

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

Master Syllabus

19:910:543

Social Work with Immigrants and Refugees

Instructor:
E-mail:
Office hours: By Arrangement

Campus: New Brunswick
Campus Hall/Room#
Day & Time:

I. Catalog Course Description

This course examines the phenomenon of global human migration and human vulnerability across the life cycle 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 across the life cycle.

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.*

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. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping
- life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own
- experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

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.

Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and
- constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

V. **Course Learning Objectives (CLO)**

At the completion of this course, students will have the competencies to:

- CLO 1. 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.
- CLO 2. Discuss current conceptual and policy frameworks applied to the study of migration and human vulnerability from global and local perspectives.
- CLO 3. 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; technology and digital inclusion, undocumented immigrants and their children; and unaccompanied minors).
- CLO 4. Demonstrate a beginning knowledge of laws and terms applied to immigrant and refugee status and the impact on immigrant families and communities.
- CLO 5. Apply human rights and social development approaches to problems and solutions of human migration at the policy and practice levels.
- CLO 6. Apply theories of human behavior and culturally competent decision-making skills to practice with immigrants and refugees.
- CLO 7. Discuss planning and policy- making practices that enhances political, social, and economic justice for immigrants and refugees.
- CLO 8. Demonstrate knowledge about ethical dilemmas and decision-making skills in practice with immigrants and refugees at the clinical and organizational levels.
- CLO 9. **Demonstrate awareness of biases** of self and others (individual and organizational) that impact work with immigrants and refugees.
- CLO 10. 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 across the life cycle.

CLO	Course Objectives	Bloom's levels
1	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.	Application
2	Discuss current conceptual and policy frameworks applied to the study of migration and human vulnerability from global and local perspectives	Knowledge
3	Analyze and discuss 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; technology and digital inclusion, undocumented immigrants and their children; and unaccompanied minors).	Analysis and application
4	Demonstrate a beginning knowledge of laws and terms applied to immigrant and refugee status and the impact on immigrant families and communities.	Comprehension/Application
5	Apply human rights and social development approaches to problems and solutions of human migration at the policy and practice levels.	Application
6	Apply theories of human behavior and culturally competent decision-making skills to practice with immigrants and refugees.	Application
7	Discuss planning and policy- making practices that enhances political, social, and economic justice for immigrants and refugees.	Knowledge
8	Demonstrate knowledge about ethical dilemmas and decision-making skills in practice with immigrants and refugees at the clinical and organizational levels.	Application
9	Develop awareness of personal biases and systemic and structural biases and evaluate the impact they have on practice with immigrants and refugees.	Evaluation
10	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 across the life cycle.	Synthesis/Creation

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

Recommended Reading: Potocky, M and Naseh, M. (2019). *Best practices for social work with refugees and immigrants. Second edition*. New York., NY: Columbia University Press.

Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions [please click here for a video tutorial](#)

VIII. Course Attendance and Participation Policies

Classrooms are temporary social systems where every member has a responsibility for creating the context for discussion, collaboration, and exploration. Regularity, reliability, and an open, curious, stance are core principles for forming supportive relationships with clients and direct social work practice. These principles also inform the development of an effective classroom.

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire

duration of class. More than 3 late arrivals or early departures may result in grade deductions.

Each of you has an important voice to contribute to the discussion and **students are expected to take a leadership role in class discussion**. Please bring your case material to class as a way to integrate the theories being discussed and your on-the ground experience. All discussions in the class are **CONFIDENTIAL** and will remain in the class.

Student behavior in this course must comply with the university's code of conduct. The entire code of contact can be attained from Student Judicial Affairs Office or on-line at <http://studentsconduct.rutgers.edu/university-code-of-student-conduct>. Students should be aware that violations of academic integrity, for example plagiarism of any kind, would result in expulsion from the program.

Students are required to take the examinations on the designated dates. No make-up examinations will be given unless a physician has certified, in writing, that you are unable to take the examination.

All assignments for this class must reflect social work values and ethics including awareness of issues of diversity and economic and social injustice. All written work **must** be typed. **Late assignments will not be accepted**, unless the student has made arrangements prior to the assignment due date. The professor reserves the right to reduce the letter grade for late assignments. All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format.

VIII. Diversity Statement

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

IX. Assignments and Grading

SSW MSW Grading Scale: Below is the grading scale for the MSW program

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

*Scores to be rounded up at .5

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

- 20% Paper #1: Culturagram
- 35% Paper #2: Analysis of Problem
- 35% Paper #3: Analysis of Solution
- 10% Response to Asynchronous Assignments/Discussions

Listed above are the corresponding percentages/points (as defined in this course) and general definition of these grades: **Detailed paper requirements are on your Canvas Shell.**

ASSIGNMENTS AND ALIGNMENT WITH COURSE LEARNING OBJECTIVES

<u>ASSIGNMENT</u>	<u>CLO ALIGNMENT</u>	<u>DUE DATE</u>
Culturagram	<u>CLO 1, CLO 2, CLO 3, CLO 4</u>	<u>MODULE 5</u>
Problems	<u>CLO 3, CLO 4, CLO 5, CLO 6, CLO 7</u>	<u>MODULE 9</u>
Solutions	<u>CLO 3, CLO 4, CLO 5, CLO 6, CLO 7, CLO 8, CLO 9, CLO 10</u>	<u>MODULE 13</u>

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 including extended family. 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. **Due: Module 5**
2. Problems: Analysis of an Immigrant or Refugee Family or Community (35%) – 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. **Due Module 9**
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. **Due Module 13**
4. Participation and Attendance (10%)

X. Academic Resources

Library Research Assistance

Meredith Parker is the social work the social work librarian on the New Brunswick Campus meredith.parker@rutgers.edu p. 848-932-6124; **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.

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-services/writing-tutoring>

Newark Campus

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

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

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7th edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style <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

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing 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, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working

with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else."

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: *On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.*

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, 848.932.1181, <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>.

XV. Course Outline

Unit I Global Migration and Human Vulnerability

Module 1. Overview of Global Human Migration: The Two Faces – Rights and Risks

Module Learning Objectives: At the conclusion of this unit students will be able to:

- (i) Describe the risks of Human Migration: Shared Problems (Trafficking in Persons including sexual and labor exploitation; HIV/AIDS; Gender-Based Violence; Detention and Torture; etc.)
- (ii) Explain Inter- and Intra-Ethnic Conflict
- (iii) Discuss the UN Sustainable Development Goals as applied to global human migration
- (iv) Describe the interface between domestic and global social work practice and the challenges for the Social Work Profession

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.

Nijenhuis, G. & Leung, M. (2017). Rethinking migration in the 2030 Agenda: Towards a de-territorialized conceptualization of development. *Forum for Development Studies*, 44(1), 51-68, DOI: 10.1080/08039410.2016.1276958

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.

Resources to Explore:

Role of Watchdog Groups (such as [Amnesty International](#); [Human Rights Watch](#); [Disability Rights International](#))

[UN Sustainable Development Goals and Migrants/Migration](#)

[Types of Migration](#)

OECD, IOM, & UNHCR. (2019). *G20 migration and displacement trends and policies report 2019*. <https://www.oecd.org/migration/mig/G20-migration-and-displacement-trends-and-policies-report-2019.pdf>

Module 2: Culturally Competent Practice in a Globalized World

Module Learning Objectives: At the conclusion of this unit students will be able to :

- (i) Describe and interpret 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
- (ii) Apply cultural competence, cultural humility, cultural bias to practice with immigrants and refugees
- (iii) Explain 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 with 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.

Mosher, D. K., Hook, J. N., Captari, L. E., Davis, D. E., DeBlaere, C., & Owen, J. (2017). Cultural humility: A therapeutic framework for engaging diverse clients. *Practice Innovations*, 2(4), 221–233. <https://doi.org/10.1037/pri0000055>

International Federation of Social Workers & International Association of Schools of Social Work (IASSW). (2018). *Global social work statement of ethical principles*. <https://www.iassw->

aiets.org/wp-content/uploads/2018/04/Global-Social-Work-Statement-of-Ethical-Principles-IASSW-27-April-2018-1.pdf

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

Module 3: Historical and Current Context of US Immigration Policy

Module Learning Objectives: At the conclusion of this unit students will be able to :

- (i) Explain Immigration: Theories and policies
- (ii) Describe United States immigration legislation
- (iii) Describe United States immigration and Nationality Acts, Immigration reform and Control Acts
- (iv) Define and explain Legal Classifications and Terms
- (v) Define and explain Illegal Immigration Reform and Immigrant Responsibility Act and Welfare Reform Legislation of 1996
- (vi) Explain 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.

Popescu, M. & Libal, K. (2018). Social work with migrants and refugees: Challenges, best practices, and future directions. *Advances in Social Work*, 18(3), i-x. DOI: 10.18060/22600

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

Module Learning Objectives: At the conclusion of this unit students will be able to:

- (i) Describe current debate on immigration policy
- (ii) Define and distinguish between different types of visas
- (iii) Define the refugees, displaced persons, asylum seekers and the relationship to refugee resettlement and reintegration
- (iv) Explain rights and obligations as related to access to social welfare benefits for documented and undocumented immigrants
- (v) Describe employment, naturalization, and citizenship as it relates to US immigration
- (vi) Describe the economic impact of immigration

- (vii) Explain human rights and social and economic justice as a framework for practice with immigrants and refugees
- (viii) Identify the 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.

Portes, J. (2019). The economics of migration. *Contexts: Sociology for the Public*.

<https://contexts.org/articles/the-economics-of-migration/>

Kerr, S. P. & Kerr, W. R. (2011). *Economic impacts of immigration: A survey*. National Bureau of Economic Research (NBER) Working Paper 16736: A review of the research evidence on the economic impacts of immigration. <https://www.nber.org/papers/w16736.pdf>

United States Department of Homeland Security. (2019). *Immigration data and statistics*.

<https://www.dhs.gov/immigration-statistics>

Electronic Resources with links 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)

Office of the United Nations High Commissioner for Human Rights—country-specific reports and statistics

<https://www.unhcr.org/>

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

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

Module Learning Objectives: At the conclusion of this unit students will be able to:

- (i) Explain the role of theory in guiding immigration practice
- (ii) Apply human rights, empowerment and strengths based approaches to practice with immigrants and refugees
- (iii) Describe and apply cultural acquisition and language access to case examples
- (iv) Describe examples of family transitions and gender roles in immigrant family and community contexts
- (v) Define transnationalism and apply it to family connections and relationships across borders

- (vi) Identify barriers to access to health and social welfare services for immigrants across the life cycle
- (vii) Explain the role of cultural heritage organizations in addressing barriers to access

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:

Bharmal, N., Kaplan, R. M., Shapiro, M. F., Mangione, C. M., Kagawa-singer, M., Wong, M. D, & Mccarthy, W. J. (2015). The association of duration of residence in the United States and cardiovascular disease risk factors among South Asian Immigrants. *Journal of Immigrant and Minority Health, 17*, 781-790.

Valverde, E., Dinunno, E., Oraka, E., Bausista, G., and Chavez, P. (2018). HIV testing among foreign-born men and women in the United States: Results from a nationally representative cross-sectional survey. *Journal of Immigrant and Minority Health, 20*, 1118-1127.

Module 6: Mental Health and Immigrants: Problems and Solutions

Module Learning Objectives: At the conclusion of this unit students will be able to :

- (i) Define mental health as a culturally prescribed concept
- (ii) Describe the key components of a strengths-based and resiliency-focused mental health assessment
- (iii) Apply trauma-informed approaches to psychological assessment and culturally competent intervention planning for immigrant clients
- (iv) Differentiate between different kinds of stress and trauma relative to immigration experiences, interventions, and mental health outcomes

Required Readings:

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.

Khetarpal, R. M., Steiner, J., Trott, D. B., & Madsen, C. (2020). *Refugee wellbeing & mental health intervention: Recommendations for refugees in New Jersey*. A White Paper for the Refugee Wellness Council. <https://cwsjerseycity.org/about-us/reports/>

Yalim, A. C. & Kim, I. (2018). Mental health and psychosocial needs of Syrian Refugees: A literature review and future directions. *Advances in Social Work, 18*(3), 833-852. DOI: 10.18060/22600

Cervantes, R. C., Gattamorta, K. A., & Berger-Cardosa, J. (2019). Examining difference in immigration stress, acculturation stress and mental health outcomes in six Hispanic/Latino nativity and regional groups. *Journal of Immigrant and Minority Health, 21*, 14-20.

Module 7: Economic Security and Employment

Module Learning Objectives: At the conclusion of this unit students will be able to :

- (i) Describe barriers of access to employment and employment benefits
- (ii) Discuss labor and employment laws and barriers to exercising employee rights
- (iii) Identify opportunities for access to education and vocational training
- (iv) Describe immigrant employment and barriers to family support in US and home country
- (v) Describe approaches for organizing immigrant communities in collective approaches for improving working conditions

Required Readings:

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.

Module 8: Immigration and Child Welfare

Module Learning Objectives: At the conclusion of this unit students will be able to :

- (i) Define Mixed Immigration Status
- (ii) Discuss Intergenerational family contexts and related parenting issues
- (iii) Language: Family and Community Life
- (iv) Identify and apply interventions with education institutions that promote social integration for immigrant children and families
- (v) Describe the role of social work in Intercountry Child Welfare Practice
Analyze key child protection issues in social work with immigrant families including detention, deportation, foster care, and 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.

Piedra, L. M. & Engstrom, D. W. (2009). Segmented assimilation theory and the life model: An integrated approach to understanding immigrants and their children. *Social Work, 54*(3), 270-277.

Finno-Velasquez, M. & Dettlaff, A. J. (2018). Challenges to family unity and opportunities for promoting child welfare in an increasingly punitive immigration landscape. *Advances in Social Work, 18*(3), 745-766. DOI: 10.18060/22600

Reynolds, A. D. & Bacon, R. (2018). Interventions supporting the social integration of refugee children and youth in school communities: A review of the literature. *Advances in Social Work, 18*(3), 727-744. DOI: 10.18060/22600

Module 9: Gender, Development, and Abuse Across the Life Cycle

Module Learning Objectives: At the conclusion of this unit students will be able to :

- (i) Identify risk factors and interventions for interpersonal and gender-based violence among immigrant populations
- (ii) Identify risk factors and treatment approaches for substance use and abuse among immigrant groups
- (iii) Describe life cycle development and aging in different cultural contexts
- (iv) Identify and describe health issues and disparities among immigrant groups
- (v) Analyze and explain of the meaning of disability culture with reference to immigrant populations

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.

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.

Lum, T. Y. & Vanderaa, J. P. (2010). Health disparities among immigrant and non-immigrant elders: The Association of Acculturation and Education. *Journal of Immigrant Minority Health, 12*, 743-753.

Module 10: Vulnerable Immigrant Groups: Problems and Solutions

Module Learning Objectives: At the conclusion of this unit students will be able to :

- (i) Identify and assess needs of immigrant children with special needs
- (ii) Identify and evaluate psychosocial and rehabilitative needs for immigrants with a disability, substance use disorder, and infectious diseases (HIV/AIDS, Sexually Transmitted Diseases, COVID-19)
- (iii) Identify and assess strengths and needs specific to Muslim Immigrant Families

Required Readings:

Salas-Wright, C. P., Vaughn, M. G., Clark, T. T., Terzis, L. D., & Cordova, D. (2014). Substance use disorders among first- and second generation immigrant adults in the United States: Evidence of an immigrant paradox? *Journal of Studies on Alcohol and Drugs*, 75(6), 958-967.

Valverde, E., DiNenno, E., Oraka, E., Bautista, G., & Chavez, P. (2018). HIV testing among foreign-born men and women in the United States: Results from a nationally representative cross-sectional survey. *Journal of Immigrant Minority Health*, 20(5), 1118-1127.
DOI 10.1007/s10903-017-0655-8

Keister, E. & Vasquez-Merino, J. (2021). A Virus without papers: Understanding COVID-19 and the impact on immigrant communities. *Journal on Migration and Human Security*, 9(2), 80-93. DOI: 10.1177/23315024211019705

Sritharan, B. & Koola, M. M. (2019). Barriers faced by immigrant families of children with autism: A program to address the challenges. *Asian Journal of Psychiatry*, 39, 53-57.
<https://doi.org/10.1016/j.ajp.2018.11.017>

Wiener, J. (2017, May 19). The deportation fears of immigrant parents with disabled children. *The Atlantic*. <https://www.theatlantic.com/health/archive/2017/05/deportation-disability/526986/>

Masci, D. (2019, May 17). Many Americans see religious discrimination in U.S. – especially against Muslims. *Pew Research Center: FactTank News*. <https://www.pewresearch.org/fact-tank/2019/05/17/many-americans-see-religious-discrimination-in-u-s-especially-against-muslims/>

Module 11: Special Topics on New Americans:

Module Learning Objectives: At the conclusion of this unit students will be able to :

- (i) Identify and assess needs and strengths specific to Lesbians, Gay, Bisexual and Transgender Immigrants (LGBT)
- (ii) Elaborate on issues related to Interethnic and Intra-ethnic Diversity and Conflict and the potential 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.

Englert, E. (2014). No gaiety here: The plight of undocumented LGBT youth in America. *Indonesian Journal of International & Comparative Law*, 1(4), 1011-1046.

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.

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

Module Learning Objectives: At the conclusion of this unit students will be able to :

- (i) Identify and evaluate key risk factors and intervention strategies for victims of trafficking for sexual exploitation
- (ii) Describe the different types, risk factors, and prevention approaches to address trafficking of children
- (iii) Describe the different forms of child labor and risks and incidence of children being trafficked for labor to the US

Required Readings:

US Department of State. (2020). *Trafficking in persons report 2020*. US Department of State. <https://www.state.gov/reports/2020-trafficking-in-persons-report/>

US Department of Homeland Security. (2019). *Human trafficking laws and regulations*. <https://www.dhs.gov/human-trafficking-laws-regulations>

Hemmings, S., Jakobowitz, S., Abas, M., Bick, D., Howard, L. M., Stanley, N., Zimmerman, C., & Oram, S. (2016). Responding to the health needs of survivors of trafficking in persons: A systematic review. *BMC Health Services Research*, 16, 1-9. DOI 10.1186/s12913-016-1538-8 <https://bmchealthservres.biomedcentral.com/track/pdf/10.1186/s12913-016-1538-8.pdf>

Postmus, J., Kynn, J., Steiner, J., & Negin, L. (2016.). *Research Brief: Providing services to trafficking victims: Understanding practices across the globe*. Center on Violence Against

Women and Children, Rutgers University School of Social Work.

<https://socialwork.rutgers.edu/centers/center-violence-against-women-and-children/research-and-evaluation/providing-services-trafficking-victims-understanding-practices-across-globe>

Useful Resources:

Administration for Children and Families, Office on Trafficking in Persons. (2017). Fact Sheet: *Human trafficking*.

https://www.acf.hhs.gov/sites/default/files/documents/otip/fact_sheet_human_trafficking_fy18.pdf

FBI. (n.d.). *Human trafficking/involuntary servitude: When we investigate*.

<https://www.fbi.gov/investigate/civil-rights/human-trafficking>

Module 13: Social Workers and Immigrant Access and Advocacy

Module Learning Objectives: At the conclusion of this unit students will be able to :

- (i) Explain and apply empowerment and human rights approaches to immigrant advocacy
- (ii) Describe the role of faith-based organizations and other civil society organizations in immigrant advocacy
- (iii) Identify and apply approaches for working with local, national and international advocacy groups
- (iv) Describe how technology and digital inclusion enhances legal pathways, access to services, and self-reliance for displaced persons and immigrant populations.
- (v) Plan an effective advocacy campaign

Required Readings:

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.

Carrillo, A. & O’Grady, C. L. (2018). Using structural social work theory to drive anti-oppressive practice with Latino immigrants. *Advances in Social Work, 18*(3), 704-726. DOI: 10.18060/22600

Jarour, S. A., Ajjan, H, Fedorowicz, J., Köster, A. (2021). ICT support for refugees and undocumented immigrants. *Communications of the Association of Information Systems, 48*, 456-475. DOI: 10.17705/1CAIS.04840

UNHCR Innovation Service. (2021). Connectivity for refugees.

<https://www.unhcr.org/innovation/connectivity-for-refugees/>

Module 14: Management, Policy, & Clinical Practice in Services to Immigrants and Refugees: Organizational Perspectives

Module Learning Objectives: At the conclusion of this unit students will be able to :

- (i) Discuss the importance and role of disaster preparedness and humanitarian relief in addressing drivers of immigration and refugee crisis relief
- (ii) Describe inter-country child welfare as a special field of social work practice with organizations such as International Social Service
- (iii) Describe the services and good practices provided by Immigration and Refugee Resettlement Services

Required Readings:

Roth, B., Park, S Y., & Grace, B. (2018). Advocating for structural change? Exploring the advocacy activities of immigrant-serving organizations in an unwelcoming policy context. *Advances in Social Work, 18*(3), 682-703. DOI: 10.18060/22600

Bernstein, H., Gonzalez, J., Bonzalez, D., & Jagannath, J. (2020, August). *Immigrant-serving organizations' perspectives on the COVID-19 crisis*. Urban Institute. https://www.urban.org/sites/default/files/publication/102775/immigrant-serving-organizations-on-the-covid-19-crisis_0_0.pdf

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 and Wrap Up

Updated: 8/16/21