I. COURSE RATIONALE:

The focus of this study abroad course is on health and social welfare services and policies that have developed in Sweden with additional emphasis on Finland. Social work practice in the context of these health and welfare systems will be examined. Sweden’s system of comprehensive, publicly funded health care and social services, available at low cost to all residents, ranks among the most successful in the world. Many scholars have pointed to the United States and Sweden as representing two opposite extremes of welfare philosophy, financing and services delivery. In this course, we explore these contrasts through an in-depth examination of this “Nordic Model.”

This course will provide students with an introduction to the basic principles and organization of health and social care systems (key elements of welfare states) in a comparative context. Students will have a unique opportunity to learn first-hand how Swedish citizens and officials view their system of welfare, to understand how the Swedish systems are organized and to see how they work on multiple levels and in various locations around Stockholm and Uppsala. Students will learn about Swedish history and culture and will be challenged to re-examine many commonly held assumptions about both Scandinavia and the United States. Students also will be exposed to many of these same phenomena in the neighboring county of Finland and will be able to compare Sweden and Finland as two examples of the Nordic Model of health care and social welfare. The course content will include:

- An introduction to the culture and values of the Swedish people.
- An introduction to comparative health and social policy, the concept of welfare, welfare regime, and typologies of welfare states. The role of social workers and selected practice settings will be examined.
- Overview of Swedish and Finnish history and the rise of the Swedish welfare state and Nordic Model of health and social care.
- An introduction to the political process in Sweden and Finland.
- Study of the various components of the Swedish health and social care systems, based on professional lectures, visits and tours. A similar, selective introduction to Finnish health and social care will be provided. Elements of social work practice including assessment, intervention, and evaluation of client outcomes will be analyzed in a variety of settings, including immigrant resettlement, mental health, elder care, health care, and children’s services.

More specifically, this course is intended to accomplish the following.

1. To provide a systematic overview of the theories and approaches to community, individual, family, and group practice from an international perspective (theoretical base).

2. To compare and contrast the methods, strategies, and principles of health and social welfare intervention in the United States and Nordic countries in light of differing socio-political contexts (knowledge base).

3. To develop an understanding of the skills necessary to apply theory and knowledge to the needs of disadvantaged/minority populations from an international perspective (children, women, ethnic minorities, people who are poor, experiencing homelessness, people with disabilities, etc.) (skill base).

4. To allow students to explore a personal philosophy, beliefs about community, family and culture that is consistent with social work philosophy, ethnic/gender perspectives, values, and ethics (professional base).

II. EDUCATIONAL OUTCOMES:

Upon completion of this course, students should be able to:

1. Describe the Nordic model of health and social welfare, including major social policies and social work practices in the following key areas: a) Child and family services, b) Health and mental health, c) Services for older adults,

2. Discuss the historical and cultural context in which social services are provided in Sweden and Finland, including the role of institutions and culture in social welfare policy;

3. Compare social work in Sweden, Finland and the U.S. in terms of the strategies used to help individuals, families, groups, and communities adapt to changing economic and social conditions. This includes analyzing the similarities and
differences in values, ethics, ideologies, diagnosis, assessment and interventions used in social work practice.

4. Assess the outcomes for citizens resulting from Nordic social policy and practice, and consider how these outcomes might be achieved for citizens in the United States.

5. Analyze the impact of a changing economic climate on social welfare institutions and the services they provide to individuals, families and communities.

III. CURRICULUM THEMES:

1. Practice Centeredness
The overarching themes that guide the total curriculum of the School of Social Welfare are integrated throughout the practice-oriented curriculum. This course provides a venue for students to learn about social work practice through a cultural lens. Participants will have the opportunity to observe social service provision and apply social work theory and values lenses to gain an understanding of the similarity and differences between social work practice in these countries and the United States.

2. Strengths
The strengths perspective is a humanistic, empowerment approach to social work practice that operates on the assumption that all persons have untapped mental, physical, spiritual, and emotional resources. Students are encouraged to extend their understanding of assessment, conceptualization of barriers, selection of interventions, and client collaboration to assist in working with client systems. Specific cultural and historical experiences of people in Finland and Sweden will be investigated to determine how a view of social welfare clearly reflecting a strengths perspective developed and flourished in the Nordic countries. Implications for social work practice in Sweden, Finland, and the United States will be explored.

3. Social Justice
Social justice is a key component in this social work practice course. Social justice influences student's definition of barriers, client systems and client strengths. Students will learn how claims based on social justice inform the development and delivery of social work and health services to vulnerable groups such as children, immigrants, older adults and people with disabilities. They also will be able to observe and evaluate interventions that expand opportunities for oppressed, stigmatized and marginalized populations. This course will highlight an international perspective on social justice and examine how lessons learned from examination of the Nordic model may be used to promote a more just, humane and responsive environment in other countries.

4. Diversity
Diversity includes the skills that show respect, sensitivity and appreciation for the contributions of diverse populations. In this course students will cultivate an appreciation for clients and colleagues who are differentiated by race, ethnicity, culture, religion, spirituality, class, sexual orientation, age, gender, and ability. Specifically, beyond content on Swedish and Finnish citizens across the life span, they will interact with social service workers involved in resettlement of Iraqi refugees.

5. Critical Perspective
Consistent with a critical perspective, students in SW560 and SW 855 raise questions about, reflect upon, and systematically evaluate and apply the divergent theories and knowledge claims upon which social work is based. Students will be asked to think carefully about the advantages as well as disadvantages of the Nordic Model and what elements might inform policy and practice initiatives in the United States.

IV. LIBERAL ARTS PERSPECTIVE:
The course draws on the liberal arts as one vast and rich source of learning. As a practice course, the effort is to apply relevant knowledge and values from all sources that could illumine and guide actions to achieve the profession’s social purpose. Thus students are supported and challenged to use their knowledge from courses on history, literature, social sciences and fine arts along with the knowledge gained from life experiences and the accumulating body of professional knowledge.

V. PROFESSIONAL PURPOSE AND VALUES:
A clear sense of professional purpose and the values embodied in its value system and code of ethics provide a necessary focus for selecting and using knowledge and perspectives from a rich array of learning resources, not least from the diverse client populations served by the profession. This clarity is at the heart of the course’s fundamental task of translating broad statements of professional purpose and values as reflected in the school’s mission statement and curriculum themes into specific purposeful practice acts.

VI. TOPICS:
- History, Culture, and Values of Sweden and Finland
- Social Work in Sweden and Finland
  - Social Work Education
  - Social Management and Administration
  - Human Rights
- Understanding the Nordic Model of Health and Social Services
  - Health
  - Mental Health
  - Children and Adolescents
  - Older Adults
VIII. READINGS:

General Packet:


Electronic:


Sweden Packet:


Electronic:

10. Jordin, B., 2007. *Contracts and Incentives, Ethics and Resource Allocation, Stockholm Model*, (Dr. Bo Jordin was formerly the Director of Primary Care for the Swedish Board of Health and Welfare and is a lecturer for this course.)

Electronic:

11. Fact Sheets on Sweden (www.sweden.se).
Click on “fact sheets” in two windows until you get to the listing of fact sheet categories (on left side). There are several fact sheets assigned under the following two categories.

Download and read each of the following:

- **Government and Politics:**
  - Swedish System of Government,
  - Local Government,
  - Taxes
- **Society and Welfare:**
  - Policy for the Elderly,
  - Child Care,
  - Health Care System,
  - Social Insurance,
  - Public Health,
  - Equality between Men and Women,
  - Family Policy

12. *Health Care Systems in Transition* series by the European Observatory on Health Care Systems. Download SWEDEN from 
http://www.euro.who.int/document/e73430.pdf

Finland


Additional Book Recommendations:

IX. SUGGESTED ASSIGNMENTS:

Both undergraduate and graduate students will be participating in this class. Class participation and journal entries for participants from these two academic levels will be evaluated in comparison to their peer group. Differing expectations for the final paper for undergraduates and graduates are outlined below under Item B.

A. Journal

Students are expected to keep a journal during their time in Sweden and Finland. The journal will be used in conjunction with (but not limited to) guiding questions provided by instructors about health and social services agencies we will visit. Journal entries should include insights into social work practice in Sweden and Finland gained in the context of the field visits.

B. Final Paper

The purpose of the final paper is to summarize and integrate what you have learned about health care, social services, and social work in Sweden into an organized and coherent explanation so that someone who has no knowledge of these systems could read your paper and gain a good understanding. You will be expected to provide a clear overview of the Swedish systems. What seem to you to be the strengths and weaknesses of these systems? Comparisons to the United States systems should be included in this section of the paper.

The paper should also include the ways that cultural norms, values, ethics, social structures, and economic development impact social work practice in Sweden. Implications for social work practice that integrate learning from field visits are to be emphasized. You will be expected to provide specific examples and details where appropriate, as well as to integrate the readings you have been assigned. Then, you should write a section of the paper in which you compare what you learned about Finland with what you have written about Sweden. What similarities did you note? What differences?

Finally, you are to explain the implications for what you have learned for your social work practice when you return to the United States.

Graduate students should intelligently incorporate the required readings as well as the fact sheets—16 page min.

Undergraduate students should intelligently incorporate at least 5 of the articles not including fact sheets—12 page min.

To receive a grade this summer, papers and journals must be turned in to Dr. Chapin no later than July 20th in order to avoid an incomplete. If you are going to take an incomplete, then your papers will be due by September 1.

C. Class Participation

Students will be evaluated on the extent that they actively contribute toward making the class a “learning community.” This means that students will be evaluated on the extent that they contribute to class discussions with questions and comments based on their understanding of the material, treat the comments of fellow students with respect and interest and are open to perspectives different their own. Attendance and timeliness are also very important.

X. ATTENDANCE POLICY
XI. SPECIAL CONSIDERATIONS

Students who have special educational needs of any kind, including those related to learning disabilities, other disabilities, English as a second language should discuss necessary accommodations with the instructor within the first two sessions of the course. The university and School of Social Welfare are committed to provide supportive programs and accommodations to assist students who have special learning needs to successfully meet course expectations. In particular, students who feel that they have a disability that may require accommodation should advise the instructor of such disability and desired accommodation as soon as one obtains written documentation of the disability. The instructor will work with the student and the office of Services for Students with Disabilities to provide reasonable accommodations.

Please notify the instructor if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements.

XII. RECORDING AND SHARING RECORDINGS OF LECTURES

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

XIII. HIPAA REGULATIONS

The Health Insurance Portability and Accountability Act (HIPAA) requires that any personal information that may identify a person must be removed to protect confidentiality. Confidentiality applies to both classroom discussions and to written work. Please follow these simple, yet essential guidelines:

- Always disguise the name and other personal identifying information when you speak and write about a person, following the guidelines established by HIPAA.
- If writing in great detail about a client, ask permission from the client.
- Share nothing about specific clients, agencies or other students outside of the classroom.

Any information shared with the class/instructor will be confidential, within the limits defined by the Code of Ethics and state guidelines.
Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XiV. **INSTRUCTOR AVAILABILITY**

Provide students with information on how to see and/or reach you.

XV. **INCLEMENT WEATHER POLICY**

In the event of inclement weather students should call
  - Lawrence: the University (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, (800) 766-3777
  - Edwards Campus: (913) 897-8499
  - KCKCC Campus: (913) 334-1100

to determine if classes have been cancelled. Class will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.