

**Social Work Practice with Immigrants/Refugees
MSWEL-GS 2115**

**Fall 2020
(online)**

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Class Meeting: Tuesday 8-9:20am EST

Office Hours: Tuesday 9:20-10am EST or by appointment

Course Overview and Objectives

Description

This practice elective is designed to help students address the special needs and problems faced by immigrant and refugee clients and communities, and to develop culturally competent knowledge, skills, and values that will improve delivery of culturally sensitive and culturally responsive services for refugees and displaced persons, both domestically and internationally. This course will examine social work practice in relation to major themes, including the refugee experience; the impact of relocation on individuals, families and communities; the psychological ramifications of war trauma and torture; and the phenomenon of human trafficking. Interventions with individuals, families, and communities will be explored across cultures with particularly vulnerable populations. The course will provide an overview of such issues as loss and mourning for homeland; adaptation and coping with a new culture; cross-cultural and inter-ethnic group conflicts; resettlement and family reunification issues; and a range of world view perspectives including acculturation and assimilation, biculturalism, marginality, and traditional ethnic identities. The course will emphasize the advocacy and empowerment roles of social workers when addressing U.S. social policies towards immigrants in the wake of 9/11, and in fighting against anti-immigrant policies, sanctions, and discriminatory practices.

Course Design and Purposes

While immigration has become a crucial concern of American social welfare system, as well as an issue of global urgency, the unsettling situation as immigration controls the fate of growing numbers of asylum seekers, and the adaptation problems of the children of immigrants, has called special attention to social work practitioners. This course is developed to familiarize students with prominent theories, major issues, and controversies in immigration policy and social work practice, and to increase students' knowledge and skills in working with immigrant and refugee populations. Students are encouraged to understand the special needs of

immigrant/refugee groups and unique challenges they have been facing from comparative and interdisciplinary perspectives, and to seek applications to and implications for diversity.

This course will introduce students to a sampling of recent theoretical work in various academic disciplines dealing with immigration; an examination of the materials will highlight isomorphic conditions—as well as differences—in immigration discussions, policies, social work interventions, and outcomes. The course is then to examine special groups of refugees, human trafficking victims, and the Muslim/Islamic people after 9/11. Practice models and programs with immigrant/refugee individuals, families, and communities will be explored across cultures with particularly vulnerable populations.

This is a working seminar. Students are expected to participate in all class discussions and are responsible for all readings. Students need to be task oriented, exhibit sound time management, and contribute to a productive working relationship.

Learning Objectives

Upon completion of the course, students are expected to have achieved the following knowledge, skill, and value objectives:

Knowledge

1. Be knowledgeable about the interdisciplinary thinking and theories of migration and immigration process
2. Be aware of the complex factors affecting immigrants, refugees, and their families, and be knowledgeable about a differential assessment of immigrant populations
3. Be familiar with empirical literature on immigration and have a comprehensive view of the discussions and pressures affecting immigrant and refugee population
4. Be knowledgeable about clinical issues, working with different types of immigrant communities

Skills

1. Be able to assess the implications of various responses to social needs of immigrants and refugees
2. Be able to provide effective intervention based on a differential assessment of immigrant populations
3. Develop a working relationship with immigrant communities

Value

1. Demonstrate sensitivity to issues, problems, and needs related to the population of immigrants and refugees
2. Clarify potential ethical dilemmas that may result from the incongruence of social, professional, and personal values while working with immigrants and refugees
3. Have a clear understanding of the dynamics and consequences of oppression and discrimination addressed to immigrants and refugees
4. Promote social changes and policy interventions that will facilitate the achievement of social and economic justice

Assignments and Grading

Assignments/Requirements	Points	Due Date
Participation	20	on-going
Interview	10	9/15
Policy Paper	30	10/13
Practice Paper	40	12/15
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Total Points	100	

Participation (20%)

This course is using NYU Classes, Zoom, and Voice Thread to support remote learning; online participation is essential to the learning experience and results. Students are anticipated to complete reading materials and watch pre-recorded class lectures before the class meeting; weekly class meetings are primarily for discussions and reflection. Attending classes on time is important; if students are unable to attend a particular class for some reasons, please let the instructor know ahead of time.

The instructor encourages participation by every student. Class participation is graded based on students' performance, such as being attentive in class, participating in class discussions in a thoughtful and meaningful way, and respect for the ideas and opinions of your classmates.

Assignment One: Interview (10%)

Please interview a family member or friend who has immigrated to the United States. Please try to determine: When, why, and how did he/she immigrate? And what are the social problems or barriers he/she has encountered in adjusting to life in the United States? Take notes while you interview and report your interview to the class. Nothing in writing required to be turned in.

Assignment Two: Policy Paper (30%)

Choose one option (see below) and write a 10-page "Policy Paper".

Option One:

As a member of a national commission on immigration reform, you are asked to draft a conceptual memorandum outlining the basis for a new immigrant policy that will facilitate the adjustment of newcomers and encourage their incorporation, integration and inclusion to the United States. The memorandum needs to identify the key values that support your immigrant policy, how you distinguish between the various categories of immigrants and what should (or should not) be done for them. Please also identify the pros and cons of the position you take.

Option Two:

As a staff member on the Commission on Immigration Reform, you have been asked to develop a position paper on the pros and cons of legalizing the status of undocumented immigrants in the United States. The position paper should recommend a policy choice and present the basic structure (premises) of the policy (e.g., who should have their status legalized, what criteria

should be used, what numerical ceiling (if any) should be created, and what benefits they should receive).

Assignment Three: Practice Paper (40%)

Write two short essays to address the following cases and questions.

Clinical Case:

Miranda is a 28-year-old married, heterosexual woman, who comes to this family service agency seeking support following the recent death of her mother. Miranda complains of feeling sad every day, having difficulty sleeping and having difficulty parenting her three children, Marta age 8, Jose age 5, and Teresa age 3. Miranda and her family moved here from South America six years ago, as her husband found employment with a trucking company that paid significantly more money than he could earn in South America. Miranda's mother moved with them and was living with Miranda, her husband and children when she died. Miranda's mother was diagnosed with stage 4, metastasized lung cancer 8 months ago. Her death one month prior to Miranda's initial appointment was surprising to Miranda as she had hoped that the treatment would work and would result in remission. Miranda reports with pride that her elder daughter Marta is doing well in second grade. She describes her as a "good girl" who helps around the house and helps Miranda care for the younger children. Jose is currently attending pre-school. Miranda reports some concerns about his behavior as preschool teachers have been expressing concern to her that he may have ADHD. He is often in trouble at school, has difficulty following directions and focusing on simple tasks such as drawing pictures and listening during story circle. She reports that her relationship with her husband is good and that he is a "good man", but that he is frequently away from home due to his job, which sometimes requires that he transport materials across the state. He is sometimes away from home for 2 or 3 nights in a row. Miranda presents as very sad and tearful. She is seeking some relief from her sadness and some way to cope with the general stress of her current life circumstances.

Questions: What are you thinking? What is worrying you? Do a case analysis and proposal a service plan and discuss how the plan fits Miranda's needs.

Community Case:

A non-profit community-based agency finds itself serving a growing number of Asian immigrant families in the community. The Executive Director of the agency recognizes that it must refashion its mental health services to best serve this new group of clients. You have been charged with reviewing and critiquing existing mental health programs on some facet of immigrant or refugee mental health (trauma, loss, acculturation stress, to name a few), and develop service programs culturally appropriate and effective.

Questions: What are your reflections of the task assigned by the Executive Director? What parameters would you consider when reviewing and critiquing existing mental health programs? From the "evidence-based practice" perspective, when developing new service programs, how to assure the service program culturally appropriate and effective?

Expectations for Writing Work

Students are to follow the standards of the *APA Manual* by requiring citations and references in

both written and power point presentations. The spirit of giving credit for the ideas of others, when credit is due, is the guiding principle. This expectation applies to all written work unless your professor specifically makes a particular exception for a particular assignment. *Material that is not correctly cited will be considered plagiarized and provides grounds for academic discipline.* In addition to using correct APA format, all written assignments must be double-spaced, typed with a Times New Roman 12-point font, and have 1-inch margins. Assignments should adhere to the page number guidelines. In addition, assignments should be carefully proofread for spelling and grammar.

Policy on Late Assignments

Falling behind in readings or other assignments can be detrimental for academic success. In the unlikely event that you must turn in any assignment late, you must speak to the instructor immediately. Please notify the instructor of extenuating circumstances.

If exams or scoring are used, following the table below is suggested:

Point Total	Letter Grade	Point Total	Letter Grade
100 - 94	A	86 - 84	B
93 - 90	A-	83 - 80	B-
89 - 87	B+	79 - 77	C+
76 - 74	C*	73 - 70	C-
69 - 67	D +	66 - 65	D
64 below	F		

*Grades below a C should be calculated as an “F” for graduate students

Expectations for Attendance

Students are required to attend all classes and to notify the instructor if they will be absent. It is the student’s responsibility to make up for missed materials. To make up for missed classes, students may be required to do additional work at the discretion of the instructor.

The expectation of the professional learning community is that all members be present and on time for each session. Though unforeseen emergencies do happen, consistent and punctual attendance is a basic expectation across the MSW program. Attendance is essential for accomplishing the individual and group learning tasks required in this course. Learning through experiential exercises and activities cannot be duplicated by outside-of-class study.

Course Evaluations

You will be asked to complete a formal online evaluation of the course at semester’s end, consistent with the policy of the NYU Silver School of Social Work, and feedback is encouraged throughout the semester.

Use of Electronic Devices

Electronic devices are essential for this online learning environment. Before each class, please make sure your computer and/or other devices are set up appropriately.

Policy on Audio and Video Recording of Classes

Audio and video recording of classes is prohibited without written consent of the instructor. Instructors may but are not required to seek the permission of other members of the class before providing consent. Permission to record will be at the sole discretion of the instructor except in cases in which recording is an approved accommodation from the Moses Center, for which permission to record shall be determined as part of an interactive process between the instructor, the student, and the Moses Center. When the instructor's permission is granted, students must sign the Audio and Video Recording Agreement form, which indicates their agreement to abide by the principles delineated on the form. Violation of the principles having to do with audio and video recording of class sessions may result in disciplinary action.

Faculty Adherences and Special Accommodations

All instructors adhere to University and School policies regarding accommodations for students with disabilities, religious holidays, incomplete grades, and plagiarism. Students requesting reasonable classroom and/or field placement accommodations due to disability must register with the Moses Center for Student Accessibility. They should start the process by going to the [Moses Center website's landing page](#) and clicking on the link to the Online Accommodation Management Portal. Students requiring services are strongly encouraged to register prior to the upcoming semester or as early as possible during the semester to ensure timely implementation of approved accommodations. Disability Specialists are available at the Moses Center for consultation upon request.

Course Readings and/or Media

Required Text:

Fernando Chang-Muy, J. D., & Congress, E. P. (Eds.). (2015). *Social work with immigrants and refugees: Legal issues, clinical skills, and advocacy*. Springer Publishing Company. (e-Book is available at NYU Library, log in required. <https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?docID=4102341>)

All other readings and/or media are available online or at the NYU Classes.

Suggested Sources:

The best source of numerical data on immigration is found in the US Department of Homeland Security Yearbook of Immigration Statistics <http://www.dhs.gov/yearbook-immigration-statistics> and the US Department of Health and Human Services: Administration for Children and Families: Office of Refugee Resettlement. *Annual ORR Report to Congress* <http://www.acf.hhs.gov/programs/orr/resource/annual-orr-reports-to-congress>

The Migration Policy Institute features both US and international data and analysis from leading scholars in the field: <http://www.migrationinformation.org/datahub/comparative.cfm>

The Urban Institute has ongoing research on immigration. Most of its reports can be found at www.urban.org

To keep up with trends in immigration, highly recommend reading one or more of the following newspapers on a regular base: The Washington Post www.washingtonpost.com The New York Times www.nytimes.com The Los Angeles Times www.latimes.com

Class Schedule

- 1 9/8 Introduction: Changing Dynamics of Social Work Practice
- Course introduction
 - Changing dynamics of US society
 - Social work practice: generalist perspective
 - Professional dilemma working with immigrant/refugee populations
- Readings:
- Engstrom, D. W., & Okamura, A. (2007). A nation of immigrants: A call for a specialization in immigrant well-being. *Journal of Ethnic & Cultural Diversity in Social Work*, 16(3-4), 103-111.
- Haidar, A. (2017). Social Workers and the Protection of Immigrant and Refugee Rights. Available at <http://www.ssa.uchicago.edu/social-workers-and-protection-immigrant-and-refugee-rights>
- Chapter 2: Immigration's impact on the past and future U.S. population change. *Pew Research Center*. Available at <https://www.pewresearch.org/hispanic/2015/09/28/chapter-2-immigrations-impact-on-past-and-future-u-s-population-change/>
- Batalova, J., Blizzard, B. & Bolter, J. (2020). Frequently requested statistics on immigrants and immigration in the United States. *Migration Policy Institute*. Available at https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states?gclid=EAIaIQobChMI8i757OU2wIVECSBCh2ONQuxEAAYASAAEgLrOPD_BwE .
- 2 9/15 Migration Theories
- Discussion: Assignment One
 - Theories of migration: Why people move?
 - Regulating migration in the era of globalization
- Readings:
- Textbook, Ch 1
- Brettell, C. B., & Hollifield, J. F. (2007). Introduction: Migration theory: Talking across disciplines. In C. B. Brettell & J. F. Hollifield (Eds.), *Migration theory: Talking across disciplines* (pp. 1-26). New York: Routledge.
- Massey, D.S., Arango, J., Koucouci, A., Pellegrino, A., & Taylor, J.E. (1993). Theories of international migration: Review and appraisal. *Population and Development Review*, 19, 431-466.
- Portes, A., & DeWind, J. (2004). A cross-Atlantic dialogue: The progress of research and theory in the study of international migration. *International Migration Review*, 38 (3), 828-851.

Recommended:

MPI's 17th Annual Immigration Law and Policy Conference (online)

When: September 21-22, 2:00 to 5:00 ET (both days)

See conference schedule and topics in the Appendix.

- 3 9/22 US Immigration Policies and Challenges
- Visa, processing, and enforcement
 - Legal protection (or lack thereof) for vulnerable population
 - Public benefits and welfare eligibility
 - Impact of laws and policies (or lack thereof) on children, families, and communities

Readings:

Textbook, Ch 2 & 13

Artiga, S., & Ubri, P. (2017). Living in an immigrant family in America: How fear and toxic stress are affecting daily life, well-being, & health. *Menlo Park, CA: Kaiser Family Foundation.*

Warren, S. (2016). The U visa for immigrant victims of violent crime: What social workers need to know. *Journal of Ethnic & Cultural Diversity in Social Work, 25*(4), 320-324.

- 4 9/29 Policy Reforms in the Era of Austerity and COVID
- Discussion: Deportation, border crisis and immigration reform
 - Three themes of debates: Economic, fiscal and political themes
 - Discussion: Impact of COVID and post-COVID immigration

Readings:

Textbook, Ch 8

DeSipio, L. (2011). Immigrant incorporation in an era of weak civic institutions: Immigrant civic and political participation in the United States. *American Behavioral Scientist, 55* (9), 1189-1213.

Furman, R., Ackerman, A. R., Loya, M., Jones, S., & Egi, N. (2012). The criminalization of immigration: Value conflicts for the social work profession. *Journal of Sociology and Social Welfare, 39*(1), 169-185.

Garrett, T. M. (2020). COVID-19, wall building, and the effects on Migrant Protection Protocols by the Trump administration: the spectacle of the worsening human rights disaster on the Mexico-US border. *Administrative Theory & Praxis, 1-9.*

- Review of the US Immigration Reform Resources, MPI
<https://www.migrationpolicy.org/programs/us-immigration-policy-program/CIR>
- 5 10/6 Special Issues of Refuge and Resettlement
- Discussion: Ethics of refugee policy making
 - Services for refugee/asylee populations
 - Trauma
- Readings:
- Johnson, H., & Thompson, A. (2008). The development and maintenance of post-traumatic stress disorder (PTSD) in civilian adult survivors of war trauma and torture: A review. *Clinical psychology review*, 28(1), 36-47.
- Tyson, C. (2017). Towards a new framework for integration in the US. *Forced Migration Review*, (54), 48-49.
- Review of refugee services <https://www.acf.hhs.gov/orr/refugees>
- Refugee admissions and resettlement policy, CRS Report.
<https://fas.org/sgp/crs/misc/RL31269.pdf>
- Factsheet: Asylum in the United States
<https://www.americanimmigrationcouncil.org/research/asylum-united-states>
- 6 10/13 Special Issues of Human Trafficking
- (Anti)human trafficking policies
 - Services for human trafficking victims
 - Unaccompanied minors
- Readings:
- Davy, D. (2016). Anti-human trafficking interventions: How do we know if they are working?. *American Journal of Evaluation*, 37(4), 486-504.
- Evans, K., Diebold, K., & Calvo, R. (2018). A call to action: Re-imagining social work practice with unaccompanied minors. *Advances in Social Work*, 18(3), 788-807.
- Weitzer, R. (2015). Human trafficking and contemporary slavery. *Annual Review of Sociology*, 41, 223-242.
- Review of US human trafficking laws and regulations
<https://www.dhs.gov/human-trafficking-laws-regulations>
- Review of services available to victims of human trafficking
https://www.acf.hhs.gov/sites/default/files/orr/trafficking-services_0.pdf
- 7 10/20 Working with Muslim Clients and Islamic Communities after 9/11
- Wellbeing of Muslim and Islamic communities in today's context
 - Spirituality, culture, and social work practice

- **Guest Speaker Dr. Ifrah Mahamud Magan (TBD)**

Readings:

Abdullah, S. (2015). An Islamic perspective for strengths-based social work with Muslim clients. *Journal of Social Work Practice, 29*(2), 163-172.

Abu-Ras, W., Suárez, Z. E., & Abu-Bader, S. (2018). Muslim Americans' safety and well-being in the wake of Trump: A public health and social justice crisis. *American Journal of Orthopsychiatry, 88*(5), 503.

Ahmed, S. R., Amer, M. M., & Killawi, A. (2017). The ecosystems perspective in social work: Implications for culturally competent practice with American Muslims. *Journal of Religion & Spirituality in Social Work: Social Thought, 36*(1-2), 48-72.

Al-Krenawi, A. (2016). The role of the mosque and its relevance to social work. *International Social Work, 59*(3), 359-367.

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Principles and Theories of Social Work Practice

- Service delivery principles and models
- Structural barriers of service utilization
- Discussion: Service utilization behavior and culture

Readings:

Textbook, Ch 3&4

Camarota, S. A. (2015). Welfare Use by Immigrant and Native Households. *Center for Immigration Studies, The Center for Immigration Studies*, Available at <http://cis.org/Welfare-Use-Immigrant-Native-Households>

Derr, A. S. (2016). Mental health service use among immigrants in the United States: A systematic review. *Psychiatric Services, 67*(3), 265-274.

Montoya-Galvez, C. (August 12, 2019). New Trump administration cracks down on welfare benefits use by legal immigrants. CBS News. <https://www.cbsnews.com/news/what-is-a-public-charge-new-trump-administration-rule-cracks-down-on-welfare-use-by-legal-immigrants/>

9 11/3

Immigrant Community and Cohesion

- Immigrant niche and immigrant community
- Social/community co-ethnic cohesion and integration
- Immigrant community and policy practice

Readings:

Textbook, Ch 14

- Chun, J. J., Lipsitz, G., & Shin, Y. (2013). Intersectionality as a social movement strategy: Asian immigrant women advocates. *Signs: Journal of Women in Culture and Society*, 38(4), 917-940.
- Grossman, S. F., Cardoso, R. M., Belanger, G. G., Belski, J., Corethers, T. C., Pettinelli, M. E., & Redd, M. A. (2000). Pilsen and the resurrection project: Community organization in a Latino community. *Journal of poverty*, 4(1-2), 131-149.
- Waldinger, R. (2003). Networks and niches: The continuing significance of ethnic connections. In Loury, G., Modood, T. & Teles, S. (eds.) *Race, ethnicity and social mobility in the US and UK* (pp.342-362). New York: Cambridge University Press.

10 11/10

Culture, Acculturation, Assimilation, Integration and Family

- Living in two cultures
- Integration, incorporation and inclusion
- Immigrant family

Readings:

- Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International journal of intercultural relations*, 29(6), 697-712.
- Falicov, C. J. (2003). Immigrant family processes. In F. Walsh (Ed.), *Normal family processes: Growing diversity and complexity* (3rd ed., pp. 250-268). New York: The Guilford Press.
- Glick, J. E. (2010). Connecting complex processes: A decade of research on immigrant families. *Journal of Marriage and Family*, 72(3), 498-515.
- Treas, J. (2014). Incorporating immigrants: Integrating theoretical frameworks of adaptation. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 70(2), 269-278.

11 11/17

Culturally Appropriate Health Services

- Health insurance coverage and disparity
- Healthy immigrant paradox
- Language and beyond

Readings:

Textbook, Ch 5

- Betancourt, J. R., Green, A. R., Carrillo, J. E., & Owusu Ananeh-Firempong, I. I. (2003). Defining cultural competence: A practical framework for addressing racial/ethnic disparities in health and health care. *Public Health Reports*. 118(4), 293-302.
- Grace, B. L., Bais, R., & Roth, B. J. (2018). The violence of uncertainty—undermining immigrant and refugee health. *N Engl J Med*, 379(10), 904-905.

Markides, K. S., & Rote, S. (2015). Immigrant health paradox. *Emerging trends in the social and behavioral sciences: An interdisciplinary, searchable, and linkable resource*, 1-15.

VanderWielen, L. M., Enurah, A. S., Rho, H. Y., Nagarkatti-Gude, D. R., Michelsen-King, P., Crossman, S. H., & Vanderbilt, A. A. (2014). Medical interpreters: Improvements to address access, equity, and quality of care for limited-English-proficient patients. *Academic Medicine*, 89(10), 1324-1327.

12 11/24

Cross-Cultural Mental Health Services

- Mental health, substance abuse, and service access
- Specific issues of refugees
- Assessment tools for immigrants and refugees

Readings:

Textbook, Ch 6

Kirmayer, L. J., Narasiah, L., Munoz, M., Rashid, M., Ryder, A. G., & Guzder, J. (2011). Common mental health problems in immigrants and refugees: General approach in primary care. *CMAJ*, 183 (12).

Leong, F. T., & Kalibatseva, Z. (2011, March). Cross-cultural barriers to mental health services in the United States. In *Cerebrum: the Dana forum on brain science* (Vol. 2011). Dana Foundation. Available at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3574791/>

Nickerson, A., Bryant, R. A., Silove, D., & Steel, Z. (2011). A critical review of psychological treatments of posttraumatic stress disorder in refugees. *Clinical psychology review*, 31(3), 399-417.

13 12/1

Migrant Children

- Immigrant children in the child welfare system
- Immigrant children development issues
- Bilingual education, school and beyond

Readings:

Textbook, Ch 9

Portes, A., Fernandez-Kelly, P., & Haller, W. (2009). The adaptation of the immigrant second generation in America: A theoretical overview and evidence. *Journal of Ethnic and Migration Studies*, 35 (7), 1077-1104.

Suarez-Orozco, C., Onaga, M., & de Lardemelle, C. (2010). Promoting academic engagement among immigrant adolescents through school-family-community collaboration. *Professional School Counseling*, 14 (1), 15-26.

Zhou, M. (1997). Growing up American: The challenge confronting immigrant children and children of immigrants. *Annual Review of Sociology*, 23, 63-95.

14 12/8

Conclusion

- Immigrant women and domestic violence
- LGBT immigrants
- Older adult immigrants and family care
- Conclusion

Required Readings:

Textbook, Ch 10-12

Cranford, C., & Chun, J. J. (2017). Immigrant women and home-based elder care in Oakland, California's Chinatown. In *Gender, Migration, and the Work of Care* (pp. 41-66). Palgrave Macmillan, Cham.