (2015) utilize the Global Engagement Measurement Scale to measure cultural engagement, knowledge of host site, tolerance of ambiguity, and diversity openness. The validated scale from the University of Delaware includes a series of subscales that measure student perceptions in each area. Similarly, the Standards for Good Practice in Study Abroad (2020) prioritize mission and goals, collaboration and transparency, and commitment to ethics, equity, diversity, and inclusion. Assessment tools for global learning in higher education are useful in the design of a global social work curriculum.

In sum, the literature indicates a shift, from terms such as service learning, macro, or international social work, toward the term global learning to encompass the many experiential activities that promote global consciousness in higher education. Hartman et al. (2018) advocate for the use of the term global, as opposed to the term international, because a "global orientation expresses universalistic aspirations, such as acceptance of human dignity or respect and concern for others regardless of citizenship status. One need not, to put it another way, cross a national border to exercise ethical global engagement" (p. 18). Therefore, the terminology selected for

this study is global learning in social work education, as opposed to macro or international

learning. This is not to say that international and macro social work concepts should not be

embedded within global social work education, but rather that the term global learning

emphasizes the andragogical nature of the study and the use of evidence based high impact

practices. As a result of these findings, the following definitions will be used for this study.

Global learning: The broad umbrella term that encompasses the pedagogical practices

that increase global consciousness and social responsibility of adult learners.

Community based global learning: Often referred to as service learning, community

based global learning more broadly encompasses student engagement with international

populations both at home and abroad through a variety of service, learning, and cultural

exchange activities.

Curricular content: The inclusion of human rights theory delivered through

transformative learning practices in the classroom.

International social work: The social development efforts that result from ethical

international partnerships.

Relevance of Global Learning in Social Work Education

The core values of the global agenda set forth by International Association of Schools of

Social Work, International Federation of Social Work, International Council on Social Welfare,

and the CSWE competencies are inter-related (Table 1). The relevance to social work education

lies not only within these correlating principles but also in the spirit of how they are taught. High

impact practices in global learning derive from transformative learning theory and represent a

comprehensive approach that includes embedded course curricula, short-term study abroad, and
community based global learning.

Table 1

Relationship between CSWE competencies and the Global Agenda of IASSW, ICSW, and IFSW

Core Value	CSWE Competency	IASSW, ICSW, and IFSW Global Agenda
Ethics	1: Demonstrate ethical and professional behavior	The full range of human rights are available to only a minority of the world's population.
Diversity	2: Engage Diversity and Difference in Practice	Cultural diversity and the right to self-expression facilitate a more satisfactory intellectual, emotional, moral, and spiritual existence, but these rights are in danger due to aspects of globalization which standardize and marginalize peoples, with especially damaging consequences for Indigenous and first nation peoples.
Human Rights	3: Advance human rights, and social, economic, and environmental justice	Unjust and poorly regulated economic systems, driven by unaccountable market forces, together with non-compliance with international standards for labor conditions and a lack of corporate social responsibility, have damaged the health and wellbeing of peoples and communities, causing poverty and growing inequality.
Social Development	4: Engage in Practice-Informed Research and Research-Informed Practice	People's health and well-being suffer as a result of inequalities and unsustainable environments related to climate change, pollutants, war, natural disasters, and violence to which there are inadequate international responses.
Advocacy	5: Engage in Policy Practice	Advocate for a new world order which makes a reality of respect for human rights and dignity and a different structure of human relationships.
Solidarity	6-9: Engage with, assess, intervene with, and evaluate practice with individuals, families, groups, organizations, and communities	People live in communities and thrive in the context of supportive relationships, which are being eroded by dominant economic, political, and social forces.

The evidence-based practices of community based global learning, curricular content, and ethical international engagement originate from adult learning theory. Knowles' (1988) theory of andragogy emphasizes that adult learning must move away from a banking model of rote learning (Freire, 2000) toward student engagement in determining and enacting their own growth. The process of learning is therefore more important than content and is rooted in experimentation and knowing by doing (Dewey, 1938). Varying stages of reflection are an essential component of adult education (Gardner, 1999; Kolb, 1984; Mezirow, 1991; Schon, 1987) and safety in the teacher-student relationship is critical (Rogers, 1961; Towle, 1964). Global learning curriculum, therefore, must be based on experiential adult learning approaches.

Reynolds (1991) provided an example of a comprehensive andragogical approach in social work education with Plan D, the self-directed learning model that she developed at Smith College in 1938. The model's emphasis on group work and discussion was a stark contrast to prior pedagogical approaches. Reynolds expressed that relational components such as swimming together, team building, and debate were the most impactful practices of the program. These methods decreased the power differential between teacher and student, promoted problem solving and reflection, and role modeled effective components of the worker-client relationship. In so doing, Reynolds practiced what she preached by role modeling casework strategies in her relationships and active learning alongside her students.

The seminal works in adult learning theory (Dewey, 1938; Freire, 2000; Knowles 1980; Kolb, 1984; Mezirow, 1991; Rogers, 1961; Schon, 1987; Towle, 1964), as well as Reynolds's example of andragogy exhibited in the Plan D model, validate the relevance of adult learning approaches to promote global learning in social work education. The andragogical spirit of active experimentation, dialogue, critical reflection, and relationships are present in community based

global learning, embedded curricula, and ethical international engagement and should be components of a global learning curriculum in social work education.

Purpose of the Study

The purpose of the study is to evaluate the impact of global learning on the values of social work students. The research hypothesis is that the inclusion of a global learning curriculum at the baccalaureate level will increase student concern for global issues of injustice as evidenced by student values and behaviors. The null hypothesis is that a global learning curriculum at the baccalaureate level will have no impact on student concern for global issues of injustice as evidenced by their values and behaviors.

The study evaluates a curriculum intervention that was delivered to bachelor of social work (BSW) students. Figure 1 represents the three evidence-based variables in global education that are evaluated in the study. The variables are 1) exposure to community based global learning (Bowman et al., 2010; Gerstenblatt & Gilbert, 2014; Levy & Edminston, 2015; Reed-Bouley et al., 2018), 2) embedded curricular content about human rights, racism, and social justice (Diaz & Schneider, 2012; Hartman et al., 2018; Pyles, 2015; Pyles, 2017), and 3) ethical international engagement (Mapp & Rice, 2018; Pyles 2015; Pyles, 2017). Although there is significant research about the ethics of service-learning and international study abroad in social work, there are few studies about comprehensive global curricula inclusive of all three of these variables, and that are tailored to BSW programs.
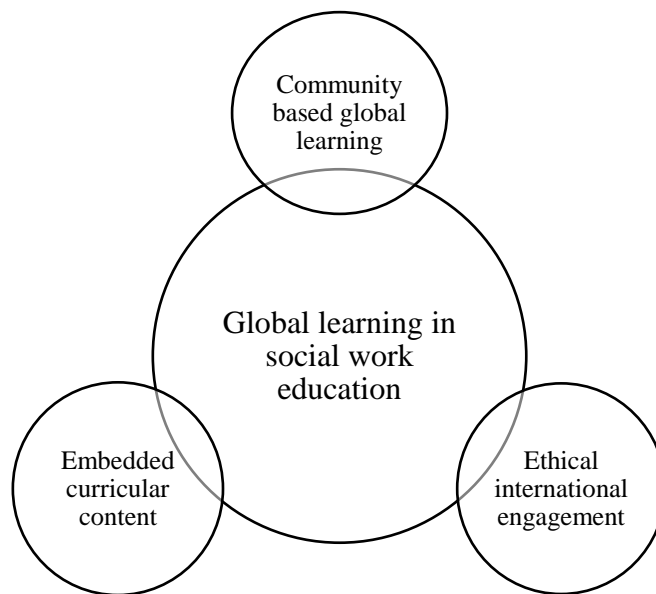
Figure 1. *Components of a global learning curriculum in social work*

Through a grant from the Katherine A. Kendall Foundation (CSWE, 2020), the study included pilot testing, efficacy testing, and effectiveness evaluation of the global learning curriculum for BSW students. The target population for the intervention was students who attend small, private colleges or universities. The reason for the emphasis on this population is that small private colleges and universities often struggle with insufficient resources and student enrollment to support international opportunities and global learning for BSW students. The pilot curriculum was designed with an emphasis on embedded course content in a Human Behavior and the Social Environment course in the sophomore year and an interprofessional global health course in the junior year. The courses selected for the pilot provided the following comparison groups:

- Pre-test group of BSW students with no exposure to global learning content
- Post-test group of BSW students following exposure to the global learning curriculum
- Pre-comparison group of nursing students with no exposure to global learning content

- Post-comparison group of nursing students with exposure to one component of the global learning curriculum

The resulting data enabled the investigator to correlate the level of exposure to global learning with student values. The interprofessional groups also allowed for a comparison of data across the disciplines of social work and nursing. This data will provide insight into further curricular development.

Research Question and Hypothesis

The research question is: how does a global social work curriculum impact the values of BSW students? The variables relate to the level of exposure to the global learning curriculum. The unit for evaluation is the curriculum. The hypothesis is that there will be a correlation between the level of student exposure to global human rights education and the students human rights lens in social work practice. The findings will increase understanding of which curricular variables impact student's values and will explore if global learning in social work education enhances student's human rights lens in social work practice.

Theoretical Framework

Global learning in social work can be described within the context of three theoretical frameworks. First, a human rights perspective encompasses the essential curricular content that must be delivered to promote global perspectives in social work. Secondly, adult learning theory addresses best pedagogical practices. Third, transformative learning theory provides insight into how students enact a shift in personal and professional values through a global education. Figure 2 reflects the way these frameworks contribute to the development of a rights-based professional identity in social work students.
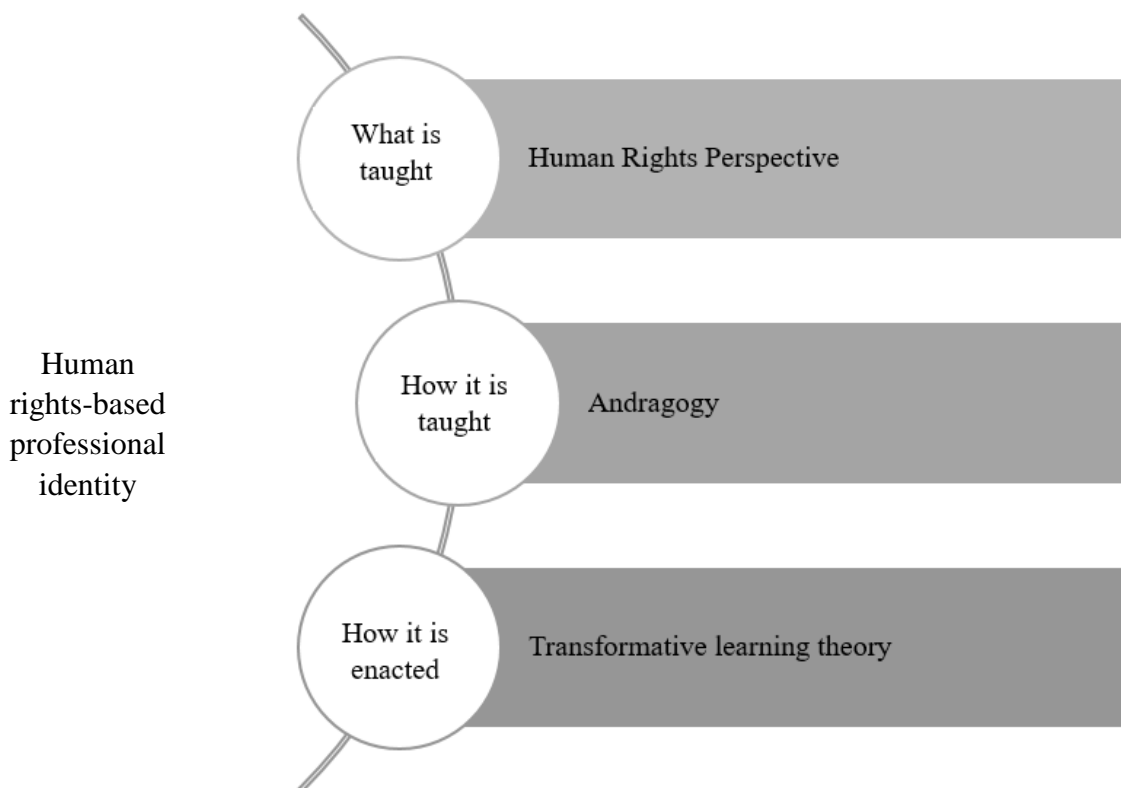
Figure 2. *Theoretical framework for global learning in social work*

Human Rights Perspective

A global perspective in social work requires an understanding of human rights, oppression, colonization, and racism. The essential components of a human rights framework are emphasis on the dignity and worth of each person and community driven partnerships that support human rights. While the National Association of Social Workers Code of Ethics does not explicitly mention human rights, Androff (2015) identifies numerous international codes of ethics from the global north, the global south, including the International Federation of Social Workers, that recognize that social work is a human rights profession. Advocates of a human rights-based approach argue that the failure of NASW to include human rights in the Code of

Ethics neglects the founding values of a profession that should aspire to social justice across all domains of social work practice (Mapp et al., 2019).

Mapp and Rice (2018) suggest numerous practical applications of a human rights perspective in social work education including the involvement of international partners in student's educational experience, combining "equal parts of service and learning" (p. 432), cultural awareness building activities, education about racism and social justice issues, and long-term reciprocal partnerships that extend beyond one time only service. Pyles (2015, 2017) emphasizes a human rights approach to international social work education that includes dialogue about the impact of colonization and the effects of globalization on developing nations. Students must gain an understanding about the impact that colonization and disaster recovery has had on mental health, poverty, and the privatization of responsibility (Diaz & Schneider, 2012; Pyles, 2017; Pyles, 2015).

An understanding of conflict theory and critical race theory are essential to a human rights lens. Marx's conflict theory asserts that inequities in society are maintained through unjust policies, government, and social structures (Scott & Davis, 2007). This exploitation can be seen in the colonization of developing nations and cannot be left unaddressed in global education. Those with power and wealth control resources, often at the expense of the working class. Conflict theory recognizes that conflict will always exist in societies due to competition for limited resources. This leads to a constant struggle between the bourgeoisie and the proletariat (the capitalist and the working class). Similarly, Mills' power elite theory suggests that upper class will exert power over the average worker to maintain their position of power (Scott & Davis, 2007). These concepts related to power and conflict are an essential underpinning of global human rights education. A post-modern perspective of conflict theory and critical race

theory establishes a framework for education about conflict caused by racial inequity. Critical race theory educates students about microaggressions, implicit bias, and unconscious prejudice that leads to discrimination. Increased awareness takes place through interactive methodology such as cultural humility exercises, dialogue, and frequent self-reflection (Sue, 2015).

The United Nations Declaration of Human Rights identifies negative freedoms (things that all people have a right to be free from, such as unfair abuses of power by government), positive freedoms (things that all people have a right to, such as medical care), and collective freedoms (things that all groups of people have rights to, such as freedom of religion). Mapp (2020) identifies specific human rights issues that should be addressed in social work including child welfare, women, AIDS, human trafficking, war, individuals displaced by war or conflict, and the environment. Androff (2015) additionally identifies poverty, older adults, mental health, and healthcare as essential human rights pertaining to social work. All of these are essential elements of a human rights framework that places respect for the inherent dignity and equality of all persons as a critical component of global learning in social work.

Andragogy in Social Work Education

Andragogy is the process and science of adult learning theory that promotes self-directed learning by adult learners who bring lived experiences to their educational journey. Although Knowles (1980) coined the term andragogy, numerous seminal works address several key tenets of adult learning theory. These tenets include reflective practices, teacher-student relationships, learning styles and experiential learning.

First, reflective practices are often linked to the work of Freire (2000) who advocated that increased consciousness occurs through dialogue and praxis. Knowles (1980) asserts that process

is more important than content and Schon (1987) states that reflective teaching is "knowing in action, reflection in action, and reflection on reflection in action" (p. 72). Reflective practices move away from behaviorism toward a constructivist perspective that emphasizes the goals and internal experiences of the learner as more important than the behavioral or intellectual expectations of the instructor (Cooper, 1993). Kolb (1984) identifies four stages of reflection, including exposure to concrete experience, reflective observation, abstract conceptualization, and active experimentation.

Secondly, Towel (1954) emphasized that the teacher-student relationship fosters professional identity. Rogers (1961) discusses the use of affective experiences and the importance of creating emotional safety for adult learners. Building upon the strengths of learners and self-awareness are critical components toward ending a culture of oppression in education (Christian & Jhala, 2015). A supportive strengths based teacher-student relationship creates an environment for maximum student potential.

Third, awareness of the learning styles of adult learners is critical. Similar to the unique preferences of clients in the worker-client relationship, students possess unique learning styles and preferences (Gardner, 1999; Kolb, 1984; Matto et al., 2006). Kolb (1984) recognizes that adult learners range in their desire to assimilate, accommodate, diverge, and converge. Universal design for learning encourages the use of flexible learning environments that create multiple learning opportunities to accommodate the varying needs of learners. Therefore, educators in a global context must acknowledge the lived experiences and personal preferences of adult students for self-awareness and growth to occur.

Finally, experiential learning is the tenant of adult learning theory that brings about transformation (Mezirow, 1991). Transformation occurs when critical reflection leads to social

action. Only through learning by doing, active experimentation and reflection does one enact personal growth and a transformation of one's values (Dewey, 1938; Mezirow, 1991; Freire, 2000). Although each of these tenets of andragogy are important in social work education, experiential learning is the most essential for the development of a professional identity that promotes the values of the social work profession.

Experiential learning has been the foundation of social work training programs for more than a century through the practice of field education. Mary Richmond (2013) promoted "practical work rather than academic material" (p. 170). Addams and Dewey closely aligned the development of social work education at the Chicago School with student-client engagement within the settlement house movement and Hull House in particular (Estes, 2010). Since 2008, the Council on Social Work Education has asserted that field education is the signature pedagogy of the social work profession (CSWE EPAS, 2008). Goldstein (2015) emphasizes that field is essential to teach "reflective judgment" (p. 176) skills that cannot simply be taught in a classroom. Effective global learning programs should include lived experience such as is provided through field education.

Another aspect of experiential learning in social work has been the use of case methods. Case studies and case discussion have been used for numerous years in social work education. Bertha Reynolds's Plan D at Smith College utilized interactive case discussion methods to teach skills in casework (Reynolds, 1991). A recent experiential method of learning is the use of case discussions through the case decision method (Gray, Wolfer & Maas, 2006). The case method, adopted from schools of nursing, includes either constructed scenarios for in-class discussion or simulated experiences in lab-based settings. Benefits of the methodology include the promotion of higher order thinking through "conceptualizing, interpreting, and creating ideas." (Kantar,

2013, p. 112). Case studies teach theoretical constructs while also promoting reflective practices and critical thinking skills.

More recently, simulated case scenarios serve as a unique pedagogical blend of real experience and case experience. Simulations are a growing evidence based andragogical approach in social work education (Bogo et al., 2014). The importance of case methods was seen during the COVID-19 pandemic when face-to-face field instruction had to be temporarily discontinued across the country. Although macro tasks, such as research and policy work, could continue in a virtual environment, social work educators were faced with the dilemma of how to teach skills such as engagement, assessment and intervention when contact with clients was impossible in most cases.

Field education and case methods are two critical components of adult learning in social work education. As the profession evolves, however, it is becoming increasingly important to add a third experiential component, global learning, in curricular design within social work programs. Global learning addresses all the tenets of adults learning theory, including reflective practices, teacher-student relationships, learning styles and experiential learning. Global learning fulfills an ethical duty to educate global citizens who are socially conscious and justice-minded (Hartman et al., 2018). Figure 3 reflects the convergence of these three experiential elements of social work education, resulting in the formation of social work student values.
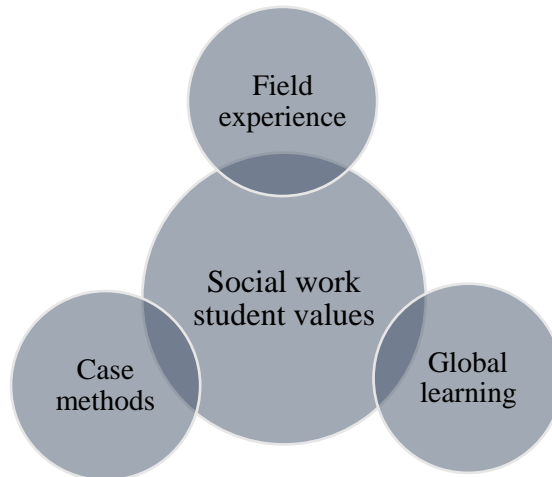
Figure 3. *Experiential components of social work education that contribute to student values*

Transformative Learning Theory

Global learning in social work must emphasize transformative learning theory that places value on reciprocity between people with diverse backgrounds and intentional peer reflection (Bowman et al., 2010). Transformative learning theory provides a post-modern view of critical emancipatory tradition in education (Freire, 2000). While children are socialized through formative learning, adult learners are transformed from an oppressed state as they engage in independent thought, critical reflection on lived experiences, and dialogue. Disillusion, guilt, self-evaluation, and attainment of new knowledge are part of the awakening. This renewed consciousness requires the learner to re-evaluate the way they interact with the world leading to independence of thought and action (Mezirow, 1991, 1997).

The process of transformation and the resulting call to action make transformative learning theory an essential aspect of global learning in social work, however it is important that

Council on Social Work Education accreditation expectations do not create a "pedagogical trap" leading to "pre-packaged" education (Freire, 1992, p. 1). Social work educators must address core competencies while ensuring that learning involves interaction between the learner and society (Mezirow, 1991), reciprocity between people with diverse backgrounds, and intentional peer reflection (Bowman et al., 2010). In this manner, the transformative classroom becomes an interactive environment where students critically analyze social problems and the systems that influence it (Reed-Bouley et al., 2018).

Social workers are called not only to self-discovery but also to action. Mezirow (1991) recognizes the difference between transformative education and activism education. The enactment of one's transformation takes place through political activism, participatory action research, and community organizing and requires skills training; therefore, transformative learning and social activism should co-exist with solidarity (Mezirow, 1991). Additionally, critics argue that Mezirow places too much emphasis on self-reflection as a purely rational process and disregards deeper spiritual and emotional components of learning (Dirkx, Mezirow & Cranton, 2006). Mezirow acknowledges the importance of inner work yet concludes that critical reflection must still take place for a learner to reintegrate their experience. With consideration of these critiques, transformational learning theory reflects the transformation of student values that takes place in global social work education.

Chapter Summary

This chapter presented the background of the problem, the relevance of the problem to the social work profession, the purpose of the study, and the theoretical framework for the dissertation. The frameworks discussed in this chapter are essential in the design of a global learning curriculum in social work education. First, a human rights perspective that is inclusive

of education about human rights, conflict, colonization, and racism is essential. Secondly, consideration of adult learning methods such as reflection, teacher-student relationships, adult learning styles, and experiential learning are critical. Finally, transformative learning theory represents the process of one enacting the change that has taken place in the development of personal values leading to a professional identity that is globally conscious and social justice minded. Together, these building blocks form a robust and comprehensive global perspective to increase the human rights values of social work students. Chapter 2 will elaborate on a review of the literature that informs this study.

Chapter 2 Literature Review

The literature reviewed in this chapter is framed within human rights perspective and adult learning theory. As seen in Figure 4, a deductive approach to curriculum design in global social work education begins with the broad competencies set forth by the Council on Social Work Education. Filtered through a human rights lens, there are numerous evidence-based adult learning approaches that can be organized into the three categories of field education, case methods, and human rights curricular content.
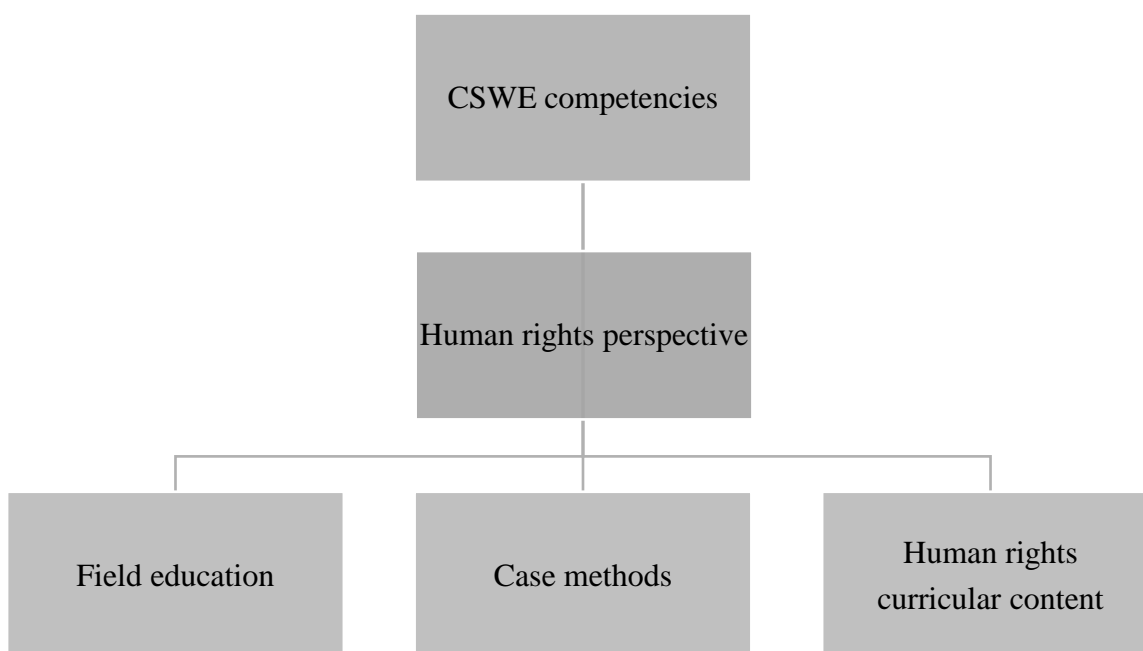
Figure 4. *Deductive model of curriculum design for global social work education*

Deductive models of curriculum design utilize broad themes from society, learners, and the subject matter (Tyler, 1949). This deductive, behavioral approach narrows overarching themes through the lens of the school's philosophy and the psychology of learning (Lunenburg, 2011). Information is then organized and sequenced to create learning objectives and subsequent teaching methods. Using the Tyler method (Tyler, 1949), the broad themes of social work

education include the nine competencies set forth by the Council on Social Work Education's

Educational Policy and Accreditation Standards (CSWE, 2021). Filtered through a human rights

perspective, this chapter will evaluate the literature related to three best practices in adult

learning theory: field experience, case methods, and curricular content about human rights. The

purpose of this dissertation will evaluate if, together, these instructional methods result in the

development of a human rights-based identity amongst social work students.

Adult Learning in the Human Rights Perspective

As established in chapter one, a human rights perspective provides knowledge to students

about the factors that are associated with common global problems and establishes that all people

are entitled to certain basic human rights. Adult learning approaches in global social work

education include field education, case methods, and embedded human rights curricular content.

Global field education can be delivered through short-term study abroad (Mapp & Rice, 2019;

Rice & Girvin, 2021), global service learning at home and abroad (Hartman et al., 2018),

international field experiences (Lager et al., 2010), and ethical international partnerships (Mapp

& Rice, 2019; Pyles & Svistova, 2015). Case methods include the use of case studies and case

decision methods (Frank & Rice, 2017; Gray et al., 2006; Mapp, 2014; Mapp, 2020). Human

rights-based curricular content includes education about the Declaration of Human Rights

(United Nations, 2021), the effects of colonization (Pyles, 2015, 2017), conflict and racism (Sue,

2015), global agendas (IASSW, 2021; ICSW, 2021; IFSW, 2021; United Nations, 2021), and

social development (Mapp, 2014, 2020). These adult learning approaches can be used to bring

about a shift in professional values and enact global consciousness in social work students

(Freire, 2000; Knowles, 1980; Mezirow, 1991, Mezirow, 1994).

Background of Adult Learning Theory

Adult learning theory seeks to promote self-actualization. Knowles (1980) emphasizes that the process of learning is more important than the content of learning, and that participatory and experiential learning is critical for student growth. Freire (2000) also places importance on dialogue and argues that traditional teaching methods such as rote lecture can be oppressive. He encourages mutuality between the educator and the student to develop interdependence of thought and consciousness of self. Freire's seminal works in *Pedagogy of the Oppressed* (2000) emphasize that growth of the student occurs through dialogue. Dialogue promotes independence of thought and increased consciousness of students through practice. Freire criticizes traditional "banking" models of rote instruction and encourages experiential learning to maximize student growth (Fox, 2013). This approach liberates students from colonial oppressive practices. Students should be encouraged to share lived experiences, to connect with others who have varied lived experiences, and to become "impatient" (Freire, 2000, p. 58) with society. This approach promotes humanism and removes the patriarchal notion of teacher as expert. Freire's approach informs interventions that are rooted in dialogue and experiential learning, and where instructors promote mutuality of learning. This approach is particularly important when designing a global social work curriculum.

Examples of Existing International Social Work Education Models

The experiential practices recommended by the seminal theorists of adult learning theory are present in many BSW and MSW programs, however very few schools of social work have fully designed curriculum related to global human rights-based education. There are, however, several examples of international social work education programs. For example, Estes (2010) identifies three approaches to education for international social work practice:

- Selective approach: promote understanding about the international facets of domestic social problems

- Concentrated approach: international social work as a specific area of social work practice with specialized courses on international dimensions and international field placements

- Integrated approach: highly specialized programs to promote international specialists in social work leadership on a global level with a "cross-sectoral perspective" (p. 16)

Healy (2008) identifies four domains of international social work curriculum: internationally related domestic practice and advocacy; professional exchange; international practice; and international policy development and advocacy. Healy recommends that international social work be framed within the perspectives of globalization, social development, and human rights. The overarching constructs presented by Estes (2010) and Healy (2008) provide some direction into the design of an international social work curriculum yet do not fully capture a global perspective that emphasizes global citizenship at home and abroad.

Small et al. (2015) studied the impact of a global social work curriculum on student interest in macro or international social work. The researchers gathered data about interest in study abroad, interest in taking a course in global social work, interest in seeking a field placement in a country other than their own, which courses in global social work were desired, and whether students sought cultural competency as they weighed international study options. 74.3 % of the students expressed interest in direct practice and 16.6% expressed interest in community and administrative practice. Although 71% indicated that they were interested in international social work, this was hypothetical and did not reflect the actual numbers of students who engaged in international social work education opportunities. Limitations of the study were

an 18% response rate out of 1500 surveys and the study was conducted at one university with little generalization validity.

The literature reflects that broad theoretical constructs related to the design of an international social work education program includes an emphasis on social development, globalization, and human rights (Estes, 2010; Healy, 2008) yet very few studies exist that evaluate the overall impact of a comprehensive global social work education curriculum on student values. More literature exists related to each of the three individual components of a global social work curriculum: field education, case methods, and human rights curricular content. The remainder of this chapter will review the literature related to each component, in turn. By merging the best pedagogical practices associated with each one of these adult learning approaches, subsequent chapters will present a model for a comprehensive global social work curriculum.

Field Education

As the signature pedagogy of the social work profession, field education is traditionally delivered through agency-based field placements. In a global context, this traditional definition encompasses direct international engagement with international populations such as through international field placements, technology-based exchanges, and study abroad. However, other field practices such as global service learning at home and abroad and ethical international partnerships also provide experiential learning opportunities for students in the field.

Direct international engagement

The clearest example of direct international engagement through field experience is international field placements. When possible, international internships can provide a meaningful

cultural immersive experience for students. However, barriers include lack of university buy-in, funding, language, and providing equal access for all students who have interest in an international placement. Lager et al. (2010) stress the importance of strong international partnerships, clear agreements about supervision, and an in- depth interview and orientation process for students. The integrative seminar and frequent field liaison communication are critical components of a successful international placement.

Other field experiences that promote direct engagement with international populations in global social work education include short-term study abroad. When implementing travel abroad programs, Pisco (2015) emphasizes the importance of strong community partnerships and intentional post-travel reflection. Mapp and Rice (2019) address the ethical issues associated with short-term study abroad experiences at the baccalaureate level. Although the authors recognize an increase in professional identity and cultural awareness as benefits of short-term study abroad, they also identify numerous concerns. Examples of concerns include a mission-like savior mentality, reinforcement of stereotype and privilege, doing more harm than good in a community, completing tasks that volunteers are unqualified to complete, exploitation, and misused donations. These ethical concerns are most clearly seen when international experiences are not conducted within a human rights framework.

Healy (2008) also cautions against "export models" (p. 343) that create imposition and damage to the communities that these programs intend to help. She suggests that a field-based alternative to this problem is technology-based exchange. Many social work programs are finding success in mutual exchanges between cross-cultural populations using technology such as What's App, Zoom, and FaceTime. These methods have improved previous limitations on

cross-cultural exchange such as when letter writing or email were the only viable options for exchange.

Community Based Global Learning

Students do not need to travel across an international border, however, to engage in global learning. Global service learning at home and abroad is another critical aspect of field education. The changing landscape of agency-based field site availability, as well as the human rights lens, both support the notion that faculty should be looking to global service learning at home and abroad as an innovation in field education.

Cronley et al. (2014) surveyed 209 faculty members from various schools of social work. The researchers evaluated characteristics of the faculty and their teaching institution to determine if there was a relationship between faculty who engaged social work students in service learning and those who did not. The independent variables in the study included factors such as age, faculty ranking, and level of either BSW or MSW teaching. The dependent variables in the study included the respondent's self-report about their use of service learning in courses and perceptions about service learning. The researchers concluded that university support and expectations influenced faculty use of service learning in courses more than personal beliefs and values about service learning. The majority of social work faculty expressed interest in service learning but needed the financial support and resources of the university to successfully implement service-learning programs.

Gerstenblatt and Gilbert (2014) conducted a study involving a service-learning program that emphasized equal importance on student and community benefits. In the study, the researchers implemented a pedagogical approach that included course-embedded learning,

interdisciplinary service-learning projects for students, and most importantly reflection. The key variables were to allow class time for service-learning hours, promote work in groups, provide frequent connection between class and faculty through internet-based methods (such as discussion boards, group folders, or blogs), and community-selected interdisciplinary team projects. A portfolio method of assessment was used including artifacts of student work and self-assessment, as well as instructor rating surveys. This qualitative study on student experiences explores the benefits of service learning for students and the relationship between service learning and student achievement of learning objectives.

Global service learning goes beyond immersion experiences and begins with reflective practices in the classroom. Service learning includes meaningful interaction with people with diverse backgrounds and intentional peer reflection (Bowman et al. 2010). Reflective practices such as discussion groups, journaling, and self-evaluation promote an introspective pedagogy. Levy and Edminston (2015) found that the direct client engagement experienced through service learning was more effective in the formation of core social work values when coupled with in-class discussion and reflection. The study found that a mixed approach of lectures, guest speakers, textbook or readings, class discussions, reflective journal entries, discussion with agency supervisor, discussion with agency staff, and working with clients were all contributing variables to social work student values (Levy & Edminston, 2015).

There is a substantial amount of research related to best practices in global service learning, with an emphasis on deep reflective practices before and after the service-learning experience. Given the changing landscape of the availability of domestic agency-based field placements, as well as the need to infuse a global human rights perspective into field education,

it is possible that global service-learning experiences can provide an innovation in social work field education for the 21ˢᵗ century.

Ethical International Partnerships

A final consideration related to field education as an adult learning approach in global social work education is ethical international partnerships. Prior to considering an international internship, a study abroad model, or a global service-learning program, a key factor must be to establish ethical and meaningful international partnerships (Gerstenblatt & Gilbert, 2014; Pyles, 2017). A gap in social work research exists about the ways in which social workers can ethically collaborate with faith-based organizations (FBOs) and international groups (Pyles, 2017). Although Pyles commends the involvement of FBOs in disaster relief, she cautions against the ethical dilemmas that arise when FBOs approach global needs without consideration of local custom, environment, and values. Pyles encourages social workers to engage in dialogues with FBOs to promote effective and ethical partnerships. It is essential that student learning meet the needs of the intended local community (Gerstenblatt & Gilbert, 2014).

Fisher and Grettenberger (2015) suggest a community based participatory study abroad (CBPSA) model for social work education that emphasizes ethical international engagement through six components: shared power; co-learning; reciprocal benefits; empowerment; community-grounded processes; and sustainability (Fisher & Grettenberger, 2015). The authors note the risks of short-term study abroad to include limited time to fully engage with and learn about a population, and goals that are informed by the university not by international partners. An example of the use of the CBPSA model for a shared learning experience between social work students and a community in Kenya provides concrete instructional activities that can be

used to promote reciprocity, community-centered engagement, and long-term global partnerships.

Another example of participatory ethical international partnerships can be seen in the participatory action research (PAR) model. The "critical emancipatory tradition of participation action research" (Pyles & Svistova, 2015, p. 119) reflects an academic commitment to freedom from oppression. PAR recognizes the colonial impact of non-governmental organizations (NGOs) who might be intentionally or unintentionally enacting an agenda that may impart a sense of "domination" (Pyles & Svistova, 2015, p. 126) in a culture. For example, despite an explicit mission that might be community focused, NGOs may be swayed by the implicit objectives of funders.

Authentic and ethical participatory action research is culturally informed, community driven, and actively seeks to resist oppression. At the core of PAR is transparency, relationship, and building democracy in situations where years of colonialism have stripped away the voice of the community (Pyles & Svistova, 2015). Pyles (2015) uses Pretty's framework for participation to evaluate relief efforts following Haiti's 2010 earthquake. This study identifies a framework for ethical partnerships with a developing nation. It is inevitable given the roles of privilege and institutional involvement that colonization will still occur in disaster relief efforts; however, she found that the PAR model was successful in engaging Haitians in all levels of participation and served to strengthen local self-advocacy and participation levels.

Svistova et al. (2014) recognize that the act of researching a marginalized population (e.g. based on gender, race, and ethnicity) itself can reinforce the power dynamic of the researched population as "other than." The authors suggest PAR as a counter hegemonic means for addressing these ethical dilemmas by ensuring that research participants are fully engaged

partners in identifying the real community needs to be observed, reported, and studied. As universities seek international partners it is essential that the relationship is ethical, mutually beneficial, and reciprocal. Seeking an international partner should not be taken lightly. It is important that the values represented in participatory action research be considered, and that international service learning creates equal benefit for the student and the community.

Case Methods

The second identified adult learning approach in global social work education is the case method. Case methods have historically been used in social work education. This includes case studies and case decision methods that are traditionally used in classroom settings. The resulting dialogue promotes critical thinking and problem-solving skills, increased empathy in students, and cultural awareness when delivered in a global context.

Human rights-based case studies can be highly effective in educating students about ethical international engagement. Rice et al. (2017) provide an example in the article, *Human rights-based approach to disaster management: Valparaiso, Chile.* Using a case example of the deadly 2014 wildfire in Chile, the authors outline critical tenets of rights-based international intervention including community-driven models, collaboration, transparency, empowerment, responsibility, and equality. Applied, the human rights-based approach can inform Chilean capacity for disaster preparedness and is consistent with social work values.

Mapp (2014, 2020) also encourages the use of case studies based on the social development model in social work education, including reflection activities for students about personal and professional practices that either promote or deter human rights. The social development approach is an ethical imperative rooted in building strength in communities on a

macro level, with emphasis on preventative strategies that address causal factors of social problems. This systems approach is essential in human rights work to ensure that systems influencing persons are addressed on a micro, mezzo, and macro level. Mapp provides case examples of ethical international organizations that have engaged in community centered social development including Paul Farmer's Partners in Health in Haiti and Muhammad Yunus' Grameen Bank in Bangladesh.

Simulations are a growing example of how to incorporate simulated case studies into the classroom or lab setting (Bogo et al., 2014). Frank and Rice (2017) discuss pedagogical approaches to increasing social empathy in students including reflective exercises such as a poverty simulation posing a food stamp challenge. A lack of social empathy stems from an inability to relate to the experience of others, therefore a key element of the approach includes reflection such as through a journal. Simulated case studies show innovation as a pedagogical approach to global social work education.

These examples exhibit how human rights themed case studies can be effective in global social work education. Other case studies including fiction and non-fiction books can be found in the teaching resources provided by the CSWE Center for Diversity and Social and Economic Justice (CSWE, 2021). Words without Borders Campus (n.d.) also provides stories and memoirs to share the personal face of the many human rights violations that take place throughout the world. It is important that students connect to case examples to ensure a sense of interconnectedness and accountability in the global context.

Human Rights Curricular Content

The third and final adult learning approach in global social work education is curricular content about human rights. A human rights approach begins with student awareness of the history and definition of globalization. The concept of globalization emerged in the 1960's and gained popularity throughout the 1990's due to technological advances that enhanced the movement of economic, political, and cultural ideas and resources (Midgley, 2007)). It is important for students to understand the impact that globalization has had on developing nations as well as the increases in common social problems impacted by globalization such as the spread of disease, unemployment, pollution, and extreme poverty (Midgley, 2007). Pyles (2015, 2017) emphasizes that global social work curriculum must include dialogue about the effects of globalization on developing nations. When designing a global learning curriculum, it is essential to remain mindful of the impact that colonialism and disaster recovery has had on mental health, poverty, and privatization of responsibility (Diaz & Schneider, 2012; Pyles, 2015; Pyles, 2017). While some have experienced prosperity as a result of globalization, students must be aware of the social, personal, and societal cost to those who have suffered as a result of globalization.

Gatenio Gabel and Mapp (2019) provide a framework for human rights education in social work and advocate for the inclusion of explicit human rights competencies to be included in the upcoming 2022 revision to the Council on Social Work Education's Educational Policy and Accreditation Standards (CSWE EPAS). Noting that some isolated generalist social work courses have historically included human rights content, the authors recommend that rights-based content be the driving force of social work curriculum. The authors also note that little research exists regarding effective teaching practices for rights-based curricula and that an opportunity exits to develop rights-based skill development. This timely article reflects a current

movement from human rights as simply a theoretical component of justice and diversity related coursework toward recognition that social work is a human rights profession. The authors emphasize that the profession must research andragogical approaches that develop human rights-based skills such as activism, facilitation of global partnerships, and intercultural competency (Gatenio Gabel & Mapp, 2019).

Several studies show promising examples of how human rights-based content can be incorporated into the social work curriculum. Steen (2018) studies how social work programs operationalize rights-based behaviors into foundational Human Behavior and the Social Environment courses. Slabbert (2018) advocates for use of the Sen's capabilities approach and provides suggested curricular activities such as review of theories of social justice, reframing poverty exercises, and case studies of immigrant women. Narang (2016) suggests the use of the sustainable livelihoods model in curriculum planning as a framework that promotes a holistic rights-based understanding of client situations. Sustainable livelihoods emphasizes both client functionings (realized strengths) and client capabilities (strengths that are be limited by social factors). Ongoing research about innovations in human rights-based content in social work education will inform the implementation of potential changes related to human rights content in the 2022 CSWE EPAS.

Another critical component of human rights curricular content is the social development model. Estes (2010) defines social development as work by "individuals, communities and other social collectivities" (p. 12) to direct change in communities, with an emphasis on sustainability and social justice. Estes acknowledges the interprofessional nature of development-focused work. He argues that modernization and globalization are not beneficial to most developing nations, hence the need for social development. Estes differentiates between social work as a US

term and "social development" or "social welfare development" (p. 6) terminology used in other countries. Estes also uses the term "development focused international specialists" or "development focused international social workers" (p. 9) when describing the many professionals working in non-governmental organizations throughout the world.

Healy (2008) also emphasizes social development in global social work learning. Social development should be aimed at increasing capacity for social justice and human rights in all communities and nations. Healy cites Sen's capabilities approach and Midgley's human capital development model as examples of community-centered social development. Healy identifies the essential link between human rights and social development, and that this is the essence of the definition of international social work. Healy discusses the pros and cons of globalization with overwhelming emphasis on the risks of globalization to vulnerable populations in developing nations who experience more harm than good such as through harm to the environment, unfair labor, pollution, scarcity of natural resources, forced migration, political unrest, and war.

Hawkins (2010) calls for social work educators to address human rights related to the environment in social work curriculum. Recognizing that the poorest and most oppressed communities are also the most vulnerable to natural disasters, robbed of natural resources, and exposed to pollution. Hawkins argues that students must be educated about the "ecological crisis" (p. 71) facing humanity and recommends student education about sustainable development, limits on the earth's resources, dangers associated with global consumption, and the goals set forth by the United Nations.

The themes referenced in the human rights-based curricular content section, such as globalization, the capabilities approach, sustainable livelihoods, social development, and the

environment should not simply be limited to one elective or requirement in the social work curriculum, such as a global perspectives or international social work class. These themes should be interspersed throughout the social work curriculum. Courses about policy, human behavior and the social environment, or diversity provide prime contexts for the inclusion of human rights-based content delivery.

Assessment

Three methods of global social work education have been introduced: field education, case methods, and human rights curricular content. However, there is a gap in the literature related to the assessment of all these themes in a comprehensive global social work curriculum. The last section of this literature review will introduce several tools that can be used to evaluate global learning programs and a human rights in social work scale that can be used to assess individual student values.

The Fair Trade Learning Rubric (Hartman et al., 2018) is a tool for use by various international partners, including schools of K-12 or higher education, international partners, FBOs, or other interested parties such as businesses. The rubric emphasizes ethical international engagement and mutuality of the relationship. Criteria on the rubric include the adequate preparation of students for global experience, the establishment of community-driven partnerships, comprehensive planning, intentional facilitation of global experiences, and student and university debriefing following global experiences. Using the rubric, Hartman et al. (2018) successfully demonstrate a "campus-wide dedication to community based global learning during a four-year experience" (p. 214). The extensiveness of this approach informs thinking about how to assess a comprehensive global social work curriculum.

The Forum on Education Abroad (2020) has recommended an equity-minded set of standards for study abroad. In addition to offering logistical considerations, such as human resources, policy development and financial planning; the guide emphasizes equitable access for all students, transparency, global partnerships, ethical engagement, and considerations for student learning. Mission of the university and student development are at the forefront, with detailed recommendations regarding the student experience before, during, and after travel. The guide offers a practical self-assessment checklist that could easily be utilized by BSW programs who are planning a study abroad experience for the first time.

The Global Learning VALUE rubric (AAC&U, 2021) is one of several rubrics, including rubrics for ethical reasoning, intercultural competence, and civic engagement, established by the Association of American Colleges and Universities to provide institutional level criteria for evaluating the student experience. The criteria are linked to research about high impact practices in higher education (Kuh, 2008) and place emphasis on diversity, equity, and inclusive access to global learning for all students. The components of the rubric provide a template for evaluation of student growth from entry (benchmark) through exit (capstone) in higher education. Student progression toward higher order thinking is measured in the following domains: global self-awareness; perspective taking; cultural diversity; personal and social responsibility; understanding global systems; and applying knowledge to contemporary global contexts (AAC&U, 2021). The VALUE rubric provides a university level framework that could be useful for social work programs who are working within the context of an institutionalized global learning program, specifically as it relates to establishing benchmark through advanced program-level objectives for student learning in a global social work curriculum.

Lastly, an individualized approach to measure student's response to a global human rights education are the Human Rights Exposure in Social Work (HRXSW) and the Human Rights Engagement in Social Work (HRESW) surveys (McPherson & Abell, 2012). The validated scales show reliability in a large study (N=287). The 25 item HRESW ($\alpha = .894$) and the 11 item HRXSW ($\alpha = .734$) measure exposure and engagement in assessing the quality of human rights curricula. The HRXSW measures the level of student exposure to human rights curricula. The HRESW measures the impact of curriculum via the constructs of endorsement, relevance, and practice. The HRXSW scale is the most directly relevant to global social work education and is the scale that is used in this study.

Implications and Conclusion

The landscape of social work education is evolving in response to changes caused by increased globalization, innovations in field education, and evolving andragogy. This requires a shift in thinking related to social work curriculum that includes explicit human rights content and an emphasis on community-based global learning. As seen in the literature, a human rights perspective is not only necessary but is complementary to existing adult learning approaches in social work education. Student exposure to global learning can be infused into the bachelor of social work (BSW) curriculum through creative use of field experience, case methods, and human rights curricular content. Several studies show promising results that these practices are impactful in forming a rights-based professional identity in social work students, yet very few examples exist of comprehensive global human rights based BSW curriculum.

The literature review established three essential domains in a global social work curriculum. Field education, case methods, and curricular content are effective methods for advancing the Council on Social Work Education (CSWE) competency to promote global

interconnectedness and human rights of all persons. The first draft of the proposed 2022 CSWE Educational Policy and Accreditation Standards (CSWE EPAS, 2021) includes changes related to each of these three themes. The proposed EPAS includes a requirement for human rights-based curricular content to promote "global positionality" (p. 14) in the explicit curriculum. The proposed EPAS also calls for the expansion of innovation in the definition and implementation of field education to respond to "to the changing nature of the practice world, student demographics and characteristics" (p. 16). Lastly, the proposed EPAS requires that the "design and delivery of the explicit curriculum incorporates experientially based learning opportunities informed by andragogy (adult-focused teaching)" (p. 14). This study is timely and addresses all three of these trends in social work education.

As evidenced throughout this chapter, there are gaps in the literature related to the use of global high impact practices in social work education, models that address all domains of a human rights-based global curriculum, and studies that evaluate the impact of a comprehensive global social work curriculum on the human rights identity of social work students. First, although there is ample research about global service learning and study abroad as a high impact practice in higher education, very few studies exist that are specific to the use of these global field options in social work education programs. Secondly, no studies were found that addressed all three of the identified components of a holistic global social work curriculum. Several studies exist that reflect one or two components of a comprehensive curriculum, such as service learning or international internships, but there is little evidence of comprehensive global social work curriculum at the baccalaureate level. Lastly, there is little evidence of the impact of a global human rights curriculum on social work student values and professional identity. Several qualitative studies highlight effective components of global curricula and the human rights scales

(McPherson & Abell, 2012) show promise in evaluating correlations between exposure to a human rights perspective and student values, yet there is not a clear correlation between the type of curricular exposure and the impact on student values or professional identity.

Some of these gaps could be because social work is called to promote generalist practice and up until now global social work could be seen as a specialization at the MSW level. However, there is growing consensus (Androff, 2015; Mapp, 2020; Mapp & Rice, 2019; Mapp et al., 2019), along with recommendations in the pending 2022 EPAS revisions, that prompt the question, should global social work part be a part of the generalist BSW social work curriculum or is global social work an MSW specialization? Either way, a comprehensive framework will benefit the profession and will provide insight into curriculum design that will be timely related to the anticipated 2022 EPAS revisions.

This study will contribute to the body of knowledge regarding BSW curriculum design, innovations in implementing the 2022 Council on Social Work Education Educational Policy and Accreditation Standards, best practices in human rights-based social work education, and expansion of ideas about what constitutes field education. A new framework will be presented for curriculum design that is deductive, based on the proposed 2022 EPAS, and will encompass various teaching strategies consistent with andragogical approaches. The study will serve to identify which components of human rights-based content contribute to the formation of student values and professional identity. Lastly, this study is firmly rooted in global engagement at home and abroad and will challenge the traditional notions of a 'field placement" instead suggesting that global field experiences can and should take place throughout the social work curriculum.

Chapter 3 Methodology

As evidenced in the literature review, there is indication that adult learning approaches delivered through a human rights perspective promote a global human rights identity in social work students; however, there is minimal literature about the impact of a comprehensive global learning curriculum in BSW education. The few studies that exist are on a small scale, limited in scope, or do not use validated testing instruments. In order to address this gap in the literature, this dissertation study will employ intervention research methods (Gitlin & Czaja, 2016; Rubin & Babbie, 2016) to evaluate the implementation of a global human rights curriculum that was piloted during the 2020-2021 academic year.

Design

The study design is a sequential mixed methods approach that includes the validated Human Rights Exposure in Social Work (McPherson & Abell, 2012) and the Human Rights Lens in Social Work (McPherson et al., 2017) scales in addition to semi-structured qualitative focus groups. Despite the small sample size of this study (N=30), the sequential mixed methods approach will promote a holistic understanding of the effectiveness of the curriculum intervention.

A mixed methods design is suggested as an effective evaluation of an intervention such as the global human rights curriculum (Gitlin & Czaja, 2016) and mixed method designs are useful in developing an in depth understanding of a topic (Rubin & Babbie, 2016). Mixed method designs are effective when investigating a new or emerging intervention (Rubin & Babbie, 2016). Although community based global learning as an adult learning strategy in social work is not new, there is very little research related to the dosage, or level of exposure, of a comprehensive global human rights curriculum as it relates to students' human rights lens. To

increase credibility of the study, convergent triangulation (Creswell & Clark, 2005) is utilized to compare and contrast the results of the quantitative and qualitative findings, leading to a thorough interpretation and a comprehensive understanding of the impact of the global human rights curriculum on social work student identity. The nature of this study requires the use of a pre-experimental design with no control group due to feasibility of implementation within a small university, as well as an ethical consideration that the global curriculum should not be withheld from a control group.

The research question seeks to understand how a global human rights curriculum at the BSW level influences students' human rights lens in social work. As defined previously, a human rights lens in social work is the ability to see social problems as rights violations, and clients as rights holders (McPherson et al., 2017). The research hypothesis is that the inclusion of a global learning curriculum at the baccalaureate level will increase student concern for global issues of injustice as evidenced by student values and behaviors. The null hypothesis is that a global learning curriculum at the baccalaureate level will have no impact on student concern for global issues of injustice as evidenced by their values and behaviors. The unit for analysis is the curriculum.

Quantitative Components of the Study

The quantitative component of the mixed method design evaluated correlations between the level of exposure to a global learning curriculum and students' human rights lens in social work. The variables in the study are level of exposure to the curriculum and human rights lens. The validated Human Rights Exposure in Social Work (HRXSW) and Human Rights Lens in Social Work (HRLSW) scales were chosen because of their proven reliability, validity, and ability to correlate changes between level of exposure to human rights curricular content with

changes in participant's human rights lens. The scales were used to provide descriptive statistics, cross tabulation between the variables of student exposure to the curriculum and student human rights lens, and comparison between different groups. In this manner, the study addressed intervention research gaps related to the implementation of global human rights curricula in social work education.

The quantitative HRXSW and HRLSW scales were administered in a one group pre-post design to evaluate proximal outcomes resulting from level of exposure to curricula over the course of one academic year. The reason why this design was chosen is because it was expected that exposure to a global human rights-based curriculum would increase for the BSW student respondents between the pre-test and the post-test as a result of the implementation of a CSWE Katherine A. Kendall Institute (KAKI) grant to design a global social work curriculum. The curriculum guide designed through the KAKI grant includes scaffolded human rights exposure activities ranging from the sophomore through the senior year of the BSW program. The curriculum includes the following evidence-based components as determined by the literature review:

Field Education Global field experiences are provided through the evidence-based components of community based global learning (Bowman et. al., 2010; Gerstenblatt & Gilbert, 2014; Kuh, 2008; Lager, 2010; Levy & Edminston, 2015; Mapp & Rice, 2019; Reed-Bouley, 2018; Rice & Girvin, 2021)

Case Methods Case methods such as simulated case studies, written case studies, oral case studies, movies, and case decision methods are effective global learning approaches (Bogo et al., 2014; Frank & Rice, 2017; Gray, 2006; Hawkins, 2010; Rice et al., 2017)

Human Rights Curricular Content Human rights content includes anti-racist pedagogy, the negative effects of colonization, models for ethical international engagement, the United Nations Declaration of Human Rights, and the Sustainable Development Goals (Androff, 2015; Diaz & Schneider, 2012; Gatenio Gabel & Mapp, 2020; Hartman et. al. 2018, Healy, 2008; Mapp, 2014, 2020; Mapp et al., 2019; Pyles, 2015, 2017; UN, 2021).

In this manner, the quantitative component assessed student human rights exposure and human rights lens both before and after exposure to the curriculum, resulting in an assessment of the dosage of the intervention in correlation to the outcomes of the intervention.

Qualitative Components of the Study

Using Gitlin and Czaja's (2016) phase-based approach to intervention research, the pilot phase of qualitative review of the global human rights curriculum took place through an IRB approved study in 2020 at Gwynedd Mercy University. To establish content validity during the pilot phase, five subject matter experts from three universities reviewed and provided feedback about the global human rights curriculum. Results of the expert review were evaluated and necessary changes were made to the curricular content and the mode of delivery.

During the efficacy phase (Gitlin & Czaja, 2016), the qualitative component of the study explored the phenomenon of a global human rights-based identity in social work and sought to understand students' experience participating in a global learning curriculum through the use of student focus groups. The qualitative component will be a post-design only and will emphasize interviews with students who experienced varied doses of the intervention (i.e. students who participated in the introductory level of the intervention, student who participated in the study abroad elective) as well as students from varied disciplines (i.e. social work and nursing

students). The qualitative research constructs to be evaluated in the focus groups will include the following:

Construct 1: Student perception of a global human rights based identity

Q1 How do you define global human rights?

Q2 What is the relationship between human rights and the social work profession?

Q3 How do you describe your social work identity?

Construct 2: Student experience participating in the global learning curriculum

Q1 What courses and learning activities in your BSW program promoted your understanding of global human rights?

Q2 Which learning activities had the most influence on you, and how?

Q3 Have your values changed as a result of your exposure to a global human rights curriculum? If so, how?

Q4 Have your behaviors changed as a result of your exposure to a global human rights curriculum? If so, how?

Threats to Internal and External Validity

Although the mixed method design ensured a comprehensive evaluation of the intervention, it is important to recognize and interpret risks to validity. A risk to internal validity is maturation or multiple treatment interference (Rubin & Babbie, 2016). A natural maturation in values and actions of BSW students could be expected due to exposure to a traditional BSW curriculum, not necessarily the global human rights curriculum. Another threat to internal validity is that experimental mortality (Rubin & Babbie, 2016) may take place, such as students

who might withdraw from the university or the BSW major. A threat to external validity could

be that the characteristics of BSW students at a small, private, religious university may not match

the characteristics of all BSW students; therefore, results may not be generalizable. Finally, a

threat related to time effect (Rubin & Babbie, 2016) might occur, such as that, students may

report values and actions at the time of post-test, but their values and actions may not remain the

same post-graduation. Attempts were made during the data collection and analysis phase to

mitigate these risks, such as through clarifying questions during focus group participation, the

utilization of the validated HRXSW and HRLSW scales to promote generalizability of findings,

and attempts to offer the survey to all students including any who withdrew from the university

or the BSW major.

In sum, the sequential mixed methods approach is the chosen design for this study due to

the small scale of the study (N =24) and the phase-based approach to intervention research

(Gitlin & Czaja, 2016). The study involved BSW and nursing students at one university

following student exposure to a global human rights curriculum and seeks to understand the

impact of the curriculum on students' values and behaviors as measured by the validated

HRXSW and HRLSW scales in addition to qualitative focus groups identified in this design.

Sampling

The target population for the mixed methods study is students in undergraduate social

work classes aged 18 or older. The sampling strategy recommended by Gitlin and Czaja (2016)

for intervention research includes a phase-based approach related to the use of control groups

(Figure 3.1). As described previously, phase one (develop and pretest intervention with no

control group) was completed at the pilot institution, Gwynedd Mercy University, with no

comparison group from 2019-2020. The current evaluation of the curriculum intervention

consists of a secondary data analysis of quantitative and qualitative data that was gathered during phases 2-4 (efficacy trials) from November 2020 through July 2021. During the efficacy phase, Gitlin and Czaja (2016) recommend the use of comparison groups to compare doses of the intervention and effectiveness of different strategies. The flexible nature of the global social work curriculum requires a comparison of dosage, therefore efficacy phase comparison groups were used to case control for level of exposure. The quantitative and quantitative sampling strategies utilized a convenience sample of comparison groups representing students from varied disciplines who were exposed to varied doses of the intervention.

Phase 1: Develop and Pre-test the Intervention

Pilot design

Expert review

Pilot implementation with no control group

Student cognitive interviews

Expert revision

Phases 2-4: Efficacy testing

Suggested control conditions: compare doses of intervention, compare new treatment to standard, case control in "real world" setting where participants self-select for intervention

Quantitative	Qualitative
Convenience sample (n=24)	Convenience sample (n=6)
Pre-post comparison groups (dosage)	Comparison groups by dosage
Interprofessional comparison groups	Interprofessional comparison groups
Validated HRXSW/HRLSW scale	Semi-structured focus groups
SPSS statistical analysis	NVivo content analysis

Figure 5
Global Learning in Social Work Intervention Development Process
Source: Adapted from Gitlin and Czaja (2016) four phase sequence for developing interventions

Four comparison groups were identified for the sample because they will allow for aggregate pre-post comparisons of dosage of the intervention, in addition to comparisons across disciplines. The groups that were identified are as follows:

1) Sophomore and junior BSW students with pre-exposure to the curriculum

2) Sophomore and junior BSW students post-exposure to the curriculum

3) Junior nursing students with pre-exposure to the curriculum

4) Junior nursing students post-exposure to a portion of the curriculum.

The resulting sample yielded a non-probability convenience sample of 13 BSW sophomores, 7 BSW juniors, and 10 nursing juniors. The selection strategy limited the quantitative survey only to those students who were enrolled in the university, received the curriculum intervention, were over the age of 18, and voluntarily participated. Additional demographic information about the sample population was not collected at the time of the study, however all participants asserted that they were over the age of 18 and consented to participate in the study.

The qualitative portion of the study sought to understand students' perceptions of a global human rights-based identity and explored students' experience participating in the curriculum intervention. Therefore, the sample for the qualitative focus groups included representation from students who experienced varied dosage of the intervention curriculum. All students in the sample were invited to participate in the focus groups. The focus group invitation yielded the following response:

1) Two BSW juniors who participated in human rights content in an introductory social work class in addition to a global health elective (representing the group exposed to the highest level of the intervention)

2) Two BSW sophomores who participated in human rights content in an introductory social work class (representing the group exposed to the introductory level only of the intervention)

3) Two nursing juniors (representing the group exposed only to the global health elective)

Consent Procedures

Quantitative survey data was collected in a voluntary, anonymous manner with no inducements. All students in the pilot study were invited to participate in the quantitative survey via email (Attachment 1). No demographic or identifiable information was collected in the survey. The study posed no greater than minimal risk to participants. Participants verified that they were over the age of 18 when they opted in to the survey via the electronic consent form (Attachment 2).

Qualitative focus group data was collected in a voluntary manner with no inducements. All students in the pilot study were invited to participate via email (Attachment 3). Students who opted to participate were asked to provide verbal consent and sign the written consent form, including attestation that they are over the age of 18 and were enrolled at the pilot university (Attachment 4). Focus group sessions were video recorded in zoom with permission from participants. Since the investigator was known to the students, explicit reference to the potential conflict of interest was addressed in the consent agreement. Students were made aware that there were no inducements involved, that the focus group would in no way impact their grades or

participation in the social work program, and that they may withdraw from the voluntary study at any time.

Limitations of the Sample

The primary challenges with this sampling strategy were the small size of the setting, limited diversity within the sample population, and the time limits of the study. The quantitative results are sufficient to assess mean increases and descriptively evaluate the strength of the relationship between human rights exposure and human rights lens; however, the small sample size could influence statistical significance. These limitations could influence validity and reliability of results, however the mixed methods approach and the use of previously validated scales will strengthen this study in accordance with the concurrent mixed methods standards for efficacy trials set forth by Gitlin and Czaja (2016). Additionally, this intervention research represents potential for further study. This dissertation reflects the results of the 2020-2021 efficacy phase, but IRB approval has been obtained from Gwynedd Mercy University for additional efficacy trials during the 2021-2022 academic year.

Data Collection

Validity of Quantitative Sample Size

The quantitative survey was administered in a sequential one group pre-test / post-test design. The pre-test was administered in November 2020 at the beginning of the curriculum intervention. The post-test was administered in April 2021 upon completion of the curriculum intervention. The quantitative survey, consisting of the validated Human Rights Exposure in Social Work (HRXSW) and Human Rights Lens in Social Work (HRLSW) scales, yielded 24 complete responses on the pretest. There were 20 responses on the post-test, however one response was incomplete therefore the post-test yielded 19 responses. Using Cohen's tables

(Rubin & Babbie, 2016), if the intended alpha for the study is .05 with a correlation strength of medium (r = .30) then the sample size should be between 10 to 20 participants. The number of responses is determined to be low. Assuming the data will be skewed or insufficient, the results will require comparisons of mean scores and non-parametric testing of correlations between the level of human rights exposure (as measured by the HRXSW) and student's human rights lens (as measured by the HRLSW).

Reliability of Quantitative Measurement Tools

A summary of the validation process for the quantitative scales is provided here to justify the reliability of the scales even with small sample sizes, such as this dissertation study, and to explain the data collection process employed in the scale development. The HRXSW (N=287) and the HRLSW (N=1,014) scales were selected due to the validity of the tools. The 11-item HRXSW measures the variable of exposure to human rights principles (McPherson & Abell, 2012). The related 11-item HRLSW evaluates student values and behaviors as measured by the latent variable, entitled, 'human rights lens.'

During the HRLSW validation process, McPherson et al. (2017) initially defined the construct of 'human rights lens' in social work practice via three sub-scales: 1) clients as rights holders; 2) needs as lack of access to rights; and 3) social problems as rights violations. Using an expert review, a list of provisional content areas for the construct definition was created and all items were unified with the statement, "in my view" to capture the opinions of respondents. A 10-person expert panel that included expert practitioners and subject matter experts validated the resulting 27 items. Using a Likert scale to rate goodness of fit, the lowest ranking items were removed from the subscales reducing the scale to 21 items. In addition to the 21 HRLSW items, the pilot utilized several atheoretical constructs to establish validity including the validated Short

Social Domination Orientation (SSDO) scale which measures similar rights-based values as the HRLSW and the respondents' self-reported political views due to prior research that indicated a negative relationship between a human rights orientation and conservative political views. Finally, the previously validated HRXSW was included to test for discriminant validity, comparing the two similar but not identical scales with the hypothesis that there would be a positive correlation between the HRXSW (level of exposure to human rights education) and the HRLSW (a human rights lens in practice).

Bivariate correlations were utilized to assess construct validity. Exploratory factor analysis indicated items with high or low inter-item correlations. The three lowest correlating items were removed as well as one item with a negative correlation. The resulting 17 items were further evaluated using Varimax Criterion and Oblimin Criterion resulting in the additional deletion of several lower performing items and a decision to eliminate the "clients as rights holders" subscale. Cronbach's alphas for the final 11-item HRLSW sub-scales include social problems as rights violations (α = .891) and clients as rights holders (α = .841). McPherson et al. (2017) have since utilized the HRXSW and HRLSW scales in several studies, and permission was granted from Dr. Jane McPherson to utilize the scales in this study (Attachment 5).

Quantitative Data Collection Process

The mode of survey delivery was an anonymous self-administered online survey. Baker (2012) outlines the benefits and risks of conducting online surveys and emphasizes the role of the Institutional Review Board in ensuring that ethical standards are met. Benefits of online surveys include lower cost, ease of use for respondents, and a potentially wider audience. Risks include hacking, lack of anonymity, and numerous security risks on the end of both the survey

administrator and the respondents. The investigator adhered to the following recommendations

by Baker (2012) for online survey administration during the data collection phase of this study:

1) Send surveys to work or school email addresses (as opposed to personal-

    use Google or hotmail accounts)

2) Do not collect respondent IP addresses unless absolutely necessary

3) Do not use tracking links

4) Do not request identifying information such as date of birth or school ID number

5) Do not use "forced response" questions (Note –the only forced response question was

    the consent statement. An opt-in check box appeared on the first screen of the

    Qualtrics survey. If students checked the opt-in box, a window opened up to the

    consent form for their information. The survey was programmed to force a response

    of "yes" or "no" for the consent.)

The researcher did not use encryption due to the expense involved, however the survey poses no

greater than minimal risk and no personally identifiable information will be collected from

respondents (Baker, 2012). Following survey completion, quantitative data was uploaded for

analysis into IBM SPSS software (Version 25) and maintained in a password protected secure

network file.

Qualitative Data Collection Process

Focus groups were recorded so that data could be transcribed and uploaded into NVivo

12 software (2018) for data analysis. Transcribed data was retained electronically by the

principle investigator via the password protected secure network of the pilot university. Zoom

recordings of the focus groups were destroyed after transcription. Although focus group

participants are known to the investigator, identifying information about the subjects was not

included in the focus group transcription. Focus group data is reported thematically and no identifying information about the participants is reported in this study.

To ensure that the focus groups remain unbiased by the investigator, the investigator used a pre-established questionnaire and script for the group (Attachment 6), and did not engage in dialogue with the participants other than to read the script. The participants of the focus group were encouraged to build on themes and interact with one another, but the investigator refrained from engaging in discussion beyond simple prompts asking participants to elaborate or clarify their comments. The format of focus group questions adheres to the following recommendations of Rubin and Babbie (2017):

1) Use of a semi-structured format that begins with an introductory open-ended question

2) Encouraging each participant in the focus group to answer each question

3) Use of transition questions, such as "explain how" or "elaborate more"

4) Use of key questions that address the various components of the phenomenon of interest to the investigator

5) Use of ending questions, such as "did I miss anything" or "do you have anything else you would like to share about this topic"

Data Collection Timeline

October, 2020	IRB approval obtained from Gwynedd Mercy
November, 2020	Pre-surveys emailed to students
November, 2020 – April, 2021	Global curriculum pilot implementation
April, 2021	Post-surveys emailed to students
July, 2021	Student focus groups held

September, 2021   IRB proposal submission to Millersville

October, 2021   Secondary data analysis to begin

December, 2021   Apply results and findings to ongoing efficacy trials

February, 2022   Publish findings in dissertation

Spring, 2022 (TBD)   Defend dissertation findings

In sum, the data collection methods of this study utilize a validated scale (McPherson et al., 2017), adhere to best practices in online survey administration (Baker, 2012), follow recommendations for types and sequence of focus group questions (Rubin & Babbie, 2017), and meet ethical and consent standards (Rubin & Babbie, 2017). Quantitative data was collected in pre-test (November, 2020) and post-test (April, 2021) fashion, and the qualitative data was collected via focus groups (July, 2021).

Data Analysis

Quantitative and qualitative data analysis are utilized in this study. Quantitative data was uploaded and analyzed using IBM SPSS Software (Version 25). Qualitative data was analyzed using NVivo 12 Software (2018). The data analysis process is described below and is outlined in Table 5.

Quantitative Data Analysis

The first scale utilized is the Human Rights Exposure in Social Work (HRXSW) scale. Cronbach's alpha for the HRXSW is 0.73 and includes 11 items that evaluate students' level of exposure to human rights principles (Table 3). Using a 7-point Likert scale ranging from strongly disagree (1) to strongly agree (7), the HRXSW is scored by a sum of all item responses, resulting in a score ranging from 1 to 7, where higher scores reflect greater exposure to human rights principles (McPherson & Abell, 2012). The scale was selected for this study because of its

applicability to global learning in undergraduate social work education and prior predictability

between the HRXSW and the HRLSW (McPherson & Abell, 2012; McPherson et al., 2017).

Table 2.
Human Rights Exposure in Social Work Scale
Adapted from McPherson & Abell, 2012

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree

I have read the Universal Declaration of Human Rights (UDHR)

My social work curriculum covered the Universal Declaration of Human Rights (UDHR)

My education covered human rights violations that happen in the United States

My coursework covered international human rights issues

My undergraduate coursework within my major has been a good way for me to learn about human rights

I have heard or read about social and cultural rights

I hear about human rights from the media on an ongoing basis

I learn about human rights issues in my work

My friends and family discuss human rights issues with me

I am aware that the United Nations has a role in monitoring international human rights

I have heard that the National Association of Social Workers (NASW) endorses the Universal Declaration of Human Rights

The second scale utilized is the Human Rights Lens in Social Work (HRLSW) scale

(McPherson et al., 2017). The 11-item HRLSW has two related subscales (Table 4). Cronbach's

alpha for the first subscale (social problems are seen as rights violations) is 0.89 and is measured

by items 1-6. Cronbach's alpha for the second subscale (clients are seen as experiencing rights

violations) is 0.84 and is measured by items 7-11. Using a 7-point Likert scale ranging from

strongly disagree (1) to strongly agree (7), the two subscales may be scored individually, or all

11 items may be combined for a global HRLSW score. Several scores need to be reversed in the

scoring and a group mean is determined by calculating an average of the individual scores

(McPherson et al., 2017).

Table 3.
Human Rights Lens in Social Work Scale
Adapted from McPherson et al., 2017

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree

Hunger at the community level stems from the government's failure to protect people's human right to food

If the human rights to housing were protected, many fewer people would be homeless

Lack of access to medical care is a human rights violation

Poverty is a violation of the human rights to a decent standard of living

A community's lack of adequate employment is not a human rights issue

Unequal access to goods and services in society is a human rights issue

It is common for U.S. social work clients to experience violations of their human rights

Clients needs are often related to violations of one of their human rights

When I look at my clients I see rights violations where others may see failure or pathology

Clients generally need social services because their human rights have been violated

The problems addressed in social work practice tend to be violations of clients human rights

The quantitative data from the HRXSW and the HRSLW were uploaded into SPSS for analysis. Cronbach's alpha was obtained for the HRXSW and the HRLSW. Measures of central tendency were utilized to determine the frequency, mean, and standard deviations of student responses from the beginning of the study (pretest) and the end of the study (posttest) for comparison. The range and dispersion of data were assessed for each subscale to determine if a normal distribution of data is present.

Due to the small sample size and the assumption that a normal distribution would not be present, non-parametric testing was conducted to evaluate the hypothesis that level of human rights exposure in social work education impacts a human rights lens in social work. Non-parametric testing is recommended for small samples sizes as an alternative to the paired t-test (Field, 2017; Rubin & Babbie, 2016). Field (2017) recommends the Mann-Whitney U test to compare differences between two independent groups as it is the non-parametric equivalent to the paired t-test. Therefore, the Mann Whitney test was used to evaluate differences between the

two independent comparison groups who were exposed to varied levels of the intervention (BSW students and nursing students). The Mann Whitney was also be used to compare the pre and post test results of the intervention group (BSW students) because the student responses were anonymous and are therefore unable to be matched. Spearman's Rho test first ranks nonparametric data then applies Pearson's equation to those ranks (Field, 2017), therefore Spearman's Rho will be used to assess the strength of association between independent variables on the HRXSW and HRLSW scales. For example, is there a correlation between student responses to HRXSW item 3 (my education covered human rights violations in the United States) and HRLSW item V4 (lack of access to medical care is a human rights violation). Interpretation of results was based on Cohen's classification of effect sizes.

Qualitative Data Analysis

The qualitative focus group data will be transcribed from the recording and uploaded into NVivo 12 Software (2018) for thematic analysis (Creswell & Poth, 2018). Direct quotes were extracted and utilized to demonstrate themes that emerge. Deductive analysis was conducted using NVivo to determine emergent codes using an open coding method (DeCuir-Dunby, Marshall & McCulloch, 2011) of exploring meaning from raw data. Creswell and Poth (2018) recommend a "data analysis spiral" which encourages the use of numerous interpretations when analyzing data. To explore concepts that might not have initially come to the reviewer's mind, word frequency counts, the text search feature, and matrix coding were used to explore connections between codes in Nvivo. Memoing was then completed by code. Charmaz (2008) defines early memos as capturing what people are doing, saying, conditions, and connections. Advanced memos categorize, capture beliefs and assumptions, and compare people, categories, and themes. DeCuir-Dunby, et. al. (2011) also suggest exploring codes in context during this

phase. The final step will be to "refine" and "synthesize" the data (Rubin & Rubin, 2011), and to

group the data-driven codes to create theory-driven codes (DeCuir-Dunby, et. al., 2011). During

this stage, inductive analysis was used to compare deductive themes to the literature regarding

global learning and a human rights lens in social work practice. To ensure trustworthiness,

higher emphasis was placed on direct quotes of the students and factual evidence as opposed to

interpretations inferred by the researcher.

Table 4. *Data Analysis Table*

Research Question	Sample	Group	Data Collection	Analysis
What is the level of exposure to global learning curriculum?	n = 24 (BSW and Nursing students)	Intervention and comparison groups	HRXSW	Group mean
What is the internal consistency and reliability of the data?	n = 24 (16 BSW and 8 Nursing students)	Intervention and comparison groups	HRXSW and HRLSW	Cronbach's alpha
Does exposure to the global learning curriculum impact BSW students' ability to see social problems as rights violations?	n = 16 (BSW students)	Intervention group (pre/post)	HRLSW (items 1-6)	Group mean and Mann Whitney
Does exposure to the global learning curriculum influence BSW students' ability to see clients as rights holders?	n = 16 (BSW students)	Intervention group (pre/post)	HRLSW (items 7-11)	Group mean and Mann Whitney
What is the strength of association between variables associated with "human rights exposure" and variables associated with "human rights lens?	n = 16 (BSW students)	Intervention group (pre/post)	HRXSW and HRLSW	Spearman's Rho

Are there differences between two independent groups that experienced varied doses of the intervention?	n = 24 pre (16 BSW and 8 Nursing students)	Intervention and comparison groups (varied dosage)	HRXSW and HRLSW	Mann Whitney
What is a global human rights-based identity in social work?	n = 6	Intervention (BSW) Comparison (nursing)	Focus group	Coding and thematic analysis
What is experience participating in a global learning curriculum	n = 6	Intervention (BSW) Comparison (nursing)	Focus group	Coding and thematic analysis

Limitations in Data Analysis

The primary limitation of the data analysis is the small sample size. Due to the nature of intervention research, this challenge can be addressed through the use of a mixed methods study (Gitlin & Czaja, 2016; Rubin & Babbie, 2016). Furthermore, Fields (2017) notes the validity of utilizing nonparametric testing to explore a hypothesis or in introductory studies.

Researcher's Statement of Reflexivity

Reflexivity is essential to ensure transparency, trustworthiness, and accountability (Crewell & Poth, 2018). As a faculty member at the pilot university, this author is aware of the influence of position in affecting the qualitative portion of this research. Although there is no personal or financial benefit to the researcher, this research will be used as part of a Council on Social Work Education grant to develop an international social work curriculum at the researcher's institution. To protect against potential conflict of interest and bias, the researcher has adhered to the recommendation of Creswell and Poth (2018) as it relates to qualitative

research. This researcher ensured that the identity of focus group participants remains confidential, explained to participants how this data and its distribution may be used, and assured participants against any retaliation or impact positively or negatively on their grade or ongoing participation in the social work major.

Chapter 4

Research Findings

This chapter presents the research findings. The themes are organized and discussed according to the six research questions identified in Table 5 (chapter three). The quantitative findings will address research questions one through five. The qualitative findings will address research questions six and seven.

1. What is the internal consistency and reliability of the data?

2. Within the sample, what was the level of exposure to the global learning curriculum?

3. Within the sample, does exposure to the global learning curriculum influence students' ability to see social problems as rights violations and clients as rights holders as measured by the Human Rights Lens in Social Work survey?

4. Are there differences between two independent groups (nursing and social work students) who experienced varied doses of the intervention?

5. What is the strength of association between variables associated with "human rights exposure" and variables associated with "human rights lens?"

6. How do students describe a global human rights based identity?

7. What was the students experience in the global learning curriculum?

Quantitative Analysis

Research Question 1

What is the internal consistency and reliability of the data? Cronbach's alpha analyses indicated internal reliability and consistency within the pre-test sample (n=24; $\alpha = .914$). Cronbach's alpha for the Human Rights Lens in Social Work (HRLSW) sub-scales *social problems as rights violations* (n = 24, $\alpha = .755$) and *clients as rights holders* (n = 22, $\alpha = .879$)

are consistent with the validation study of McPherson, et al. (2017) which found reliability and consistency within the sub-scales *social problems as rights violations* (α = .891) and *clients as rights holders* (α = .841). Cronbach's alpha in the 0.7 to 0.8 range or higher indicates an acceptable range for establishing scale reliability (Field, 2017).

Table 5

Internal reliability of HRLSW subscales

HRLSW subscale	Validation Study	Current Sample
Social problems as rights violations	α = .891	α = .755
Clients as rights holders	α = .841	α = .879

Research Question 2

Within the sample, what was the level of exposure to the global learning curriculum? Using a 7-point Likert scale of one (strongly disagree) to seven (strongly agree), pre-test scores reflect students perception of human rights exposure prior to completing the global learning curriculum, and post-test scores reflect students perception after completion of the global learning curriculum. As seen in Table 6, social work and nursing students combined (n = 24) experienced a 1.29-point mean score increase from 4.53 to 5.82 (an 18% gain) on the Human Rights Exposure in Social Work (HRXSW) survey reflecting an increased exposure to the global learning curriculum between the pre and post test. Using a 7-point Likert Scale, the social work sample (n = 16) reported a 1.15-point mean increase from 4.61 to 5.76 (a 16% gain) in human rights exposure and the nursing students (n = 8) reported a slightly greater mean increase of 1.62-points from 4.36 to 5.98 (a 23% gain) in exposure. This increase reflects that student perceptions shifted from "somewhat agree" to "agree" in response to questions about perception of exposure to human rights curricular content.

Table 6

Mean Scores Human Rights Exposure in Social Work (HRXSW)

	Pre-Test			Post-Test			Mean Difference
	N	M	SD	N	M	SD	
All students	24	4.53	1.27	19	5.82	0.73	1.29
Social work	16	4.61	1.27	14	5.76	0.74	1.15
Nursing	8	4.36	1.35	5	5.98	0.74	1.62

Note: Using a 7-point Likert Scale

Research Question 3

Within the sample, does exposure to the global learning curriculum influence students'
ability to see social problems as rights violations and clients as rights holders as measured by the
Human Rights Lens in Social Work survey? Across the sample as a whole, non-parametric
testing for independent samples t-test (Kruskal-Wallis) indicated the difference in level of
exposure between pre and post groups was significant (p = .001) but that there was not a
significant difference in human rights lens between pre and post groups (p = .573).

Research Question 4

Are there differences between two independent groups (nursing and social work students)
who experienced varied doses of the intervention? Social work students (n = 14) reported a 2%
decrease of in mean score from pre-test (*M* = 5.67, *SD* =.64) to post-test (*M* =5.48, *SD* = .79).
Nursing students (n = 5) reported a 19% increase in mean score from pre-test (*M* =4.72, *SD* =
1.28) to post-test (*M* = 6.02, *SD* = .43). As exhibited in research question 1, nursing students
also reported a greater increase in their exposure to the global learning human rights content as
compared to social work students.

Table 7

Mean Scores Human Rights Lens in Social Work (HRLSW)

	Pre-Test			Post-Test			Mean Difference
	N	M	SD	N	M	SD	
All students	24	5.35	0.99	19	5.62	0.74	.27
Social work	16	5.67	0.64	14	5.48	0.79	-0.19
Nursing	8	4.72	1.28	5	6.02	0.43	1.3

Note: Using a 7-point Likert Scale

Research Question 5

What is the strength of association between variables associated with "human rights exposure" and variables associated with "human rights lens?" Spearman's rho was used to evaluate the strength of correlations between human rights exposure and the human rights lens subscales. There was not a significant correlation between human rights exposure and the *social problems are seen as rights violations* subscale (n = 43, r = .206, p = .184). There was a significant correlation between human rights exposure and the *clients as experiencing rights violations* subscale (n = 43, r = .309, p = .043). Both correlations are weak, falling within the range of .20 to .39 (Fields, 2017).

Table 8

Strength of association between human rights exposure and human rights lens subscales

HRLSW subscale	N	R	p value
Social problems as rights violations	43	.206	.184
Clients as rights holders	43	.309	.043*

*$p < .05$

Qualitative Analysis

The following section will report qualitative findings that relate to research questions six and seven. A qualitative thematic analysis was conducted using transcribed focus group data

from three focus groups (n = 6). No data was removed during the cleaning of the documents and the data was uploaded into NVivo Pro 12 (2018) for review. Inductive analysis was conducted in NVivo to determine emergent codes using an open coding method (DeCuir-Dunby, Marshall & McCulloch, 2011) of exploring meaning from raw data.

During the preliminary reading, an open coding method and memoing were used to identify themes. Next, frequencies were assessed to search for additional meaning. The top ten subject related words expressed by focus group participants included: social work (46), people (36), class (29), rights (24), different (23), global (23), human (21), learning (18), values (17), interesting (12).

Two secondary coders were invited to assist in the qualitative data analysis. Both coders are professors of nursing at the research institution and were familiar with the global learning curriculum delivered in the study. The coders were given the preliminary codes and were asked to code the data using an open coding method to evaluate trustworthiness and check for accuracy in meaning. The coders were in consensus with the findings of the primary investigator, however provided insight about differences in the definition of "skills" between the social work and nursing professions, which is discussed in the "skills" section of the qualitative analysis.

Finally, advanced memoing (Charmaz, 2008) and evaluation of codes in context (DeCuir-Dunby, et. al., 2011) was completed by code to categorize data, capture beliefs and assumptions, and compare people, categories, and themes. The resulting themes that were identified include:

- Themes related to research question six (how do students describe a global human rights based identity?): values, human rights perspective

- Themes related to research question seven (what was the students experience in the global learning curriculum?): connection to lived experiences, transformative moments, impactful curricular activities, skills gained

Research Question 6

How do students describe a global human rights-based identity in social work? Focus group participants were asked to define a "global human rights identity." This question yielded student responses about personal and professional *values* and a *human rights perspective*.

Values

Personal values vary between individuals, however the National Association of Social Workers Code of Ethics establishes that professional values remain consistent regardless of a social worker's work setting, population served, or professional role. Values include the principles and ethical standards that guide professional practice (NASW, 2021). While greater discussion ensued during the focus groups about professional values, several students indicated that the global learning curriculum also influenced their personal values. Personal values referenced during the focus groups included that students felt that a global human rights identity called them to be more inclusive, to listen to others more than speaking, to have greater empathy, and had increased their passion. Professional values referenced by the students included a person in environment perspective, cultural awareness, a global perspective, political engagement, advocacy, a belief that clients are entitled to rights and self-determination, value for human relationships, respect for dignity and worth of all persons, and a commitment to safe spaces for all clients. The following statements reflect the theme of *values*.

> I'm more aware of things and am determining where I stand on different things as well as learning where officials stand and putting that into a political context to see how I can

vote that is in alignment with my social work values and the social work profession in general.

[My values] will always be evolving.

Moving forward it definitely will have a big big impact on me as a nurse.

I didn't necessarily feel like my values were altered in any sense [by the curriculum] it just reinforced why I came in social work in the first place.

I still have the [NASW code of ethics] packet. Self-determination is basically self autonomy…the people that we work with have the right to make their own decisions. We value integrity and the importance of human relationships.

I always want the people that I interact with to feel like that I can create a safe space for them, like a judgment free zone by giving people the ability to talk about what they're going through and to feel vulnerable enough to share their needs. I think that takes a lot for someone to do.

I'll never know everything and there's always going to be room for me to continue learning about others and the culture that people are from.

Human rights perspective

A human rights perspective as defined by the Human Rights Lens in Social Work scale is the ability to see social problems as rights violations and clients as experiencing rights violations (McPherson et al., 2017). Following exposure to global human rights content in the global learning curriculum, focus group participants share the following definitions about what a human rights perspective means to them.

> The rights of all people to basic necessities. Treatment of humans should be established that everyone should have access to fresh water, access to medical care, mental health care, food, shelter, healthcare, education, access to a job [with] a living wage, and a right to be free from intergenerational trauma.

> That's kind of that whole concept of global human rights; that we can't just be concerned with what's happening right in our own neighborhoods, we have to have that global context.

> I've loved [global learning] being incorporated into the program and I think probably over the years it will be even more because in my opinion the world is just getting smaller and smaller due to how connected we are with the internet and social media. I don't think as a society we're even aware of that impact yet and I think that by learning and talking about

it now we're helping to shape the impact of that into a positive way with social work values.

Research Question 7

What is the student's experience participating in the global learning curriculum? Focus group participants were asked to reflect upon components of the global learning curriculum, and to expand upon which curricular components influenced them and why. The following themes emerged: *connection to lived experiences, transformative moments, skills gained, and impactful curricular activities.*

Connection to lived experiences

Transformative student experiences take place when students are able to make meaningful connections between curricular content and their personal lived experiences (Mezirow, 1997). The following statements exhibit student connections between the curriculum and their personal experiences.

> Being from El Salvador….my family were immigrants and my siblings who all of us are first generation Americans….we all value different things like work, ethics, religion, and other things. I actually had a discussion with my mom who just came back from El Salvador and the country just finally passed hourly wages for the first time ever. She talked about how important that was for her because over here you know it's a norm to be paid hourly but over there she was saying that people would get paid $10 a day for the work that they did.

> I feel like my confidence grew in one way, too, because I remember the first time in my social work education that I questioned something from the NASW.

> I've changed a lot. I'm continuously trying to educate myself on these things and I don't try to pretend that I know what I'm talking about but I try to learn and apply it and advocate.

> During the protests for Black Lives Matter there was a lot of information that was surfacing and I made sure that I would continuously repost.

Transformative moments

Andragogy (adult learning theory) is rooted in challenging adult learners beyond rote

learning toward the development of critical thinking skills and application of knowledge in real world settings (Fox, 2013). Transformative moments reflect critical learnings, paradigm shifts, or the integration between knowledge and values. Focus group participants reflected upon the following transformative moments.

> As a nurse you are directly impacting [patients] but also impacted by them…. because you're providing health care for people and the patients that you see are coming from all different backgrounds….with a lot of people it's evident that they don't have as many resources near them versus some other patients. You realize that, wow, there are people that aren't in the same position as me to receive the type of health care that I get, or even food, and just like how available things are to us.

> Going into social work now was sort of like the perfect storm of what was going on with the election and with coronavirus.

> The past year is one of the more impactful years of my life so and I could definitely see it with other people also. [Someone] I'm a good friends with, when we talk, she mentions a lot how these classes really helped her out.

> This past year is definitely been one of the more impactful [years of my life] and it definitely excites me.

> There's definitely a practical day-to-day thing that's changed in me.

Skills

An important component of the global learning curriculum is skill development to promote global citizens who have the necessary skills to enact social change. Some of the skills mentioned by students included advocacy skills, the ability to speak more confidently, and the use of social media or technology for education and advocacy. The secondary data coders from nursing noted that the nursing profession holds a different definition of the term "skills." However, skills to be taught within social work education include advocacy and the use of technology to advance human rights (CSWE EPAS, 2021). The following statements from focus group participants reflect the skills gained from the curriculum.

I advocate more because I know more.

Social media is a great way to spread information. Everybody's on social media.

What we learned in class helped me be able to speak better and be more outgoing and be out there collaborating and connecting with others.

Impactful curricular activities

Focus group participants reflected upon impactful assignments or events, the mode of curriculum delivery, and the specific classes that shaped their global learning experience. Impactful assignments and events identified by the focus group participants included:

- An exercise that prompted students to research healthcare statistics in a developing nation and develop a "road map" for addressing identified social problems using the Sustainable Development Goals (UN, 2021)

- Reading the United Nations Declaration of Human Rights and connecting specific Human Rights Articles to social problems using case studies

- Fundraising projects with international partners

- Doing a literature review about the intersection of trauma and human rights

- A letter writing cross cultural exchange project with students in Haiti

- A virtual conference about the Sustainable Development Goals

- Legislative Education and Advocacy Day with National Association of Social Workers

Focus group participants identified that the following methods of curriculum delivery were impactful:

- Breakout room discussions with other students to reflect upon case studies

- Repeated content that was delivered across multiple classes

- TED Talks

- Articles

- Guest speakers from two international partners on multiple occasions

- Discussion boards

Focus group participants identified the following specific classes within the Bachelor of Social Work curriculum that influenced their global learning experience:

- Interprofessional Global Outreach

- Difference and Diversity

- Capstone

- Human Behavior and the Social Environment

- Trauma Informed Care

The following comments reflect the student themes related to *impactful curricular activities.*

> In every class we're talking continually about different cultures and identifying biases we may have within ourselves and how to behave in a way that's welcoming, opening and comfortable for people that come from a different background than you so you're not placing expectations on them. I think that's huge in a micro sense but also it extends in a macro way as well, so I think I hit that spot in every single class that I've taken.

> I really like that one project that we did when we were given a link to statistics on [Jamaican] medical stuff…it was really interesting to put some numbers on it and gain perspective that way and to rationalize it as opposed to just conversations.

> I like the statistics piece of it. [We had to go] in breakout rooms and look up CDC websites about statistics in Jamaica and the sustainable development goals.

> Quotes from the human rights declaration….we talked about that in the global class as well as [Capstone] class so I liked that it was in two classes because it was more of a refresher for me.

> Cornell shows a lot of TED talks, we had a lot of discussions, and we read a lot of articles about things going on in different countries and it really helps because it's the people speaking themselves.

We had those women come and talk to us from Mustard Seed that was very eye opening because it puts a lot into perspective. You can learn everything but when you actually see it or hear it from someone who's been through it makes it much more real.

Hearing [Alex] speak about the Haitian population helped a lot because first-hand someone is telling you about it and I feel that helped a lot.

I like that we got the opportunity to communicate with [the students in Haiti] after learning about it.

In trauma informed care, which was my favorite class by far, I remember taking that information and I applied that into my presentation in the global class. Thinking about things like natural disaster or violence that may have erupted in communities, that's also something to take into consideration and the effect that [trauma] has on the body.

In a lot of classes discussion boards are easy to breeze through but I like what we did with the global class because it helped to focus on what we were researching and it was interesting to read other people's responses to that.

Quantitative and Qualitative

Table 9 demonstrates examples of quotes from focus group participants that relate to the

Human Rights Lens in Social Work (HRLSW) sub-scales of *social problems as rights violations*

and *clients as rights holders*.

Table 9
Narratives: Qualitative Examples of Quantitative Subscales

HRLSW sub scale	Example quote
Social problems as rights violations	Now I can't turn a blind eye.
	There's definitely a practical day-to-day thing that's changed in me.
	There are people that aren't in the same position as me to receive the type of health care that I get or even food and just like how available things are to us.
Clients as rights holders	The rights of all people to basic necessities, treatment of humans that should be established that everyone should have access to fresh water, access to medical mental health care food, shelter, healthcare, education, access to a job [with] a living wage, and a right to be free from intergenerational trauma.

> I actually had a discussion with my mom who just came back from El Salvador and the country just finally passed hourly wages for the first time ever. She talked about how important that was for her because over here you know it's a norm to be paid hourly but over there she was saying that people would get paid $10 a day for the work that they did.
>
> That's kind of that whole concept of global human rights, that we can't just be concerned with what's happening right in our own neighborhoods, we have to have that global context.

Summary of Findings

This chapter presented the findings of the pilot study of the global learning in social work curriculum. The data addressed six research questions. Findings are summarized in Table 10.

Table 10
Research Question Findings

Research Question	Finding
What is the internal consistency and reliability of the data?	Cronbach's alpha for the HRLSW sub-scales *social problems as rights violations* (n = 24, α = .755) and *clients as rights holders* (n = 22, α = .879) indicate an acceptable range for establishing scale reliability (Field, 2017).
Within the sample, what was the level of exposure to the global learning curriculum?	As a whole, the sample reported (n = 24) reported an 18% gain in human rights **exposure**.
Within the sample, does exposure to the global learning curriculum influence students' ability to see social problems as rights violations and clients as rights holders as measured by the Human Rights Lens in Social Work survey?	Non-parametric testing for independent samples t-test (Kruskal-Wallis) indicated the difference in level of **exposure** between pre and post groups was significant (p = .001) but that there was not a significant difference in human rights **lens** between pre and post groups (p = .573).

Are there differences between two independent groups (nursing and social work students) who experienced varied doses of the intervention?	The social work sample (n = 16) reported a 16% gain in exposure and the nursing students (n = 8) reported a 23% gain in **exposure**. The social work sample (n = 14) reported a 2% decrease in mean score and the nursing sample reported a 19% increase in mean score for human rights **lens**.
What is the strength of association between variables associated with "human rights exposure" and variables associated with "human rights lens?"	Spearman's rho analysis indicated that there was not a significant correlation between human rights exposure and the *social problems are seen as rights violations* subscale (n = 43, $r = .206$, $p = .184$). There was a significant correlation between human rights exposure and the *clients as experiencing rights violations* subscale (n = 43, $r = .309$, $p = .043$). Both correlations are weak, falling within the range of .20 to .39 (Fields, 2017).
How do students describe a global human rights based identity?	Students described that a human rights based identity encompassed the following: - personal and professional values - a human rights perspective
What was the students experience in the global learning curriculum?	Participants identified impactful themes in the curriculum to include: - connections to lived experiences - transformative moments - specific curricular activities - skills gained

Chapter 5

Discussion

Interpretation of Quantitative Findings

Despite the fact that, overall, respondents reported an 18% gain in the level of exposure to global human rights content, surprisingly social work students did not report a change in human rights lens. Nursing students reported a greater increase in human rights lens even though they were exposed to a lower dose of the curriculum intervention. This could indicate that social work students already possessed a human rights lens coming into the program. This hypothesis is captured in one participants quote, "I didn't necessarily feel like my values were altered in any sense [by the curriculum]; it just reinforced why I came in social work in the first place."

The quantitative results reinforce the findings of a similar study conducted by McPherson and Cheatham (2015) which also utilized the human rights scales developed by McPherson and Abell (2012) with BSW students. It should be noted that the 2015 study utilized the Human Rights Engagement survey, which preceded and informed the design of the Human Rights Lens survey that was used in this study. In both the current pilot study and the 2015 study, students reported a mean increase in human rights exposure (18% and 36%, respectively). However, students in both the current pilot study and the 2015 study reported a non-significant mean difference in human rights engagement/lens (4% and 2%, respectively). McPherson and Cheatham (2015) speculated that the small increase in human rights engagement was likely attributable to students' initially high endorsement of the scale. This reinforces the hypothesis that a global human rights curriculum did not change social work student values; rather that it reinforced pre-existing human rights values.

Although the subscale correlations were not significant, within the subscales, individual subscale items of significance are worthwhile to consider and may support the inclusion of key content areas in future iterations of the global learning curriculum. HRXSW item 1 (*I have read the Universal Declaration of Human Rights*) reflected the most frequent correlations with HRLSW variables and reflects a strength to retain content on the UDHR. HRLSW item 6 (*Unequal access to goods and services in society is a human rights issue*) represented the most frequent correlation with HRXSW variables and reflects a strength to retain case studies about unequal access to goods and services in the curriculum. HRLSW item 11 (*the problems addressed in my social work practice tend to be violations of my clients human rights*) represented the strongest correlation with HRXSW variables, suggesting a retention of reflective activities surrounding value statements in the curriculum.

Within the subscales, several individual subscale items provide considerations for interprofessional education. The most significant difference between nursing and social work groups was seen in the HRXSW pre-test score for *my major has been a good way for me to learn about human rights* (nursing mean = 2.5, social work mean = 5.5) reflecting that nursing students did not initially report that their major was a good way to learn about human rights. It is notable that the individual HRXSW item post-test scores for *my coursework covered international human rights issues*, *social work has been a good way for me to learn about human rights*, and *I have heard or read about social and cultural rights* all increased significantly across both comparison groups, reflecting strengths to retain these components in the curriculum.

Interpretation of Qualitative Findings

To refine and synthesize themes (Rubin & Rubin, 2011) data-driven codes from the research findings (chapter 3) can be combined to create theory-driven codes (DeCuir-Dunby, et.

al., 2011). In this section, these codes are linked to the theoretical framework posed in the literature review (chapter 2, figure 2) and include *transformative experiences, andragogy,* and *human rights content.* These themes should inform future iterations of the global learning in social work curriculum.

Transformation takes place when adult learners connect theory to lived experiences (Mezirow, 1991, 1997). All six of the focus group participants made connections between the global learning curriculum and their personal experiences. A personal connection referenced by three focus group participants included political viewpoints and the experience of the pandemic. Participants acknowledged that the curriculum was timely due to a tense presidential election, racial justice advocacy prompted through events such as the murder of George Floyd and the Black Lives Matter Movement, and the injustices seen in marginalized groups who were most impacted by the COVID-19 pandemic. Two students said this was the most impactful year of their lives, and that the global learning curriculum played a role in their personal growth. Another personal connection to the curriculum is exhibited through the comments of three participants who noted that they became aware that they have access to rights not held by other populations, such as minimum wage in El Salvador or healthcare in Jamaica.

Andragogy (adult learning theory) is the second theoretical construct identified in the qualitative data. Adult learning emphasizes learning by doing (Dewey, 1938; Mezirow, 1991; Richmond, 2013), reflection (Kolb, 1984; Knowles, 1980; and Schon, 1987), and dialogue and praxis (Freire, 2000). All six of the focus group participants were able to identify one or more experiential activity within a class that influenced their learning by doing, such as conducting student research or engaging in a cross-cultural exchange. Three students mentioned reflective activities, such as discussion boards or in-class discussions, as impactful activities. Finally,

practicing the use of learned concepts through repetition was another key concept noted by focus group participants. All four social work participants identified that human rights content and values were addressed in two or more classes within their generalist social work curriculum.

Lastly, a *human rights perspective* was a key component of the student experience. A human rights perspective in social work education involves ethical international engagement (Mapp & Rice, 2018), understanding of the negative impact of colonization and disaster recovery efforts (Diaz & Schneider, 2012; Pyles, 2015/2017), understanding about the Declaration of Human Rights (DHR) and Sustainable Development Goals (SDG's) (Androff, 2015; Mapp, 2020; United Nations, 2021). Four focus group participants affirmed that engagement with the university's international partners enhanced their learning, and identified that the partnerships were ethical in that they were reciprocal and long term. Although no participants commented specifically on the impact of colonization and disaster recovery, several students referenced awareness that their behavior (such as, purchasing practices) had a global impact. Finally, three students reported that the UDHR and SDG's were impactful components of the curriculum.

Limitations

The study relied on a small sample (n = 24) and a pre-experimental design. Although the comparison group pre-test/post-test design established mean group comparisons and correlations, the pilot was unable to control for maturation or multiple treatment interference (Rubin & Babbie, 2016). Demographic differences were not accounted for in the study, nor was the size or type of the university. Future research should use pre–post designs with a control group to decrease threats to internal validity.

Implications for Social Work Education

Potential contributions to social work education relate to the forthcoming 2022 proposed revisions to the Council on Social Work Education's Educational Policy and Accreditation Standards (CSWE EPAS, 2021). These implications relate to three pending changes. First, a call for "global positionality" in the explicit curriculum (p. 14). Secondly, the "design and delivery of the explicit curriculum incorporates experientially based learning opportunities informed by andragogy (adult-focused teaching)" (p. 14). Finally, field education innovations that respond to "the changing nature of the practice world, student demographics and characteristics" (p. 16).

As demonstrated in this study, a global learning framework can successfully be embedded throughout the social work curriculum, as opposed to global content that is limited to an isolated course or study abroad initiative within the curriculum. The proposed 2022 EPAS requirement to include global learning into the explicit curriculum will require that schools of social work demonstrate which courses, assignments, and assessments will fulfill this requirement. The global learning curriculum provides an example of how global content can be incorporated into foundational through advanced level core courses, in experiential learning activities, and can be assessed.

The 2022 EPAS revision to incorporate andragogical (adult-focused teaching) approaches is also reflected in the experiential learning activities in the proposed global learning curriculum. Examples of impactful experiential activities in the global learning curriculum include legislative advocacy events, voter education events, cross cultural exchange, flipped classroom, discussion boards, and community engagement both at home and abroad. As evidenced through the

qualitative interviews in this study, students reported that transformative moments took place when they connected curricular content to lived experiences.

Lastly, the limited number of quality field placements as well as the changing nature of field education is referenced in the pending 2022 EPAS revisions through a call to develop innovative approaches to field education. The changing nature of field education was evident during the COVID-19 pandemic when many field sites closed and many more switched to fully virtual operations. As demonstrated in the global learning curriculum, students experienced meaningful field engagement through short-term study abroad, service learning with international populations at home and abroad, internships with international populations, and increased access to global field experiences through the use of technology. Field educators could expand the horizon of field education through the use of technology-based global field placements, international internships, and inclusion of short-term study abroad experiences in the field education hours.

Implications for Interprofessional Education

Although the primary research objective of this study was to evaluate the impact of a global human rights education on social work student values, it is significant to note the quantitative and qualitative findings pertaining to the small comparison group of nursing students in this study. Nursing students reported a greater mean increase in human rights exposure despite the fact that they were exposed to a lower dosage of the curriculum. Additionally, nursing students reported a greater increase in human rights lens as compared to social work students. Nursing students and faculty verified that this was the first course that explicitly referenced global human rights within the bachelor of nursing curriculum. Qualitative comments by nursing students indicated that the students felt "changed" by the curriculum and that their

learnings would impact their future career. Due to the small nursing sample size (n=8) this

phenomenon would require future research.

Implications for the Global Learning Curriculum Intervention

Intervention research requires numerous iterations of the intervention. Several

pedagogical strengths were identified throughout the qualitative interviews. These strengths

should be retained in the global learning curriculum and are outlined in Table 11.

Table 11

Strengths to retain in the global learning curriculum

Intervention Component	Strength to retain
Transformative experiences	Case Studies Short Term Study Abroad Service Learning (Domestic and International) Reflective Practices
Pedagogical approaches	Flipped Classroom Use of Technology to Promote Cross Cultural Exchange International Guest Speakers TED Talks Legislative Advocacy Voter Education Repetition (infused throughout a variety of courses)
Human rights content	Universal Declaration of Human Rights Sustainable Development Goals Impact of Colonization and Racism Participatory Action Research

Fraser et al. (2009) identify best practice components of an intervention manual. As

provided in the intervention used for this study, intervention manuals should include an

introduction section that addresses rationale, change theory, and format for the intervention; and

resources should be provided for facilitators. However, Fraser et al. (2009) also recommend a

level of detail greater than what was implemented during this study, specifically recommending

that a manual provide detailed outlines for individual intervention sessions. Addressing these considerations in an intervention manual is the recommended best practice in the "Create and Revise Program Materials" step recommended by the Fraser et al. (2009) intervention research method. The following considerations should inform future revisions to the global learning curriculum through the development of a curriculum manual.

Table 12

Recommended revisions to the global learning curriculum

Content Areas	Considerations
Ethical international partnerships	- Design of a rubric to evaluate reciprocity of partnership - Feedback loop / method for obtaining formal feedback from partners - Expanded vision of "partnership" to include greater use of technology to promote meaningful cross cultural exchange - Evaluation of travel policies in light of pandemic
Case methods	- Design of centrally located repository of case studies - Design of a case discussion template to connect case examples to human rights theoretical framework - Case methods that include "real" field experiences - Expansion of global field experiences at home and abroad - Possible use of simulation as a "case method" for global learning
Human rights	- Definitive text on the subject matter - Ongoing expansion of the use of the SDG's - Determine core courses for inclusion of human rights content - Consideration of dedicated human rights course(s) within the curriculum

Implications for Social Work Research

The global learning curriculum has replication potential. A challenge to efficacy testing will be that the curriculum is intended to provide autonomy and flexibility for social work

educators. Therefore, efficacy testing may vary in terms of dosage of the intervention, mode of delivery, student population, institutional mission, and qualifications of social work faculty. In addition to a global learning in social work manual, another consideration for further development will be to develop implementation fidelity standards informed by this research, such as core content areas to be included in the global learning curriculum, qualifications of faculty, and expectations surrounding ethical international partnerships.

In addition to implementation fidelity standards, as with this study, fidelity in research can be enhanced through a three-tiered approach toward ongoing intervention research:

- Use of a validated instrument for quantitative analysis, such as the HRXSW and HRLSW

- Use of secondary coders for qualitative review

- Thematic-driven intervention evaluation, driven by the literature

This study was, in part, modeled after the quantitative study conducted by McPherson and Cheatham (2015). The addition of the qualitative focus groups and thematic analysis in this study provide a promising example for comparison of data across institutions and student populations. As of the writing of this dissertation, this study is being replicated via an Institutional Review Board approved study for the 2021-2022 academic year with a larger sample across three institutions. With grant funding from the Council on Social Work Education's Katherine A. Kendall Institute, the global learning curriculum will be disseminated in Fall 2022. Following dissemination, it is possible that partners will be able to engage in ongoing research of the global learning in social work model.

Conclusion

The inclusion of global learning in baccalaureate social work education can serve to enhance a human rights perspective amongst future social work practitioners. If social workers

see social problems as human rights violations and clients as rights holders, they will be more

likely to enact their ethical duty to engage in micro, mezzo, and macro advocacy efforts to

advance human rights. The global learning curriculum provides a timely response to the

proposed 2022 CSWE EPAS revisions and addresses global positionality, field innovations, and

adult learning approaches. Although this study was small and there was not a significant

relationship between human rights exposure and human rights lens in the quantitative analysis,

the qualitative findings reflect a significant transformation in student values. Furthermore, the

interprofessional nature of this study holds promise for ongoing interprofessional education. The

global learning curriculum intervention is flexible and therefore has replication potential and the

study design employed in this dissertation holds potential for replication within social work

research.

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Appendix A

Email Invitation to Participate in Quantitative Survey

Nuss, Janice
Tue 11/17/2020 8:35 AM

Hi everyone,

This is the final opportunity to participate in the anonymous research study with undergraduate Social Work and Nursing students.

If you have not done so already, please take a few minutes to answer the following questions about your exposure to human rights education and your values related to human rights. Information gathered will be used to design future global human rights curricula within Conference for Mercy Higher Education universities.

Thank you in advance for your participation in a study that may lead to exciting new discoveries!

https://millersville.qualtrics.com/jfe/form/SV_cSiu8asgrOxjiQt

Thank you,
Professor Nuss

Janice Nuss, MSW, LCSW

Assistant Professor / Director of Field Education
Bachelor of Social Work Program
Gwynedd Mercy University

Appendix B

Human Rights Exposure and Values Survey with Consent Agreement

Qualtrics link:

https://millersville.qualtrics.com/jfe/form/SV_cSiu8asgrOxjiQt

Consent Agreement (forced response)

This survey is intended for undergraduate Social Work and Nursing students. Please take a few minutes to answer the following questions about your exposure to human rights education and your values related to human rights. Information gathered will be used to design future global human rights curricula within Conference for Mercy Higher Education universities.

Your responses will be combined with other students' responses and are anonymous. Your email will not be connected with your survey responses. If you decide to participate in this study, you will be 1 of 30 (or more) students involved in this research study and you will be asked to complete an online structured survey. All research data collected will be coded for confidentiality and no identifiable information will be recorded. You may withdraw your participation if at any time if you feel uncomfortable with the survey.

Your participation is completely voluntary, and you are free to choose whether to participate or not, without penalty or reward.

If you have questions or concerns about your rights as a research participant you may contact, anonymously if you wish, the Institutional Review Board at 215-646-7300, Academic Affairs Office, extension 21791.

This survey is for students who are 18 years old or older. If you are younger than 20, please do not complete the survey. By clicking "Next" you are confirming that you are over the age of 18 and that you voluntarily consent to participate in this survey.

    ◉ Next

Please indicate your major.
    ◉ Social Work
    ○ Nursing

This scale measures human rights exposure in baccalaureate education. It addresses your exposure to human rights principles. Please answer according to the following scale.

	Disagree	Slightly Agree	Neither Agree or Disagree	Slightly Agree	Strongly Agree
I have read the Universal Declaration of Human Rights.	○	○	○	○	○
My curriculum covered the Universal Declaration of Human Rights.	○	○	○	○	○
My education covered human rights violations that happen in the United States.	○	○	○	○	○
My coursework covered international human rights issues.	○	○	○	○	○
My undergraduate coursework within my major has been a good way for me to learn about human rights.	○	○	○	○	○
I have heard or read about social and cultural rights.	○	○	○	○	○
I hear about human rights from the media on an ongoing basis.	○	○	○	○	○
I learn about human rights issues in my work.	○	○	○	○	○
My friends and family discuss human rights issues with me.	○	○	○	○	○
I am aware that the United Nations has a role in monitoring international human rights.	○	○	○	○	○
Social Work Students only: I have heard that the National Association of Social Workers (NASW) endorses the Universal Declaration of Human Rights.	◉	○	○	○	○

The following 11 items explore the human rights lens in professional practice. Please tell us your views about clients. Please answer with your true thoughts, beliefs, and opinions according to the following scale.

	Strongly Disagree	Disagree	Slightly Disagree	Neither agree nor disagree	Slightly Agree	Agree	Strongly agree
Hunger at the community level stems from the government's failure to protect people's human right to food.	○	○	○	○	○	○	○
If the human rights to housing were protected, many fewer people would be homeless.	○	○	○	○	○	○	○
Lack of access to medical care is a human rights violation.	○	○	○	○	○	○	○
Poverty is a violation of the human rights to a decent standard of living.	○	○	○	○	○	○	○
A community's lack of adequate employment is not a human rights issue.	○	○	○	○	○	○	○
Unequal access to goods and services in society is a human rights issue.	○	○	○	○	○	○	○
It is common for U.S. social work clients to experience violations of their human rights.	○	○	○	○	○	○	○
Clients needs are often related to violations of one of their human rights.	○	○	○	○	○	○	○
When I look at my clients I see rights violations where others may see failure or pathology.	○	○	○	○	○	○	○
Clients generally need social services because their human rights have been violated.	○	○	○	○	○	○	○
The problems addressed in social work practice tend to be violations of clients human rights.	○	○	○	○	○	○	○

Thank you for completing this survey to advance human rights education in Conference for Mercy Higher Education institutions.

Questions or comments regarding this survey can be directed to the investigators.

Name of Principal Investigator: Janice Nuss, MSW, LCSW
Institution: Gwynedd Mercy University
Program: Bachelor of Social Work
Email Address: nuss.j@gmercyu.edu

Additional Investigator: Cathy Razzi, DNP, RN, ACNS
Institution: Gwynedd Mercy University
Program: Frances M. Maguire School of Nursing and Health Professions
Email Address: razzi.c@gmercyu.edu

Additional Investigator: Laraine Amoia Watters, Ed.D., MSN, CRNP
Institution: Gwynedd Mercy University
Program: Frances M. Maguire School of Nursing and Health Professions
Email Address: amoiawatters.l@gmercyu.edu

Appendix C

Email Invitation to Participate in Focus Group

Nuss, Janice

Thu 7/1/2021 12:02 PM

Hi, all! How is your summer break going? I hope you are enjoying some relaxation and fun!

Thank you for agreeing to participate in a focus group about our international/global social work curriculum. Your input is greatly appreciated both for my doctoral studies, as well as for the future curriculum design in our BSW program.

To try to accommodate varied schedules, I would like to offer 2 focus groups. If these times don't work for you, I'm happy to schedule an individual meeting with any of you.

- Daytime Tuesday 7/6 or Thursday 7/8
- Day or evening Monday 7/19 or Tuesday 7/20

Let me know if either of these dates will work for you. I'm excited that you are all passionate about global human rights, thanks for your help, it is appreciated!

Janice Nuss, MSW, LCSW
Assistant Professor / Director of Field Education
Bachelor of Social Work Program
Gwynedd Mercy University
Check out our BSW program here!

Appendix D

Consent Form for Focus Groups

Title of Study: The Impact of Global Learning on Social Work Student Values
Principal Investigator: Janice Nuss
Email address: nuss.j@gmercyu.edu

You are being asked to take part in an IRB approved research study. To join the study is voluntary. You may refuse to join, or you may withdraw your consent to be in the study, for any reason, at any time, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. You may not receive any direct benefit from being in the research study. There also may be risks to being in research studies.

The purpose of this research study is to learn about student's level of exposure to a global human rights curriculum and to understand how the curriculum has impacted student's knowledge, values, and attitudes.

You should not be in this study if you are not currently enrolled at Gwynedd Mercy University or if you are younger than 18 years old. If you decide to be in this study, you will be one of approximately 30 people in this research study. Focus group participants are needed for approximately 30 minutes.

No identifying information will be connected to your responses and all data will be kept in a secure location and maintained only for the purposes of data analysis. Participants will not be identified in any report or publication about this study.

You may choose not to be in the study or to stop being in the study before it is over at any time. This will not affect your class standing or grades at Gwynedd Mercy University. You will not be offered or receive any special consideration if you take part in this research.

You have the right to ask, and have answered, any questions you may have about this research. If you have questions, or concerns, you should contact the researcher listed above. All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research participant you may contact, anonymously if you wish, the Institutional Review Board at 215-646-7300, Academic Affairs Office, extension 21791.

By signing this consent form, I am consenting to participate in the study as described above.

_____   _____

Participant Signature   Date

Appendix E

Written Approval to use the HRXSW and HRLSW Scales

Hi Janice,

I am delighted to hear from you! Congratulations on your KAKI grant, and thank you for using my work. I also had a KAKI grant for a partnership in the Caribbean, and really learned a huge amount from the experience. My partners are in Grenada. You are OF COURSE welcome to use the scales! I am honored that you are finding them useful. I have two newer sets of scales that I have attached here, in case they might be useful also/instead. The human rights lens, in particular, seems like it might be a good fit to your work.

Good luck and please do keep me posted,

Jane McPherson, PhD, MPH, LCSW
Director of Global Engagement & Assistant Professor, School of Social Work
University of Georgia, Athens, GA, USA
Member & Former Chair, Human Rights Committee, Commission on Global Social Work
Education, Council on Social Work Education

On Wed, Sep 2, 2020 at 1:26 PM Nuss, Janice <nuss.j@gmercyu.edu> wrote:

Dear Dr. McPherson,

My name is Janice Nuss. I am an Assistant Professor and Director of BSW Field Education at Gwynedd Mercy University, and I am currently enrolled in the Doctorate of Social Work program at Millersville University with an anticipated completion date of May, 2022. I am also the project lead on a 2019-2022 Katherine A. Kendall Institute grant to design a replicable model for small private colleges and universities to engage BSW students in international social work through a collaboration between three Mercy universities and several international partners in Haiti and Jamaica.

As part of my research, I am seeking a validated human rights scale to evaluate the correlation between student exposure to human rights education and student engagement. I have cited your HRXSW and HRESW scales in my literature reviews, and would like to request permission to use these scales for a mixed methods study with approximately 30 students at Gwynedd Mercy with pre-test in October 2020 and post-test in April 2021. The study has the potential for replication and expansion in the 2021-2022 academic year with our two partner Mercy universities in the grant, Carlow University and Salve Regina University.

Thank you in advance for your time. I look forward to hearing from you, and am happy to provide additional information or schedule a zoom call if you wish to talk more about it.

Take care,

Janice Nuss, MSW, LCSW

Appendix F

Focus Group Script

Introduction

- Please review the consent form and verify that you voluntarily agree to participate in this study.

- As your instructor, normally I would engage in discussion with you, but since this is a focus group, I will go through each question and leave the response open ended so as not to influence your comments. Please feel free to build on one another's comments, and there are no right or wrong answers.

- There will be two sets of questions. The first is about your understanding of global human rights and how it has influenced your social work identity. The second is about your experience participating in the global learning aspects of our social work curriculum.

First, let's begin with your understanding of global human rights and how it has impacted your social work identity.

Q1 How do you define global human rights?

Q2 What is the relationship between human rights and the social work profession?

Q3 How do you describe your social work identity?

Now, for the second part of the group, I'd like to hear feedback about your experience in the global learning aspects of the social work curriculum.

Q1 What courses or learning activities promoted your understanding of global human rights?

Q2 Which learning activities had the most influence on you, and how?

Q3 Have your values been influenced by your exposure to a global human rights curriculum? If so, how?

Q4 Have your behaviors been influenced by your exposure to a global human rights curriculum? If so, how?

Ending Question: Is there anything else you would like to share about this topic?