

ADELPHI UNIVERSITY

SCHOOL OF SOCIAL WORK

**Immigrants and Refugees: Issues and Interventions
SWK 788**

Prerequisites: SWK 690 or SWK 601, SWK 542

Fall 2019
ONLINE

Course rationale

This course is designed to prepare students for practice with immigrants and refugees. Because of the growing trends of relocation and increasing numbers of immigrants, refugees and asylees, because of political, economic, familial and personal reasons, one in five clients of social workers is likely to be foreign-born or have a foreign-born parent. Therefore, social workers are required to be knowledgeable about immigration-related issues and strategies to address them.

The theoretical underpinnings of the course are stress, acculturation and trauma theories, the Ecological approach and the Strengths perspective. The nature of immigration is discussed from a global, and national perspective, deepening and expanding content on immigration taught in the undergraduate level course on the culture of ethnic and immigrant groups. Building on knowledge acquired in the foundation level courses, this course moves on to focus on the application of this knowledge to address issues and needs of immigrants.

The course is organized in 4 units: (1) Global and national contexts of immigration; (2) Characteristics of the immigration process including risk and protective factors associated with the immigration process; (3) Differential effects of immigration on individual and families along the life cycle, and communities; (4) Effective practices in serving immigrants.

Learning objectives

By the end of the course students should:

1. Be informed about legal, developmental, social and psychological aspects of immigration in historical and global perspective.
2. Understand the mutual impact of immigrants and the society of relocation on each other.
3. Distinguish between transient and traumatic stressors in the immigration experience.
4. Display a sound grasp of potential negative and positive impacts of immigration on individuals and families, including differential age- and gender- specific effects on groups such as children, adolescents, the elderly and women.
5. Know how to assess immigrants' mental health problems within their situational and cultural context, including understanding of diverse patterns of coping with immigration.
6. Articulate the effects of provision of services in institutions that are foreign to both the language and culture of the populations being served.

7. Understand the role of social workers in relation to immigration related issues, including immigration policy.
8. Develop knowledge and skills for effective direct practice with immigrants, including strategies for enhancing posttraumatic growth of immigrants.

Required texts

Chang-Muy, F. & Congress, E. P. (Eds.). (2016). *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, Second Edition. New York, NY: Springer

Hilado, A. & Lundy, M. (Eds.) (2018). *Models for practice with immigrants and refugees: Collaboration, cultural awareness, and integrative theory*, Los Angeles, CA, Sage.

Novel on immigrants or refugees

Grading Criteria

Please note that course grades are based on a point system. Extra credit is built into the course. Criteria used for evaluating students correspond with the grading policy adopted by the faculty of the School of Social Work on January 27, 2003 and March 10, 2003 for the graduate program. These criteria consist of the following contents:

- Mastery of content
- Critical thinking
- Organization of material and line-by-line writing
- Integration and application of course content to social work
- Ability to conceptualize

The numerical equivalents for letter grades are:

A = 93 points and above

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

F = below 70

The nominal definitions of letter grades are:

A is awarded for excellent work

B is awarded for good work

C is awarded for marginal work

F is awarded for failing work

Common Student Assignments

To fully participate in each module or weekly activities, students are expected to read **all required** readings and expose themselves to the recommended readings. The readings are intended to inform about human development and behavior, and provoke your critical thinking in human behavior and practice. Additionally you are expected to be prepared and active in the course room and encouraged to read widely. Without a broad and critical examination of the literature, you will not master this course content, contribute well to online course discussions, or adequately complete course assignments. Active participation in the course room is vital to the learning process. In meeting these expectations, you will be required to complete the following types of graded online activities:

Discussions

Voicethreads

Quizzes

Essay papers

Course Outline

**Week 1: The context of immigration: National and global perspectives
Understanding the changing volume and nature of immigration as a global and national phenomenon.**

- Review of changing demographic characteristics
- Economic aspects of immigration and relocation: Professional and education composition of immigration, economic reasons for immigration, economic effects on country of relocation – myths and realities (e.g., effects on host culture's job market, welfare, educational system, culture).

Required Readings:

- Congress, E. (2016). Introduction: Legal and social work issues with immigrants. In Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp 3-42). New York: Springer Publishing Company.
- Lundy, C. & Van Wormer, K. (2018). Social justice implications for the field. In Hilado, & Lundy, M. (Eds.). *Models for practice with immigrants and refugees: Collaboration, cultural awareness, and integrative theory*, (pp. 381-397). Los Angeles, CA, Sage.
- Pacheco, G. A., Rossouw, S., & Lewer, J. (2013). Do non-economic quality of life factors drive immigration? *Social Indicators Research*, 110(1), 1-15.
doi:<http://dx.doi.org/10.1007/s11205-011-9924-4>

Week 2 and 3: Historical and Current Context of US Immigration Policy:

Implications for social work practice

- An overview of historical and present day immigration policies
- Legal Classifications and Terms: Immigrants (documented & undocumented), refugees and asylum seekers.
- United States Immigration and Nationality Acts, Immigration Reform and Control Act
- Illegal Immigration Reform and Immigrant Responsibility Act and Welfare Reform

Required Readings:

- Brown, H. E. (2013). Race, legality, and the social policy consequences of anti-immigration mobilization. *American Sociological Review*, 78(2), 290-314.
Retrieved from <http://search.proquest.com/docview/1465009711?accountid=8204>

- Chang-Muy, F. (2016). Legal classifications of immigrants. In Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 43-68). New York: Springer Publishing Company.
- Das, A. (2016). Crimes an Immigration: Civil Advocacy for non-citizens at the intersection of criminal and immigration law. In Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 175-182). New York: Springer Publishing Company.
- United States Department of Homeland Security. (2017). *2016 Yearbook of Immigration Statistics*. <https://www.dhs.gov/sites/default/files/publications/2016%20Yearbook%20of%20Immigration%20Statistics.pdf>

Week 4: Immigration Policies Related to Entitlements and Access to Public

Resources

- Objectives: Understanding of health insurance policies and food stamp program
- Immigrant eligibility for federal programs

Required Readings:

Moussavian, A. (2016). Overview of immigrant eligibility for federal programs. In Chang-Muy, F, and Congress E. P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 305-322). New York: Springer Publishing Company.

Stevens, G. D., West-wright, C., & Tsai, K. (2010). Health insurance and access

to care for families with young children in California, 2001-2005:

Differences by immigration status. *Journal of Immigrant and Minority*

Health, 12(3), 273-81. doi:<http://dx.doi.org/10.1007/s10903-008-9185-8>

Weeks 5 and 6: Lived Experience at the Individual, Community and Societal Level

- **Anti-immigration sentiment in Society**
- **Interpersonal and Institutional Discrimination**
- **Settlement experiences**

Required Readings:

Brettel, C. B. (2018). The perception and experience of everyday discrimination among

U.S. immigrants. In Hilado, & Lundy, M. (Eds.). *Models for practice with immigrants and refugees: Collaboration, cultural awareness, and integrative theory*, (pp. 99-112). Los Angeles, CA, Sage.

Viruell-Fuentes, E. A., Morenoff, J. D., Williams, D. R., & House, J. S. (2013).

Contextualizing nativity status, Latino social ties, and ethnic enclaves: an examination of the 'immigrant social ties hypothesis'. *Ethnicity & health*, 18 (6), 586-609.

Cleaveland, C. (2010). We are not criminals": Social work advocacy and unauthorized

migrants. *Social Work*, 55(1), 74-81. Retrieved from

<http://search.proquest.com/docview/215269697?accountid=8204>

Hurtado-de-mendoza, A., Gonzales, F. A., Serrano, A., & Kaltman, S. (2014). Social

isolation and perceived barriers to establishing social networks among Latina

immigrants. *American Journal of Community Psychology*, 53(1-2), 73-82.

doi:<http://dx.doi.org/10.1007/s10464-013-9619-x>

Hincapie, M., Lopez, S. & Stehlik, J. (2016). Immigrants and employment. In

Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues*,(pp. 183-197). New York: Springer Publishing Company.

Rieser, L. (2016). Immigrant children and education. In Chang-Muy, F, and Congress E.

P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 213-233). New York: Springer Publishing Company.

Week 7 and 8: Theories for Social Work with Immigrants and Refugees

- Transnational Theoretical Approach
- Stress and Trauma theories
- Acculturation Theory
- Ecological approach
- Strength perspective
- Post-colonial Feminist Social Work Perspective

Required Readings:

Berry, J.W. (2001). A psychology of immigration. *Journal of Social Issues*, 57: 615-631.

Garcia, B. (2016) Theory and social work practice with immigrant populations. In

Chang-Muy, F. and Congress, E. P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 87-108). New York: Springer Publishing Company.

Hilado, A. & Lundy, M. (2018). Transnational practice as the client's process: reorienting practice with an integrative theoretical approach to practice with immigrants and refugees. In Hilado, & Lundy, M. (Eds.). *Models for practice with immigrants and refugees: Collaboration, cultural awareness, and integrative theory*, (pp. 79-98). Los Angeles, CA, Sage.

Deepak, A. C. (2018). Postcolonial feminist social work perspective: Additional considerations for immigrant and refugee populations. In Hilado, & Lundy, M. (Eds.). *Models for practice with immigrants and refugees: Collaboration, cultural awareness, and integrative theory*, (pp. 113-124). Los Angeles, CA, Sage.

Piedra, L. M., & Engstrom, D. W. (2009). Segmented assimilation theory and the life model: An integrated approach to understanding immigrants and their children. *Social Work, 54*(3), 270-7. Retrieved from <http://search.proquest.com/docview/215269639?accountid=8204>

Segal, E. (2013). Beyond the pale of psychoanalysis: Relational theory and generalist social work practice. *Clinical Social Work Journal, 41*(4), 376-386.
doi:<http://dx.doi.org/10.1007/s10615-012-0415-0>

Week 9 : Differential Effects of Immigration on Families along the Life Cycle

- Differential experiences along the life cycle: specific effects of immigration on children, adolescents, adults and the elderly; gender specific issues.
- Effects of immigration on the receiving society: The “melting pot”, mono vs. bi-culturalism, segmented assimilation.
- Typical issues: Coping with multiple losses, personal and ethnic identity

Required Readings:

Perez, R., Araujo Dawson, B., & Suarez-Orozco, C. (2011). Understanding acculturation, depressive symptoms, and the protective role of family involvement among Latino immigrant families. *Journal of Family Social Work, 14*(5), 429-445.

Brownell, P., Fenley, R.C. & Kim, J. H. (2016). Older adult immigrants in the United States: Issues and services. In Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 273-292). New York: Springer Publishing Company.

McDonald, L. (2011). Theorising about ageing, family and immigration. *Ageing & Society, 31*(7), 1180-1201.

Suarez-Orozco, G., Todorova, I.L.G. & Louise, J. (2002). Making up for lost time: The experience of separation and reunification among immigrant families. *Family Process, 41*, 625-643.

Usita, P.M. & Blieszner, R. (2002). Immigrant Family Strengths: Meeting Communication Challenges. *Journal of Family Issues, 23*, 266-286.

Week 10: Exploring the mental health and health of immigrants

- Psychological and social effects of immigration.
- Factors that shape the effects of immigration: Social, cultural, racial, familial and personal factors of the immigrant, and characteristics of the receiving society.
- Differentiation among diverse immigration experiences.

- Social aspects: Immigration of families vs. individuals, differences and similarities between cultures of origin and culture of relocation, “downward assimilation”, transnationalism.

Required Readings:

Kyriakakis, S., Araújo Dawson, B. & Edmond, T. (2012). Mexican immigrant survivors of intimate partner violence: Conceptualization and descriptions of abuse. *Violence and Victims, 27(4)*, 548-562.

Berte, D. Z. (2016). Mental health issues in new immigrant communities. In Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 143-174). New York: Springer Publishing Company.

Roysircar, G. (2014). Multicultural Assessment: Individual and contextual dynamic sizing. In Leong, F. T. D. (Ed). *APA Handbook of Multicultural Psychology: Vol. 1 theory and research*, American Psychological Association Press.

Rousseau, C., Hassan, G., PhD., Moreau, N., PhD., & Thombs, B. D., PhD. (2011). Perceived discrimination and its association with psychological distress among newly arrived immigrants before and after September 11, 2001. *American Journal of Public Health, 101(5)*, 909-15. Retrieved from

<http://search.proquest.com/docview/871497371?accountid=8204>

Smith, S. B. (2016). Social work and physical health issues of immigrants. In Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 109-142). New York: Springer Publishing Company.

Week 11: The Immigrant Experience at the Intersections

- The intersectionality of multiple identities among immigrant populations
- Differential experiences of elderly and GLBTQ immigrants.

Required Readings:

Tiven, R. B., & Nielson, V. (2016). Working with Lesbian, Gay, Bisexual, and Transgender Immigrants. In Chang-Muy, F, and Congress E.P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 257-272). New York: Springer Publishing Company.

Thing, J. T. (2010). Gay, Mexican and immigrant: intersecting identities among gay men in Los Angeles. *Social Identities*, 16(6), 809-831.

Weeks 12 and 13: Effective Clinical Practice with Immigrants and Refugees

- Effective modalities for intervention with immigrants on individual and family levels
- Effectively Selecting, Critically Evaluating, and Adapting Evidence Based Interventions to fit the needs of Immigrants and Refugees

Hendricks, C.O. & Congress, E. P. (2016). Culturally Competent Social Work Practice with Immigrant Populations. In Chang-Muy, F, and Congress E. P., *Social work with immigrants and refugees: Legal issues, clinical skills and advocacy*, (pp. 63-80). New York: Springer Publishing Company.

Hilado, A. (2018). Practice with individuals. In Hilado, & Lundy, M. (Eds.). *Models for practice with immigrants and refugees: Collaboration, cultural awareness, and integrative theory*, (pp. 127-151). Los Angeles, CA, Sage.

Lundy, M. (2018). Practice with families. In Hilado, & Lundy, M. (Eds.). *Models for practice with immigrants and refugees: Collaboration, cultural awareness, and*

integrative theory, (pp. 152-177). Los Angeles, CA, Sage.

Beehler, S., Birman, D., & Campbell, R. (2012). The effectiveness of cultural adjustment and trauma services (CATS): Generating practice-based evidence on a comprehensive, school-based mental health intervention for immigrant youth. *American Journal of Community Psychology*, 50(1-2), 155-68.
doi:<http://dx.doi.org/10.1007/s10464-011-9486-2>

Week 14 Effective Organizational and Community Practice Serving Immigrants and Refugees

- Issues that pertain to educational and social services for immigrants on the community level.

Required Readings:

Goodman, R. D., Letiecq, B., Vesely, C., Marquez, M., & Leyva, K. (2018). Community Practice. In Hilado, & Lundy, M. (Eds.). *Models for practice with immigrants and refugees: Collaboration, cultural awareness, and integrative theory*, (pp. 204-225). Los Angeles, CA, Sage.

Sokhem, K., Chankroesna, P., Socheat, N., Chanthao, Y., Sreytha, I., Hilton, A., Buller, K. (2018). Organizational Practice. In Hilado, & Lundy, M. (Eds.). *Models for practice with immigrants and refugees: Collaboration, cultural awareness, and integrative theory*, (pp. 126-243). Los Angeles, CA, Sage.

Week 15 Final Paper and presentation due