COURSE DESCRIPTION

Social workers and other mental health and social service practitioners find themselves increasingly called upon to work with refugees and immigrants from around the world. Social workers are also becoming sought after by international development agencies and non-governmental organizations. In this course we will gain an understanding of the refugee and immigrant experience and of the continuum of the acculturation process. We will learn about the potential problems facing these individuals and families as they seek to rebuild their lives. We will learn to recognize and utilize their strengths, cultural resources and natural support systems. We will increase our cultural competence by learning skills for culturally appropriate relationship-building, clinical assessment and intervention.
COURSE OBJECTIVES
By the end of the course, students will be familiar with:

1. The global context of migration and the forces underlying migration.
3. Acculturation theory.
4. Integration of a multicultural perspective in engagement, assessment, and intervention.
5. Key clinical/community issues of trauma, family violence and substance abuse.
6. An overview of practice with selected newcomer populations.
7. Current research on practice with refugees and immigrants.
8. Career opportunities in refugee and immigrant work.

THIS COURSE SUPPORTS THE ATTAINMENT OF ADVANCED PRACTICE COMPETENCY IN:

- Competency 2.1.1 Professional Identity
- Competency 2.1.2 Ethical Practice
- Competency 2.1.3 Critical Thinking
- Competency 2.1.4 Diversity in Practice
- Competency 2.1.5 Human Rights and Justice
- Competency 2.1.6 Research Based Practice
- Competency 2.1.7 Human Behavior
- Competency 2.1.8 Policy Practice
- Competency 2.1.9 Practice Contexts
- Competency 2.1.10 Engage, Assess, Intervene, Evaluate

Specific assignments in this course will assess your attainment of this competency.

Information about the specific competencies and related advanced practice behaviors addressed in this course and your other MSW courses can be found at [http://www.bu.edu/ssw/students/current/competency-map/](http://www.bu.edu/ssw/students/current/competency-map/)
TEXT & READINGS
There are three texts for the course:


The Delgado et. al. and McGoldrick et. al. books will be on reserve at Mugar Library. Some readings for the course are on-line through Mugar library at http://library.bu.edu. Additional articles are available on the Blackboard 8 website.

COURSE OUTLINE

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<th>1/19</th>
<th>Session 1: Introduction, course objectives, current immigration issues. Discussion of film. (Mojdeh)</th>
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Required:
The truth about immigrants in Massachusetts, MIRA Bulletin.


Recommended:

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<th>1/26</th>
<th>Session 2: Migration within a global context. Refugees and immigrants in the U.S: Key concepts and perspectives. Overview of services. (Mojdeh)</th>
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Required:

Delgado, Jones and Rohani, Chapters 2 and 3.

**Recommended:**
Chomsky, A. Myth 10: Immigration and Race, in They Take Our Jobs and Twenty Other Myths about Immigration.


**Session 3:** Families and children. Role reversal, children of war. (Mojdeh)

**Required:**


**Recommended:**

**Session 4:** Treatment issues and approaches. Trauma, loss, depression and intergenerational conflict. Culture dependent symptoms: Cultural strengths and resources. Treatment of trauma across cultures. Natural support systems and traditional healers. Individual, family and community focus. (Lorna)
Required:


Recommended:

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2/16  **Session 5:** Social work practice with African newcomers. Film (Mojdeh)

Required:


Recommended:

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2/23  **Session 6:** Introduction to ethnographic theory: the concept of Participant Observation. Issues in multicultural practice. Providing linguistic access. The triadic model. (Lorna)  **First Paper Due**

Required:


**Recommended:**


**Required:**


**Recommended:**


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**3/1 Session 7:** Social work practice with Asian newcomers. (Lorna)

**Required:**

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**3/8 Session 8:** Empowerment and community organizing in newcomer communities. (Lee Staples)

**Required:**


**3/15: Spring Recess: No class**

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**3/22 Session 9:** Social work practice with Arab and Middle Eastern newcomers. (Lorna and Mojdeh)
Required:


Recommended:


Required:


Recommended:

4/5 **Session 11:** Social work with Latino & Central American newcomers. **Student Presentations**

**Required:**


**Recommended:**

4/12 **Session 12:** Student presentations. (Lorna and Mojdeh)

4/19: **Reading Period: No class**

4/26 **Session 13:** Student presentations. (Lorna and Mojdeh)

5/3 **Session 14** Spirituality, Student presentations, Wrap up, and course evaluation. (Lorna and Mojdeh) **Second Paper Due**

**Required:**


**Recommended:**
ASSIGNMENTS
THERE ARE TWO WRITTEN ASSIGNMENTS AND A CLASS PRESENTATION
Assignment options will be discussed in the early class sessions.

A. Case Analysis or Macro-Focused Assignment - Due Session 6

Option #1 Case Analysis
(7-8 pages, with minimum of four references)

Select a current or recent case where client or significant family member is a refugee or immigrant. Briefly summarize the central issues in your work with this individual/family (include a culturagram, and a genogram in appendix). Discuss case in terms of:

a. Cultural background: Key values/beliefs, gender roles, religion, concepts of health/mental health, help-seeking behaviors.
b. Relevant pre-migration history: Family composition, geographic location, occupation, class, education.
c. Migration experience: Reasons for migration, decision-making process, timing of departure, nature of departure (i.e. dangerous escape, years in refugee camp, direct flight to U.S., etc.), significant losses/trauma.
d. Adaptation and acculturation processes: Duration, difficulties, different stages within family system, role changes and environmental stressors
e. Strengths and resources within individual client, family, culture, and community.
f. Self-observations about your working relationship with client: Comfort level, degree to which cultural differences/client’s migration experience/acculturation level are addressed; degree to which these presented challenges or impacted your work. Reflect on what you learned from your work with this client or family (SWC 2.1.4).

Option #2 - Macro-Focused Assignment

Macro students are encouraged to discuss ideas and guidelines for this assignment with the instructors. Initial possibilities include (but are not limited to):

a. Assessment of a program/service delivery model in terms of effectiveness and cultural competency for a specific newcomer group. (SWC 2.1.5).
b. Analysis of recent immigration policies and impact on newcomers and agencies serving them. (SWC 2.1.3. and 2.1.8).
c. Planning and implementation of newcomer-related activity at placement; discussion of process and outcomes.

B. Personal Journey of Cultural Exploration - Due Session 12
You will be assigned to a team. The team will select a newcomer community with which they are relatively unfamiliar. Discuss the following:

a. Historical contexts of group: A brief summary of key events, such as colonization, migration, oppression, economic factors.

b. Core cultural values and family patterns such as belief systems, sense of self, family structure and roles.

c. Current issues in the community: Concerns regarding public policies, availability and accessibility of services, acculturation issues, legal status concerns, substance abuse, family issues. (SWC 2.1.9).

d. Strengths and resources in culture and community.

e. Your “hands-on” learning experience: MINIMUM of two interviews with key respondents (formal/informal community leaders, bicultural human service providers/community organizers, staff at ethnic specific agencies). Please discuss prospective interviewees with instructors. They may also be able to suggest specific contacts. Additional “hands-on” learning can be done through neighborhood walks, visits to ethnic businesses, attending religious ceremonies or cultural events, or media and artistic expressions.

f. Application of new knowledge: How can you use this new understanding in your field placement and/or with clients, colleagues and in your personal life (SWC 2.1)?

g. Self-observations during process: Your feelings/reactions while taking this "journey."

You will also be asked to give a group class report on your findings.

COURSE GRADING CRITERIA
Class participation 25%
1ST paper 25%
Cultural Exploration paper 50%

COURSE POLICIES
Attendance:
As developing professional colleagues, students are expected to attend all class sessions and participate actively, respectful of each other's contributions, of clients and client confidentiality, and of the instructor and the shared process of learning. Students are expected to inform the instructor in advance of any absences. Failure to attend class sessions may have a negative effect on the student’s course grade.

Students should notify instructors by phone or e-mail of any impending absence, indicating how they will obtain material from the missed session. Since the framework for each class is established in the opening minutes of the session, it is important that all participants arrive on time. A persistent pattern of unapproved lateness may affect negatively a student’s course grade.
**Academic honesty:**
Papers and presentations in the School of Social Work must meet standards of academic honesty and integrity, avoiding any possibility of plagiarism or other forms of academic misconduct. For specific information about the BUSSW policy regarding academic misconduct, see [Student Handbook: Ways & Means](http://www.bu.edu/ssw/current/stud_hb/index.shtml).

**Incomplete Grades:**
A student who cannot complete the assignments for a course must initiate an incomplete grade dialogue with the instructor before the final class. Individual instructors can refuse to grant a grade of Incomplete.
A student who does not submit to the Registrar a negotiated Incomplete Grade Contract with the instructor will receive a grade of F for the course. Students must resolve incomplete grades by the agreed upon contract date. An incomplete grade will be changed to a grade of F by the instructor if the student fails to complete work by contract date. A student must successfully complete a pre-requisite course to continue in the next course in the sequence.

**Students with disabilities:**
If you have a disability and want to request reasonable accommodation, the University requires that you consult with Boston University’s Office of Disability Services for information regarding this process.

**Writing style and references:**

**Academic writing assistance:**
If you would like academic writing assistance, information can be found at [http://www.bu.edu/ssw/current/academic/assistance/index.shtml](http://www.bu.edu/ssw/current/academic/assistance/index.shtml) or contact the BUSSW Office of Student Services.

**Electronic devices in the classroom:**
Computers may be used to support the learning activities in the classroom, with permission of your instructor. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom.
classroom for non-academic reasons. This includes e-mailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited. Please turn off cell phones and refrain from taking calls unless you are “on call” and have cleared this with the instructor prior to class. Under such circumstances, please put your phone on vibrate, sit close to a door, and step out of the room to take the call.

**Audiotaping of classes:**
A Massachusetts statute, MGL c. 272 section 99, prohibits the taping of any oral communication without notice to all parties involved. It is important, therefore, that any taping of classroom proceedings (e.g., for the benefit of absent students or as a study aid to all students) occur only with effective prior notice to all.

Class lectures at BUSSW are not routinely audiotaped, but occasionally a student or faculty member may wish to do so. In the event that a specific class session is to be taped (e.g., for a student who will be absent for that session), the faculty member should notify students at the beginning of the class that the session will be taped. If a course will be audiotaped throughout the semester (e.g., as an academic accommodation for a student with a documented disability or for other educational purposes) the faculty member will inform students (in the course syllabus or in a written communication) that the class lectures will be taped.

**Religious holidays:**
The school, in scheduling classes on religious holiday, intends that students observing those holidays be given ample opportunity to make up work. Faculty members who wish to observe religious holidays will arrange for another faculty member to meet their classes or for canceled classes to be rescheduled.

**Other course policies:**

**Class Participation**
Students are expected to participate actively in class, and in a manner that is respectful of each other’s contributions, of clients and client confidentiality, and of the instructor and the shared learning process. Full participation creates an effective learning environment. We expect that each student will contribute to the in-class learning experience by actively listening, speaking, and sometimes leading class discussions. Each student is a learning resource for other students and faculty. The common foundation for discussion rests with the readings. We believe that both verbal and written skills are important to social workers. You will have the opportunity to participate in small groups as well as in larger class discussions. **Class participation counts for 25% of your grade** and is evaluated on the following criteria: attendance, level of preparation demonstrated in oral questions and comments in small and large group discussions, and quality of written responses to in-class exercises.

**Late Assignments**
It is your responsibility to submit assignments on time. If you are unable to submit an
assignment by the date and time indicated on this syllabus, you must inform me at least 48 hours prior to the time the assignment is due. If you submit an assignment after the due date and time without informing me, 10% of the total assignment point value will be deducted automatically. For example, if an assignment is worth 25 points, 2.5 points will be deducted prior to grading. Another 10% of the total grade will be deducted for each additional week, or fraction thereof, that the assignment is late. You can avoid the late deduction(s) by planning ahead and contacting me to make alternative arrangements.

Confidentiality

Federal health regulations of 2003 mandate the protection of client confidentiality by changing the name of the client, significant others, agency, conditions, other descriptors, and geographic locations that could lead to client identification.