University of Minnesota School of Social Work
Syllabus

SW 5913-Working with Immigrant Populations

Part I: Course information
SW 5913-Working with Immigrant Populations
2 credits

Faculty Contact:
Name:
Email:
Phone:
Office Location:

Course descriptions:

Short Description:

Long Description:
This course is concerned with the policy background, knowledge base, value premises, and practice skills useful for working with immigrant and refugee clients in the United States. The first part of the course provides a macro perspective on immigration. U.S. Immigration policies and trends are discussed regarding how they influence the lives of immigrants and social service delivery to immigrants, and as a source of professional ethical dilemmas.

The second part focuses on experiences and issues common to most immigrants and to refugees, including the multiple and complex adjustments associated with movement from one culture to another and the process of acculturation. Immigrants’ needs cut across many fields of social work practice such as income maintenance, health and mental health, family services, juvenile and criminal justice, school social work, child welfare, youth development, and community development and advocacy. In the third part of the course, specific strategies and skills for engaging immigrant clients in various practice settings are emphasized, along with research findings on service utilization of immigrants and refugees.

The course is also intended to increase students' awareness of their own cultural and ethnic heritage and its possible impacts on their practice.
Clinical Licensure Hours:
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>7</td>
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</table>

Part II: Course outcomes

COURSE OBJECTIVES

Upon completion of this course, students will be able to demonstrate the following:

1. Understanding of historical and present immigration trends in the United States.

2. Understanding of various changes in U.S. policies affecting immigrants and refugees and of current efforts by various constituencies to influence these policies.

3. Understanding of the reality of immigrants’ experiences today as they are influenced by economic, political, psychological, and social factors.

4. A heightened awareness of their own cultural values, beliefs, and attitudes and how these influence their practice in general and their work with immigrant clients in particular.

5. An ability to understand culturally-influenced behaviors of immigrant clients, cultural premises underlying their psychological functioning, and strains associated with the acculturation process.

6. An ability to conceptualize, articulate, and apply knowledge and skills that need to be incorporated into various levels of the helping process to work effectively with immigrant client systems.

7. An ability to use culturally appropriate interpersonal relationship-building skills and to draw upon cultural themes, adaptive capabilities, and culturally-specific coping styles when working with immigrant client systems.

8. An ability to provide appropriate interventions for immigrant clients that take into account culturally relevant issues while still recognizing the presence of factors not specifically related to culture.

9. Understanding of inter-group and intra-group differences among immigrant populations, while also recognizing individual variability, for social work practice and program development.

10. Sensitivity to the experiences of social injustice, prejudice, racism, and
discrimination encountered by members of some immigrant groups.

11. Understanding of the roles of VOLAGS, Mutual Assistance Associations, and Community Centers in assisting immigrant and refugee populations.

12. Knowledge of community, state, and national resources especially designed to assist immigrants and refugees, and knowledge of periodicals, data bases, websites, and other resources designed to help professionals working with immigrants and refugees.

*Acknowledgment is due Professors Blanca M. Ramos (SUNY-Albany) and Julian Chow (UC-Berkeley) for ideas incorporated into this syllabus.

Social Work Practice Competencies
Successful completion of this course implies that the student has achieved competency in the following practice behaviors:

<table>
<thead>
<tr>
<th>Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly</th>
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</thead>
<tbody>
<tr>
<td>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
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<tr>
<td>Foundation: Advocate for client access to the services of social work</td>
</tr>
<tr>
<td>Advanced: Apply knowledge of social services, policies and programs relevant to their area of practice</td>
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</table>

<table>
<thead>
<tr>
<th>Competency: 2.1.2 – Apply social work ethical principles to guide professional practice</th>
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<tbody>
<tr>
<td>Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
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</tr>
<tr>
<td>Foundation: Apply strategies of ethical reasoning to arrive at principled decision.</td>
</tr>
<tr>
<td>Advanced: Identify and analyze value-based and ethical dilemmas that arise in their area of practice, using professional codes of ethical standards and through appropriate professional consultation.</td>
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</table>

<table>
<thead>
<tr>
<th>Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments</th>
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</thead>
<tbody>
<tr>
<td>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:</td>
</tr>
<tr>
<td>Practice Behaviors</td>
</tr>
</tbody>
</table>
• Foundation: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

| Sessions 3-10 | Papers 1,2 Mid-term exam |

• Foundation: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

| Small group exercises | Small group exercises |

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### EP 2.1.4 Engage diversity and difference in practice

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

<table>
<thead>
<tr>
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</tr>
</thead>
</table>

• Foundation: Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

| Sessions 1, 2 | Mid-term exam |

• Foundation: Recognize and communicate their understanding of the importance of difference in shaping life experiences.

| Sessions 2-10 | Papers 1,2 Mid-term exam |

• Foundation: View themselves as learners and engage those with whom they work as informants.

| Sessions 5,6 | Papers 1,2 Mid-term exam |

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### EP 2.1.5 – Advance human rights and social and economic justice

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

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</table>

• Foundation: Understand the forms and mechanisms of oppression and discrimination

| Sessions 1, 10 | Papers 1,2 |

• Foundation: Advocate for human rights and social and economic justice

| Sessions 5,6,7 | Mid-term exam |

• Foundation: Engage in practices that advance social and economic justice.

| Sessions 5,6,7 | Papers 1,2 |

• Advanced: Gain a full comprehension about disparities and their development, contribute to knowledge about institutional barriers

| Sessions 1,2,9,10 | Papers 1,2 |
to equality and apply concentration-appropriate strategies to advance social and economic justice.

### EP 2.1.6 – Engage in research-informed practice and practice-informed research

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

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<tbody>
<tr>
<td>• Advanced: Demonstrate ability to evaluate practice and/or programs in an area of concentration</td>
<td>Sessions 3-10</td>
<td>Papers 1,2</td>
</tr>
</tbody>
</table>

### Competency: 2.1.7 – Apply knowledge of human behavior and the social environment

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

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<tbody>
<tr>
<td>• Foundation: Critique and apply knowledge to understand person and environment.</td>
<td>Sessions 3-10</td>
<td>Papers 1,2 Mid-term exam</td>
</tr>
<tr>
<td>• Advanced: Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply methods of assessment, intervention and evaluation in their area of practice</td>
<td>Sessions 3-10</td>
<td>Papers 1,2 Mid-term exam</td>
</tr>
</tbody>
</table>

### Competency: 2.1.8 – Engage in policy practice to advance social and economic well-being

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

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</thead>
<tbody>
<tr>
<td>• Foundation: Analyze, formulate, and advocate for policies that advance social well-being</td>
<td>Sessions 2-10</td>
<td>Mid-term exam Papers 1,2</td>
</tr>
<tr>
<td>• Advanced: Understand, compare, analyze, formulate and advocate for policies in an area of practice</td>
<td>Sessions 1-10</td>
<td>Papers 1,2</td>
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### Competency: 2.1.9 – Respond to contexts that shape practice

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

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</thead>
<tbody>
<tr>
<td>• Foundation: Provide leadership in promoting sustainable changes in service delivery and practice to</td>
<td>Session 9</td>
<td>Small group exercise</td>
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</table>
improve the quality of social services

- **Advanced**: Assess the impact of historical and contemporary contexts on practice and policy in their area of practice.
  
<table>
<thead>
<tr>
<th>Session</th>
<th>Mid-term exam</th>
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- **Advanced**: Organize and advocate with community members, program participants, service providers, community organizations, policy makers and the public to improve practice and service delivery in their area of practice.

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<thead>
<tr>
<th>Session</th>
<th>Small group exercise</th>
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- **Advanced - CP only**: Use community or program analysis processes to understand and appraise the nature of groups, organizations or communities in a local, regional, national or global context.

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<thead>
<tr>
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- **Advanced - CP only**: Engage in local, regional, national or global partnerships to design and employ community-based participatory approaches for understanding community issues.

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**Community Practice Competency: 2.1.10 (a)-(b)** – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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<tbody>
<tr>
<td>• Foundation – Assess: Assess client strengths and limitation</td>
<td>Sessions 3-8</td>
<td>Small group exercises Mid-term exam</td>
</tr>
<tr>
<td>• Foundation – Assess: Select appropriate intervention strategies.</td>
<td>Sessions 3-8</td>
<td>Small group exercises Mid-term exam</td>
</tr>
<tr>
<td>• Foundation – Intervention: Initiate actions to achieve organizational goals</td>
<td>Sessions 3-9</td>
<td>Small group exercises Mid-term exam</td>
</tr>
<tr>
<td>• Foundation – Intervention: Implement prevention interventions that enhance client capacities</td>
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</tr>
<tr>
<td>• Foundation – Intervention: Negotiate, mediate, and advocate for clients</td>
<td>Sessions 3, 7</td>
<td>Mid-term exam</td>
</tr>
<tr>
<td>• Advanced – Engage: Employ diverse strategies to engage with individuals, families, groups, organizations or</td>
<td>Sessions 2-10</td>
<td>Paper 1,2 Mid-term exam Small group exercises</td>
</tr>
<tr>
<td>Advanced - Assess: Assess groups, organizations or communities within their local to global contexts to determine a range of effective and appropriate interventions.</td>
<td>Session 9</td>
<td>Small group exercise</td>
</tr>
<tr>
<td>Advanced - Assess: Identify strengths and assets that exist within communities and groups and employ intervention models that build upon them</td>
<td>Session 9</td>
<td>Small group exercise</td>
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</tbody>
</table>

**HDA Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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<td>Advanced - Engage: Use empathy and collaborative interviewing skills to engage clients in identifying their strengths and problems.</td>
<td>Sessions 4-6</td>
<td>Mid-term exam Small group exercises</td>
</tr>
<tr>
<td>Advanced - Engage: Establish rapport and maintain effective working relationships with clients in clinical mental health settings.</td>
<td>Sessions 4-6</td>
<td>Mid-term exam Small group exercises</td>
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**FC Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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<td>Sessions 4-6</td>
<td>Mid-term exam Small group exercises</td>
</tr>
<tr>
<td>Advanced - Engage: Employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in clinical social work mental health practice.</td>
<td>Sessions 4-6</td>
<td>Mid-term exam Small group exercises</td>
</tr>
<tr>
<td>Advanced - Assess: Assess individuals, families, groups,</td>
<td>Sessions 4-6</td>
<td>Papers 1,2 Mid-term exam</td>
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</table>
organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to clinical social work practice in mental health.

| CMH Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities |
| Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. |

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<td>• Advanced - Engage: Use empathy and collaborative interviewing skills to engage clients in identifying their strengths and problems.</td>
<td>Session 5</td>
<td>Small group exercises</td>
</tr>
<tr>
<td>• Advanced - Engage: Establish rapport and maintain effective working relationships with clients in clinical mental health settings.</td>
<td>Session 5</td>
<td>Small group exercises</td>
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<td>• Advanced - Engage: Employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in clinical social work mental health practice.</td>
<td>Session 5</td>
<td>Small group exercises</td>
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</tbody>
</table>

Part III: Course requirements

Required Text:

Required and Recommended Readings:
Readings are organized by session date and are to be completed before that class, except for the first class session. Required readings are indicated by an asterisk (*).

The items without an asterisk are recommended supplementary readings; they are not required readings. All required readings (except for the text
chapters and some items directly accessible through the U of M Libraries), PowerPoint slides, many of the recommended readings, and the syllabus will be accessible on the course Moodle site.

Assignments:
(1) Submission of a short paper (5-6 pages, double-spaced) that is a problem statement identifying and describing an issue in the policy or delivery of one or more social services to one or more immigrant populations, making extensive use of the current research and practice literature on the problem. Use APA style in citing the literature. Proofread your paper carefully. The instructors are available to discuss selection of the paper topic. In selecting your topic, you should also look ahead to Paper II, (see below) which builds on Paper I.

(2)Completion of an in-class quiz on. This will cover concepts from the readings and lectures, and will be a mix of questions, some of which will ask you to define terms in your own words, some of which will ask you to explain things, and some of which will ask you to briefly analyze an issue pertaining to immigrants, refugees, and/or immigration. The quiz will be designed to take no more than an hour.

(3) Submission of a final paper. Paper II is in the range of 13-17 pages, double-spaced, including the carryover from Paper I. You are to build on the problem statement you submitted for Paper I. Paper II discusses policy or practice changes that would help address the problem you identified in Paper I. Lay out alternative resolutions and take a position with regard to what you think is the best alternative. Provide evidence in the text of your paper and through your documentation (citations and bibliography) that you have delved deeply into the research and practice literature on this topic. Sources should be cited within the text of the paper and included in a separate reference list using APA (American Psychological Association) style. Proofread your paper carefully. Paper II is due on the last day of class.

Basis for Grading: Paper I 30%
Mid-term Quiz 30%
Paper II 30%
Participation 10%
100%

Course Policies
There are many University and School of Social Work policies that govern this course. Please go to http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf to see a complete description of all the policies.
Part IV: Course content

Session 1:

Course Introduction

Rationale and organization of the course
Introductions (everyone)
Reasons migration occurs worldwide
History of U.S. immigration and of immigration policy
Video excerpt on 19th century immigration [PBS/NYC series]
Demography of immigration to the U.S. and Minnesota in various time periods
Some important immigration terms and concepts
Introduction to the Brian Coyle Center

Readings:
Potocky-Tripodi text, Chapter One, “Introduction.”

*A quick assignment* for our first class: Go to http://www.startribune.com/newsgraphics/118102029.html This is an interactive map showing Minnesota’s population growth from 2000 to 2010, organized by racial/ethnic categories. In the upper right of the screen you can also access data for any other state. Compare Minnesota and Arizona. Come prepared to class to answer “Which population shows the most growth in each of these two states?” and “Why are Hispanics separated by the US Census Bureau and not computed within the same list with the other groupings?”


Session 2

The Immigration Experience and Adjustment to the New Country
The experiences of migration and settlement – some common aspects
Concepts of acculturation, social integration, social distance, assimilation, secondary migration, inter-generational mobility
Early social work with immigrants: the settlement house movement
Video excerpt on Hull House in Chicago
Settlement patterns, ethnic enclaves
Roles of kinship networks, mutual aid, fraternal and religious associations, and social service organizations
Implications for social service location and delivery
Guest speaker: Mr. Saw Morrison from the Karen Community of Minnesota

Readings:
*Potocky-Tripodi text, Chapter Two, “Immigration and Refugee Policies.”


Session 3

Legal Issues of Refugees, Immigrants, and Undocumented Immigrants
Refugee Services and Needs
Legal Issues of Immigrants and Undocumented Immigrants
Issues in working with undocumented clients
Video: “Abandoned: The Betrayal of America’s Immigrants”

Readings:
*Potocky-Tripodi text, Chapter Three, “Service Delivery Systems.”


*A quick assignment for 3/28: Peruse the website of the Immigrant Law Center of Minnesota at http://www.immigrantlawcentermn.org/index.php?option=com_flexicontent&view=category&cid=95&Itemid=1&lang=en Come prepared to class to discuss: Whom do they serve? Do they charge a fee? What kinds of cases do they handle? To whom do they refer (other) cases?

Session 4

**Immigrants and Health**

Acculturation stress and mental health needs of immigrants
Some common immigrant health needs and issues
-issues in social service and health access for immigrants
Cultures of Southeast Asian immigrants
Video: Using Interpreters
Substance abuse and addictions among immigrants

**Readings**

*Potocky-Tripodi text, Chapter Five, “Health.”


Session 5

**Immigrants and Mental Health; PAPER #1 IS DUE TODAY**

Stress and mental health needs of refugees and immigrants
Issues in working with immigrants and refugees
Substance abuse and addiction among immigrants
Guest speaker: Georgi Kroupin, Center for International Health , Health Partners
Video on using interpreters

**Readings:**

*Potocky-Tripodi text, Chapter Six, “Mental Health”


Session 6

Immigrants and Family Dynamics: Domestic Conflicts, Elder abuse, and Child Protection

Cultural differences in family systems and expectations
Domestic abuse in immigrant families
Stresses on immigrant families
What is culturally competent social work?
Social work interventions with immigrant families
Small group case discussion

Readings:
*Potocky-Tripodi text, Chapter Seven, “Family Dynamics”


*Read at least one of the following three articles:


Session 7
MID-TERM QUIZ; Human Rights; Human Trafficking

Guest speakers: Linda Miller and Bukola Oriola, Civil Society
Human Rights and International Law
Legal assistance resources for immigrants
Human trafficking
Video: “Dying to Leave”

Readings:
* Potocky-Tripodi text, Chapter Four, “Culturally Competent Social Work Practice”


Session 8

Immigrant Youth - Needs and Services

Video: Lost Boys of Sudan

- Immigrants’ aspirations for their children
- Acculturation of immigrant adolescents
- Inter-generational tensions
- Schools and friendship networks
- Video: Lost Boys of Sudan
- Social services to immigrant/refugee adolescents
- Juvenile justice issues
- Video on immigrant juvenile deportation

Readings:
* Potocky-Tripodi text, Chapter Eight, “Language, Education, and Economic Well Being”


tradition and modernity: Gender role socialization in South Asia immigrant culture. *Journal of Adolescence*, 23(5) 615-627.


Session 9

**Community Building and Economic Development among Immigrant Groups**

- Emergence of advocacy organizations for immigrants
- Common issues addressed by advocacy organizations
- Case examples of current immigrant advocacy efforts
- Role of social workers in advocacy and organizing
- Facilitating resources for immigrant groups
- Strategies for reducing xenophobia

**Readings:**

*Potocky-Tripodi text, Chapter Nine, “Interethnic Relations.”


Session 10

**The Politics of Immigration, Immigrants and the Economy, and the Debate in Congress; PAPER #2 IS DUE TODAY.**

- Impacts of immigration on the U.S., Minnesota, and local economies
- Forces for and against immigration reform
- Selected video clips on the current debate
Small group discussions
Course wrap-up
Course Evaluations

Readings:
* Potocky-Tripodi text, Chapter Ten, “Summary and Conclusions.”


Additional Information:

The Immigration Policy Center of the American Immigration Council at http://www.immigrationpolicy.org/ publishes a free weekly newsletter on recent developments concerning immigration policy called This Week in Immigration. The site also has links to other resources and an archive of previous publications.

Migration News This publication is free and is distributed by e-mail. If you wish to subscribe, send your email address to: migrant@primal.ucdavis.edu. Current and back issues may be accessed via Internet on the Migration News Home Page http://migration.ucdavis.edu.

Energy of a Nation is a website published by the The Advocates for Human Rights that has up-to-date and accurate immigration information at www.energyofanation.org. The Advocates for Human Rights is a non-governmental, 501(c)3 organization dedicated to the promotion and protection of internationally recognized human rights. The Advocates documents human rights abuses, advocates on behalf of individual victims, educates on human rights issues, and provides training and technical assistance to address and prevent human rights violations.

GCIR: Grantmakers Concerned with Immigrants and Refugees – a website with useful facts and figures about immigration: http://www.gcir.org/. GCIR also publishes a free e-newsletter.
U of M Archives:
   Immigration History Research Center, 311 Anderson Library
   http://www1.umn.edu/ihrc/
   Social Welfare History Archives, 320 Anderson Library
   http://special.lib.umn.edu/swha/

Additional Websites and resources:

   MNCAVA, the Minnesota Center Against Violence and Abuse, part of our School of Social Work has a website at http://www.mincava.umn.edu/ that has many resources concerning domestic violence. It also has a separate page on the Hague Domestic Violence Project at http://www.haguedv.org/ a project that deals with abducted children and with which Professor Jeffrey Edleson has been directly involved. You may wish to peruse both of these sites.

   You may find the following website useful: www.ethnomed.org. This is a "medline" coming out of Seattle, and some things in it are specific to Seattle immigrants. However, there is some good information that pertains to many of the immigrant communities here in the Twin Cities. The site is focused on medical care, but it can also be used in working with immigrant communities in general. The site was designed to inform health care professionals in the Seattle area about cultural and language issues of immigrant and refugee groups in the United States. It contains information related to the health care of selected cultural groups and includes a cultural profile for each population group (for example, interpersonal relationships, community structure, and food of the culture), selected clinical topics, and helpful foreign-language patient information handouts. Articles available on www.ethnomed.org include such topics as: "How do Cambodians express the concept of depression?" and "Mental health issues of resettled refugees."

   Bridging Refugee Youth and Children Services (BRYCS) has links to useful resources at http://www.brycs.org/

Other U of M courses concerning immigrants and refugees:
   • PA 5490, Special topics in Social Policy: Immigrant Health Issues (online course, 4 credits)
   • PA 5490 Immigration and Public Policy
   • PA 5290, Immigrants and Cities
   • HIST 5862, History of American Immigration