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

Romania’s [R]Evolution: Investing in Children and Families Across the Life Cycle

19.910.533.03  Special Topics in Social Work Research– Global Education to Romania – Summer 2015
01.959.396.01  Course Place Holder (INDEX #)

Location:  Cluj-Napoca, Romania & Babeș-Bolyai University (UBB)

Dates:  
ARRIVE IN-COUNTRY Wednesday, May 20, 2015 
In-Country Course: Thursday, May 21-Wed., June 3, 2015
Students Depart Cluj-Napoca: Thursday, June 4, 2015
Service Learning/Field Education: June 4-June 17, 2015
Students Depart Cluj: Thursday, June 18, 2015
Course available on eCollege beginning May 1, 2015

Travel Information (Cluj International Airport is the destination!!):
Depart US for Cluj-Napoca, Romania (CLJ): Tuesday, May 19, 2015 (overnight)
Arrive Cluj-Napoca, Romania – Wednesday, May 20, 2015
Depart Cluj-Napoca (3 hour credit course) – Thursday, June 4, 2015
Depart Cluj-Napoca (Service-Learning/Field Education) – Thursday, June 18, 2015
Romania Study Abroad Summer 2015

Faculty: Rebecca T. Davis, Ph. D., LCSW, School of Social Work

“Never doubt that a small group of thoughtful, committed citizens could change the world. Indeed, it is the only thing that ever has.” Margaret Mead

I. Course Description: Romania’s [R]Evolution – Investing in Children and Families Across the Life Cycle: A Case Study

The course examines the response to growing concerns for vulnerable populations in the years since the initiation of social welfare reforms in Post-Communist Romania. Of particular interest is Romania’s transition to a democracy and its 2007 accession to the European Union (EU). Vulnerable populations include minority and disenfranchised groups such as the Roma (gypsy), persons with disabilities, children deprived of parental care, mentally ill, prisoners, and elderly. The emergence of promising practices are studied using a framework that incorporates common elements of need for various risk groups across the life cycle, and highlights preventative and home-based care over institutional care.

II. Course Overview and Format:

The Soviet Bloc countries relied heavily on government programs, particularly government operated institutions, to care for vulnerable individuals such as children separated from their parents (orphans), youth in trouble with the law, and disabled and special needs children, adults, and the elderly. Under the communist ideology, neither the family nor social workers were recognized as integral parts of the social welfare system. There were no non-governmental organizations (NGO’s) (or non-profit organizations as they are known in the US), because ‘freedom to associate’ was restricted. The social contract under the socialist regime assumed that all people had the same needs and government could be depended on to take care of them. Yet, under the Communist regime, people were deprived of their basic human rights including access to basic necessities such as food, electricity, and heat. People who challenged the regime were placed in prison and/or lost their lives.

The fall of the 40+ year Communist regime in December, 1989 gave new freedoms. Social work education programs, closed in 1969, along with nursing and psychology, reopened in 1990. There are now well over 20 social work education programs across the country. In 2007, Romania became a member of the European Union. And with that came the withdrawal of much foreign aid, including US humanitarian aid.

Although there have been great strides in democracy, social work education, and economic growth, many people have been left behind. The political transition and, more recently, the economic downturn in Romania and the Region, have resulted in increased human suffering and strained the informal networks to the point of individual and family crisis. Universal access to social services is still not a part of the public ideology. Poverty, coupled with other risk factors, lead to poor quality of life outcomes such as poor nutrition, inadequate living conditions, substandard housing, exposure to
environmental hazards, high levels of stress, alcoholism and drug addiction, poor school attendance, stigma and marginalization, and gender-based violence. Protective care has traditionally been limited to remedial and custodial care without rehabilitative services to individual and family.

Although policy reforms and new practices have contributed to progress in reducing reliance on institutional care for disabled and separated children, mentally ill, and frail elderly, *practices and financing* systems continue to favor institutional care over family-focused, community support models. Social work, the primary discipline that provides direct services, is not clearly understood. Job functions tend to be highly bureaucratized and administrative, rather than process and treatment-oriented. Case management, a model of social work practice that is part of Romania’s Social Work Law, continues to lag behind, especially within the context of public services.

Within this context of political, institutional, and social change, students will have the opportunity to learn, through field visits, lectures, and cultural exchanges, the constraints and opportunities for continuing Romania’s Revolution to incorporate a continuum of care that supports family and community through an empowerment and human rights lens. Students will explore a range of practices to address vulnerable populations including the Roma (commonly known as gypsies), children with disabilities, mentally ill adults, prisoners, victims of human trafficking, and frail elderly. Macro-practice topics include the development and status of NGO’s in Romania, social work education and training, and health and social service reforms.

III. Place of Course in Program: This is an elective course for students with a special interest in international development and social work.

IV. Course Objectives – At the end of the program, students will be able to:
• Identify vulnerable populations in Romania and specific interventions that reflect the local political, economic, social, religious and cultural realities
• Document and discuss constraints and opportunities for Romania’s citizens within the globalized world, with a focus on the social service workforce.
• Experience the reality of diversity, stigma, and marginalization and apply it to one’s own thinking about his/her world

V. Required Texts: Documents and Articles are Available on eCollege

VI. Course Requirements:

This course will go on-line on May 1, 2015 on eCollege. Arrival in country should be on May 20, 2015 and departure on June 4, 2015. The course will be based in Cluj, Romania (Transylvania) at Babes-Boylai University. Students will stay in university housing with classes in the morning and field visits in the afternoon to local and national governmental and non-governmental health and social welfare organizations. Romanian social work educators, researchers and practitioners will join us for both didactic and field experiences.
Students will learn from didactic and experiential methods. Hungarian and Romanian social work educators, researchers and practitioners will join us for both didactic and field experiences. Some of the learning opportunities include:

1. A pre-departure orientation provides pertinent information about travel through Romania including relevant cross-cultural issues.
2. Readings on Romania and other countries in the Former Soviet Bloc provide background information about the political, social, economic, environmental, and cultural reality (past and present).
3. Students will have the opportunity to:
   a. explore the city of Cluj-Napoca with a history professor soon after arrival, and then on their own, learning how to negotiate the public transportation system, navigate the city on foot and by taxi. Students will do their own shopping for food and necessities.
   b. visit a range of programs and services, have a chance to meet and hear from social workers, clients, administrators, community and religious leaders, local and national public officials.
   c. visit a range of services provided by local, community level, NGO’s, including advocacy groups, professional associations, and small businesses.
   d. experience various historical and cultural sites and events.

Students are expected to:
1. Read required documents and articles that are posted on eCollege.
2. Participate in two threaded discussions on eCollege
3. Attendance and participation is required for in at least 90% of the scheduled meetings, classes and cultural events.
4. A travel journal about facts you are learning and personal experience that document your observations, knowledge gained, thoughts, and feelings.
5. A final paper (8-10 pages) that researches a specific vulnerable population within Romania that you choose (outline provided by separate document).

VII. Grading

Assignments for May-June Course:

1. Travel Journal to be submitted to the instructor by August 31, 2015. You are required to keep a travel journal that you organize in a way that works best for you. Journaling is a very private thing. You may find that you write every day, or you may decide to write once every 2-3 days, but in more detail. Some students prefer to combine writing and scrapbooking. It’s up to you to do what works best. There is no right way or wrong way to keep a journal. The instructor will keep your journal contents confidential! It will be shared only if you decide you want it to be shared.
Romania Study Abroad Summer 2015

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

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

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

2. Participation in the two Threaded Discussion on eCollege is required as part of the class participation.

3. Final Paper 8-10 pages: This is a paper that you will write that will provide the instructor with the opportunity to evaluate how well you achieved selected course objectives through a guided assignment. The due date is August 31, 2015.

Overall Grade will be determined by:

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

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Definition</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  100-90</td>
<td>Outstanding</td>
<td>4.0</td>
</tr>
<tr>
<td>B+  89-85</td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>B   84-80</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>C+  79-75</td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>C   74-70</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>F   69 and below</td>
<td>Failing</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**VIII. Course Evaluation**

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

**IX: Course Outline**

**Itinerary is provided separately**

Readings: Under DocSharing on ECollege

**International Education**


**Regional and Romania-Specific Social Welfare and Social Work Reforms**

**HIV/AIDS and Other Infectious Diseases**


**The Profession of Social Work and Social Work Education**


**Child Welfare and Protection**


Children with Disabilities


Children and School Dropout


Child Labor and Human Trafficking


Aging


Gender-Based Violence


Maternal and Child Health


**Roma**


**NGO’s in Central and Eastern Europe**


**X. ACADEMIC INTEGRITY POLICY**

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

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

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

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

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

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

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

**XII. DISABILITY ACCOMMODATION**

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the University Office of Disability Services, Lucy Stone Hall, Livingston Campus 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045, email address: dsoffice@rci.rutgers, Phone: (848) 445-6800, fax: (732) 445-3388, for a letter of accommodation. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Students who are taken courses in Camden should contact Mr. Tim S. Pure, Assistant Director/Disability Services Coordinator, Rutgers-Camden Learning Center, Armitage, Hall, Room 231, 311 N. 5th Street, Camden, NJ 08102, email address: tpure@camden.rutgers.edu. Students who are taken courses in Newark should contact Ms. Genevieve Sumski, Disability Services Coordinator, Robeson Campus Center-Newark, 350 ML King, Jr. Boulevard, Newark, NJ 07102-1898. Any student, who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

**For Students Participating the 2-week Service Learning/Field Enrichment Program:**

<table>
<thead>
<tr>
<th>Service- Learning– Field Internship (SSW): June 4-June 17, 2015 (70-Hour ISL/Field Placement Program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student responsibilities to receive field hours include:</td>
</tr>
<tr>
<td>- Keep an in-depth professional journal documenting the daily field experience (to be submitted for grading)</td>
</tr>
<tr>
<td>- Keep a time sheet of hours spent in the field experience (submitted for the record)</td>
</tr>
<tr>
<td>- Attend arranged supervisory conferences</td>
</tr>
</tbody>
</table>

The field enrichment hours (70 service hours time sheet and journal) would count toward field hours for the FALL field placement would be reduced by the 70 hours completed abroad. **Please note: Any difficulties in making adjustments to the students’ field placements will be discussed on a case by case basis so that the adjustment of hours can be made. This will be done in collaboration with your field supervisor.**

**Potential ISL/Field Placement Opportunities (These are negotiable depending on the student’s interest and the organization’s needs):**

- **Estuar**, Serving Persons with Mental Illness
- **World Vision Romania**
- **Ecce Homo Romania**: “La Noi” Social Center & Family Home
<table>
<thead>
<tr>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation for Elderly Care – A Day Program with nursing and social work staff</td>
</tr>
<tr>
<td>Christiana After School Program</td>
</tr>
<tr>
<td>Caritas – After School Program</td>
</tr>
</tbody>
</table>

These programs are not located in Cluj but students could possibly do a special project, depending on the major and experience:

- Ratiu Democracy Center
- Veritas Social Services, Sighisoara, Romania (for social work student only – requires living in another city)