

As of Dec. 21 2018

International Human Rights and US Immigration: Implications for Policy and Practice

SWRK-763-001 Term:

Spring 2019 - Wednesdays 9 a.m. to 11:30 a.m.

Van Pelt Library: WIC Seminar Room

Course description

An increasing number of individuals seeking social services are new to the country. It is estimated that by mid century newcomers will make up almost half of the population in the United States. Against this backdrop, and in order to remain adaptive, competitive and effective – policy makers, as well as social service providers and their organizations, must be prepared to work with immigrants and their families. The Council on Social Work Education recommends as a best practice - the “global context of practice.” Under the National Association of Social Work Code of Ethics, social workers have an ethical commitment to ensure client access to services, regardless of ethnicity, nationality, or cultural difference. Yet service providers’ efforts have often been thwarted by both public policy limitations for non-citizens, as well as their own agency lack of awareness of the rights of newcomers, their strengths as well as their challenges.

The course will begin with a focus on the history of migration to the US. Then, given the manner in which the legal status of immigrants often detrimentally affects their access to services, the major portion of each class will deal with US legal definitions of newcomers, including the process for obtaining lawful permanent residence, refugee status, as well as grounds for exclusion and deportation, and paths to naturalized citizenship. This core portion of every class will also cover specific areas where newcomers’ lives intersect on key issues such as the right to health, mental health, education, employment, right to fair trial, and right to public benefits. The course will end with an exploration of the different types of advocacy strategies that service providers can use in helping their immigrant clients receive care with the goal of ultimately becoming full community participants: for individual clients (micro-advocacy), internal advocacy towards a cultural competence agency (mezzo), and systems change strategies (macro).

Each class will be bookended by two other topics. The first segment of each class will highlight principles of **international human rights**, and their analog, if any, in the US Constitution. Students will develop an understanding of international standards of how governments should treat individuals, and whether the US abides by these principles. Each class will also conclude with discussions of non profit competencies and case studies. Given the important role that non-profit organizations play in serving newcomers, students will also gain an awareness of best practices regarding non profit leadership and operations such as: governance, human resource management, evaluation and operations. This course has been approved for the Global Human Rights Certificate

<https://www.law.upenn.edu/international/certificate/globalhumanrights/>

Course objectives

By the end of the course, students will understand:

1. **International human rights principles** and their counterpart in the US Constitution
2. **Key immigration** topics:

- a. Legal definition of non immigrant, immigrant, refugees, and citizen
 - b. Current grounds for exclusion, deportation and naturalization
 - c. Social determinants of health, mental health, education, crime, employment and their impact on immigrants
 - d. Specific populations and their strengths and challenges: women, children, elderly and lesbian and gay communities
3. System change/macro **advocacy** methods for individual, agency and community-wide to affect systemic change
4. **Non profit competencies** and best practices with a focus on making services accessible to immigrants

Course student expectations

1. Class attendance and participation. The course is extremely concentrated and intense. Students will obtain an overview of strengths and challenges facing immigrants, legal immigration issues that impact on newcomers, and social work practice as it relates to immigration. 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.

Major Assignments

1. Regular Class presentations and powerpoints on
International Human Rights
US Immigration policy
Non Profit Competencies
2. Final Individual Paper. Final short paper and presentation of non profits competencies as to access by immigrants
3. Final Team Presentations and website. Students are expected to pick a major topic of their interest, and in teams make a presentation. Deliverable will include an outline, and a Website to accompany the presentation.
The presentation is due on the final class. The website-paper will include references, bibliography of other resources.

Text: Social Work and Immigration, Fernando Chang-Muy, Elaine Congress, Springer Publication (New York Fall 2015).

Grading:

Assignment	Description	Points
1.	Presentation on immigration topics	10
2.	Presentation International Human Rights	10
3.	Presentation on non profit cultural competencies	10
4.	One page interview with newcomer	10
5.	Individual Paper on Non Profit Placement Cultural Competency	25
6.	Final Team Presentation consisting of a. Oral Presentation b. Web c. PPT	30
7.	On time attendance and Class participation	5
	Total	100

Course Timeline

Class 1	Jan 23	Class Overview and Objectives, Introductions Class and Immigration History Overview
Class 2	Jan 30	Legal Classification of Non Immigrants International Human Rights Overview Non profit core competencies overview & Cultural Competence
Class 3	Feb 6	Legal Classification of Non Immigrants Intl Human Rights: Trafficking Non profit core competencies overview & Cultural Competence
Class 4	Feb 13	Inadmission: Mental Health * Non Profit: Board Governance
Class 5	Feb 20	Deportation: Health* Intl Human Rights: Right to Health Non Profit: HR Staff and Volunteers
Class 6	Feb 27	Immigrant Family Petitions and LGBT Intl Human Rights: Right to Privacy and Marriage Non Profit: Program Adaptability/Evaluation
<i>March 2- 11 Spring Break</i>		
Class 7	March 13	Immigrant Family Petitions and Women Intl Human Rights: CEDAW Non Profit: Collaboration/Collective Impact
Class 8	March 20	Immigration: Refugees Intl Human Rights: Refugee Convention Non Profit: Resource Development
Class 9	March 27	Immigrant Employment Petitions (1 st and 2 nd Pref) Intl Human Rights: Right to Work Non Profit: Financial Management Teams to start preparing for Final presentations for
Class 10	April 3	Immigrant Employment Petitions (3 rd , 4 th ,5 th) Non Profit: Marketing
Class 11	April 10	Children and Education* Intl Human Rights CRC Non Profit:Facilities & Technology
Class 12	April 17	Elderly and Citizenship Intl Human Rights: Citizenship and Statelessness
Class 13	April 24	Advocacy* Intl Human Rights

		Non Profit Competencies Paper Due, Class Wrap up, and Prep for class presentations
Class 14	May 1	Class Presentations

Week and Topic Class 1 Jan 23	Readings	Assignments for next Week
<p>Week 1: Immigration Overview</p> <p>Learning objectives:</p> <p>Historical and Current Perspectives on Immigration</p> <p>Linkages between Human Rights and treatment of Immigrants</p> <p>Linkages between Non Profits and advocacy for Immigrants</p>	<p>Text: Chapter 1 – Overview - Elaine Congress pp 1-38</p>	<p>Presentations</p> <p>Discussion of key forms</p>

Non Immigrant Jan	Inadmission Feb	Removal Feb	Immigrant/Family Feb	Immigrant/Work March
Study Visas (F,J)	Grounds 1-3	Grounds 1-3	1 st and 2 nd	1 st and 2 nd
Temporary Work Visas (H,L,O,P)	Ground 4-7	Grounds 4-6	3 rd and 4 th	3 rd and 4 th
Humanitarian Visas (S,T,U)				5 th

<p style="text-align: center;">Week and Topic Class 2 Jan 30</p>	<p style="text-align: center;">Readings</p>	<p style="text-align: center;">Assignments for Next Week</p>
<p>Week 2: Legal Classification for Non Immigrants</p> <p>Learning objectives:</p> <p>1.Non immigrants, Immigrants</p> <p>2.Definition of Cultural Competence</p> <p>Protocols available for “inventory” of how to become culturally competent</p> <ul style="list-style-type: none"> • Cultural Competence protocol for an organization • Lack of appropriate services/service access for immigrants • Interview with newcomer assignment 	<p>Text: Chapter 1: Legal Classifications, Chang-Muy Non immigrant and Immigrant pp43-50; pp 50 -59</p> <p>Text: Chapter 3 Culturally Competent Social Work Practice, Ortiz Hendricks pp 69 – 83</p> <p>Additional resources: http://www.visalaw.com/abcs.html</p> <p>http://www.visalaw.com/05apr1/2apr105.html</p> <p>NASW: Standards for Cultural Competence</p> <p>Core Competencies of Non Profits www.tccgrp.com</p>	<p>Presentations</p> <p>Discussion of key forms</p>

Governance Jan 30	HR Management Feb 6	Collective Impact/ Collaboration Feb 13	Program Evaluation Feb 20	Resource Development Feb 27	Financial Management March 13	Marketing Communicati March 20

Week and Topic Class 3 Feb 6	Readings	Assignments for Next Week
<p>Week 3: Non Immigrants – Humanitarian Visas</p> <p>Learning objectives :</p> <p>Legal Classifications with focus on Humanitarian Visas –e.g. trafficking</p> <p>CASE STUDY-Mr S.: pg. 81-refer to readings from Class 1 & 2</p>	<p>Continuation of Non Immigrants</p> <p>Text: Chapter 1: Legal Classifications, Chang-Muy</p> <p>Non immigrant and Immigrant pp43-50; pp 50 -59</p>	<p>Presentations</p> <p>Discussion of key forms</p>

Week and Topic Class 4 Feb 13	Readings	Assignments for Next Week
<p>Week 4: Mental Health</p> <p>Learning objectives:</p> <p>Mental health in an immigrant context</p> <p>Refugees and trauma: In country, trauma of flight, trauma of assimilation</p> <p>Effects of uprooting, flight and adjustment</p> <p>Case Study-Mr. Y: pg. 82-readings from class 3</p>	<p>Text Chapter 2 Chang-Muy Exclusion and Deportation pp 60-62</p> <p>Chapter 6: Mental Health Issues, Ziya-Berte, pp. 143-171</p> <p>Additional resources: www.lcfsinpa.org</p> <p>http://detentionwatchnetwork.wordpress.com/know-your-rights/</p> <p>Know Your Rights manuals for detained adults and LGBT immigrants http://www.immigrantjustice.org/know-your-rights-manuals-detained-immigrants</p> <p>http://www.justice.gov/eoir/efoia/FY11AsyStats-Current.pdf</p>	<p>Presentations</p> <p>Discussion of key forms</p> <p>Assignment: Interview with newcomer</p>

Week and Topic Class 5 Feb 20	Readings	Assignments for Next Week
<p>Week 5 Physical Health Issues</p> <p>Learning objectives : Social determinants of health and access to health services</p> <p>Case Study-Paulina: pg. 171-readings from class 4</p>	<p>Chapter 5: Physical Health, Blair Smith Pp 109-132</p> <p>Additional Resources: www.nilc.org</p>	<p>Presentations</p> <p>Discussion of key forms</p>

Week and Topic Class 6 Feb 27	Readings	Assignments for Next Week
<p>LGBT Families</p> <p>Challenges facing LGBT immigrants and their US families</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> -Clients formerly separated from families because of Immigration Laws prohibiting LGBT union -Asylum for LGBT individuals fleeing persecution <p>Case study-Marie: pg. 133 (readings class 5)</p>	<p>Chapter 11: Working with LGBT Families, Tiven pp 257-267</p> <p>Additional resources:</p> <p>www.ImmigrationEquality.org</p> <p>Adams vs Howerton</p>	<p>Presentations</p> <p>Discussion of key forms</p>

Week and Topic Class 7 March 13	Readings	Assignments for Next Week
<p>Family Petitions & Women</p> <p>Learning objectives Strengths and challenges facing women newcomers</p> <p>Case study-Victoria Arellano: pg. 269</p> <p>Case study-Mark & Fabien pg. 267</p>	<p>Chapter 10: Family Petitions</p> <p>Gender Based Violence and immigration, Rose and Warriar pp 237- 249</p>	<p>Presentations</p> <p>Discussion of key forms</p>

March 2-10 Spring Break

Week and Topic Week 8 March 20	Readings	Assignments for Next class
Refugees Challenges Learning objectives : Refugee Status Determination Process and Procedures Case study Ana & Christina: pg. 249	Refugee Convention USC 101 (a) 42 8 CFR 208	Presentations Discussion of key forms

Week and Topic Week 9 March 27	Readings	Assignments for Next class
<p>Employment Challenges</p> <p>Learning objectives : Access and Discrimination in Employment</p> <p>Case study Ojo: pg. 268</p> <p>Case study Olivia: pg. 268</p> <p>These come from class 6 readings- Chpt. 11</p>	<p>Chapter 8: Immigrants and Employment”, Hincapie, Lopez, Stehlik pp. 183-199</p> <p>Employment Based Priorities</p>	<p>Presentations</p> <p>Discussion of key forms</p>

Week and Topic Week 10 April 3	Readings	Assignments for Next class
<p>Continuation of Employment Challenges</p> <p>Learning objectives : Access and Discrimination in Employment</p> <p>Case study-Back Pay & Reinstatement: Pg. 198</p>	<p>Chapter 8: Immigrants and Employment”, Hincapie, Lopez, Stehlik pp. 183-199</p> <p>Employment Based Priorities</p>	<p>Presentations</p> <p>Discussion of key forms</p>

**VULNERABLE POPULATIONS, IMMIGRATION AND SOCIAL WORK
PRACTICE**

Week and Topic Class 11 April 10	Readings	Assignments for Next Week
<p>Children and Education</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> -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 <p>Case Study-Labor Organizing: pg. 198</p>	<p>Chapter 9: Children and Education, Rieser pp 213- 231</p> <p>Additional Resources</p> <p>“English Language learners in PA,” Education Law Center</p> <p>http://www.elc-pa.org/pubs/downloads/english/ell-current%20issues%20Nov%202006.pdf</p> <p>http://www.brycs.org/</p>	<p>Presentations</p> <p>Discussion of key forms</p>

Week and Topic Class 12 April 17	Readings	Assignments for Next Week
<p>Elderly Issues facing elderly including isolation, naturalization and government benefits.</p> <p>Learning objectives: Elderly immigrant clients and issues of alienation and abuse</p> <p>Citizenship applications for elderly Immigrant Clients</p> <p>Case study ESL: pg. 233</p>	<p>Chapter 12: Older Adults Immigrants: Issues and Services, Brownell Fenley, Pp 273 - 293</p>	<p>Presentations</p> <p>Discussion of key forms</p>

Week and Topic Class 13 April 24	Readings	Assignments for Next Week
<p>Advocacy Definitions of advocacy from individual to organizational to legal/societal changes and role social workers can play in brining about systemic change at the political level</p> <p>Learning objectives: Definitions of advocacy – Micro and Macro</p> <ul style="list-style-type: none"> • 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 <p>Funding sources – ability of 501 c 3 to engage in advocacy</p>	<p>Chapter 14: Immigrant Advocacy in America Kaur Sidhu pp. 329-359</p> <p>Scheduled speaker: Justin DiBernardinis Erika@vamosjuntos.org</p> <p>Alliance for Justice http://bolderadvocacy.org/tools-for-effective-advocacy/evaluating-advocacy/advocacy-capacity-tool</p>	<p>Presentations</p> <p>Discussion of key forms</p>

Class 13 **April 24** - Non Profit Competencies Paper and Presentations Due,
Class Wrap up
Prep for class presentations

Last Class May 1 Topics Presentations: Presentations

Appendix

- A. Interview with Newcomer Outline**
- B. Human Rights Presentation template**
- C. Non Profit Core Competency template**
- D. Final Project Outline**
- E. Team Evaluation**
- F. Self-evaluation**

A. Interview with Newcomer Outline

1. Who:
2. How arrive/Visa status:
3. What are Top 3 Major Challenges:
4. How could organizations have helped:
5. From interviewer's perspective – interviewee top strengths/assets:

B. Human Rights Presentation template

1. Topic:
2. Key human rights that deal with this issue
 - a. Universal Declaration of Human Rights Article??
 - b. Declaration or Treaty?
3. US Constitution language?
 - a. Does US provide this human right to immigrants/refugees

C. Non Profit Core Competency template

1. Describe the competency
2. Best practices
3. Suggestion on applying the practice to ensure immigrant access
4. If tam members currently interning in an organization – how does the institution implement this competency

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D. Final Project Outline

Final project

Team member Names:

Title of Final Project Proposal Topic

WHAT is the Project (describe in detail)

HOW will you go about implementing/researching/producing (the process)

WHY is team interested in this topic?

WHAT is the project's applicability? How will it support/advocate/help individual asylum seekers or move a policy debate?

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E. Team Evaluation

My Name: _____

Person I am evaluating: _____

Topic Title: _____

- Human Rights
- Immigration
- Non Profit Competency

1. Participation	<u>Possible Top score</u>	<u>Self-assessment Score</u>
Participated in Group Discussions	2	
Attended conferences	2	
1. Research		
I 589 carefully researched	2	
Submitted on time	2	
2. Oral Presentation		
Clear presentation	2	
Completed my assignment on time	2	
Carefully drafted my portion	2	
3. Presentation		
Written slide clear	2	
Total	2	

Any other comment about the team member:

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F. Self-evaluation

My Name: _____

Topic	<u>Possible Top score</u>	<u>Self-assessment Score</u>
Newcomer interview Write up	10	
Human Rights Presentation		
Collaborated with my team	3	
Completed my assignment on time	3	
Carefully drafted my portion	3	
Immigration Presentation		
Collaborated with my team	3	
Completed my assignment on time	3	
Carefully drafted my portion	3	
Non Profit Presentation		
Collaborated with my team	3	
Completed my assignment on time	3	
Carefully drafted my portion	<u>3</u>	
Individual Paper on Non Profit cultural Competence	<u>30</u>	
Final Team Presentation	<u>30</u>	
Total		

Any other comment about yourself you wish to provide about your attendance, participation/reading assignments and engagement in class: