

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

**Master Syllabus
Spring 2019**

19:910:543

Social Work with Immigrants and Refugees

Instructor:

Campus:

E-mail:

Campus Hall/Room#

Office hours:

Day & Time:

Phone:

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. Program Level Learning Goals and the Council of Social Work Education’s Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE’s accreditation standards can be reviewed at www.cswe.org

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups*

organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Core Competency 2: Engage Diversity and Difference in Practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

V. Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this 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.

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. Required Text

Chang-Muy, F. & Congress, E. P. (Eds.). (2016). *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy (2nd ed.)*. New York, NY: Springer Publishing Co. ISBN: 9780826126689

VIII. 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 CANVAS 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.
***Specific details are found under the Assignment Module for Culturagram on Canvas. Due February 10 by 11:59 PM**
- 2. Problems: Analysis of an Immigrant or Refugee Family or Community (25%) –** 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 at 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.
***Detailed instructions are found on the Assignment Module for Problem Identification on Canvas. Due March 30 by 11:59 PM**
- 3. Solutions: Design of an Intervention for Immigrant or Refugee Family or Community (35%) -** 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.

***Detailed instructions are found on the Assignment Module for Problem Solution on Canvas. Due April 21 by 11:59 PM**

4. Attendance, Class Presentation and Role Play(s) (10%)
5. Threaded Discussions (10%) There are two discussions based upon readings for the course. Each of the discussion requires a response to the question posed as well as a post to one of the postings of another class participant. Rubrics for the Threaded Discussions are found on the Module for the Discussion.

Discussion 1 – Due by February 3 at 11:59 PM

Discussion 2-- Due by March 23 at 11:59 PM

Discussion 3- Due by

IX. GRADING

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

- 20% Paper #1: Culturagram
- 25% Paper #2: Analysis of Problem
- 35% Paper #3: Analysis of Solution
- 5% Attendance/Class presentation/Class exercises/Role plays
- 15% Threaded Discussions (three worth 5% each)

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:

<u>Grade</u>	<u>Definition</u>	<u>Numerical Equivalent</u>
A	92-100	4.0
B+	87-91	3.5
B	82-86	3.0
C+	77-81	2.5
C	70-76	2.0
F	69 and below	0.0

*Scores to be rounded up at .5

X. 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.

XII. Course Outline

Although the course is taught in a Hybrid format, students should follow the readings in a weekly fashion. This will enable students to keep up with the material and be prepared for Discussions, Assignments and Class time.

Unit I Global Migration and Human Vulnerability

Week 1: January 15

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. (2016). Epilogue. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy* (2nd ed.), (pp. 359-368). 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). (2015). *World migration report 2015. Migrants and cities: New partnerships to manage mobility*. Geneva, Switzerland: IOM. Retrieved from http://publications.iom.int/system/files/wmr2015_en.pdf

Week 1A: January 21

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 & Congress, E. P. (2016). Culturally competent social work practice with immigrant populations, In F. Chang-Muy and E. P. Congress (Eds.), *Social work wit immigrants and refugees: Legal issues, clinical skills and advocacy (2nd ed.)*. (pp. 69-86). 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 2: January 28

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. (2016). Introduction: Legal and social work issues with immigrants. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy* (2nd ed.), (pp 3-42). New York: Springer Publishing Company.

Chang-Muy, F. (2016). Legal classifications of immigrants. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy* (2nd ed.), (pp 43-68). 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**

Week 2B: January 28

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:

Moussavian, A. (2016). Overview of immigrant eligibility for federal programs. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy* (2nd Ed.), (pp. 305-322). 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 Department of Homeland Security. (2014). *Yearbook of immigration statistics*. Retrieved from <https://www.dhs.gov/yearbook-immigration-statistics>

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 3: February 4

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. (2016) Theory and social work practice with immigrant populations. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy (2nd ed.)*, (pp. 87-108). New York: Springer Publishing Company.

Smith, S. B. (2016). Social work and physical health issues of immigrants. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy (2nd ed.)*, (pp. 109-142). New York: Springer Publishing Company.

Supplemental Readings:

Isabel C. Garcés · 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 4: February 11

Mental Health and Immigrants: Problems and Solutions

Berte, D. Z. (2016). Mental health issues in new immigrant communities. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy (2nd ed.)*, (pp. 143-174). 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 5: February 18

Economic Security and Employment

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

Rodriguez, A. (2016). Crimes and immigration: Civil advocacy for noncitizens at the intersection of criminal and immigration law. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy (2nd ed.)*, (pp. 175-182). New York: Springer Publishing Company.

Hincapie, M., Lopez, S & Stehlik, J. (2016). Immigrants and employment. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy (2nd ed.)*, (pp. 183-212). New York: Springer Publishing Company.

Week 6: February 25

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. (2016). Immigrant children and education. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy (2nd ed.)*, (pp. 213-236). 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. (2016). 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 (2nd Ed.)*, (pp. 257-272). 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 6 B: March 4

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 (2016). *Trafficking in persons report 2017*. Washington, DC: US Department of State. Retrieved from <https://www.state.gov/documents/organization/271339.pdf>

Case Studies to be Assigned

Week 7: March 11

Exploitation and Abuse in the Family and Community

Interpersonal and Gender-Based Violence

Substance Use and Abuse

Required Readings:

Warrier, S. & Rose, J. (2016). Women, gender-based violence and immigration. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy (2nd ed.)*, (pp. 237-256). 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 8: March 18

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. (2016). Older adult immigrants in the United States: Issues and services. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy* (2nd ed.), (pp. 273-304). New York: Springer Publishing Company.

Brown, P. L. (August 30, 2009). Invisible immigrants, old and left with “nobody to talk to.” *New York Times*. Retrieved 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 9: March 25

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>

Week 10: April 1

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. (2016). Working with lesbian, gay, bisexual, and transgender immigrants. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy (2nd ed.)*, (pp. 257-272). 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.

Week 11: April 8

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. (2016). Social workers and immigrant advocacy. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy (2nd ed.)*, (pp. 323-358). 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 12: April 8

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)

X. ACADEMIC INTEGRITY POLICY

I. Academic Resources

Library Research Assistance

Dr. Karen Hartmann is the social work the social work librarian on the New Brunswick Campus karen.hartman@rutgers.edu p. 848-932-6104 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson

Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment.

<http://www.ncas.rutgers.edu/writingcenter>

Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus.

<http://learn.camden.rutgers.edu/writing-assistance>

Additional Online Resources

APA Style

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>

APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

Purdue OWL Mechanics, grammar, organization

<https://owl.english.purdue.edu/owl/section/1/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

XI. Course Evaluation

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

XII. Academic Integrity

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 [Laura Curran, at lacurran@ssw.rutgers.edu](mailto:lacurran@ssw.rutgers.edu). 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>.

XIII. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

XIV. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

Active Shooter Resources: Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.