GRADUATE SCHOOL OF SOCIAL WORK (Jan, 2018)

SOWK #731: SOCIAL WORK PRACTICE W/ IMMIGRANTS & REFUGEES

The instructor reserves the right to make additions and/or modifications to this syllabus, if necessary. Timely notice will be given should there be any necessary changes. Relevant articles, cases and web sites will be added as they become available and/or known. Speakers may be changed and/or moved to other weeks as their schedules demand.

Course Number- Section Number: 731-001 (2587)
Prerequisite: All 500 level courses
Semester/Year: Spring, 2018
Class Time: 11:30am - 2pm, Tuesday
Class Location: Corboy Law School Room 601

Instructor: Marta Lundy, Ph.D., LCSW, Professor (she, her, hers)
Office Location: Room 560, Maguire Hall, WTC
Office Hours: Tuesday, before or after classes; Wednesday by appointment
Please email or text me for specific appointments at other times. I’m happy to meet with you at a mutually agreed upon time, talk on the phone and also email.
Phone: *Cell/Text 847-207-3096. *Email: mlundy@luc.edu

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 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) 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 a 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 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 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 will be posted on Sakai. Articles, chapters and additional books are included in the Supplemental Bibliography. Please avail yourself to this literature.

RELATIONSHIP TO OTHER COURSES:
This course is an advanced second year elective course. It is one of three courses that comprise the sub-specialty Migration Studies, but may be taken as a stand - alone elective. It often is an elective for various concentrations, in particular Child and Family, Social Work in Schools, and LDSS.

EPAS COMPETENCIES AND RELATED PRACTICE BEHAVIORS

<table>
<thead>
<tr>
<th>EPAS 2.1.2</th>
<th>Tolerate ambiguity in resolving ethical conflicts</th>
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<tbody>
<tr>
<td>PB</td>
<td>Students at the advanced level will use knowledge of the effects of oppression and discrimination on clients and client systems to guide treatment planning and intervention.</td>
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<tr>
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<td>Students at the advanced level will demonstrate sensitivity to the interpersonal dynamics and cultural/contextual factors that can both strengthen and potentially threaten a therapeutic alliance.</td>
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<tr>
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<td>Students at the advanced level will evaluate the outcomes of their interventions and use this information to calibrate and modify their further work with their clients.</td>
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<tr>
<td>PB</td>
<td>Students at the advanced level will engage client systems in diverse settings to challenge oppression, discrimination, and privilege at the societal, institutional and personal level.</td>
</tr>
<tr>
<td>Assignments</td>
<td>Papers 1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>I Paper on using an integrative model of social work practice for working with immigrants and refugees</td>
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<tr>
<td></td>
<td>II Class presentation on specific migrant group including a separate table on the status of women. Group project.</td>
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<tr>
<td></td>
<td>III. Paper on using an integrative model of social work practice for working with immigrants and refugees</td>
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<tr>
<th>EPAS 2.1.3</th>
<th>Apply critical thinking to inform and communicate professional judgments</th>
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<tbody>
<tr>
<td>PB</td>
<td>Students at the advanced level will demonstrate critical thinking by communicating</td>
</tr>
<tr>
<td>EPAS 2.1.4</td>
<td>Engage diversity and difference in practice</td>
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<tr>
<th>EPAS 2.1.5</th>
<th>Advance human rights and social and economic justice</th>
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<tr>
<td>PB</td>
<td>Understand the forms and mechanisms of oppression and discrimination</td>
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<tr>
<td>Assignments</td>
<td>Paper 2</td>
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<tr>
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<tr>
<th>EPAS 2.1.9</th>
<th>Respond to contexts that shape practice</th>
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<td>Students at the advanced level will identify ways that they can maximize the strengths of the client context to design and promote effective interventions with clients.</td>
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<td>Paper 2</td>
</tr>
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COURSE STRUCTURE/TEACHING METHODOLOGY
This course will be taught in a seminar fashion. The weeks will include readings and questions for class discussion. Mini lectures, videos, speakers, panel discussions and field trips will contribute to course discussion content. Class participation is vital to the development and learning of the course materials.

EXPECTATIONS AND RESOURCES FOR STUDENTS:
Each student is expected to read and be familiar with the student handbook and refer to that document with any class concerns. The complete document may be found on the School of Social Work website’s advising page at http://www.luc.edu/socialwork/academic/mswadvising.shtml.

The syllabus is a document that provides the framework, schedule, and Course Content/ Mutual Expectations of students and instructors for the course. However, it is important to recognize that unforeseen circumstances lead to changes in assignments, reading, and assignment due dates, some aspects of the course may change. Any modifications/ updates / edits in the syllabus will be sent to students via Emails/ Sakai if the syllabus is revised. As a result, it is each student’s responsibility to check his or her LUC e-mail, mail folders, and the Black Board website regularly and at multiple times during each week through the semester.

Instructor Availability
The best way to reach me is by email at mlundy@luc.edu. I will respond to your email within less than 24 hours during the week and 48 hours on the weekend. I also have office hours on Tuesday (between 230 - 500 pm), and Wednesday (all day, by appointment). I’m happy for you to drop by but my availability is far less likely under those circumstances.

Students with Special Needs
Students with special needs or difficulties in learning and completing course assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided. Please contact me and let’s develop a plan for your work in order for you to successfully complete this course.

Within the first week of class, students with documented disabilities should submit the letter from the Services for Students with Disabilities Office and discuss any accommodations recommended via email/ in person/ on the phone. If students do not have documentation for their disabilities, they should contact the Services for Students with Disabilities Office (773-508-3700 and SSWD@luc.edu) as soon as possible. Students are to note that accommodations beyond those documented may be provided at the discretion of the instructor.

Students should refer to the Student Handbook or contact the Learning Assistance Center 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 http://www.luc.edu/writing/home/ for additional information. Services are available at both WTC & LSC. Resources for APA: Purdue Owl website/
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, sexual orientation, gender identity and gender expression. The School values ethnically sensitive and culturally competent social work education and practice. I will uphold the ethical standards set forth by the profession and the Jesuit ideals of the university.

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 (Refer to Student Handbook)
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. 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.

Statement
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: “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, retrieved from http://wpacouncil.org/files/wpa-plagiarism-statement.pdf

For additional information on plagiarism, read 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. 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 William, Semester: Spring 2012)
Recording and Sharing Recordings of Lectures
Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. At the discretion of the instructor, the student might receive permission for audio taping the lectures, on the condition that these audio tapes are only used as a study aid by the individual enrolled in the course.

Attendance and Class Participation
Social Work Comportment and Class Norms
Social work practice requires the cultivation of unconditional regard, respect, active listening, and sustained engagement. The classroom is the laboratory which serves to develop these critical clinical skills. The classroom is also seen as a professional community and as such, comes with duties and responsibilities not only between instructor and students, but also between students. In order to support this professional development and establish a learning context which mirrors the practice relationship, the following rules will be enforced:

- All phones and handheld devices will be turned off prior to class and must remain off throughout the class. No texting is permitted. NO EXCEPTIONS.
- Laptops may only be used for legitimate class purposes, such as taking notes in MS Word or PowerPoint. The instructor reserves the right to ban laptops if they impede student engagement and participation.
- Students are expected to display the engagement, respect and active listening skills employed in clinical practice toward their social work colleagues by closing screens during class discussions.
- Students who are not present for student presentations in the class must present a written explanation for the absence. Consistent with professional responsibility in the field, students will be held to standards that reflect how they might conduct themselves in a professional role. In terms of student presentations this means that students are accountable to each other as well as to the instructor and will be graded not only on their individual performance, but also on their professionalism in working with others.
- All papers must be submitted in compliance with the most recent edition of the Publication Manual of the American Psychological Association format unless directed otherwise by the instructor.
- Violation of these class norms may result in deduction of participation points from the final class grade, when applicable.

Attendance and 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.
Use of Sakai
The management of all course documents is provided by Sakai. Materials for the course are consistently available via Sakai and are updated as needed. Often articles and/or relevant documents will be added to specific weeks throughout the semester. Please check Sakai regularly. Submit all papers through Sakai unless otherwise requested by the instructor.

Academic Warnings
Students are responsibility 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. Please see the Student Handbook for additional information regarding academic concerns.

CRITERIA FOR GRADING
Grades are based upon criterion-referenced grading. The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:

A = Exceptional work: outstanding: this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice and careful attention to use of professional language, good grammar and sentence structure in written products.
B = Fully meets graduate standards: this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.
C = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.
D = Overall performance is poor, and the student must retake the course.
F = Failure: overall quality of work is unsatisfactory, or some aspect of assignments not done.

Incomplete grades. 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. Students are responsible for requesting an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. Additionally, for "Incomplete Grades" approval must be granted from not only the Instructor, but also from the BSW (undergraduate) or MSW Program Director (graduate student). The grade will automatically change to an F otherwise.

DESCRIPTION OF ASSIGNMENTS
All assignments must be submitted prior to/or on the date and time indicated on the course syllabus. All assignments have mandatory due dates. Assignments submitted after those dates may not receive comments from the instructor, but rather just a final grade with an appropriate reduction in grade (one grade point per day). AGAIN, if a student chooses to submit an assignment after a mandatory due date, no feedback will be provided. To receive a passing grade for the course, all assignments must be completed and submitted.

Reading assignments
All reading assignments are listed in the “Course Schedule.” It is expected that students will come to class having read the materials and are prepared to discuss them. Students are
encouraged to explore other resources if certain concepts are not understood. Supplemental readings may also be listed so students may explore the topic further.

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.

TEXTS
This course will use several online resources, providing comprehensive readings serving as rich points of reference, while building awareness and a foundation for discussion of clinical factors relevant to immigrant and refugee experience. This includes a primary text through Lewis Library, along with another text, several articles and non-fiction books. Please read the following carefully as you will be expected to have read the materials before class. If you are unsure how to access articles online please go to the library and ask for a review of the data base systems.

**Required**

- Electronic journal articles and/or web sites are required for each week and are listed on the syllabus.
- Some important recommendations have been included for your access.
- Videos are listed for several weeks. Some will be assigned for class and viewed prior to class; others are available for your learning. Most videos may be reserved and viewed at one of the LUC Libraries.

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


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<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>(96-100%)</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>(92-95%)</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>(88-91%)</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>(84-87%)</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>(80-83%)</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>(76-79%)</td>
</tr>
<tr>
<td>Grade</td>
<td>Grade Points</td>
<td>Percentage Range</td>
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<td>-------</td>
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</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>(72-75%)</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>(68-71%)</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>(64-67%)</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>(60-63%)</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
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"A" papers will have the following characteristics:
- Well organized.
- Well written: accurate spelling, syntax, punctuation and grammar.
- The presentation about the cultural group includes their strengths and limitations, including a brief historical overview as a backdrop of understanding the circumstances of the specific group.
- The common health and mental health problems that plague the specific cultural group should be clearly and historically discussed.
- The functioning of the family must be clearly identified, with examples of your assessment.
- Integrative and/or individual model(s) and/or theories are clearly identified, described and comprehensively presented. It should be clear that the student has a working knowledge of the theory/model.
- Concepts from the model(s) and/or theories are accurately and thoroughly described and identified with the correct theory and/or model.
- The concepts are applied appropriately and thoughtfully.
- The interventions flow from the model and/or theory and are relevant to the client system.
- The limitations and strengths of each model and/or theory should be discussed in relation to the client system, e.g., race, class, culture, ethnicity, gender, power, age, disability, spirituality, etc.

"A" paper is excellent, exceeds graduate-level expectations, shows strong critical thinking, analysis, and integration of material, accurate attention to grammar, spelling, syntax and organization. This paper includes at least 5 current resources to support the discussion in the paper (91-100).

"B" papers will have the following characteristics (81-90):
- Many of the items from above are included on a B paper. However, B-range papers are good, meet graduate-level expectations, good critical thinking, analysis, and integration of material. Good writing with some minor problems.

"C" papers will have the following characteristics (71-80):
- C papers are fair, meet minimal graduate-level expectations, some critical thinking, analysis, and integration present but weak. These papers are marked by fair writing with some minor and major problems.

"D" papers will have the following characteristics (61-70):
- D papers do not meet minimal graduate-level expectations, poor conceptualization, organization, and presentation of material. There are limited resources (only 1), poor organization and little attention to the topic or writing, e.g., poor spelling, sentence structure, grammar, etc.

"F" papers will have the following characteristics (60 or below):
- It is evident by the content and writing of the document that the student has expended little effort in producing this document.
COURSE OUTLINE AND READINGS

"If you've come to help me, you're wasting your time. But if you've come because your liberation is bounded up with mine, then let us work together."
Lilla Watson, Aboriginal Social Worker

UNIT I CONTEXT FOR SW ADVOCACY AND PRACTICE
NOTE THAT PRIORITY ARTICLES HAVE AN ASTERISK

Week 1 Jan 16 INTRODUCTION AND OVERVIEW OF COURSE

I. OVERVIEW OF CLASS. SYLLABUS. ASSIGNMENTS.
- Begin to think about forming working groups on a specific population and topic
  - Migration Information Source: Stats
  - United Nations High Commission on Refugees

II. DEFINITIONS OF IMMIGRANTS, MIGRANTS, REFUGEES, ASYLEES

III. RULES FOR THE CLASS: DEVELOP CLASS GUIDELINES FOR DISCUSSION
Class determines what are the issues and how to manage these issues. Why are we each here? How do we want this class to engage and process information? Comments? Indecision? How do we want to manage burgeoning self-awareness? Learning curve? Affective vulnerability? How do we want to engage material on discrimination, racial bias, equality, microaggressions, and social justice?

IV. DISCUSS IN GROUPS: “You cannot do therapy with I&R”: Yes you can and here is how!
  No you can’t and here is why!

IV. SELF CARE This will be discussed throughout the semester. I hope that students will bring up questions about how to care for oneself and we will have discussions about what becomes the most stressful situations.

Required Reading
Hilado & Lundy. (Eds.). Defining Immigrant and Refugee Populations: Unit I, pp. 1-23;

WK 2 Jan 23 CONTEXT, STABILIZATION AND PROCESS

PROCESS OF MIGRATION: PRE- DURING- AND POST-MIGRATION
"...ways that lives are disrupted..."
Consider the list of articles for the integrative paper assignment (see SAKAI).

"The immigrant's heart marches to the beat of two quite different drums, one from the old homeland and the other from the new. The immigrant has to bridge these two worlds, living comfortably in the new and bringing the best of his or her ancient identity and heritage to bear on life in an adopted homeland."
- Irish President McAleese

Who are immigrants and refugees
- Immigrant Nation 2010 046-03240 90 min
  www.AmericanimmigrationCouncil.org
• **Welcome to the US: Traveling from resettlement camp to US**  
  Woman & kids from Somolia, & man from Burma  
  Cultural Orientation Resource Center COR  
  12 minutes  
  [https://www.youtube.com/watch?v=nuO84Yb9tPM&feature=youtube](https://www.youtube.com/watch?v=nuO84Yb9tPM&feature=youtube)

This video is followed by others that follow the trajectory of the new migrant:  
Chapters 1, 2 & 7: Arrival and Cultural Orientation-

• Chike Nwoffiah, Nigeria  
  [http://madeintoamerica.org/chike-nwoffiah/](http://madeintoamerica.org/chike-nwoffiah/)  
  13 minutes

• Process of Migration Handout

• Pew Global Migration  
  [World view](http://www.pewglobal.org/2016/05/17/global-migrant-stocks/?country=US&date=2015)

### Required Reading


**Lundy, M.** (2016). Process of migration (see ppt on Sakai).

### UNIT II  THEORIES AND MODALITIES:  
**CRITICAL ANALYSIS AND CONSTRUCTIVE PERSPECTIVE**  
**THEORETICAL ORIENTATION**

**Week 3  Jan 30  THEORETICAL ORIENTATION & INTEGRATIVE FRAMEWORK**

Video to watch on your own:  
**Supporting Families**  
58 min  
2004  
046-01473

Cultural humility.

What are the Big Picture Issues? Practically: poverty, lack of education, housing, health; discrimination and philosophically: human rights; social justice;  
How do we manage cultural empathy and humility as we work with clients?  
How do we integrate macro and micro issues to better serve I, R, and A?

Questions to consider for class:

1. How/what is the best way to learn about a client’s history?  
2. Discuss how you might ask a client about his/her background, decision to come to the US, and how they managed being in the US when s/he first arrived.  
3. Ask about opportunities to volunteer.  
4. What is the meaning of the Walker book for you? Has it influenced how you think of information?

### Required Reading

**Lundy, M., & Hilado, A.** (2017). Transnational practice as the client’s process, pp.79-98


### Recommended Reading

Week 4

SOCIAL WORK PRACTICE: THEORETICAL ORIENTATIONS

Feb 6
Discussion of advanced clinical models and theories. (see Sakai)

Crisis intervention. Intersectionality.

Solution focused. Trauma theory.

See Resources on Sakai for an outline of theories and models.

TedTalk: Kimberle Crenshaw: *The urgency of intersectionality*
October 2016 19 minutes

TedTalk: Chimamanda Ngozi Adichie, *The danger of a single story*
2009 19 minutes [https://www.youtube.com/watch?v=D9Ihs241zeg](https://www.youtube.com/watch?v=D9Ihs241zeg)

Handout: Intersectional Wheel

What is an integrative model and how do I develop my own?

*Handouts on Sakai*

Class Question: Plan to discuss whether the utilization of a particular theoretical orientation indicates the perspective of the social worker or the needs of the client system.

**Required Reading**


Week 5       Transnational Integrative Model & Social Justice
Feb 13     Read two cases to discuss in class. Both are on Sakai.
          (1) Suarez et al Case study
          (2) Drozdek & Wilson: Agrippine Case Study

Develop your thoughts about the following:
-Describe your feelings while reading each of these two stories.
-Identify problems, environmental difficulties, personal challenges for each.
-Describe strengths and resilience of each and where each needs supports.
-What models and theories would guide you?
-How develop a relationship? Learn about each culture? Collaborate?
-What would you identify as the largest impediments for each family?
-Do you have worries for each? More for one family than the other?
-What would you expect to occur and/or accomplish with each within 3 months? 6 months? 1 year?
-Other questions?

Required Readings
See: Cultural Orientation Resource Center COR - This may provide useful background and cultural information. http://www.culturalorientation.net/learning/backgrounders

Week 6       SOCIAL WORK PRACTICE with I&R FAMILIES AND COUPLES
Feb 20     Consider in the context of The Power of Love: regarding family system health & mental health consequences
Read autobiographical story on Sakai, before class.
Video to watch before class: Frontline: Lost in Detention  50 min
www.pbs.org/wgbh/frontline/film/lost-in-detention/

Available on Amazon video $1.99

Required Reading
*Molina: The Power of Love (See discussion questions on SAKAI) The story is on Sakai. Prepare to discuss in class.
Week 7  SW Practice with Groups and Community
Feb 27  Groups for Women Immigrants: Activities and
Themes will be described and experienced in class

Required Reading
professionalization. *Families In Society* 92(2), 133-137.
Lundy, Egan, Rodgers, Sanchez & Simon (2017). Working with immigrant women groups. In A. M.
Hilado & M. Lundy (Eds.). *Reorienting Transnational Practice with Immigrants and Refugees: Theory,

Week 8  March 5 - 10  SPRING BREAK NO CLASSES
Mar 6  HAVE A RELAXING BREAK!

UNIT IV  CONTEXTS OF VIOLENCE AND TRAUMA

Week 9  SOCIAL WORK PRACTICE WITH SPECIAL POPULATIONS: LGBTQ. AGING. CHILDREN. MALES.
March 13
Video: Sheryl Wudunn (2010). Ted Talk 18 minutes

Speaker: Noe Mojica, Ph.D., LCSW Lurie Children’s Hospital, Chicago. 1 hour
Working with Fathers: *Don’t overlook the contributions that males can make to the family!*

- Intervention modalities
- Witnessing as intervention
- Multigenerational issues of oppression & discrimination in
  US: how help us chose theory, who to include, how not to pathologize
- Somatization/physical manifestations of mental health (see Sakai handout)

Check out videos before class:
  *Children in No-Mans Land* 2008 39 minutes #046-02767
  *Trafficking of girls*, 1 hour.
  *Counseling Muslims in a Western Context* LUC Library
  50 minutes

Required Reading
Child Trauma Institute  [www.childtrauma.com](http://www.childtrauma.com)
Department of Health and Human Services, Children’s Bureau
[www.childwelfare.gov/pubPDFs/immigration.pdf](http://www.childwelfare.gov/pubPDFs/immigration.pdf)
UNIT III CONTEXT OF THE ORGANIZATION

<table>
<thead>
<tr>
<th>Week 10</th>
<th>I. SW Practice within organizational settings</th>
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<tbody>
<tr>
<td>Mar 20</td>
<td>Speaker: Amy Dix, LCSW, Supervisor of Clinical Operations International FACES Heartland Health Outreach</td>
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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.

Video: Headington Institute YouTube Discussion of VT
Check out TedTalks or TedX
When Helping Hurts: Vicarious Trauma LUC Library web page
Take the Vicarious Traumatization - Self Care Questionnaire and Compassion Fatigue Questionnaire prior to class. Be prepared to discuss and ask questions. Personal self-disclosure is not required or expected. (Questionnaires available on Sakai)

Required Reading

BEGIN READING, SUBMITTING SUMMARIES AND PREPARING FOR CLASS PRESENTATION OF OPTION CHOSEN FOR ASSIGNMENT. ALL PAPERS NEED TO IDENTIFY POPULATION, TOPIC, AND PRESENTERS.

Week11 FIELD TRIP TO HULL HOUSE, UIC CAMPUS
Mar 27
All students sign *Sign In Sheet*.

ADDRESS  Jane Addams Hull-House Museum
The University of Illinois at Chicago
800 S. Halsted (M/C 051)
Chicago, IL 60607-7017

DIRECTIONS The Jane Addams Hull-House Museum is located on the campus of the University of Illinois at Chicago, 800 S. Halsted Street, Chicago. It is easily reached by public transportation using the UIC Halsted stop on the Blue Line or the Halsted Bus (#8), or via the Eisenhower Expressway (I-290) and the Dan Ryan Expressway (I-90). Parking is available at Halsted and Taylor Street garage.

DO NOT GO ALONE AT NIGHT. THIS IS NOT A SAFE AREA AFTER DARK.

Required Reading
UNIT V  STUDENT ELABORATION AND APPLICATION OF INTEGRATIVE THEORIES

Week 12  Management of violence and trauma: Important decisions; Practical applications
April 3
  Video: *From Terror to Healing*  The Center for Victims of Torture
  Speaker: Marianne Joyce, LCSW, Supervisor  1 hour
  Kovler Center on Torture, Heartland Alliance

Define trauma.  Violence Against Women.  Practical applications.
  READ FOR CLASS. PLAN TO DISCUSS.

Class Qts:
What was your experience reading the book?
After reading it or sections of it, what did you do for yourself?
Did you need to talk about it?
Did you need to exert physical activity?
Describe how you think this book might facilitate and/or emphasize some aspects of your work over others, change your mind about working with torture victims, etc.
Describe the theoretical framework that you would plan to use with trauma victims.  Be as specific as possible.
Describe how this book solidifies your desire to work with torture victims.

Required Reading
  Case class discussion

*Herman, J. (1992). *Trauma and Recovery.* New York: Basic Books.  *This is a classic, foundational text about interpersonal violence and trauma in the US. Make time to read it!*

Weeks 13 – 14  A Global Society: Student Presentations of I&R and their Countries of Origin
April 10 & 17

Student Group Presentations begin weeks 12 - 14.  Distribute Handout to class and instructor via SAKAI.  If you haven't, begin draft of paper for *Praxis* and for submission for class.

All students are required to attend the presentations of their colleagues.  Any absences must be corroborated by a formal letter of explanation.  Ten points will be deducted from the final grade unless there is a satisfactory reason.

April 24 All student presentations must be completed by the end of today and all assignments must be submitted by midnight tonight in order to receive feedback.

Any assignments submitted after today will not receive comments from the instructor.

Required Readings
Walker, A. (2007). *Overcoming Speechlessness*. Return to our discussion of the meaning of this text. How has this book influenced your reading of material? What are your thoughts about the book now, at the end of the semester?

POTENTIAL DISCUSSION TOPICS FOR May 2nd

- Status of women in the world: be prepared to discuss the status of women for the group you presented.
- Degrees of oppression, discrimination, barriers for immigrants and refugees
- Age old clinical decision: Considering work with immigrants and refugees, What would you think might be the most likely unit of focus: individual or family?
- How would you describe your current model for clinical practice? Come to class prepared to discuss.
- How would you describe the relevance of the relationship and/or interaction between policy and practice on social work skills? How would knowing more about the interaction improve your skill level for working in each?
- What is your analysis of the following question: *Is the PTSD focus on working with immigrants and refugees distracting SW from other issues?* Please add your own questions to this discussion.

Don't forget to complete and submit the course evaluation to the SSW!

THANK YOU FOR YOUR CONTRIBUTION TO CLASS!