

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK**

Master Syllabus

19:910:543

Social Work with Immigrants and Refugees

Instructor:

Campus:

E-mail:

Campus Hall/Room#

Office hours:

Day & Time:

I. Catalog Course Description

This course examines the phenomenon of global human migration and human vulnerability and the impact on the local reality. Students will develop knowledge and skills that encompass the diversity of immigration experiences, international refugee situations, and acculturation and family dynamics processes; transnational families; and inter- and intra-ethnic tensions. Students will learn and apply concepts relevant to social work that define specific needs and issues facing immigrant and refugee clients at the practice and policy levels. Students will explore personal biases and experiences, organizational barriers, and culturally relevant practices in services to immigrants and refugees. Students will analyze social policies, programs and practices for safeguarding rights and determine culturally responsive services to immigrants and refugees.

II. Course Overview

Human migration is considered one of the defining global issues of the early twenty-first century with more people on the move today than any point in human history. Increasingly recognized as an essential and inevitable component of the economic and social life of every nation state, including the US, it has the potential to benefit individuals and society when managed effectively. Given that most people from poorer countries migrate to more prosperous countries, and few countries effectively manage migration, migrants are increasingly vulnerable. Social work and social welfare systems have a responsibility to address the human vulnerability faced by immigrant populations.

In the US, immigrant families constitute a large and growing proportion of families. About one-fourth of children and youth are either immigrants or children of immigrants. Furthermore, two-thirds, or 67 percent, of immigrants are highly concentrated in six “major destinations,” including New Jersey. New immigrant groups come from non-European countries, are culturally more diverse, have higher poverty rates, and mixed immigrant status, leaving many without access to public services. With the use of technology, individuals and families can virtually cross borders to continue emotional

and family connections, often of care and survival through remittances sent to families, often spouses, children, and parents. These “global care chains,” important sources of support and strength, also present increasingly diverse meanings of well-being in interpersonal and familial relationships, resulting in ethical dilemmas for social work policy makers, managers and clinical practitioners.

This course analyzes emerging frames of reference and concepts that apply to the issues of migration, social and psychological location, acculturation and cultural preservation impacting social work policy makers, managers and clinical practitioners. The course begins with the global – the rights and risks of migration – and then to local problems and solutions in the context of local communities. An empowerment approach to social problems highlights cultural adjustment and access to language, economic, health, and education services and benefits as defined by policies and laws. Specific problem areas related to immigrants and refugees will include child welfare, trafficking in persons, interpersonal violence, mental and physical disabilities, aging and intergenerational issues, and political conflict, detention and torture.

III. Place of Course in Program

This course is an advanced Humans Behavior and the Social Environment (HBSE) distribution requirement offered to advanced students in both Clinical and Non-Profit and Public Management Concentrations. In the areas of direct practice, social policy, cultural diversity and oppression, and human behavior and the social environment, the course builds on both the core curriculum and foundation classes. The prerequisite is HBSE I.

IV. Course Objectives

At the end of the course, students will be able to:

- Demonstrate an understanding of the economic, social and political dimensions of globalization and its relationship to human migration, both internal (e. g. rural to urban) and cross-border.
- Discuss current conceptual and policy frameworks applied to the study of migration and human vulnerability from global and local perspectives.
- Analyze the range of individual, family, community and organizational factors that contribute to problems and solutions related to migration and human vulnerability (e. g., immigrants and the work place; access to health care, education and social services; undocumented immigrants and their children; and unaccompanied minors).
- Demonstrate a beginning knowledge of laws and terms applied to immigrant and refugee status and the impact on immigrant families and communities.
- Apply human rights and social development approaches to problems and solutions of human migration at the policy and practice levels.
- Apply theories of human behavior and culturally competent decision-making skills to practice with immigrants and refugees.
- Demonstrate planning and policy- making practices that enhances political, social, and economic justice for immigrants and refugees.

- Demonstrate knowledge about ethical dilemmas and decision-making skills in practice with immigrants and refugees at the clinical and organizational levels.
- Develop awareness of biases of self and others (individual and organizational) that impact work with immigrants and refugees.
- Design an intervention (policy or clinical practice level) for engaging and empowering immigrants and refugees, safeguarding their rights and ensuring access to social safety nets.

V. Required Text

Chang-Muy, F. & Congress, E. P. (Eds.). (2009). *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*. New York, NY: Springer Publishing Co.

VI. COURSE REQUIREMENTS

METHODS OF INSTRUCTION

This course is structured into three units: (I) Overview of global human migration and human vulnerability; (II) Immigrants and Refugees: The US Context; and (III) Social Work with Immigrants and Refugees: Policy and Practice. The format for the class may include lecture, discussion, videotapes, small group exercises, panel discussions, role play and guest speakers. It is designed for maximum student participation and sharing of experiences and insights in order to facilitate the integration of theory and advanced practice. For each section of the course, readings, assignments and lecture notes will be found on ECompanion or Sakai. These materials will be used in class discussions, and should be reviewed prior to class to assist students in engaging in learning and mutual discussion.

INSTRUCTOR AND STUDENT ROLES

The instructor plays an active part in the learning process. Students can expect that the professor will convey clear, specific information about theory, advanced social work practice, and social work values and ethics. Assignments have been developed in a format that encourages learning, as well as provides the instructor with a means with which to evaluate the student on specific practice behaviors. *The student plays an active part in the learning process.* As with all social work classes, participating in the process of the educational experience is vital. It is expected that students will **read all required readings, attend all classes, come to class prepared to discuss the topic and complete assignments on time.**

Participation points will be based on attendance and class participation. Students are expected to attend all classes and arrive on time. Absences may occur due to unforeseen circumstances, however, excessive absences (more than two unexcused absences) and/or consistent lateness will result in the lowering of the final grade by one full grade point. Partial attendance of a session is considered an absence. The student must notify the instructor in advance or as soon

as possible after the missed class. Missed classes will be excused by the instructor only for compelling reasons (e.g., illness, emergency, and other--to be determined by the instructor); *notification does not automatically indicate an excused absence.*

Examples of class participation include, but are not limited to, asking relevant questions/making relevant comments, active participation in small/large group exercises, presentation of case material, and bringing to class relevant articles/newspaper clippings/current events information. This will be discussed in class in more detail.

ASSIGNMENTS

Written assignments are expected to be submitted electronically prior to or on the specified time and date. Late assignments will be accepted only in very unusual and compelling circumstances and only if cleared with the instructor in advance. Late papers/assignments not arranged in advance will receive a reduced grade.

Professional Writing Requirements: Professional social workers keep case records, write treatment reports for referral sources and managed care companies, correspond with judges and other professionals, develop policy, and advocate for their clients. All of these tasks require excellent writing skills. Therefore proper grammar, syntax, spelling, and appropriate referencing are expected for all assignments. Unless otherwise specified by the instructor, written assignments must be typed, double spaced, using one inch margins, 12-point font, numbered pages, formal English, and the *American Psychological Association (6th Ed.)* style of documentation (unless otherwise specified by the instructor).

Typographical errors; poor grammar, syntax, spelling, word choice and organization; or other problems which impede clarity of communication will result in lower grades. Plagiarism, cheating, sabotage or any other violation of academic or professional standards for ethical behavior will not be tolerated, and will result in failure for the assignment and course. All assignments for this class must reflect social work values and ethics including awareness of issues of diversity and economic and social injustice.

You **must** adhere to the style guidelines of the *Publication Manual of the American Psychological Association 6th Edition*). **Failure to do so will result in substantial deductions from your paper's grade.** Writing assistance is available at the Student Writing Center (732/932-1149).

Here are some links to sites that lay out APA style:

http://owl.english.purdue.edu/handouts/research/r_apa.html

Using American Psychological Association (APA) Format-Purdue University

<http://www.wisc.edu/writing/Handbook/DocAPAResources.html>

Create an APA Reference List-University of Wisconsin

ASSIGNMENTS

- 1. Culturagram (20%):** This is based on the Congress (1994) article that analyzes a student’s family journey to the United States including country, cultural heritage, language, and any transnational linkages. The student will analyze one’s own biases and the biases of those around him/her, and how they potentially impact work with immigrants and refugees. The student will discuss how the culturagram can be applied in their current practice placement.
- 2. Problems: Analysis of an Immigrant or Refugee Family or Community (30%) –** Students are asked to research (literature – including peer-reviewed and grey literature) and personal stories through face to face or electronic interviews) on a specific immigrant or refugee group of interest to the student. The student will write a paper that applies theories of human behavior, cultural competence, and ethical decision-making in the analysis of the selected group. Utilize a multidimensional assessment that looks as individual, family, community, organizational and political/environmental factors, including some research on the immigrant or refugees country of origin. Include a discussion of the consistency between the Human Rights-Based and Empowerment Framework and the experience of the immigrant or refugee family or community.
- 3. Solutions: Design of an Intervention for Immigrant or Refugee Family or Community (40%) -** Students will research evidence-based practices with specific problem-area(s) with the selected client-group and develop an intervention depending on the student’s chosen field of practice and skill set. It will be important to integrate interventions that incorporate practices that address individual, family, community and organizational strengths and problems. A discussion of ethical dilemmas and decision-making must be included.
- 4. Attendance, Class Presentation and Role Play(s) (10%)**

VII. GRADING

Computation of the final grade will be based approximately on the following distribution:

- 20% Paper #1: Culturagram
- 30% Paper #2: Analysis of Problem
- 40% Paper #3: Analysis of Solution
- 10% Attendance/Class presentation/Class exercises/Role plays

Final grades in this class, as in most courses in the School of Social Work, are letter grade numerical equivalents. Listed below are the corresponding percentages/points (as defined in this course) and general definition of these grades:

<u>Grade</u>	<u>Definition</u>	<u>Numerical Equivalent</u>
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Final grades are letter grade numerical equivalents. Listed below are the corresponding percentages/points (as defined in this course) and general definition of these grades:

Grade		Definition	Numerical Equivalent
A	92-100	Outstanding	4.0
B+	87-91	Very Good	3.5
B	82-86	Good	3.0
C+	77-81	Average	2.5
C	70-76		2.0
F	69 and below	Failing	0.0

*Scores to be rounded up at .5

VIII. Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed electronically by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a midpoint evaluation.

XI. Course Outline

Unit I Global Migration and Human Vulnerability

Week 1: Overview of Global Human Migration: The Two Faces – Rights and Risks
 Risks of Human Migration: Shared Problems (Trafficking in Persons including sexual and labor exploitation; HIV/AIDS; Gender-Based Violence; Detention and Torture; etc.)
 Inter- and Intra-Ethnic Conflict
 Challenges for the Social Work Profession
 Role of Watchdog Groups (such as Amnesty International; Human Rights Watch; Disability Rights International; Ethica)

Required Readings:

Chang-Muy, F. & Congress, E. (2009). Epilogue. In Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp.367-376). New York: Springer Publishing Company.

Healy, L. (2004). Strengthening the link: Social work with immigrants and refugees and international social work. *Journal of Immigrant and Refugee Services*, 2 (1/2), 49-67.

International Office for Migration (IOM). (2010). *World migration report 2010. The future of migration: Building capacities for change*. (pp 3-27). Geneva, Switzerland: IOM.

Week 2: Culturally Competent Practice in a Globalized World

Concepts and Principles

UN Conventions:

- UN Convention on the Protection of the Rights of all Migrant Workers and Member of their Families
- UN Convention Relating to the Status of Refugees
- UN Convention Against Torture

International Social Work Practice with Immigrants and Refugees

Cultural Bias and Awareness:

The Culturagram – Where in the world did I come from? Students explore their own culture and biases

Hendricks, C. O. (2009). Culturally competent social work practice with immigrant populations, In Chang-Muy, F. & Congress, E. P. (Eds.). *Social work wit immigrants and refugees: Legal issues, clinical skills and advocacy*. (pp. 65-78). New York: Springer Publishing Company.

Congress, E. (1994). The use of culturagrams to assess and empower culturally diverse families. *Families in Society*. 75 (9), 531-540.

Healy, L. M. (2007). Universalism and cultural relativism in social work ethics. *International Social Work*, 50 (1), 11-26.

Abbott, A. A. (1999). Measuring social work values: A cross-cultural challenge for global practice. *International Social Work*, 42 (4), pp. 455-470.

Taylor, Z. (1999). Values, theories and methods in social work education: A culturally transferable core? *International Social Work*, 42 (3), 309-318.

Bhavnani, R. (2006). Ethnic norms and interethnic violence: Accounting for mass participation in the Rwandan genocide. *Journal of Peace Research*, 43 (6), 651-669.

Unit II Immigrants and Refugees: The US Context

Week 3: Historical and Current Context of US Immigration Policy

- Immigration: Theories and policies
- United States immigration legislation
- United States immigration and Nationality Acts, Immigration reform and Control Acts
- Legal Classifications and Terms
- Illegal Immigration Reform and Immigrant Responsibility Act and Welfare Reform Legislation of 1996
- Diversity, lottery, quotas

Required Readings

Congress, E. (2009). Introduction: Legal and social work issues with immigrants. In Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp 3-38). New York: Springer Publishing Company.

Chang-Muy, F. (2009). Legal classifications of immigrants. In Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp 39-62). New York: Springer Publishing Company.

Balgopal, P. R. (ed.) (2000). *Social work practice with immigrants and refugees*. New York: Columbia University Press. A U.S. Perspective (1-29); **Chapter 6. Refugees in the 1990s**

Recommended Videos:

The Global Dimension
Cash Flow Fever

Week 4: Immigration Policy: Social and Economic Impact on New Americans

Current debate on immigration policy
Different types of visas
Refugees, displaced persons and asylum seekers: Resettlement and reintegration
Rights and obligations: Access to social welfare benefits for documented and undocumented immigrants
Employment, naturalization, citizenship
Economic impact of immigration
Human rights and social and economic justice: Framework for Practice
Implications for social work practice and service delivery

Required readings:

Broder, T. (2009). Overview of immigrant eligibility for federal programs. In Chang-Muy, F, and Congress E. P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 311-328). New York: Springer Publishing Company.

Kerr, S. P. & Kerr, W. R. (2008). *Economic impacts of immigration: A survey*. Cambridge, MA: Harvard Business School Working Paper 09-013.

United States Citizen and Immigration Services (USCIS). (2008). *USCIS annual report for fiscal year 2008*. Washington, DC: USCIS.

Recommended Video:

Chasing Freedom

Electronic Resources to Review:

United Nations High Commissioner for Refugees (UNHCR website on "Population of concern to UNHCR": (Instructor suggested search terms) [refugees](#), [asylum-seekers](#), [returned refugees](#), [internally displaced persons \(IDPs\)](#) protected/assisted by UNHCR, [returned IDPs](#), [stateless persons](#), and [others of concern to UNHCR](#), in more than 150 countries)
www.unhcr.org/statistics/populationdatabase

Office of the United Nations High Commissioner for Human Rights—country-specific reports and statistics
<http://www.ohchr.org/english/>

Unit III Social Work Practice with Immigrants and Refugees: Problems and Solutions

Week 5: Theories and Conceptual Frameworks for Social Work Practice with New Americans (Immigrants and Refugees)

Role of Theory and Concepts in Guiding Practice
Human Rights, Empowerment and Strengths Based Framework
Cultural Acquisition and Language Access
Family transitions—gender roles in family and community context
Family Connections: When “home” is in two countries - transnationalism
Physical health of immigrants: Implications for health and social welfare agencies
Role of cultural heritage organizations

Required Readings:

Garcia, B. (2009) Theory and social work practice with immigrant populations. In Chang-Muy, F. and Congress, E. P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 79-102). New York: Springer Publishing Company.

Smith, S. B. (2009). Social work and physical health issues of immigrants. In Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 103-123). New York: Springer Publishing Company.

Supplemental Readings:

Isabel C. Garc es · Isabel C. Scarinci · Lynda Harrison. (2006). An examination of sociocultural factors associated with health and health care seeking among Latina immigrants. *Journal of Immigrant and Minority Health* 8, 377–385.

Bhattacharya, G. (2004). Health care seeking for HIV/AIDS among South Asians in the United States. *Health and Social Work* 29 (2), 106-115.

Week 6: Mental Health and Immigrants: Problems and Solutions

Michultka, D. (2009). Mental health issues in new immigrant communities. In Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 135-172). New York: Springer Publishing Company.

Bhattacharya, G. & Schoppelrey, S. L. (2004). Pre-immigration beliefs of life success, post-immigration experiences, and acculturative stress: South Asian immigrants in the U.S. *Journal of Immigrant Health* 6 (2), 83-92.

Week 7: Economic Security and Employment

Access to employment and employment benefits
Access to education and vocational training
Exploitation and Abuse

Das, A. (2009). Avoiding unintended consequences in civil advocacy for criminally charged immigrants. In Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 173-178). New York: Springer Publishing Company.

Hincapie, M. (2009). Immigrants and employment. In Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 179-206). New York: Springer Publishing Company.

Week 7: Immigration and Child Welfare

Mixed Immigration Status
Intergenerational family contexts—parenting issues
Language: Family and Community Life
Interfacing with public schools
Intercountry Child Welfare Practice
Child Protection Issues: Detention, Deportation and Foster Care
Special Immigrant Juvenile Status
(<http://www.prisonerswithchildren.org/pubs/ipm/sijs.htm>)

Required Readings:

Rieser, L. (2009). Immigrant children and education. In Chang-Muy, F, and Congress E. P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 207-234). New York: Springer Publishing Company.

Bhattacharya, G., Cleland, C., & Holland, S. (1999). Peer networks, parental attributes, and drug use among Asian Indian adolescents born in the United States. *Journal of Immigrant Health* 1(3), 145-154.

Tiven, R. B. & Neilson, V. (2009). Working with lesbian, gay, bisexual, and transgender immigrants. In Chang-Muy, F, and Congress E. P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 257-276). New York: Springer Publishing Company.

Professional Networks:

Migration and Child Welfare Network

<http://www.americanhumane.org/protecting-children/programs/child-welfare-migration/>

Child Migration Research Network

<http://www.childmigration.net/>

Working Group on Childhood and Migration (Rutgers, Camden)

<http://globalchild.rutgers.edu/>

Week 8: Exploitation and Abuse in the Family and Community

Interpersonal and Gender-Based Violence

Substance Use and Abuse

Required Readings:

Warrier, S. & Rose, J. (2009). Women, gender-based violence and immigration. In Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 235-256). New York: Springer Publishing Company.

Long, L. D. (2004). Anthropological perspectives on the trafficking of women for sexual exploitation. *International Migration*, 42, 5-31.

Week 9: Older Adult Immigrants: Problems and Solutions

Life stage of development and aging in different cultural contexts

Development of disability culture

Traditional societal and family relationships and response

Participatory approach to identify, assess and engage in treatment

Application of diversity models—empowerment, case management and the independent living model

Required readings:

Brownell, P. & Fenley, R. C. (2009). Older adult immigrants in the United States: Issues and services. In Chang-Muy, F, and Congress E. P., *Social work with immigrants and refugees:*

Legal issues, clinical skills and advocacy, (pp. 277-308). New York: Springer Publishing Company.

Brown, P. L. (August 30, 2009). Invisible immigrants, old and left with “nobody to talk to.” *New York Times*. Retrievable on ECompanion and from http://www.nytimes.com/2009/08/31/us/31elder.html?_r=1&scp=2&sq=elderly+immigrants&st=nyt

Supplemental readings

2005 White House Conference on Aging: International Observers, http://www.aoa.gov/prof/international/whcoa_related/whcoa_related.asp

Elderly/aging—policy and programs in Asia, Africa, and Latin America (*Handouts will be distributed in class*).

Week 10: Immigrant Groups: Problems and Solutions

Special Needs Children
Persons Living with Disability
Substance Abuse
Infectious Disease: HIV/AIDS; Sexually Transmitted Diseases (STD's)
Disadvantaged Muslim Immigrant Families

Required Readings:

Cainkar, L. (2003). *Addressing the need. Addressing the problem: Working with disadvantaged Muslim immigrant families and communities*. Baltimore, MD: Annie E. Casey Foundation. Retrievable at: <http://www.caseyfoundation.net/upload/publicationfiles/assessing%20the%20need.pdf>

Case Studies to be Assigned

Week 11: Special Topics on New Americans:

Lesbians, Gay, Bisexual and Transgender Immigrants (LGBT)
Interethnic and Intra-ethnic Diversity and Conflict: Impact on Immigrant Communities

Required Readings:

Tiven, R. B. & Neilson, V. (2009). Working with lesbian, gay, bisexual, and transgender immigrants. In Chang-Muy, F, and Congress E. P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 257-276). New York: Springer Publishing Company.

Boyle, E. H. & Ali, Ahmed. (2010). Culture, structure and the refugee experience in Somali immigrant family transformation. *International Migration*, 48 (1), 47-79.

Enrile, A. & Agbayani, P. T. (2007). Differences in attitudes towards women among three groups of Filipinos: Filipinos in the Philippines, Filipino American immigrants, and U. S. born Filipino Americans. *Journal of Ethnic and Cultural Diversity in Social Work*, 16 (1), 1-25.

Case Studies to be Assigned

Week 12: Trafficking in Persons: Cross-Border Problems and Solutions

Trafficking for Sexual Exploitation

Trafficking of Children (<http://www.ethicanet.org/>; www.humantrafficking.org)

Child Labor

Required Readings:

US Department of State (2010). *Trafficking in persons: 10th report*. Washington, DC: US Department of State.

Available on ECompanion and also retrievable at:

<http://www.state.gov/g/tip/rls/tiprpt/2010/index.htm>

Case Studies to be Assigned

Week 13: Social Workers and Immigrant Advocacy

Empowerment and human rights in action

Role of Faith-Based Organizations

Working with Local, National and International Advocacy Groups

Case Study: Planning an Effective Advocacy Campaign

Sidhu, J. K. (2009) Social workers and immigrant advocacy. In Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 329-366). New York: Springer Publishing Company.

Supplemental Readings:

Wood, G.G. & Tully, C.T. (2006). *The Structural Approach to Direct Practice in Social Work: A Social Constructionist Perspective (3rd ed.)* New York: Columbia University Press. pp 1-22: "A frame of reference for social work practice and The philosophical base for structural social work practice. (From Social Work Practice I)

Week 14: Career Opportunities: Public/Non-Profit Management & Clinical Practice in Services to Immigrants and Refugees

Disaster Preparedness and Relief
Inter-country Child Welfare (International Social Service)
Immigration Services
Refugee Resettlement

Required Readings:

Weaver, J. D., Dingman, R. L., Morgan, J., Hong, B. A. & North, C. S. (2000). The American Red Cross disaster mental health services: Development of a cooperative, single function, multidisciplinary service model. *The Journal of Behavioral Health Services and Research*, 27 (3), 314-320.

Internet Resources to Explore:

<http://www.iss-usa.org/> (International Social Service – USA Branch)

<http://www.redcross.org/> (American Red Cross)

<http://www.refugees.org/> (Immigrant and Refugee Services of America)

<http://www.brycs.org/> (Bridging Refugee Youth and Children’s Services)

<http://www.acf.hhs.gov/programs/orr/> (Administration for Children and Families, Office of Refugee Resettlement)

Week 15: Future Directions

Required Readings:

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 citation style preferred by the discipline.

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 in a 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 along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year 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, 732.932.2621. 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/integrity.shtml>.

XI. 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 Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 732-932-2847. Students must have a letter of accommodation from the Office of Disability Services in order to receive accommodations.

Core Competencies in Social Work

Competencies	Assessment Measure
C #2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> • Culturagram of student's own family journey to current country
C #3: Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> • Problem analysis of a refugee family or community • Develop an intervention/solution for an immigrant or refugee family and community
C #4: Engage in Practice-informed Research and Research Informed Practice	<ul style="list-style-type: none"> • Culturagram of student's own family journey to current country
C #5: Engage in Policy Practice	<ul style="list-style-type: none"> • Culturagram • Problem analysis of an immigrant or refugee family or community

	<ul style="list-style-type: none"> • Research evidence-based practices to address a problem with an immigrant or refugee family
C #7: Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Problem analysis of a refugee family or community • Culturagram
C #8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Develop an intervention/solution for an immigrant or refugee family and community