



<b>Course title:</b>	Immigration, Forced Migration and Transformative Social Work Practice
<b>Course #/term:</b>	682-, Section001, Fall, 2022
<b>Time and place:</b>	Wednesday, 5-7pm EST, online
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	29111
<b>Instructor:</b>	Dr. Cara Alexander, PhD, LCSW, BCD
<b>Pronouns:</b>	She, her, hers
<b>Contact info:</b>	<b>Email:</b> carajw@umich.edu You may expect a response within 48 hours
<b>Office:</b>	Virtual
<b>Office hours:</b>	by appointment

**Course Statement**

**Course description**

This course focuses on immigration - one of the most volatile and hotly debated issues of our time. How we respond to the myriad questions about immigration and immigrants and the problems generated by public policy responses to various kinds of immigration will determine how our society and economy will look and function in the future. Students will gain historical, structural, and critical analyses of theories and debates related to immigration and forced migration, such as: political economy perspectives about the supply and demand of migrant labor; identity, culture and intersectionality based on Critical Latinx Theory; the challenges of ‘integration’; and tensions between citizenship rights activism versus No Borders activism. Students will understand policies and systems that both facilitate and delimit practice with immigrants and refugees, including the family, child welfare, refugee resettlement, asylum, health and mental health, community, and legal systems. This course imparts and aspires for social work practice with immigrants and refugees that is forward-looking, transformative, and just.

**Course objectives and competencies**

LOI1: develop understanding and critical analysis related to theoretical underpinnings of migration
LOI2: use theories on migration to inform practice
LOI3: understand policies and institutions related to I&R in various domains or systems of practice (advocacy, family, child welfare, refugee resettlement, health, mental health, communities)
LOI4: critically analyze forms of practice, and determine the impact / relevance of rights, institutions, labor and ideas on practice and on migrant communities
LOI5: demonstrate knowledge about practice that is culturally humble, community based, socially just
LOI6: develop global perspectives on policies and practice with immigrants and refugees

## Course design

Course design will include online lectures, live and online discussions, guest speakers, and online activities. This semester we will focus on theoretical frameworks for understanding immigration, resettlement and working with immigrants and refugees. Additionally, learning will occur regarding practice and policy, focusing on different domains or systems. Designed as an integrative seminar, this course will involve intensive and extensive participation on the part of the students. To promote critical thinking and analysis, this course will employ a variety of pedagogical strategies, including group projects, small group discussions, didactic lectures, videos, guest speakers, reflective writings, critical writings.

## *Intensive focus on PODS*

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge, and self-awareness to facilitate PODS learning.

## Class Requirements

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### Text and class materials

Detlaff, A. & Fong, R. 2016. Immigrant and Refugee Children and Families: Culturally Responsive Practice. [E-book available](#).

Potocky, M & Naseh, M 2019. Best Practices for Social Work with Refugees and Immigrants E-Book available <https://doi-org.proxy.lib.umich.edu/10.7312/poto18138>

Articles, book chapters, podcasts, news items, and other material will be posted via the class Canvas site.

### Class schedule

This syllabus is a working document. Changes to the schedule and any additional/changes to the readings will be announced via Canvas in course announcements. **Be sure that you have canvas announcements enabled** (in Canvas under Account → Notifications → Announcement).

Date/Time	Agenda	Required Readings & Assignments
Week 1 August 31, 2022	Lesson 1: Introduction	<b>Readings</b> Review Syllabus 1. Detlaff, A. & Fong, R. 2016. Text Chapter 1 2. Potocky, M & Naseh, M 2019. Text, Chapter 1
		<b>Asynchronous Activities, ~33 minutes total</b> 1. Categories & Definitions, 23 mins York Center for Refugee Studies <a href="https://www.youtube.com/watch?v=a0DBBa1-8Io&amp;feature=youtu.be">https://www.youtube.com/watch?v=a0DBBa1-8Io&amp;feature=youtu.be</a>

Date/Time	Agenda	Required Readings & Assignments
		2. The Meaning of ‘Migrants,’ 1 min <a href="https://www.facebook.com/jorgen.carling/videos/10161492171315565">www.facebook.com/jorgen.carling/videos/10161492171315565</a> 3. Eliminating Microaggressions: The Next Level of Inclusion   Tiffany Alvoid   TEDxOakland <a href="https://youtu.be/cPqVit6TJjw">https://youtu.be/cPqVit6TJjw</a> 9 mins
Week 2 September 7, 2022/ 5-7pm	<i>Integration Frameworks</i>	<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Ager, A. &amp; Strang, A. (2008). Understanding Integration: A Conceptual Framework. <i>Journal of Refugee Studies</i>, 21(2).</li> <li>2. Focus on Page 122-123 ONLY—Beverluis et al. (2017). Developing and Validating the Refugee Integration Scale in Nairobi, Kenya. <i>Journal of Refugee Studies</i>, 30(1), 106–132.</li> </ol> <p><b>Asynchronous Activities: ~26 minutes total</b></p> <ol style="list-style-type: none"> <li>1. Video: Integrating Immigrants, 26 mins            Center for Comparative Immigration Studies at UC-San Diego  <a href="https://www.youtube.com/watch?v=FWscen-hQCE">https://www.youtube.com/watch?v=FWscen-hQCE</a> </li> </ol>
Week 3 September 14, 2022	Immigration and US Systems	<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Potocky, M &amp; Naseh, M 2019. Text, Chapter 4 “Human Services Delivery Systems”</li> <li>2. Detlaff, A. &amp; Fong, R. 2016. Text, Chapter 2 “Overview of the U.S. Immigration System”</li> <li>3. Cabell, M. 2007. Mexican Immigrant Integration in the U.S. Southeast: Institutional Approaches to Immigrant Integration. Working paper 153: Center for Comparative Immigration Studies, University of California, San Diego. Read Page 10-21 and One Section Below:             <ol style="list-style-type: none"> <li>I. Public institutions healthcare</li> <li>II. Institutions</li> <li>III. Faith-based institutions</li> </ol> </li> </ol>
Week 4 September 21, 2022	Policy	<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Potocky, M &amp; Naseh, M 2019. Chapter 2 “International Migration Policies” and Chapter 3 “United States Immigration and Refugee Policies”</li> <li>2. Meyers, E. (2000). Theories of International Immigration Policy: A Comparative Analysis. <i>International Migration Review</i>, 34(4). Pages 1251-1257: National Identity Approach:</li> <li>3. Detlaff, A. &amp; Fong, R. 2016. Chapter 3 “Federal Policy Implications for Immigrant Children and Families”</li> </ol> <p><b>Asynchronous Activities: ~80 minutes total</b></p> <p>Video: What If You Were an Immigrant?   Ben Huh   TEDxPortland  <a href="https://youtu.be/Pi1TjE13S3s">https://youtu.be/Pi1TjE13S3s</a> </p>
Week 5 September 28, 2022	<i>Cultural, Epistemological Lens: Critical Race Theory (CRT)</i>	<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Romero, M. (2008). Crossing the immigration and race border: A critical race theory approach to immigration studies. <i>Contemporary Justice Review</i>, 11(1), 23–37. <u>Focus on Pages 23-27.</u></li> <li>2. Franco, D. (2020) This Land Is Our Land: Exploring the Impact of U.S.</li> </ol>

Date/Time	Agenda	Required Readings & Assignments
	<i>Latino Critical Theory; National Identity Approach</i>	<p>Immigration Policies on Social Work Practice, Journal of Progressive Human Services, 31:1. <u>Focus on Page 27-29 ON CRT</u></p> <ol style="list-style-type: none"> <li>Bernal, D. D. (2002). Critical Race Theory, Latino Critical Theory, and Critical Raced-Gendered Epistemologies: Recognizing students of color as holders and creators of knowledge, 22. <u>Focus on Pages 105-115</u></li> <li>Lantz, P. (2021). The Tenets of Critical Race Theory Have a Long-Standing and Important Role in Population Health Science</li> </ol> <p><b>Asynchronous Activities:</b> ~64 minutes total</p> <ol style="list-style-type: none"> <li>Video: Border story, 24 minutes Making Knowledge Public series, Simon Fraser University's School of Communication <a href="https://www.eringoheenglanville.com/borderstory">https://www.eringoheenglanville.com/borderstory</a></li> <li>Podcast: Migration Conversations, ~40 minutes Undoing Borders, November 23, 2020 <a href="https://migration-conversations.simplecast.com/episodes/undoingborders">https://migration-conversations.simplecast.com/episodes/undoingborders</a></li> </ol>
Week 6 October 5, 2022	Culturally Informed and responsive Social Work Practice	<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>Potocky, M &amp; Naseh, M 2019. Chapter 5 Culturally Competent Social Work Practice.</li> <li>Block, A. et al. (2018). Peer Support Groups: Evaluating a Culturally Grounded, Strengths-Based Approach for Work with Refugees. <i>Advances in Social Work</i>, 18(3), 930–948.</li> <li><a href="#">Practicing Cultural Humility to Transform Health Care</a></li> <li>Lea Ann Miyagawa, 2020; Practicing Cultural Humility when Serving Immigrant and Refugee Communities <a href="https://ethnomed.org/resource/practicing-cultural-humility-when-serving-immigrant-and-refugee-communities/">https://ethnomed.org/resource/practicing-cultural-humility-when-serving-immigrant-and-refugee-communities/</a></li> </ol> <p><b>Asynchronous Activities:</b> ~30 minutes total Cultural Humility: People, Principles and Practices 30 minutes <a href="https://youtu.be/SaSHLbS1V4w">https://youtu.be/SaSHLbS1V4w</a></p>
Week 7 October 12, 2022	<i>Transformative Social Work Practice</i>  Group presentations	<p><b>Group Project Due in Canvas on Sunday October 9<sup>th</sup> by 11:59pm EST</b></p> <p><b>Readings</b></p> <ol style="list-style-type: none"> <li>Carrillo, A., &amp; O'Grady, C. L. (2018). Using Structural Social Work Theory to Drive Anti- Oppressive Practice with Latino Immigrants. <i>Advances in Social Work</i>, 18(3), 704. <u>Focus on Pages 705-712</u></li> <li>Detlaff, A. &amp; Fong, R. 2016. Chapter 15. <i>Advocacy for Immigrant and Refugee Children and Families</i></li> </ol> <p><b>Asynchronous Activities:</b> ~1hour 40mins</p> <ol style="list-style-type: none"> <li>Documentary Film: This is Home: A Refugee Story, 1h 30 mins <a href="https://www.hrw.org/africa/democratic-republic-congo#">https://www.hrw.org/africa/democratic-republic-congo#</a></li> <li>Webpage: UNCHR Democratic Republic of Congo, ~5 mins <a href="https://www.hrw.org/africa/democratic-republic-congo#">https://www.hrw.org/africa/democratic-republic-congo#</a></li> </ol>

Date/Time	Agenda	Required Readings & Assignments
		3. Video: Power of RLOs, 2 minutes <a href="https://www.youtube.com/watch?v=Y87fo_X7Rrs&amp;t=5s">https://www.youtube.com/watch?v=Y87fo_X7Rrs&amp;t=5s</a> 4. Video: Shifting the power to CBOs, 3 minutes <a href="https://www.youtube.com/watch?v=o0jauLevjWQ">https://www.youtube.com/watch?v=o0jauLevjWQ</a>
Week 8 October 19, 2022	Health	<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. <i>Detlaff &amp; Fong. 2016. Ch14 Practice with Immigrant and Refugee Children and Families in the Health Care System e. E-book available.</i></li> <li>2. Potocky, M &amp; Naseh, M 2019. Chapter 6 Health Issues</li> </ol> <p><b>Asynchronous Activities:</b> 1 hour 20 mins</p> <ol style="list-style-type: none"> <li>1. Art installation viewing at U-M SSW, ~1 hour  <a href="https://www.pintorealmdead.com/">https://www.pintorealmdead.com/</a></li> <li>2. TedX: Bridging the refugee health gap   Claire Jones, 17 mins  <a href="https://www.youtube.com/watch?v=q_xZFDVT1VY&amp;t=1s">https://www.youtube.com/watch?v=q_xZFDVT1VY&amp;t=1s</a></li> <li>3. Video: This is psychology: Immigration, APA, 4 mins  <a href="https://www.youtube.com/watch?v=q_xZFDVT1VY&amp;t=1s">https://www.youtube.com/watch?v=q_xZFDVT1VY&amp;t=1s</a></li> </ol>
Week 9 October 26, 2022	Mental Health	<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Potocky, M &amp; Naseh, M 2019. Chapter 7 Mental Health</li> <li>2. Browse: Crossroads: The psychology of immigrants in the new century. American Psychological Association, 2012 <a href="https://www.apa.org/">https://www.apa.org/</a></li> </ol> <p><b>Asynchronous Activities:</b> 21 mins</p> <ol style="list-style-type: none"> <li>1. Video: TedX: Bridging the refugee health gap   Claire Jones, 17 mins  <a href="https://www.ted.com/talks/claire_jones_bridging_the_refugee_health_gap?utm_campaign=tedsread&amp;utm_medium=referral&amp;utm_source=tedcomshare">https://www.ted.com/talks/claire_jones_bridging_the_refugee_health_gap?utm_campaign=tedsread&amp;utm_medium=referral&amp;utm_source=tedcomshare</a></li> <li>2. Video: This is psychology: Immigration, APA, 4 mins  <a href="https://www.youtube.com/watch?v=q_xZFDVT1VY&amp;t=1s">https://www.youtube.com/watch?v=q_xZFDVT1VY&amp;t=1s</a></li> </ol>
Week 10 November 2, 2022	Trauma/ Resource Project Presentations	<p><b>Resource Project due Sunday November 6<sup>th</sup> at 11:59 PM</b></p> <p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Potocky, M &amp; Naseh, M 2019. Chapter 11 Additional Populations of Concerns</li> <li>2. Browse: LGBTQ Asylum Seekers: How clinicians can help. American Psychological Association <a href="https://www.apa.org/pi/lgbt/resources/lgbtq-asylum-seekers.pdf">https://www.apa.org/pi/lgbt/resources/lgbtq-asylum-seekers.pdf</a></li> <li>3. <i>The Immigrant Learning Center 2021 Understanding Immigrant Trauma</i>  <a href="https://www.ilctr.org/understanding-immigrant-trauma/">https://www.ilctr.org/understanding-immigrant-trauma/</a></li> </ol> <p><b>Asynchronous Activities:</b> 44 mins</p> <ol style="list-style-type: none"> <li>1) Video: Strategies to Mitigate Immigrant Anxiety, Fear and Trauma  <a href="https://youtu.be/n3KfSOh0yqQ">https://youtu.be/n3KfSOh0yqQ</a> 36 minutes</li> <li>2) Podcast: This American Life the Out Crowd, May 15, 2020, Pulitzer-winning podcast</li> </ol>

Date/Time	Agenda	Required Readings & Assignments
		<p><a href="https://www.thisamericanlife.org/704/our-pulitzer-winning-episode">https://www.thisamericanlife.org/704/our-pulitzer-winning-episode</a></p> <ul style="list-style-type: none"> <li>• Full version, 66 minutes o whole episode</li> <li>• Short version, ~18 minutes o 00:00 to 15:17, Prologue, 14 minutes o 60:57 to 64:20, Closing, ~4 minutes</li> </ul>
Week 11 November 9, 2022	Family Dynamics/ Resource Project Presentations- Continued	<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Potocky, M &amp; Naseh, M 2019. Chapter 8 Family Dynamics</li> </ol> <p><b>Asynchronous Activities:</b> 29 mins</p> <ol style="list-style-type: none"> <li>1. Between Two Cultures   Smrithi Ram   TEDxUCincinnati <a href="https://youtu.be/qv_UfDBNWI8">https://youtu.be/qv_UfDBNWI8</a> ( 8 minutes)</li> <li>2. The evolving identity of a first generation American   Somara Theodore   TEDxCreativeCoast <a href="https://youtu.be/hoYJCuOiho0">https://youtu.be/hoYJCuOiho0</a> (7 minutes)</li> <li>3. An Immigrant Family Moves Through Generational Trauma   Where We Come From   NPR. <a href="https://youtu.be/XwyVo1wwpa8">https://youtu.be/XwyVo1wwpa8</a> (12:00 Minutes)</li> </ol>
Week 12, November 16, 2022	Psychosocial issues Averse Childhood experiences Social Determinants of health faced by immigrants	<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Thurka Sangaramoorthy &amp; Megan A. Carney (2021) Immigration, Mental Health and Psychosocial Wellbeing <i>MEDICAL ANTHROPOLOGY 2021, VOL. 40, NO. 7, 591–597</i></li> <li>2. Reynolds, A. D., &amp; Bacon, R. (2018). Interventions Supporting the Social Integration of Refugee Children and Youth in School Communities: A Review of the Literature. <i>Advances in Social Work, 18(3), 745–766.</i></li> <li>3. Yalim, A. C., &amp; Kim, I. (2018). Mental Health and Psychosocial Needs of Syrian Refugees: A Literature Review and Future Directions. <i>Advances in Social Work, 18(3), 833–852.</i></li> </ol>
Week 13 November 23, 2022 Fall Break	No Class	Self-Care
Week 14 November 30, 2022	Legal Systems and Policy Advocacy	<p><b>Final assignment due Submit Interview and Paper in Canvas Week 13: November 29, 2022, 11:59pm EST</b></p> <p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Schmidt, P.W. (2019). An Overview and Critique of US Immigration and Asylum Policies in the Trump Era. <i>Journal on Migration and Human Security, 1-11</i></li> </ol> <p><b>Asynchronous Activities:</b> ~38 mins</p> <ol style="list-style-type: none"> <li>1. Video: Preparing for Asylum Interviews, 3 mins <a href="https://www.youtube.com/watch?v=ukhfYIIHWwI">https://www.youtube.com/watch?v=ukhfYIIHWwI</a></li> <li>2. Videos: LegalEDweb, 35 mins total (1) Preparing with client, 8 mins</li> </ol>

Date/Time	Agenda	Required Readings & Assignments
		<p><a href="https://www.youtube.com/watch?v=W_gTOrPGYVE">https://www.youtube.com/watch?v=W_gTOrPGYVE</a>            (2) Closing arguments for refugees, 9 mins  <a href="https://www.youtube.com/watch?v=gz0LDvz8HeM">https://www.youtube.com/watch?v=gz0LDvz8HeM</a>            (3) Cross exam of refugee client, 11 mins  <a href="https://www.youtube.com/watch?v=g1Ak0t7pajg&amp;t=43s">https://www.youtube.com/watch?v=g1Ak0t7pajg&amp;t=43s</a>            (4) Cross exam of expert, 8 mins  <a href="https://www.youtube.com/watch?v=sNEhuHqG5U8">https://www.youtube.com/watch?v=sNEhuHqG5U8</a>            (5) Judge decision, 7 mins  <a href="https://www.youtube.com/watch?v=bwywuY4EzAQ">https://www.youtube.com/watch?v=bwywuY4EzAQ</a></p>
Week 15 December 7, 2022	Futurism; Radical imagining	<p><b>Readings</b></p> <ol style="list-style-type: none"> <li>Anderson, B., Sharma, N., &amp; Wright, C. (2009). Editorial: Why No Borders? <i>Refuge: Canada's Journal on Refugees</i>, 26(2), 5–18.</li> <li>BROWSE: Beyond Walls: Why the forces of global migration can't be stopped: A Special Report: <i>Time Magazine</i></li> <li>Choose one story: Octavia's Brood: <i>Science Fiction Stories from Social Justice Movements</i>, edited by Walidah Imarisha, and Adrienne Maree Brown, AK Press, 2015. ProQuest Ebook Central.</li> </ol> <p><b>Asynchronous Activities:</b> ~38 mins</p> <ol style="list-style-type: none"> <li><i>TEDx: Imagine world without borders   Bridget Anderson, 11mins</i>  <a href="https://www.youtube.com/watch?v=zht-6BrX1b4">https://www.youtube.com/watch?v=zht-6BrX1b4</a></li> <li><i>Ytasha Womack, Afrofuturism, 13 minutes</i>  <a href="https://www.youtube.com/watch?v=xlF90sXVfKk">https://www.youtube.com/watch?v=xlF90sXVfKk</a> <i>START minute 00:45</i>  <i>END minute 13:50</i></li> </ol>

Assignments Summary

Assignment	Due date	Percent of overall grade
Live Class Participation	Weekly	15%
Group Project: Immigration Policy Examination and Presentation	Present in Assigned Week and <b>Submit Group Project in Canvas on Sunday October 9<sup>th</sup> by 11:59pm EST</b>	25%
Resource Project	<b>Submit Paper and Presentation by Sunday November 6<sup>th</sup> Sunday by 11:59 pm EST</b> to Canvas Present to 2 slides for 2 minutes to class as assigned on Week 11 November 9 <sup>th</sup> or Week 12 November 16 <sup>th</sup>	30%



Assignment	Due date	Percent of overall grade
Final – Intercultural Interview and Analysis Paper	<b>Submit Interview and Paper in Canvas Week 13 November 29, 2022, 11:59pm EST</b>	30%

**Attendance and Live Class Participation (15%)**

Students are expected to attend class regularly, participate in the class discussions, and submit work promptly. Failure to meet these expectations will result in reduction in your participation grade. Your involvement in this class is considered essential to your learning in this course. Live classes include discussion on assigned reading, participate in role-playing, exercises, etc. I strive to create a container that holds space for students to feel comfortable exploring ideas and being open to new information and perspectives. Your presence in class along with preparation by having read and considered the assignments, and participation in discussion is essential.

Religious Observances: please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements. Please communicate any classes that you may not be present for via email ([carajw@umich.edu](mailto:carajw@umich.edu)) or phone/text (770-344-7833). The student and Professor will agree upon make-up assignments when more than one class is missed. *Any failure to communicate an absence to this Professor will result in a full point deduction for that class. Please refer to the [Policy on Class Attendance](#) found in the MSW Student Guide for additional information.*

Each class encourages dialogue regarding readings, videos, and lectures. Participation in this course will occur in small and large group discussions. It is essential to abide by the NASW Code of Ethics and maintain the highest level of respect for another as colleagues/peers, as well as for the clients/communities that we will be discussing in class. Please avoid the use of electronics during the course. If you need to take a phone call or respond to a text message or email, then please step out of the class, and return when you are done. It is expected that your computer only be used for attendance, taking notes during lectures and participation activities.

Please communicate any difficulty that you are experiencing related to course materials and discussions, and I will do my best to help resolve the matter or identify appropriate support services if requested.

See rubric for grading details.

**Group Project: Immigration Policy Examination and Presentation (25% of Grade)**

<b>Course Objectives/ Social Work Competencies</b>	LOI3: understand policies and institutions related to I&R in various domains or systems of practice (advocacy, family, child welfare, refugee resettlement, health, mental health, communities) LOI4: critically analyze forms of practice, and determine the impact / relevance of rights, institutions, labor, and ideas on practice and on migrant communities
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	<p>LOI5: demonstrate knowledge about practice that is culturally humble, community based, socially just</p> <p>LOI6: develop global perspectives on policies and practice with immigrants and refugees</p>
<b>Purpose</b>	<p>Understanding policy and legislation is a critical aspect of social work practice especially when working with and supporting immigrants. This assignment is designed to assist students increase their ability to critically analyze policies and examine the ways policy impacts their practice, communities, and individuals. The purpose of this assignment is for students gain experience with policy analysis and increase ability to transfer this knowledge to others. Increase ability to discuss perspectives from different angles regarding sensitive topics and issues. Students will increase ability to relate policy and its implications to practice while gaining skills while gaining practical experience</p>
<b>Task</b> (See assignment in Canvas for more details)	<p>Examine (detail this with expectations) the policy assigned to your group from a Social Work perspective. Create no more than 2 slides to use for in class presentation on assigned group presentation week. Your presentation should be 15 minutes and present topic background, clearly explain the policy, Highlight the pros and cons of the policy for immigrants, Service delivery implications that Social Workers should consider when working with Immigrants.</p>
<b>Criteria:</b> How assignment work will be evaluated	<p>Please see Rubric.</p>

### Resource Project (30% of Grade)

<b>Course Objectives/ Social Work Competencies</b>	<p>LOI3: understand policies and institutions related to I&amp;R in various domains or systems of practice (advocacy, family, child welfare, refugee resettlement, health, mental health, communities)</p> <p>LOI4: critically analyze forms of practice, and determine the impact / relevance of rights, institutions, labor, and ideas on practice and on migrant communities</p> <p>LOI5: demonstrate knowledge about practice that is culturally humble, community based, socially just</p> <p>LOI6: develop global perspectives on policies and practice with immigrants and refugees</p>
<b>Purpose</b>	<p>Social Workers are often in position to assess and identify psychosocial needs and stressors. Additionally, Social Workers play a pivotal role in identifying resources and making warm hand offs and linkages for individuals to much needed resources. The purpose of this assignment is for students to apply knowledge and skills while gaining practical experience on critically analyzing the depths of needs that stem psychosocial issues for specific populations immigrants. Student will employ culturally informed and response perspectives in developing and presenting information in both written and verbal presentation components of this assignment.</p>
<b>Task</b> (See assignment in Canvas for more details)	<p>Part 1- In no more than two pages double spaced write about a psychosocial issue (example, financial, housing, education, food insecurity, childcare, employment, etc...) of interest to you that many immigrants face. This will include,</p>

	<ul style="list-style-type: none"> <li>❖ Compare and contrast the needs of immigrants facing this issue to nonimmigrants.</li> <li>❖ Identifying resources that can be helpful in supporting immigrants facing the identified issue</li> <li>❖ Discussing policies impacting resource availability</li> <li>❖ Conducting a resource search to locate existing resources that support immigrants facing the identified issue.</li> <li>❖ Create a list of the resources (3 minimum-5 maximum) including a hyperlink to the resource website and a sentence summarizing the resource.</li> <li>❖ Select one resource that you think addresses the issue the best and explain why.</li> <li>❖ Contact an organization providing identified resource(s)</li> <li>❖ Summarizing 2-3 Key takeaways from this experience.</li> </ul> <p>Part 2- In Class presentation Resource Project. Prepare a 5-minute presentation with no more than 3 power point slides to share with the class. The presentation should summarize the selected issue, identified need(s) resulting from the issue, availability of resource(s), Identify any relevant impacting resource availability, top resource selected, access availability, the most profound key takeaway (only one).</p>
<b>Criteria:</b> How assignment work will be evaluated	Please see Rubric.

**Final Paper: Intercultural Interview and Analysis Paper (30% of Grade)**

<b>Course Objectives/ Social Work Competencies</b>	<p>LOI1: develop understanding and critical analysis related to theoretical underpinnings of migration</p> <p>LOI2: use theories on migration to inform practice</p> <p>LOI3: understand policies and institutions related to I&amp;R in various domains or systems of practice (advocacy, family, child welfare, refugee resettlement, health, mental health, communities)</p> <p>LOI4: critically analyze forms of practice, and determine the impact / relevance of rights, institutions, labor, and ideas on practice and on migrant communities</p>
<b>Purpose</b>	<p>Studying immigration, forced migration and transformative Social Work Practice requires considering acculturation experiences for these groups and individuals The purpose of the final paper is to encourage students to integrate course material, reflect on the lessons learned, successfully conduct research, and demonstrate culturally informed and responsive communication skills with the use of an intercultural interview. This assignment aims to support students in gaining real life experience practicing rapport building and engagement with cultural humility. Increase students' ability to critically analyze information and use theory to understand the lived experiences of individuals who have migrated to the United States from another country. Assist students learn how to assess psychosocial factors that impact immigrants as they acculturate to their new environment. Encourage to explore and reflect on their learning and their ability to apply it to the lived experiences of those they interview.</p>
<b>Task</b>	<b>Paper</b>

	<p>Your final writing assignment will consist of summary and analysis of an intercultural interview. The videotaped interview analysis is required to be a minimum of 5 pages, but not more than 6 pages (not including cover page and reference page). This paper should follow APA formatting: typed in Font: Times New Roman 12, double spaced, and have one-inch margins all around.</p> <p><b><u>Intercultural Interview</u></b></p> <p>Find an adult (18 years or older), born outside of the United States, to interview about her/his/their experience with the acculturation that occurs with migrating to the United States. Please select someone with whom you are not previously or deeply connected and not from your country of origin – if you are not a native of the United States. The acculturation experience can be from any point in the person’s developmental history. The interview should be recorded and display the student’s proficiencies in cultural informed and responsive communication with someone from a culture other than the interviewer. The recording will be submitted in Canvas for review and feedback from the professor.</p>
<p>Criteria: How assignment work will be evaluated</p>	<p>Please see Rubric.</p>

### Grading

All assignments will be graded based on the assignment grading rubric.

Letter grades from A through E are given for class performance. Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. C– is the lowest grade which carries credit. D grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit.

### Grading Scale:

A+ = 100	B+ = 87-89	C+ = 77-79	D = 66-69
A = 96-99	B = 83-86	C = 73-76	F = less than 66
A- = 90-95	B- = 80-82	C- = 70-72	

Late Assignment Policy: Please communicate with me as soon as possible if you anticipate problems with a due date. Unless this is due to an unexpected event/emergency, requests for an extension on an assignment must be made at least 24 hours in advance. Without advance arrangements, assignments turned in after the due date/time will receive a 3% deduction from your assignment grade for each day past due and be considered incomplete after one week. Information can be found at the following links on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

## Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor. Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#)

## COVID-19 Statement

This course is an online course. However, for any in person interactions it is important to note for the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

## Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*

- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*