



COURSE TITLE/SECTION: SOCW 7352/19681 Social Work with Latino Immigrants

TIME: Monday 9:00am-12p p.m.

FACULTY: Will G. Dickey, LMSW, JD

OFFICE HOURS: Immediately after each class

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I. Course

A. Catalog Description

CR. 3 (3-0) Knowledge and Skills for Social Work with Latino Immigrants

B. Purpose

This course examines U.S. immigration historical trends, U.S. immigration laws and policies; immigration reform challenges, with a major focus on immigrant Latino populations and current immigration debate. Constitutional issues related to immigrants; pertinent Visa issues. Students will acquire essential skills in advocacy, policy, and culturally competent practice with Latino immigrants.

II. Course competencies

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

- A. Demonstrate an understanding of the history of Latino immigration to the U.S., the historical context and demographic make-up of the various waves of immigrants from Latin America to the U.S., and the make-up of the current Latino population.
- B. Identify the legal, socio-economic, and political issues related to Latino immigration.
 - a. Attention to comprehensive immigration reform debate at the federal, state & local levels;
 - b. Have a general understanding of U.S Visa laws;
 - c. Public benefits available to immigrants;
 - d. Delineate key issues impacting Latino immigrants and discuss strategies to impact policy through education and advocacy.
- C. Develop an understanding of the critical role and application of culturally competent practice in working with Latino immigrants across diverse social work settings.
- D. Critically analyze and discuss key issues in research and practice with Latino Immigrants including issues such as:
 - a. Social Work practice theories application to immigrant

populations with a concentrated look at Delgado's "cultural assets paradigm."

- b. Immigration Reform
- c. Children & Families
- d. Education
- e. Health
- f. Employment
- g. Gender
- h. Older adult immigrants
- i. Immigration History
- j. Immigration myths & facts
- k. GLBT population
- l. Advocacy

III. Course Content

This course will include the following topical (content) areas:

- A. Historical context for the various waves of immigration from Latin America (Economic immigrants, political immigrants, etc.)
- B. Immigration law, reform, legal, socio-economic, and political issues.
- C. Strategies for impacting policy through research, teaching, training, and advocacy.
- D. Culturally competent social work practice with Latino immigrants.
- E. Research and practice issues relevant to Latino immigrants.

IV. Course Structure and Class Assignments

Course Requirements/student expectations:

Class attendance and participation. The course is extremely concentrated and intense. Students will obtain an overview of strengths and challenges facing immigrants and implications on legal immigration issues as well as social work practice. Consequently, it is crucial that students attend all classes, and come prepared to discuss all of the assigned readings and participate in student presentations. Kindly provide notice of expected absences and anticipated issues regarding class participation, class attendance and meeting deadlines to my email address above.

Class Participation/Attendance:	10%
Congress End of Chapter Case Studies (2) & Immigration In The News (2) Presentations	40%
Final Paper & Presentation:	50%

Major Assignments:

1. Students are expected to pick a major topic of their interest relating to

immigration and refugees, and turn in a final paper. Requirements will include:

- a. Providing a summary of topic
 - b. Preliminary outline & research of final paper, a
 - c. Final Paper (15 pages, excluding references); the Final paper will include substantial literature review references, and bibliography of other resources. The Final paper should comply with departmental requirements (APA citation)
 - d. PowerPoint presentation of Final Paper
2. Provide two class presentations of current issue in news or journals relating to the Latino immigrant population. The article shall be provided to class & Professor by Friday before class. Your presentation will summarize the article, report, journal article, etc., in power point format including the implications of the issue to social work practice at macro, mezzo and micro levels. You will lead class in discussion on the issues. Presentation length should be 10-15 minutes including class discussion of subject.
 3. Two class presentations on Textbook case studies assigned; Presentation will include slide or power point presentation outlining your answers to the case study assignments. You will lead class in discussion on the studies. Provide PowerPoint to class and Professor. Presentation length should be 10-15 minutes including class discussion of subject.

V. Textbooks

A. *Chang-Muy, Fernando, Congress, Elaine (2008) Social Work with Immigrants and Refugees; Legal Issues, Clinical Skills and Advocacy; New York: Springer Publishing Company*

C. *Aviva Chomsky, They Take Our Jobs (2007); Boston, Beacon Press*

CLASS SCHEDULE

Week One (8/25): Immigration Overview

MAJOR TOPICS TO BE ADDRESSED:

Dialogue:

- Meet & Greet
- What interested you in taking this course?
- What do you expect to get out of it?
- How important is this population to social work profession generally and specifically to Texas Social Workers? Why?

- Legal history of immigration
- Historical Perspectives on Immigration
- US Immigration Policies & Ideological Traditions
- Historical Overview Immigration Policies

WEEK TWO (9/1): LABOR DAY – NO CLASS

WEEKS THREE & FOUR (9/8 & 9/15): IMMIGRATION MYTHS & RECENT U.S. CONGRESS'S ATTEMPTS TO REFORM IMMIGRATION LAWS

MAJOR TOPICS TO BE ADDRESSED:

IMMIGRATION MYTHS:

1. Employment
2. Jobs
3. Wages
4. Unions
5. Taxes
6. Drain on economy
7. Remittances
8. Current immigrants need to follow law like prior immigrants have
9. We are being overrun with illegal (“undocumented”) immigrants
10. Over generous refugee policy
11. Immigrants start on equal footing
12. Immigrants aren’t assimilating
13. Not learning language and ESL
14. Just come to enjoy our higher standard of living
15. Public & Congress are against immigration
16. California Proposition 187 shows public opposes immigration
17. Immigration is a big problem
18. Countries need to control who goes in and out
19. Need to protect borders to keep out criminals and terrorists
20. Immigrating illegally is breaking our laws and is criminal and they should be deported
21. The immigration problems are so huge there is nothing we can do

SUPPLEMENTAL READING: ACLU: Immigration Myths and Facts:
<http://www.aclu.org/immigrants-rights/immigration-myths-and-facts>

VIDEO: *“HOW DEMOCRACY WORKS NOW: LAST BEST CHANCE”* (CHRONICLES
 LAST CONGRESSIONAL VOTE ON COMPREHENSIVE IMMIGRATION REFORM)
 (PBS.org)

Week Five (9/22):

MAJOR TOPICS TO BE ADDRESSED:

1. Immigration Overview

- Historical Perspectives on Immigration
- Immigration is not just a US phenomenon; it is international
- Who is coming to the US? (the latest trends)
- Where in the U.S. are they going to?
- US Immigration Policies
- Historical Overview
- Current: National and state quota system

2. LEGAL CLASSIFICATION OF IMMIGRANTS

The legal issues surrounding immigrants legal status, to raise awareness with social workers that in addition to issues that clients face (abuse, housing, etc.), there is an added stressor in a newcomer's life – i.e. Legal immigration issues.

VIDEO: "HARVEST OF EMPIRE"

Week Six (09/29)

MAJOR TOPICS TO BE ADDRESSED:

Cultural Competence

Social worker reflection on importance of self-reflection, knowledge, attitudes and behaviors towards immigrants, resulting in better access to services

- Definition of Cultural Competence
- Language Issues
- Dialects
- Working with Interpreters
- Cultural Competence protocols for an individual
- Protocols available for "inventory" of how to become culturally competent

ADDITIONAL READINGS:

NASW: Standards for Cultural Competence (Handout)

TOPIC SUMMARY OF FINAL PAPER DUE

Week Seven (10/6):

MAJOR TOPICS TO BE ADDRESSED:

Theories for Social Work Practice with Immigrants

Approaches and Foundations To Social Work Practice

- Family Systems Theory
- Strengths Theory
- Immigrants' Contributions to the U.S.
- Employment
- Housing renting, buying homes
- Financial Contributions
- Taxes
- Housing
- Businesses
- Culture

Week Eight (10/13):

MAJOR TOPICS TO BE ADDRESSED:

Physical Health Issues

Complex interconnected health issues confronting immigrants, especially those in vulnerable occupations, and issues relating to access to health care systems as immigrants attempt to obtain quality health care by institutions such as hospitals, clinics, government services.

- Lack of access to medical care
- Cultural beliefs about health, illness, treatment may effect treatment
- Disparities in healthcare
- Detention standards and medical care for immigration detainees

Mental Health

Definitions of mental health in an immigrant context; triple trauma paradigm; and the importance of cultural competency in mental health settings.

- Substance abuse/alcohol abuse
- Depression
- Trauma: trauma of flight, trauma of assimilation
- Refugees
- Survivors of Torture
- Effects of uprooting, flight and adjustment

Week Nine (10/20):

SUBMIT FINAL PAPER PUTLINE WITH REFERENCES REFLECTING SUBSTANTIAL SOCIAL SCIENCE LITERATURE RESEARCH HAS BEEN CONDUCTED.

MAJOR TOPICS TO BE ADDRESSED:

Avoiding Unintended Consequences In Civil Advocacy For Criminally Charged Immigrants

- Immigration consequences of misdemeanors vs. felonies
- Importance of criminal defense sector understanding immigration issues and consequences of pleading guilty.
- REVIEW: www.immigrantdefenseproject.org

Employment

- Spectrum of issues confronting low wage immigrants in the employment arena, including immigrant contributions to the economy, labor laws, work conditions, employment and exploitation.
- Difficulty finding work
- Immigrants often forced to take lower-status jobs than they were trained for
- Difficulty dealing with work issues
- Abuse by employers
- Unfair working conditions
- Child Labor/exploitation in U.S.

Week Ten (10/27):

MAJOR TOPICS TO BE ADDRESSED:

Children

- Education and access
- Public School issues
- Unaccompanied minors and relate it to Social Work case management I-360 (Special Immigrant Juvenile)
- How children and parents relate (children becoming more “Americanized” than parents, etc.
- Child Abuse

ENGLISH LANGUAGE LEARNERS IN PENNSYLVANIA SCHOOLS:

Legal Issues and Advocacy Opportunities

<http://www.elc-pa.org/pubs/downloads/english/ell-Current%20issues%20Nov%202006.pdf>

Bridging Refugee Youth and Children's Services (BRYCS) provides national technical assistance to organizations serving refugees and immigrants so that all newcomer children and youth can reach their potential.

Week Eleven (11/3):

CLASS TIME FOR FINAL PAPER AND PRESENTATION RESEARCH

Week Twelve (11/10): Immigrant Women

MAJOR TOPICS TO BE ADDRESSED:

Domestic, sexual and other forms of violence experience by immigrant women; legislation protecting immigrant women against violence and refugee women from human rights violation; and issues of multiple violators.

- Violence Against Women Act
- Refugee And Asylum
- Differences Between Immigrant And Refugee Women
- Women Who Are Trafficked

Week Thirteen (11/17): LBGT Families

MAJOR TOPICS TO BE ADDRESSED:

History of US Immigrations laws preventing entry of LBGT individuals; sponsorship by a same-sex partner; asylum for LBGT individual fleeing human rights violations because of their sexual orientation.

- Clients separated from families because of Immigration Laws prohibiting LBGT union
- Asylum for LBGT individuals fleeing persecution

Week Fourteen (11/24) Elderly, Public Benefits

MAJOR TOPICS TO BE ADDRESSED:

1. ISSUES FACING ELDERLY INCLUDING ISOLATION, NATURALIZATION AND GOVERNMENT BENEFITS.

- Elderly immigrant clients
- Issues of alienation and abuse
- Citizenship applications for elderly Immigrant Clients

2. PUBLIC BENEFITS

Public entitlements for individuals, and rights and obligations for social service agencies under Federal law to ensure accessibility regardless of national origin.

- Legal requirements: Civil Rights Act, Title VI – Access

- Cultural Competence protocol for an organization
- Public Benefits and relationship to Social Work case management
- Lack of appropriate services/service access for immigrants

Review relevant information at <http://www.nilc.org>

3. ADVOCACY

Definitions of advocacy from individual to organizational to legal/societal changes and role social workers can play in bringing about systemic change at the political level

- Definitions of advocacy – Micro and Macro
- What is social workers' role in advocacy and systemic change?
- Why does policy matter to social workers and their clients?
- Information sources - a look at organizations like the Alliance for Justice, ACLU, Legal Aid, etc. how they are getting involved, how they can help social workers
- Funding sources – ability of 501 (c) 3 to engage in advocacy

Week Fifteen (12/1):

Final Paper & Presentation: The paper is due and will be based on the outline and class presentation. The paper will include references; bibliography of other resources, case studies and you will make a power point presentation to accompany your paper (15 minutes)

VI. Course Schedule and Reading Assignments

Provided in first class.

VII. Bibliography

Delgado, Melvin, Jones, Kay, & Rohani, Mojdeh (2005). *Social Work Practice with Refugee and Immigrant Youth in the United States*. New York: Allyn & Bacon.

Fong, Rowena (2004, Editor), *Culturally Competent Practice with Immigrant and Refugee Children and Families*. New York: The Guilford Press. [Reviewed in *Child and Adolescent Social Work Journal*, Volume 22 (1, February 2005), pp. 105-108.

Rothman, Juliet C. (2008). *Cultural Competence in Process and Practice: Building Bridges*. New York: Allyn & Bacon.

Velez-Ibañez, Carlos & Sampaio, Anna (Editors, 2002). *Transnational Latina/o Communities: Politics, Processes, and Cultures*. Lanham, MD: Rowman & Littlefield.

Fry, R. (2008, October 23). *Latino Settlement in the New Century*. Washington, DC: Pew Hispanic Center.

Fry, R., & Gonzales, F. (2008, August). *One-in-Five and Growing Fast: A Profile of Hispanic Public School Students*. Washington, DC: Pew Hispanic Center.

Guarnaccia, P. J., Martinez Pincay, I., Alegria, M., Shrout, P. E., Lewis-Fernandez, R., & Canino, G. J. (2007). Assessing Diversity Among Latinos: Results From the NLAAS. *Hispanic Journal of Behavioral Sciences*, 29(4), 510-534.

Institute of Medicine (2003). *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*.

Kochhar, Rakesh (2008, June 4). *Latino Labor Report, 2008: Construction Reverses Job Growth for Latinos*. Washington, DC: Pew Hispanic Center.

Livingston, G., Minushkin, S., & Cohn, D. V. (2008, August). *Hispanics and Health Care in the United States: Access, Information and Knowledge*. A Joint Pew Hispanic Center and Robert Wood Johnson Foundation Research Report.

Lopez, Mark Hugo & Minushkin, Susan (2008, September 18). *Hispanics See Their Situation in U.S. Deteriorating; Oppose Key Immigration Enforcement Measures*. Washington, DC: Pew Hispanic Center.

Latino Voters in the 2012 Election - Pew Hispanic Center

http://www.pewhispanic.org/files/2012/11/2012_Latino_vote_exit_poll_analysis_final_11-07-12.pdf

Mexican American Legal Defense and Educational Fund. <http://www.maldef.org>

Center For Public Policy Priorities, Austin, Texas; <http://www.cppp.org>

Center For Budget & Policy Priorities: <http://www.cbpp.org>

National Immigration Law Center; <http://www.nilc.org/>

National Immigration Forum; <http://www.immigrationforum.org/>

Center For Immigration Studies: <http://www.cis.org> (restrictionist/nativist)

Immigration Reform Law Institute: <http://www.irli.org/> (restrictionist/nativist)

National Council Of La Raza; <http://www.nclr.org>

American Immigration Lawyer's Association; <http://www.aila.org>

American Bar Association; <http://www.abanet.org>

The Advocates for Human Rights; <http://www.energyofanation.org/Links.html>

Immigration Policy Center: <http://www.immigrationpolicy.org>

VIII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college. Please use this scale to assign final course letter grades.

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+ =	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

IX. **Policy on grades of I (Incomplete):** Provided something about incompletes is included in all syllabi the specific content is not mandated to be from GPS bulletin.

X. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty

that can be found in your UH Student Handbook.

XI. Addendum

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.