LOYOLA UNIVERSITY CHICAGO
GRADUATE SCHOOL OF SOCIAL WORK
SOWK731: SOCIAL WORK PRACTICE WITH IMMIGRANTS AND
REFUGEES

Syllabus

Instructor: Marta Lundy, Ph.D., LCSW
Office: Lewis Towers, #1215

Office Hours: Tuesday - 9am to 11am; 230 to 400pm
Call for a specific appointment: 312-915-7007

Class time, day, location: Tuesday, 11:30-2:00pm
Maguire Hall, Room 401

PREREQUISITES: All required 500 courses; Family Assessment and
Intervention, #612 or Consent of Instructor.

COURSE DESCRIPTION
This is an advanced clinical social work elective that builds on foundation
social work courses. The content of the course will be on the
identification and application of clinical social work assessment and
intervention of the major migrant groups, to help individuals and families
who are currently living in the U.S. The course will build a knowledge
base necessary to effectively work with immigrant populations, in
general, and with immigrants and violence and trauma in particular.
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 the arenas of
immigration: (1) a brief history of the migration experience; (2) the
characteristics of immigrants who are currently relocating in the U.S.; (3)
the process of acculturation and assimilation, including the controversies
embedded in these concepts; (4) the interface of migration and violence
and trauma; and (5) the multi- theoretical, ecological process of
assessment and intervention with immigrant groups.

Theoretical orientations based upon a bio- psycho- social 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 an historical and contemporary socio- cultural and
socio- political context. Sexism, racism, ageism and the stereotyping of
various ethnic, racial, and cultural groups will be identified and discussed
as they form and influence the context of family life in a new host
country.
The efficacy of different models and modalities of practice will be discussed, including the recent impetus toward 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, as well as a text of trauma assessment instruments. 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 included. Articles, chapters and additional books are included in the Supplemental Bibliography. Please avail yourself to this literature.

**OBJECTIVES**

**Knowledge**

*Students who complete this course will have:*

- Knowledge of your own vulnerability to compassion fatigue and vicarious traumatization.
- Knowledge of the various contextual underpinnings for the distinctive and overlapping reasons that people migrate, including the personal and familial contextual experience
- Knowledge of the reality of the pre-immigration and/or immigration experience and how to engage and work with clients around the various experiences
- Knowledge of the intergenerational issues involved in immigration, including intergenerational derailment due to differences in experiences between the generations
- Knowledge of the requisite and proximal social supports relevant to successful adaptation for immigrants and refugees
- Knowledge of the utility and application of a multi-theoretical, multi-systemic model relevant to social work practice with immigrants and refugees
Values

_Students who complete this course will have:_
- Sensitivity to the emotional conflict that arises from interpersonal family relationships that have been fractured by loss, separation, trauma, and violence
- Compassion for the societal marginalization of immigrants
- Sensitivity and empathy for ethnic, gender, race, culture, age, disability, and sexual orientation as complicating factors in the lives of immigrants
- Awareness of judgments about the immigrant and the process of migration in relation to the choices that each person has to make
- Sensitivity for the various individual and familial configurations that exist across different racial, cultural and ethnic groups

Skills

_Students who complete this course will have:_
- Skill in a comprehensive and extensive initial and on-going assessment of issues relevant to the experiences of refugees and immigrants
- Skill in using multi-theoretical interventions to provide appropriate social work practice with immigrants and refugees
- Skill in using a multi-systemic approach to working collaboratively with other professionals, drawing from the community and public arena in order to secure services for the client system
- Skill in combining clinical and ecological social work practice relevant to the needs of the immigrant and/or refugee

TEACHING METHODOLOGY

This course is taught with both didactic material and experiential components. The class will use a seminar format and depend heavily on group discussion. The content of the lectures may come from additional materials outside the syllabus, designed to augment the readings rather than repeat them. The discussion is dedicated to students’ clarification of the readings that they have done prior to class. In addition, audio-video presentations, guest lecturers, role plays, and case presentations supplement the course content. There will be a choice of assignments. Students have the opportunity to choose the assignment most compelling to them from projects that are designed to be intellectually challenging, to supplement the material discussed in class, and to facilitate each student developing a specific focus of study, if relevant.
**FULL E-TEXT ON LINE**
All required articles and many recommended articles for this course are available on the Loyola web page, Libraries, under Full text online. There are no e-reserves for this course.

**RESERVE**
The primary texts as well as other relevant supplementary books are on reserve for this course in Lewis Library.

**STUDENTS WITH SPECIAL NEEDS**
Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided. Students should refer to the Student Handbook or contact the Learning Assistance Center website regarding students’ rights and available resources pertaining to assistance with special needs or disabilities.

**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 at www.luc.edu/depts./English/writctr.htm for additional information.

**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 in class, gender, age, physical and mental ability, religion, and sexual orientation. We value ethnically sensitive and culturally competent social work education and practice. We will uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. This will be demonstrated through readings, lectures, case presentations and assignments.

Students have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined, and students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.
The School of Social Work expects that students will demonstrate comparable respect for diversity of their classmates, faculty and clients, and commit to address issues of marginalization, oppression, prejudice and discrimination.

**ACADEMIC INTEGRITY**

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 his or her name. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers.

Plagiarism is a serious ethical violation, the consequences of which can be failure of a specific class and/or expulsion from the school. Responsibilities of Academic Honesty are detailed in The Graduate manual of the Loyola University Chicago. Please read the Graduate Catalog stating the university policy on plagiarism (p.18). The definition of plagiarism is:

>"Plagiarism is a very serious violation of academic integrity, and we will follow the same policy as in several other Loyola courses. A good definition of plagiarism is as follows: You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow."


For additional information on plagiarism, read [http://www.plagiarism.org/](http://www.plagiarism.org/)

This commitment ensures that a student of 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.
ATTENDANCE AND CLASS PARTICIPATION
Regular attendance and class participation are major expectations for this course. Class participation is an important requirement since the course will be conducted as a seminar. Learning is dependent upon student involvement. Students are therefore expected to read all assignments prior to class, to participate actively in class discussions of case studies and topics, and to engage in experiential learning activities such as case presentations. Quality of participation and questions, however, is more important than quantity.

The instructor assumes that students must be present to participate. Promptness and attendance, therefore, will be noted by instructor and may be utilized as a deciding factor for the final course grade. If students are unable to attend class for any reason, they are to notify the instructor in advance by phone or email. Such courtesy reflects a professional and mutually respectful attitude towards classmates and the instructor.

TEXTS
Required
Yoder, C. (2005). The Little Book of Trauma. .......

Recommended
This is a text that is highly recommended that you read, however, this will not be required for assignments.
COURSE CONTENT

Week 1
I. Overview of Class. Syllabus. Assignments.
January 15
II. Impact on the social work practitioner of working with immigrant populations.
- Vicarious traumatization for workers who have been exposed to and/or have experienced violence and trauma.
- Instrument for measuring potential for VT will be distributed in class.

- Class Objective: To begin to identify the needs of some immigrant and/or refugee groups, and to gain an awareness of and to learn ways to avoid and/or ameliorate your own vulnerability to compassion fatigue and vicarious traumatization.

Video: Vicarious Traumatization: The Cost of Empathy
044-06293 A VHS 46 minutes 1995 Lewis

Required Reading

Week 2
Pancultural Social Work Practice
January 22
- Who are the immigrants and refugees: definitions, scope of populations, demographic and socioeconomic characteristics
- Commonalities among all immigrants and refugees
- Discussion of the process of migration, specifically, how to assess the level of current adjustment to Western culture in relation to experience in country of origin
- Significance of family/collectivity
- Measure your own cultural competence (Handout)
- Discussion of the multi-theoretical perspective relevant for assessment and intervention with immigrants and refugees.

- Class Objective:
- To organize and conceptualize social work practice with immigrants by understanding the environmental and social contexts for the distinctive and overlapping reasons that people migrate.
- To gain an awareness of your own cultural competence.

**Videos:** *Harvest of Shame* (1991). 044-00326

**Required Reading**


- Adaptations and coping: through the process of the immigration journey, the transition to U.S., follow family or alone, status (documented or undocumented), and now
- Strengths: macro, meso and micro social supports
- Problems/strengths in the use of interpreters
- Continue discussion of the multi-theoretical perspective relevant for assessment and intervention with immigrants and refugees.

- Class Objective:
  - To better understand the reality of the personal and familial contextual experience
  - To incorporate additional clinical perspectives and interventions relevant to working with immigrant and refugee populations into existing practice skills

Note: Immigrant and refugee populations are particularly vulnerable of encountering social injustice, discrimination, and prejudice during their resettlement process in the US. The contextual effect of the social environment on the well-being of the immigrant and refugee populations must be recognized. Due to a number of individual, social, and cultural barriers, they are also less likely to have access to and use of health and social services. The development of culturally appropriate intervention and to better serve this population is emphasized.

Required Reading

Week 4     SOCIAL WORK PRACTICE WITH INTERETHNIC RELATIONS
February 5  - Loss
              - Family and country
- **Opportunity**  
- **New beginning**  
- **Assimilation vs. acculturation**

**Class Objective:** To gain a better understanding of the perspectives and meanings of the relationship between daily Interpersonal interactions, and between clinician and client

**Required Reading**

**Weeks 5**  
**SOCIAL WORK PRACTICE IN MENTAL HEALTH**  
**February 12**  
- Micro, meso and macro issues relevant to mental health practice  
- Clinical tools  
- Therapeutic alliance  
- Acculturation across different groups

**Speaker:** Thad Rydberg, M.A., LCPC, Heartland Alliance Manager, Clinical Operations  
Outpatient Mental Health Services

**Class Objective:** Gain an understanding of the contextual as well as the intrapersonal experiences of mental health problems among different immigrant groups, and the impact of immigration on the personality, personal choices, and experiences of the individual, and what interventions to use

**Required Reading**
Weeks 6 SOCIAL WORK PRACTICE WITH CHILDREN & FAMILIES
February 19 - The immigrant family: A myth, a wish or a reality?
- Children and youth
- The relevance of family through various theoretical Lenses (see BB for documents on structural family theory, Bowen’s multigenerational theory, and power analysis)
- Parenting differences between immigrants and the U.S.

- Class Objective: To gain greater knowledge about different immigrant and refugee family systems, and to develop a greater understanding of the cultural, familial, and systemic patterns among different immigrant families.

- Illinois State Board of Education
  Involving Immigrant Families in their Children’s Schools
  http://www.isbe.net/bilingual/pdfs/involving_families.pdf

- Case: Aggrippine, the Republic of Congo

Required Reading


Week 7 SOCIAL WORK PRACTICE IN HEALTH CARE
February 26 - Micro, meso and macro issues relevant to health practice
- Evaluation of status and intergenerational issues as they relate to health care utilization
- Advocacy
- Role(s) of the social worker in relation to health care, and management and collaboration with native healers

- **Class Objective:** To achieve a better understanding of the relationship between health, mental health, social support and resilience

**Speaker:** Celine Waznica, Ph.D., Director
Health Care, Heartland Alliance

**Required Reading**


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**Week 8**
March 4  
**SPRING BREAK   NO CLASSES**

**Week 9**
March 11  
**CULTURALLY COMPETENT SOCIAL WORK PRACTICE WITH ASIAN POPULATIONS**

- Knowledge and skills for practice: engagement, problem identification, goal setting, intervention, evaluation
- Practice effectiveness from both an indigenous and Western approach to intervention, examining culture and social power
- Relevant theories for practice, grounded in knowledge of the cultural values as strengths

- **Student Presentations**

- **Class Objectives**
  - Learn to engage specific clients by learning their individual experiences of their culture.
  - Learn to identify culture-specific healing practices

**Required Reading**
WEEK 10  March 18

CULTURALLY COMPETENT SOCIAL WORK PRACTICE WITH ASIAN INDIAN and SOUTH ASIAN MUSLIM POPULATIONS

- Knowledge and skills for practice: engagement, problem identification, goal setting, intervention, evaluation
- Practice effectiveness with one of the largest Asian populations in the U.S.
- Relevant theories in relation to this historical background, demographic profile and adaptation process

- Class Objectives
  - Learn to engage specific clients by learning their individual experiences of their culture.
  - Learn to identify culture-specific healing practices as well as conflict with Western traditions

Speaker:  Bina G. Mangattukattil, MSW, LCSW,
  Apna Gar, Social work practice with Domestic Violence in the Asian Indian community

Shipra Parikh, Ph.D., LCSW, Effective social work practice with childhood sexual abuse in the Asian Indian community

Required Reading

WEEK 11  March 25

VIOLENCE, TRAUMA AND TORTURE IN THE LIVES OF IMMIGRANTS AND REFUGEES

Tolentino, C. P. (2004). Filipino children and families (pp. ;
- Interpersonal violence between spouses/partners from various cultures
- The legacies of violence
  * Intergenerational transmission of violence
  * Trauma narrative
  * Identifying torture characteristics
- Migration and trauma
- Instruments to assess trauma and torture in non-Western Immigrants

- **Class Objective:** To develop greater knowledge about the symptomatology of violence and to better understand how to work with immigrants and refugees who have experienced torture and violence.

- **Speaker:** Marjorie Kovler Center of Heartland Alliance
  Marianne Joyce, LCSW, Social Services Manager

**Required Reading**

*Note:* This article discusses the long term impact of war and trauma on communities, families, and cultures. This article has implications for all of the groups that we are discussing in this class.


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**Week 12**
**April 1**

**CULTURALLY COMPETENT SOCIAL WORK PRACTICE WITH HISPANIC POPULATIONS**
- Knowledge and skills for practice: engagement, problem identification, goal setting, intervention, evaluation
- Practice effectiveness with both documented and undocumented Latino immigrants from a large socio-demographic area, e.g., Mexico, Cuba, Central America and South America
- Relevant theories

- Class Objectives
  - Learn to engage specific clients in learning their individual experiences of their culture.
  - Learn to identify culture-specific healing practices

- Student Presentations
  - Videos: *Dying to Get In* Brett Tolley

**Speaker:** Irma Alvarado, LCSW, LUC Doctoral Candidate

**Social Work Practice with Latino Immigrants.**

**Required Reading**


All of the following are in R. Fong (ed.). *Culturally competent practice with immigrant and refugee children and families.* NY: Guilford.

- Tazi, Z. Ecuadorian and Colombian children and families;

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**Week 13**

**April 8**

**CULTURALLY COMPETENT SOCIAL WORK PRACTICE WITH BALKAN and RUSSIAN POPULATIONS**

- Knowledge and skills for practice: engagement, problem identification, goal setting, intervention, evaluation
- Practice effectiveness relevant to the beleaguered subgroups from this region of the world
- Relevant theories that do not conflict with the prevailing views of life among members of these subgroups

**Class Objectives**

- Learn to engage specific clients in learning their individual experiences of their culture.
- Learn to identify culture-specific healing practices

- **Student Presentations**

**Required Reading**

**Week 14 April 15**

**CULTURALLY COMPETENT SOCIAL WORK PRACTICE WITH AFRICAN POPULATIONS**
- Knowledge and skills for practice: engagement, problem identification, goal setting, intervention, evaluation
- Practice effectiveness
- Relevant theories

- **Class Objectives**
  - Learn to engage specific clients in learning their individual experiences of their culture.
  - Learn to identify and integrate culture-specific healing practices

- **Speaker:** Rita Amadi, LCSW
  African immigrants and HIV/AIDS

- **Student Presentations**

**Required Reading**


Week 15  Consolidation of Information and Case Presentations  
April 22  A time of reflection: what do we know; what do we want to do; where do we go from here;  

- **Class Objective:** Consolidation of information and framework for social work practice across immigrant and refugee groups  

- **Student Presentations** (may be completed)  

**Required Reading**  