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**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 731**

**Social Work Practice with Immigrants & Refugees**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The School advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, mezzo, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This is an advanced clinical social work elective that builds on foundation social work courses. The content of the course will be the identification and application of clinical social work assessment and intervention of the major migrant groups, to prepare students to provide advanced clinical services to individuals and families who are currently living in the U.S. The course will build a knowledge base necessary to effectively work with immigrant and refugee populations, in general, and with immigrants who have suffered violence and trauma. Experiences of the migrants and the group and individual characteristics relevant to immigration will be explored and discussed.

The general topics for the course have been chosen specifically to cover these areas of immigration: (1) the migration experience; (2) the characteristics of immigrants who are currently relocating in the U.S., including an analysis of the Western perspective; (3) the process of acculturation and assimilation, including the controversies embedded in these concepts; (4) the interface of migration, violence, and trauma; and (5) the multi-theoretical, multi-systemic ecological process of assessment and intervention with greater awareness and understanding of non-Western perspectives on mental health and healing among the various immigrant and refugee populations.

Theoretical orientations based upon a bio-psycho-social-spiritual assessment (e.g., ecological, feminist, family systems, psychosocial, cognitive-behavioral), as well as developmental theories, and life cycle stages will form the foundation for social work practice. All issues and topics are considered within a historical and contemporary socio-cultural and socio-political context. Sexism, racism, homophobia, ageism, and the stereotyping of various ethnic, racial, and cultural groups will be identified and discussed as they form and influence the context of individual and family life in a new host country.

The efficacy of different models and modalities of practice will be discussed, including theoretical integration. The relevance of culture-specific practice versus effective practice for the presenting problem will be discussed and analyzed in class. Relevant research will be reviewed as it informs social work practice and will be assessed for biases. Students are expected to become aware of their own biases and the potential impact on their practice. The course will examine the social construction of violence and the socio-cultural maintenance of violence as it informs assessment and intervention.

In addition, practitioners who commonly work with immigrants to the U.S., and who then are witnesses to some of the horrors that immigrants experience, are more likely to experience vicarious traumatization or secondary trauma. Efforts of self-care and self-awareness for the practitioner will be considered and discussed.

Books that are particularly relevant to the course are included. In addition, since often the stories of the immigrants themselves are more powerful and enlightening than any text, a list of biographies, autobiographies, and biographical fiction are suggested below.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 2: Engage in Diversity and Difference in Practice**

| **Assignment** | Paper 1: Integrative Model of Social Work Practice with Immigrants and Refugees | Knowledge and Skills |
| --- | --- | --- |
| **Assignment** | Group Project – Final: Presentation on Specific Migrant Group with separate table on Status of Women | Knowledge and Skills |
| **Assignment** | Forum– Immigration Nation Reflection | Knowledge and Skills |

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

| **Assignment** | Group Project – Final: Presentation on Specific Migrant Group with separate table on Status of Women | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Managing Challenging Encounters with Clients | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

| **Assignment** | Group Project – Final: Presentation on Specific Migrant Group with separate table on Status of Women | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Forum – Hull House Reflection | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Forum – Immigration Nation Reflection | Knowledge, Values, Skills, and Cognitive & Affective Processes |

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

| **Assignment** | Paper 1: Integrative Model of Social Work Practice with Immigrants and Refugees | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Group Project – Final: Presentation on Specific Migrant Group with separate table on Status of Women | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Attendance Policy**

Attendance and participation are important elements in learning whether the class is in-person, asynchronous, synchronous, or hybrid. While there is not a standard attendance and participation policy in SSW, each instructor will in their syllabus have the policies for their class. Students are responsible for reading the syllabus for course content and policies like attendance and participation. When something is not clear students should request clarification from the instructor. Students having been approved for accommodations by the SAC should follow the protocol of the SAC as well as speak with the instructor at the beginning of the semester to address any questions from the instructor. Should circumstances change during the semester, students should inform the instructor.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/osccr/pdfs/LUC-Community-Standards-2021-2022.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk [ITSServiceDesk@luc.edu](mailto:ITSServiceDesk@luc.edu). Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)  
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)  
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)  
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)  
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)  
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

### **Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Percentage (%)** |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grades awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Readings, Discussion, and Facilitation** (5 points)

2-3 students will be assigned to present and facilitate a discussion in Modules 4, 5, 6, 8, or 9. Students will present the readings to the class with clear connections to a real-world example. Students will facilitate a discussion and engage the class in the discussion through critical thinking and clinical applications of the content.

**Hull House Reflection Post** (250-word initial post, 150-word response post, 15 points)

**Goal:** This assignment aims to critically analyze and discuss the Hull House videos and write a reflection post. You will also help deepen this discussion by responding to at least one peer.

Please watch the two videos and upload an initial 250-word post **supported by the content in the video, the readings in this class, and a real-world application**. Please reply to at **least one student in this class, 150 words minimum, supported with content from the video AND readings to obtain full credit**. Please read the forum due date guidelines here and in the syllabus.

The assignment has two components:

1. A 250-word post on the history of the Hull House.

A reflection on your feelings and thoughts about the work of Jane Addams.

A reflection on the relevance of Hull House for the work with immigrants and refugees nowadays. (9 pts. for part 1)

1. A 150-word response to another student to help deepen this discussion and ask a probing question. (6 pts. for part 2)

Citations and references in APA are required

**Immigration Nation Reflection Post** (250-word initial post, 150-word response post, 15 points)

**Goal:** This assignment aims to write a reflection post on the Netflix docuseries “Immigration Nation.”

Please watch Immigration Nation and upload an initial 250-word post **supported by the content in the video, the readings in this class, and a real-world application**. Please reply to at **least one student in this class, 150 words minimum, supported with content from the video AND readings to obtain full credit**. Please read the forum due date guidelines here and in the syllabus.

The assignment needs to have the following 2 components:

1. A brief reflection on three specific things you learned in this docuseries. Make additional connections to the readings and real-world examples.

A reflection on your feelings and thoughts about Immigration policies and procedures in the United States. (9pts. for part 1)

1. A 150-word response to at least another student to help deepen the discussion and poses a probing question. (6 pts for part 2)

Citations and references in APA are required

**Paper On Integrative Social Work Practice with Immigrants and Refugees** (10 pages, 25 points)

**Goal:** To research various theories that can be used as part of an integrative model of practice with immigrants and refugees.

**Summary of contents:** (1) Introduction (2) Lit Review (3) Integrative theory (4) Advantages & Limits (5) Reflection on feelings and experience.

The paper cannot exceed 10 pages and should be written using 12-point font, double-spaced. Use APA writing style. Include citations in the text and references on the final page. The references are not included in the page count.

Based on all that has been discussed in class, the required readings for the class, and with attention given to the content of Unit II of the textbook Models for Practice with Immigrants and Refugees: Collaboration, Cultural Awareness, and Integrative Theory, students will choose three Western theoretical approaches to explore how they can be used as part of an integrative model of practice with immigrants and refugees.

Students may choose three among the following theories: (1) ecological perspective/life model, (2) family systems theory, (3) psychosocial approaches, (4) psychodynamic approaches/theories, (5) cognitive-behavioral approaches/theories (including mindfulness and TF-CBT), (6) narrative theory, (7) strengths perspective/theory named in the textbook solutions-focused problem-based theory.

This is the specific content of the paper:

1. Introduction
2. Summary of the Literature: This section will include a summary of your understanding of each of the three chosen theoretical approaches using no less than three articles for each of them from the professional literature to support your conclusions (9 points).
3. Analysis of when to use each of the chosen theoretical approaches in an integrative model of practice with immigrants and refugees (3 points).
4. Analysis of the advantages and limitations of using each of the three chosen theoretical approaches when used in an integrative model of practice with immigrants and refugees (6 points).
5. Reflect on thoughts and feelings about using an integrative model for your own practice with immigrants and refugees; and what difficulties you might have used based on your personal social identities (7 points)

**Final Integrative Theory with Population Class Presentation and Group Handout** (30-minute presentation, 4-page handout, 35 points)

**Goal:** This assignment builds on the Integrative Model assignment, and its goal is for students to demonstrate how an integrative model of practice can be applied to work with a specific group of immigrants or refugees in a host country.

**Format:** The assignment has three parts, a class presentation (20 points), a separate table on the status of women for the population you chose (5 points), and a group handout (5 points).

Students can fulfill this assignment working in groups of 3 to 5 individuals. No single-individual papers/presentations are allowed.

Students must inform in writing to the instructor no later than the first week of the March class of the configuration and members of their respective groups. Please use the “Group Members” forum on Sakai.

Please email a hard copy of the handout to the class for the instructor. Students may submit the handout before the due date by sending it via email to the instructor.

Additionally, students must be ready to submit electronic copies of their handouts to the class on the date of their presentation.

**Class Presentation (20 points):**

The class presentation may not exceed 30 minutes and should include at least the following:

1. A description of both the immigrant or refugee population as well as relevant characteristics/circumstances of the host group. A specific group of immigrants or refugees such as Hmong, Sudanese, Salvadorians, or Rohingya rather than a broad category such as Latinxs must be chosen. The description of the immigrant or refugee population must include their unique challenges and strengths. (5 points).
2. An explanation of how to use an integrative model of intervention, including theoretical approaches, to address the chosen immigrant or refugee population (7 points).
3. A description of the specific situation of a vulnerable group within the immigrant or refugee population, i.e., women, LGBTQ individuals, youth, etc., how this situation impacts their presence in the host country, and how to use an integrative model of intervention with this vulnerable group (7 points).
4. Facilitating class discussion around the presentation (6 points).

For the class presentation, students can use all kinds of pedagogical aids such as lectures, PowerPoint, videos, small group conversations, etc.

**Handout (5 points):**

The handout cannot exceed 4 pages and should be written using 12-point font, double-spaced. Use APA writing style. Include citations in the text and references on the final page. The references are not included in the page count.

The paper can be written as a narrative or using bullet points, or a combination of both. It should serve as a handout to facilitate a better understanding of the class presentation. Therefore, there must be consistency between the paper and the class presentation.

**Separate Table on Status of Women for Chosen Population (5 points):**

Please organize this and come to the last class of this course ready to present on this. The table must be handed in along with the handout and PowerPoint for this project.

**List of Graded Assignments**

|  |  |  |
| --- | --- | --- |
| **ASSIGNMENTS** | **POINTS** | **DUE DATE** |
| Class Participation | 5 |  |
| Readings Discussion Facilitation | 5 |  |
| Forum - Reflection Posts & Response to Peers in Discussion Forum: Hull House Videos | 15 |  |
| Forum - Reflection Post in **Discussion Forums**: Immigration Nation | 15 |  |
| Paper 1: Integrative Social Work practice model | 25 |  |
| Final integrative theory with a population group presentation, table about women in this population, and group handout. | 35 |  |
| Total | 100 |  |

**REQUIRED TEXT(S)**

All reading assignments are listed in the “Course Outline” below. It is expected that students will come to class having read the materials and being prepared to discuss them.  Students are encouraged to explore other resources if certain concepts are not understood.

* Chang-Muy, F. J., & Congress, E. P. D. (Eds.). (2015). *Social work with immigrants and refugees: Legal issues, clinical skills, and advocacy*. Springer Publishing Company. <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?pq-origsite=primo&docID=4102341>
* Hilado, A., & Lundy, M. (Editors) (2018). *Models for practice with immigrants and refugees: collaboration, cultural awareness, and integrative theory*.  SAGE Publications, Inc. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213677886502506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en>
* Electronic journal articles and/or websites are required for each week and are listed on the syllabus.
* Videos are listed for some weeks.  Most will be assigned for class and viewed prior to class. All videos may be viewed online.

**RECOMMENDED TEXT(S)**

These books and many others may contribute to becoming better informed about the populations and the difficulties of migrants.

* Adichi, Chimidichi Ngozi (2009). *The Thing Around Your Neck*. Knopf
* Kristof, W., & WuDunn, S. (2014). *A Path Appears*. Knopf
* Franco, D. (2018). Trauma without borders: The necessity for school-based interventions in treating unaccompanied refugee minors. *Child and Adolescent Social Work Journal, 35*(6), 551-565.doi://10.1007/s10560-018-0552-6
* Brown, L. S. (2008). *Cultural Competence in Trauma Therapy: Beyond the Flashback*. American Psychological Association.
* Fong, R. (Ed.). (2005). *Culturally competent practice with immigrant and refugee children and families*. Guilford.
* Kristof, N. D., & Wudunn, S. (2009). *Half the Sky*. Knopf.
* Lieblich, J., & Boskailo, E.  (2012). *Wounded I Am More Awake: Finding Meaning After Terror*. Vanderbilt University Press.
* Nazario, S. (2007). *Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with His Mother*. Random House.
* Pipher, M. (2002). *The Middle of Everywhere: Helping Refugees enter the American Community*. Harcourt.
* Regan, M. (2008). *The Death of Josseline*. Beacon
* Watters, E. (2010). *Crazy Like Us: The Globalization of the American Psyche*. Free Press.
* Wilson, J. P., & Tang, C. S-k. (Eds.). (2007). *Cross-Cultural Assessment of Psychological Trauma and PTSD*. Springer.

**COURSE SCHEDULE**

**Module 1 – Introductions and Overview of Course**

**Date**

**Description**

This module will serve as an introduction to terminology, concepts, and ideas that will be used in this book and this course. Unit one will address and define terms about the migration process, such as pre-migration, migration journey, post-migration, and resettlement experiences, including acculturation, adjustment, and barriers to wellness. Students will be encouraged to think critically about the connection between policy and practice and the impacts of policy on immigrants' health.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Define terminology and concepts related to social work practice with immigrant and refugee populations
2. Discuss the migration process through phases such as pre-migration, migration journey, post-migration, and resettlement
3. Critically analyze the role of mental and physical health in new immigrants in support of positive adjustment outcomes

**Required Resources**

* Hilado & Lundy. (Eds.) (2018).  Unit I, Introduction pp.1-23
* Hilado & Lundy. (Eds.) (2018) Chapter 1, Chang Muy, F.  Defining the immigrant and refugee populations, pp.24-32

**Module 2 – Context and Process of Migration, Stabilization Needs**

**Date**

**Description**

This module invites students to understand migration, not as a single event, but rather as a phasic process from pre-migration to resettlement (and sometimes return). Each phase is marked by unique events such as exposure to traumatic events. Thus, a trauma-informed lens is invited to this discussion. We will also critically analyze the concept of acculturation through theoretical orientations and observations grounded in evidence-based research. Acculturation is also linked to the adjustment process for immigrants in a new place. As emerging social workers, you are invited to lean into practice with immigrants and refugees by exploring and identifying resources for the best health outcomes for this population. Health and mental health trends, barriers to wellness, health stabilization, and implications for practice will be discussed.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe migration as a phasic process or experience from pre-arrival to resettlement
2. Analyze and discuss theories of acculturation and the process of adjustment
3. Identity resources and support for immigrants
4. Discuss implications for professionals, paraprofessionals, and organizations serving trauma-exposed immigrant populations
5. Identify and describe health and mental health trends in immigrant populations, mental health considerations, and barriers to wellness
6. Discuss the importance of health stabilization as it relates to the adjustment process

**Required Resources**

* Hilado & Lundy. (Eds.) (2018).  Chapter 2, Allweiss, S., & Hilado, A., The context of migration: Pre-arrival, migration and resettlement experiences, pp.33-56
* Hilado & Lundy. (Eds.) (2018). Chapter 3, Hilado, A., & Allweiss, S., Physical and mental health stabilization:  The importance of well-being to the adjustment of new immigrants, pp.57-76.
* Welcome to the US: Traveling from resettlement camp to US *Woman & kids from Somalia, & man from Burma,* Cultural Orientation Resource Center COR (12 minutes) <https://www.youtube.com/watch?v=nuO84Yb9tPM&feature=youtube>
* Chike Nwoffiah, Nigeria <http://madeintoamerica.org/chike-nwoffiah/> (13 minutes)
* Pew Global Migration World view <http://www.pewglobal.org/2016/05/17/global-migrant-stocks/?country=US&date=2015>
* **Hull House Videos**

<https://www.youtube.com/watch?v=8aFyTcXVAr8>

<https://www.youtube.com/watch?v=C_LSERC74Zo>

**Module 3 – Hull House: History and Impact on Current Services to Immigrants and Refugees**

**Date**

**Description**

In this module, students will engage in meaningful discussion after watching The Women of Hull House, Parts 1 & 2. Students will discuss and analyze the roots of social work with immigrant and refugee populations, the origins of settlement houses, and the role of women in this movement. Students will also make relevant connections to social work practice with immigrants and refugees and immigration reform in current U.S. society.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Name "the women of hull house" and describe their mission
2. Explain the purpose and function of settlement houses, specifically Hull House
3. Recognize social work's early roots in working with immigrants and socioeconomically disadvantaged communities
4. Connect the origins of support to immigrant and refugee populations and these applications in today's U.S. society
5. Identify and analyze race and racism in the context of immigration

**Required Resources**

* Thompson, J. B., Spano, R., & Koenig, T. L. (2019). Back to Addams and Richmond: Was Social Work Really a Divided House in the Beginning? (Sociologists Jane Addams and Mary Richmond). *Journal of Sociology and Social Welfare*, *46*(2), 3–22. <https://heinonline.org/HOL/P?h=hein.journals/jrlsasw46&i=157>
* Allen, J. D. (2008). Jane Addams (1860-1935): Social worker and Peace Builder. Social Work & Society, 5(2), 374-379. <https://ejournals.bib.uni-wuppertal.de/index.php/sws/article/view/68/127>
* Hamington, M. (2005). Public Pragmatism: Jane Addams and Ida B. Wells on Lynching. *The Journal of Speculative Philosophy*, *19*(2), 167–174. <http://www.jstor.org/stable/25670563>

**Module 4 – Transnational Practice, Reorienting Our Practice & Integrative Framework**

**Date**

**Description**

This module will analyze and define transnational practice and how the integrative model of social work can be applied in support of immigrants and refugees. This module will challenge students to understand and apply concepts such as cultural humility & responsiveness, and intersectionality from Western and non-Western orientations. This requires stepping out of our comfort zone and leaning into the lenses and worldviews of immigrant and refugee service users, embracing non-Western perspectives, and liaising with other professionals. This module will emphasize the interconnectedness between micro and macro social work practice with immigrants and refugees.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Define and describe the integrative transnational practice, solidarity, intersectionality, and post-colonial perspectives
2. Identify and describe challenges of relevant Western theories in social work practice with immigrants and refugees
3. Identify and describe perspectives and tasks of providers
4. Articulate the necessity for bridging micro and macro social work practice in the service of immigrant and refugee populations

**Required Resources**

* Lundy, M., & Hilado, A. (2018). Chapter 4, Transnational practice as the client’s process: Reorienting practice with an integrative theoretical approach to practice with immigrants and refugees, pp.79-98.
* Bacallao, M. L., & Smokowski, P. R. (2009). Entre Dos Mundos/Between Two Worlds: Bicultural Development in Context. *Journal of Primary Prevention* 30(3-4), 421-451.
* Cano, M.A., Marsiglia, F. F., Meca, A., De La Rosa, M., Ramírez‐Ortiz, D., Sánchez, M., Colón Burgos, J. F., Alamilla, S. G., Wuyke, G., Parras, D., Ali, S. Z., Forney, D. J., Varas‐Rodríguez, E., Ruvalcaba, Y., Contreras, A., Ahmed, S., Vega‐Luna, B., Ochoa, L. G., Cuadra, R., & Domínguez García, M. J. (2021). Psychosocial stress, bicultural identity integration, and bicultural self‐efficacy among Hispanic emerging adults. *Stress and Health*, *37*(2), 392–398. <https://doi.org/10.1002/smi.2993>

**Recommended Resources**

* 1. Masocha, S., & Simpson, M.K. (2012). Developing mental health social work for asylum seekers: A proposed model for practice*. Journal of Social Work* 12(4), 423-443.
  2. Cultural Orientation Resource Center (COR) <http://www.culturalorientation.net/learning/backgrounders>  Syrian refugees, 2014
  3. Franco, D. (2020). This land is our land: Exploring the impact of U.S. immigration policies on social work practice. *Journal of Progressive Human Services, 31*(1),21-40.doi:10.1080/10428232.2019.1583956

**Module 5 – Social Work Practice: Theoretical Orientations**

**Date**

**Description**

This module will encourage students to understand perceptions of group discrimination and perceptions and experiences of personal discrimination in immigrants and refugees (in their workplaces and communities) in the U.S. within the context of the United States’ racialized immigration history and laws. This module will also explore postcolonial feminist social work perspectives as a way to frame social justice and advocacy efforts in supporting immigrant and refugee mental health.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Define the concept of perceived discrimination
2. Compare and contrast experiences of discrimination across different immigrant populations
3. Identify and describe coping strategies deployed to deal with discrimination
4. Distinguish between the group and personal discrimination
5. Summarize the postcolonial feminist social work perspective and its application to immigrant and refugee mental health
6. Analyze risk factors for poor mental health outcomes embedded in U.S. immigration policies of family detention and deportation and patriarchal global economic oppression
7. Discuss mental health promotion as collective resistance and empowerment
8. Identify strategies used by mental health providers to become stronger allies

**Required Resources**

* Lundy, M., & Hilado, A. (2018). Chapter 5, Brettell, C. B., The Perception and experience of everyday discrimination among U.S. immigrants, pp.99-112.
* Lundy, M., & Hilado, A. (2018). Chapter 6, Deepak, A. C., Postcolonial feminist social work perspective: Additional considerations for immigrant and refugee populations, pp.113-124.
* TedTalk: Kimberle Crenshaw: *The urgency of intersectionality*. October 2016  (19 minutes) <https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare>
* TedTalk: Chimamanda Ngozi Adichie, The danger of a single story 2009 (19 minutes) <https://www.youtube.com/watch?v=D9Ihs241zeg>
* Valdovinos, M. G., Nightingale, S. D., & Vasquez Reyes, M. (2021). Intimate Partner Violence Help-Seeking for Latina Undocumented Immigrant Survivors: Feminist Intersectional Experiences Narrated Through Testimonio. *Affilia*, *36*(4), 533–551. <https://doi.org/10.1177/0886109920985772>

**Module 6 – Intervention Modalities: Individuals**

**Date**

**Description**

This module will cover western and non-western approaches to the treatment of immigrant and refugee populations. These needs will be explored through a trauma lens and culturally responsive framework.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss the various historical approaches to clinical practice with individuals and the applicability of Western models of treatment with non-Western populations
2. Examine the unique needs among trauma-exposed immigrants and refugees seeking individual clinical services
3. Explore factors that support culturally sensitive direct practice

**Required Resources**

* Lundy, M., & Hilado, A. (2018). Chapter 7, Hilado, A., Practice with individuals, pp. 127-151
* Suárez, Z., Newman, P., & Reed, B. G. (*2008*). Critical Consciousness and Cross-Cultural/Intersectional Social Work Practice: A Case Analysis. *Families in Society: The Journal of Contemporary Social Services*: 2008, 89(3), pp. 407-417.
* Don't feel sorry for refugees -- believe in them (Luma Mufleh | TED2017)   
  <https://www.ted.com/talks/luma_mufleh_don_t_feel_sorry_for_refugees_believe_in_them?utm_source=tedcomshare&utm_medium=social&utm_campaign=tedspread>

**Recommended Resources**

* Hyslop, I., (2011). Social work as a practice of freedom.  *Journal of Social work*. 12(4), 404-42.
* Phoenix, A., & Bauer, E. (2012). Challenging gender practice: Intersectional narratives of sibling relations and parent-child engagements in transnational serial migration*.  European Journal of Women’s Studies* 19(4), 490-504.

**Module 7 – Intervention Modalities: Families**

**Date**

**Description**

This module will cover ask you think to think about the following:

1. Resilience and strengths are factors within individuals and families that can buffer the impact of migration and mitigate the challenges of migration.

2. Greater understanding of the common stages of migration for immigrants and refugees prepares providers for the potential needs of the clients.

3. Family systems establish individual and familial expectations as well as provide a ready resource for family members.

4. Family systems provide extensive support and connection for immigrants and refugees, often relieving some of the stress of the stages of migration.

5. Family systems may extend the trauma of migration throughout future generations unless there is comprehensive assessment and prevention provided to vulnerable family members who have had such experiences.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify resilience and strength factors within families and individuals that may lessen the impact of migration and its challenges.
2. Analyze ways in which family systems establish individual and familial expectations, act as sources of support and connection, and provide stress relief for immigrants and refugees.
3. Explain intergenerational migration trauma and ways to assess, prevent, and intervene as social workers.

**Required Resources**

* Lundy, M., & Hilado, A. (2018). Chapter 8, Lundy, M. Practice with families, pp. 152-177.
* Video to watch before class:  *Frontline: Lost in Detention*-50 min. (Available on Amazon video $1.99) [www.pbs.org/wgbh/frontline/film/lost-in-detention/](http://www.pbs.org/wgbh/frontline/film/lost-in-detention/)

**Recommended Resources**

* Fahy Bryceston, D. (2019). Transnational families are negotiating migration and care life cycles across nation-state borders. *Journal of ethnic and migration studies, 45*(16), 3042-3064 <https://doi.org/10.1080/1369183X.2018.1547017>

**Module 8 – Intervention Modalities: Group and Communities**

**Date**

**Description**

This module looks at social work practice with immigrants and refugees through the micro and mezzo levels. You will learn and apply new concepts in working with Latinx women through group work modalities, groups, and communities.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the impact of migration on Latina/Latinx/Latin American women
2. Describe the history of an effective group modality for immigrant women
3. Identify and describe the process for an effective group modality
4. Recognize that community practices, compared to individually focused services, are compelling, powerful, and meaningful avenues for intervention, particularly with transnational and other marginalized populations.
5. Increase awareness of the systemic and sociopolitical issues that impact our clients, including power differentials, structures of oppression, and historical and contemporary experiences of marginalization.

**Required Resources**

* Lundy, M., & Hilado, A. (2018). Chapter 9, Lundy, M., Egan, A., Rodgers, P., Simon, S., & Sanchez, C., Working with immigrant women groups, pp. 178-203.
* Lundy, M., & Hilado, A. (2018). Chapter 10, Goodman, R.D., Letiecq, B., Vesely, C., Marquez, M., & Leyva, K.J., Community Practice, pp.204-225
* Falicov, C. (2007).  Working with transnational immigrants: Expanding meanings of community, family, and culture. *Family Process* 46(2), 157-171.
* Immigration Nation, <https://www.netflix.com/title/80994107>

**Module 9 – Intervention Modalities: Organizations**

**Date**

**Description**

This module will explore the role of organizational structures as intervention modalities in support of immigrants and refugees and the ways in which mental health services are structured in these organizations. The module will encourage you to think about the implications for direct service settings.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe organizational structures serving immigrants and refugees.
2. Integrate the mental health practice within organization settings.
3. Explain the cultural emergence model: A practice framework for delivering mental health services to trauma-experienced populations.
4. Discuss the implications for direct service settings.

**Required Resources**

* Lundy, M., & Hilado, A. (2018). Chapter 11, Hilado, A., Organizational Practice, pp. 226- 253.
* Smith, B. D. & Womack, B. G. (2015). Human Service Administrators’ Knowledge About Immigration Policy: Associations with Attitudes, Political Ideology, and Organizational Practices. *Families in Society*, *96*(1), 67–75. <https://doi.org/10.1606/1044-3894.2015.96.9>
* Martinez-Brawley, E. E., Zorita, P. M-B. (2011). Immigration and human services: The perils of professionalization. *Families In Society,* 92(2), 133-137.

**Module 10 – Intervention Modalities: Practice with Specific Populations – Women, LGBTQ, Aging, Children, & Males**

**Date**

**Description**

This module will explore and discuss the implications for practice when working with immigrant and refugee women, immigrant and refugee males & boys, aging immigrants & refugees, immigrants and refugees who identify as LGBTQIA+, and immigrant and refugee children/youth/minors. Practice will be explored through a trauma-informed lens and will be mindful of the forces that uniquely impact each group through all phases of migration and the role these factors play in forced migration.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify factors that play a role in the forced migration of women and girls worldwide
2. Discuss different types of violence experienced by women and girls worldwide
3. Explain practice implications with immigrant and refugee women and girls
4. Summarize the history of factors that play a role in the forced migration of LGBTQIA+ refugees, immigrants, and asylum-seekers
5. Explain the Gay Affirmative Practice Framework through a trauma-informed lens
6. Identify the needs of migrant children, youth, aging, and older immigrant and refugees, their needs, and implications for practice
7. Discuss the underreported needs of immigrant men and boys.

**Required Resources**

* Lundy, M., & Hilado, A. (2018). Chapter 14, Fong, R., Heffron, L.C., Wachter, K., Practice application with women, pp. 296-31
* Lundy, M., & Hilado, A. (2018). Chapter 15, Ramirez, M., Practice application with LGBTQ immigrants and refugees, pp. 312-338.
* Lundy, M., & Hilado, A. (2018). Chapter 16, Benson, M.A., Abdi, S.M., Ford-Paz, R.E., Practice application with immigrant and refugee youth, pp. 339-361.
* Falicov, C. J. (2010). Changing constructions of machismo for Latino men in therapy. Family Process 49 (3), pp.309-329.
* Savani, S., Webb, A. E., & McCarty, D. (2020). Confronting Islamophobia through Social Work Education: A Cohort Study. *Islamophobia Studies Journal*, *5*(2), 134–151. <https://www.jstor.org/stable/10.13169/islastudj.5.2.0134>
* Prayers for the Stolen. (2021). Film by Tatiana Huezo. *Netflix,* <https://www.netflix.com/title/81499072>

**Recommended Resources**

* Byrow, Y., Pajak, R., McMahon, T., Rajouria, A., & Nickerson, A. (2019). Barriers to Mental Health Help-Seeking Amongst Refugee Men. International journal of environmental research and public health, 16(15), 2634. <https://doi.org/10.3390/ijerph16152634>
* Franco, D. (2018). Trauma without borders: The necessity for school-based interventions in treating unaccompanied refugee minors. Child and Adolescent Social Work Journal, 35(6), 551-565. doi://10.1007/s10560-018-0552-6
* Reardon, C. (n.d.). Addressing the social work needs of older immigrants and refugees. Social Work Today. <https://www.socialworktoday.com/news/enews_0911_01.shtml>

**Module 11 – Defining Trauma: Trauma-Informed Practice**

**Date**

**Description**

This module will introduce students to the definition of trauma, trauma symptoms, and trauma's impact on the brain and overall functioning. We will explore the necessity for trauma-informed treatment with immigrants and refugees and the barriers to treatment. The module will also explore compassion fatigue in helping professionals working with traumatized individuals.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Define trauma
2. Identify and describe trauma-related symptoms
3. Explain trauma-informed care
4. Identify compassion fatigue/vicarious trauma and explore steps for self-care

**Required Resources**

* Jones, S. (2012). Working with immigrant clients: Perils and possibilities for social workers.  *Families in Society* 93(1), 47-53.
* Delgado, J. R., Diaz, L. D., LaHuffman-Jackson, R., Quion, N., & Walts, K. (2021). Community-Based Trauma-Informed Care Following Immigrant Family Reunification: A Narrative Review. *Academic Pediatrics*, *21*(4), 600–604. <https://doi.org/10.1016/j.acap.2021.02.005>
* Peña-Sullivan, L. (2019). The “Wrong Kind” of Immigrants: Pre-migration Trauma and Acculturative Stress Among the Undocumented Latinx Community. *Clinical Social Work Journal*, *48*(4), 351–359. <https://doi.org/10.1007/s10615-019-00741-z>
* Wylie, L., Van Meyel, R., Harder, H., Sukhera, J., Luc, C., Ganjavi, H., Elfakhani, M., & Wardrop, N. (2018). Assessing trauma in a transcultural context: challenges in mental health care with immigrants and refugees. *Public Health Reviews*, *39*(1), 22–22. <https://doi.org/10.1186/s40985-018-0102-y>
* Mesa, H., Doshi, M., Lopez, W., Bryce, R., Rion, R., Rabinowitz, E., & Fleming, P. J. (2020). Impact of anti‐immigrant rhetoric and policies on frontline health and social service providers in Southeast Michigan, U.S.A. *Health & Social Care in the Community*, *28*(6), 2004–2012. <https://doi.org/10.1111/hsc.13012>

**Module 12 & 13 – Group Presentations on Immigrant and/or Refugee Populations**

**Date**

**Description**

Group Presentations on Immigrant and/or Refugee Populations

**Week 14 – Social Work Practice with Vulnerable and Trauma-Exposed Immigrant Populations and Survivors of Torture**

**Date**

**Description**

This module will engage students in discussing, analyzing, and identifying best practices with victims/survivors of torture, exile, and forced migration. This module will also ask you to think critically about your assessment process in identifying survivors and non-survivors of trauma. You will also learn about physical and psychological cues/signs/symptoms as you engage in the assessment and treatment of trauma and torture in immigrants and refugees.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the multi-faceted stressors confronting forced migrants
2. Describe the detrimental effects of torture and human rights abuses
3. Identify ways in which transnational migrants may be faced with marginalization in their daily lives
4. Discuss and analyze interdisciplinary, holistic, and resilience-based approaches to service provision for traumatized immigrants

**Required Resources**

* Lundy, M., & Hilado, A. (2018). Chapter 13, Smith, H., Defining trauma: Practice applications with vulnerable and trauma-exposed immigrant populations and survivors of torture, pp. 275-295.
* Chang-Muy, F. J., & Congress, E. P. D. (Eds.). (2015). *Social work with immigrants and refugees: Legal issues, clinical skills, and advocacy*. Springer Publishing Company. (Chapters 3-6) <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?pq-origsite=primo&docID=4102341>
* Video: *From Terror to Healing*

Part 1: <https://www.healtorture.org/content/terror-healing-part-1>

Part 2: <https://www.healtorture.org/content/terror-healing-part-2>

* Nickerson, A., Bryant, R. A., Silove, D., & Steel, Z. (2011). A critical review of psychological treatments of PTSD in refugees. *Clinical Psychology Review* 31, 399-417.
* Griswold, K. S., Vest, B. M., Lynch-Jiles, A., Sawch, D., Kolesnikova, K., Byimana, L., & Kefi, P. (2021). “I just need to be with my family”: resettlement experiences of asylum seekers and refugee survivors of torture. *Globalization and Health*, *17*(1), 27–27. <https://doi.org/10.1186/s12992-021-00681-9>
* Song, S. J., Kaplan, C., Tol, W., Subica, A., & de Jong, J. T. V. (2015). Psychological distress in torture survivors: pre-and post-migration risk factors in a US sample. *Social Psychiatry and Psychiatric Epidemiology*, *50*(4), 549–560. <https://doi.org/10.1007/s00127-014-0982-1>

**Week 15 – Advocacy & Immigration: The role of students & the role of service-users/clients**

This module will explore and reflect on: 1.) the role of the social work student as an advocate in the immigration context, 2.) the role of the service-user/client as an advocate. No written assignment is required, and the class will not meet live this week.

**Date**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Re-visit advocacy as a core value in social work from micro to macro practice

2. Explore the role of the MSW student advocate and activist through an empowerment perspective.

3. Identify ways in which immigrant, refugee, and asylum-seeking service users/clients can empower themselves to bring about change and dismantle oppression.

**Required Resources**

* Bartucca, J. S. (2021). Social work students turn to old-fashioned advocacy. *UConn Today,* https://today.uconn.edu/2021/06/social-work-students-turn-to-old-fashioned-advocacy/#
* Castañeda, A. (2017). DACA, the dream act and dreamers. *Observatorio y legislación y política migratoria.* https://observatoriocolef.org/wp-content/uploads/2017/10/daca-el-dream-act-y-dreamers-enero-2018.pdf
* Galisky, A. (2017). The power of stories in DREAM Act advocacy. *NAFSA.* <https://www.nafsa.org/blog/power-stories-dream-act-advocacy>
* MSW Student Presentations. Annual Regional Conference on Social Work and Migration in Mexico, the United States, and Central America. *Link: TBD*

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

[List professional journals, websites, etc. by category here]

**Professional Journals**

**Websites**

**Other**