**HUSR 318 Human Services for Immigrants and Refugees**

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| **CSHSE Standards** | **How Standards are met in this HUSR 318 Course** |
| CSHSE Standard 11.1 c. Historical and current legislation affecting service delivery.  CSHSE Standard 11.1.d. How public and private attitudes influence legislation and the interpretation of policies related to human services.  CSHSE Standard 11.1.e. The differences between systems of governance and economics.  CSHSE Standard 11.1.f. Exposure to a spectrum of political ideologies. | Integrated into the exploration of the context of immigration and refugees in the United States, this course discusses the historical legislation affecting services to immigrants and refugees; How public and private attitudes influence legislation and the interpretation of policies related to human services delivery to immigrants and refugees, the differences between systems of governance and economics, and the spectrum of political ideologies related to immigrants and refugees |
| CSHSE Standard 12.c. Changing family structures and roles.  CSHSE Standard 12.d. An introduction to the organizational structures of communities.  CSHSE Standard 12.e. An understanding of the capacities, limitations, and resiliency of communities.  CSHSE Standard 12.f. Emphasis on context and the role of diversity (including but not limited to ethnicity, culture, gender, sexual orientation, learning style, ability, and socio-economic status) in determining and meeting human needs.  CSHSE Standard 12.g. Processes to affect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism. | This course explores the experience of immigrants and refugees in the United States and encompassed in that exploration is the study of changing family structures and roles, the organizational structure, capacities and resiliency of immigrant communities.  When students research and write the term paper they explore processes and policies that affect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism. They are also engaged with processes to analyze, interpret, and affect policies and laws at the local, state, and national levels that influence services delivery systems to immigrants and refugees. |
| CSHSE Standard 13.a. The range and characteristics of human services delivery systems and organizations.  CSHSE Standard 13.b. The range of populations served and needs addressed by human services professionals.  CSHSE Standard 13.c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation and healthy functioning.  CSHSE Standard 13.d. Economic and  social class systems including causes  of poverty.  CSHSE Standard 13.e. Political and ideological aspects of human services.  CSHSE Standard 13.f. International and global influences on service delivery.  CSHSE Standard 13.g. Skills to effect and influence social policy. | When students research and write the term paper they explore the range and characteristics of human services delivery systems and organizations as well as the range of immigrant and refugee populations served and needs addressed by human services professionals. Students read about  the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation and healthy functioning.  Integrated into the exploration of the context and role of immigrants and refugees in the United States, this course reads about and discusses  economic and social class systems including causes of poverty and skills to influence social policy. Discussions of international and global influences on service delivery to immigrants and refugees are also covered. |
| CSHSE Standard 14.f. Using technology for word processing, sending email, and locating and evaluating information. | When students research and write the term paper and engage in reading assignments for the discussions they use technology for word processing, sending email, and locating and evaluating information. |
| CSHSE Standard 16.a. Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.  CSHSE Standard 16.b. Skills to facilitate appropriate direct services and interventions related to specific client or client group goals. | When students research and write term paper they engage in analyzing and assessing the needs of immigrant and refugee clients or client groups, they develop goals, design and implement a plan of action along with evaluating the outcomes of the plan and the impact on the immigrant client or client group. |
| CSHSE Standard 17.c. Establishing  rapport with clients. | This topic is covered in the assigned readings, discussions, midterms and term paper. |
| CSHSE Standard 19.b. Client self-determination.  CSHSE Standard 19.d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, ability, sexual orientation, and other expressions of diversity.  CSHSE Standard 19.e. Belief that  individuals, services systems, and  society can change.  CSHSE Standard 19.g. Appropriate professional boundaries. | Students engage with reading and practice  of culture mindedness through cultural humility, the core of which is respect for self and others, and the belief in personal, interpersonal, and societal change.  Students are engaged in clarifying expectations, establishing professional boundaries, conflict transformation, establishing rapport with  clients, and ethical behaviors. |
| CSHSE Standard 20.c. Awareness of diversity.  CSHSE Standard 20.e. Reflection of professional self. | Awareness of diversity is embedded in the explorations of immigrant and refugee experience in the United States and human services delivery models covered in the assigned readings, discussions, midterms and term paper. Reflection of professional self is addressed in writing the term paper and the readings about human services delivery models to immigrants and refugees. . |
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