

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

**Main Syllabus  
19:910:543**

**Social Work with Immigrants and Refugees**

Term:  
Instructor:  
E-mail:  
Office hours: By Arrangement

## **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.

As students read through this syllabus, they should also **remember to closely review the School-Wide Syllabus** in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

### **III. Place of Course in Program**

This course is an elective.

### **IV. 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](http://www.cswe.org).

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. The competencies assessed in this course include:

#### **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic,

and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

### **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

#### **Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

### **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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

[Explore the entire set of 2022 CSWE competencies.](#)

## V. Course Learning Objectives (CLO)

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

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/Creati on

## VI. Required Text

Chang-Muy, F. & Congress, E. (Eds.). (2023). *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy (3<sup>rd</sup> ed.)*. Springer Publishing Co.  
ISBN: 978-0826186317

[Link to the electronic text in Alexander Library](#)

**Recommended Reading:** Potocky, M and Naseh, M. (2019). *Best practices for social work with refugees and immigrants. Second edition*. 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](#)

## VII. Course Attendance and Participation Policies

### Attendance

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program.

### Late Work

**Late assignments will not be accepted**, unless the student has made arrangements prior to the assignment due date. The instructor reserves the right to reduce the letter grade for late assignments

## VIII. Assignments and Grading

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.

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

20%	Paper #1: Culturagram
30%	Paper #2: Analysis of Problem
30%	Paper #3: Analysis of Solution
20%	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

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

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: Day 7 - Module 5**
2. Problems: Analysis of an Immigrant or Refugee Family or Community (30%) – Students are asked to research (literature – including peer-reviewed and grey literature) and personal stories through face to face or electronic interviews) on a specific immigrant or refugee group of interest to the student. The student will write a paper that applies theories of human behavior, cultural competence, and ethical decision-making in the analysis of the selected group. Utilize a multidimensional assessment that looks as individual, family,

community, organizational and political/environmental factors, including some research on the immigrant or refugees country of origin. Include a discussion of the consistency between the Human Rights-Based and Empowerment Framework and the experience of the immigrant or refugee family or community. **Due Day 7 - Module 9**

3. Solutions: Design of an Intervention for Immigrant or Refugee Family or Community (30%) - 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 Day 7 - Module 13**
4. Asynchronous assignments and Discussion Boards (20%)

## **IX. 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.

## **X. 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:**

Congress, E. (2024). **History of Migration in the United States**. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy* ( 3rd ed.), (pp. 3-16). 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, ILO, IOM, & UNHCR. (2021). *2021 International migration and forced displacement trends and policies report to the G20*. <https://www.oecd.org/migration/mig/OECD-ILO-IOM-UNHCR-2021-migration-report-to-the-G20.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 Members 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

### **Required Readings:**

Garcia, B. & Congress, E. P. (2024). **Culturally relevant, anti-oppressive 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* ( 3rd ed.), (pp. 119-144). 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**

Chang-Muy, F. (2024). **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* ( 3<sup>rd</sup> ed.), (pp. 17-44). Springer Publishing Company.

Chang-Muy, F. (2024). **Refugees and Asylum: The crucial role of service providers**. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy* (3<sup>rd</sup> ed.), (pp. 45-118). 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 migration
- (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:

Vimo, J., Broder, T., & Lessard, G. (2024). **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* (3<sup>rd</sup> ed.), (pp. 269-290). Springer Publishing Company.

Rodriguez, A. (2024). **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* (3<sup>rd</sup> ed.), (pp. 291-308). 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. (2022). *Immigration data and statistics*.  
<https://www.dhs.gov/immigration-statistics>

### Electronic Resources with links to Review:

Podcast on Remittances: World Economic Forum. (2023, February 2). Migrant workers sent home almost \$800 billion in 2022. Which countries are the biggest recipients?  
<https://www.weforum.org/agenda/2023/02/remittances-money-world-bank/>

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 liberatory consciousness integrated with 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:**

Malik, S. & Munoz-Laboy, M. (2024). **Public health perspectives with immigrants and refugees.** In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy* (3<sup>rd</sup> ed.), (pp. 161-192). Springer Publishing Company.

Sheehi, L., & Crane, L. S. (2021). Toward a liberatory practice: Shifting the ideological premise of trauma work with immigrants. In P. Tummala-Narra (Ed.), *Trauma and racial minority immigrants: Turmoil, uncertainty, and resistance* (pp. 285–303). American Psychological Association. <https://doi.org/10.1037/0000214-016>

#### **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. (2024). **Mental health issues in newcomer communities**. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy (3<sup>rd</sup> ed.)*, (pp. 193-228). 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:

Edwards, C. (2024). **Immigrants and employment.** In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy* (3<sup>rd</sup> ed.), (pp. 309-340). Springer Publishing Company.

Schlossberg, D. & Bervik, A. (2024). **Housing for immigrants and refugees.** In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy* (3<sup>rd</sup> ed.), (pp. 341-360). 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](#)

### Required Readings:

Rieser, L. (2024). **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* (2<sup>nd</sup> 3<sup>rd</sup> ed.), (pp.361-384). 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

### Resources:

International Social Service – USA. (2024). *USA-Maryland Office*. <https://www.iss-usa.org/> (International experts in family migration and intercountry child welfare and custody)

## 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. (2024). **Immigrant women and gender-based violence**. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy (3<sup>rd</sup> ed.)*, (pp. **385-406**). Springer Publishing Company.

Brownell, P., Gosselin, D., & Fenley, R. C. (2024). **Social work practice with older immigrants**. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy (3<sup>rd</sup> ed.)*, (pp. **407-452**). 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:**

Smith, S. B. (2024). **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* (3<sup>rd</sup> ed.), (pp. 229-268). Springer Publishing Company.

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

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/>

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.

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>

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

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/>

## **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 immigrants and refugees who identify as Lesbians, Gay, Bisexual and Transgender, Intersex, Queer/Questioning, Asexual (LGBTQIA+)
- (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 (2<sup>nd</sup> ed.)*, (pp. 257-272). New York: Springer Publishing Company.

Alessi, E., Kahn, S., Ast, R. S., Cheung, S. P., Lee, E. O. J., & Kim. H. (2023). Learning from practitioners serving LGBQ+ forced migrants and other diverse groups: Implications for culturally informed affirmative practice. *Journal of the Society for Social Work and Research*, 4(3), 609-631. doi: 10.1086/716722

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. (2023). *Trafficking in persons report 2023*. US Department of State. <https://www.state.gov/trafficking-in-persons-report/>

US Department of Homeland Security. (2022). *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>

### Useful Resources:

U.S. Department of Health & Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. (2024). *Human trafficking*.  
<https://www.acf.hhs.gov/opre/topic/human-trafficking>

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 promising practices in immigrant diversity, equity, and inclusion in advocacy
- (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:

Chang-Muy, F. (2024). **Nonprofit organizations and their role in integration and resilience**. In F. Chang-Muy and E. P. Congress (Eds.), *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy* (3<sup>rd</sup> ed.), (pp. 145-160). 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. (2022). Connectivity for refugees. <https://www.unhcr.org/innovation/connectivity-for-refugees/> (See link for UNHCR. (2022). *Digital leisure divide and the forcibly displaced*. <https://www.unhcr.org/innovation/wp-content/uploads/2022/05/The-Digital-Leisure-Divide-and-the-Forcibly-Displaced.pdf>

## **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](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)

## **Module 15: Future Directions and Wrap Up**

Updated: 5/31/24