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

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**Office Hours: T/Th. 10 am-12:00 pm**

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**COURSE DESCRIPTION:**

Preparation for human services delivery to immigrants and refugees requires a solid grounding in both theory and practice with the immigration process, with the history and culture of specific immigrant groups, and with facilitating immigrant access to culturally sensitive and linguistically appropriate care. This course broadens the knowledge base of current and future human services professionals and provides them with theoretical tools and critical-thinking skills useful for delivery human services to an ever changing refugee and immigrant populations.

**CSHSE ACCREDITATION:**

This course partially fulfills the requirements set forth by the Council for Standards in Human Services Education (CSHSE). As such, this course also helps fulfill the requirements for the Human Services-Board Certified Practitioner credential. The specific standards being met are listed below each of the following objectives, as well as the learning activities that help fulfill those standards and learning objectives.

**COURSE OBJECTIVES:**

The objectives of this course, along with the CSHSE Standards, include:

1. To enhance awareness and understanding of the historical experience of immigrants and refugees.

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.

**This objective and the CSHSE Standards are achieved through student readings, discussions, and midterm exams**.

1. To critically analyze theories of immigration.

CSHSE Standard 11.1.f. Exposure to a spectrum of political ideologies.

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 objective and the CSHSE Standards are achieved through student readings, discussions, and midterm exams.**

1. To increase understanding of the acculturation process experienced by 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 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.

**This objective and the CSHSE Standards are achieved through student readings, discussions, midterm, final exams, and term paper.**

1. To integrate theoretical knowledge and experientially based service models designed for use with immigrants and refugees.

CSHSE Standard 12.e. An understanding of the capacities, limitations, and resiliency of communities.

 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.g. Skills to effect and influence social policy.

CSHSE Standard 14.f. Using 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.

CSHSE Standard 17.c. Establishing rapport with clients.

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.

CSHSE Standard 20.c. Awareness of diversity.

CSHSE Standard 20.e. Reflection of professional self.

**This objective and the CSHSE Standards are achieved through student readings, discussions, midterm, final exams, and term paper.**

**Textbooks:**

Godziack, M & Bump, M. (2008). *New Immigrants, Changing Communities: Best Practices for a Better America.* New York, Rowman and Littlefield Publishers, Inc.

Foner, N & Fredrickson, G.. (2005) *Not Just Black and White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States.* New York, Russell Sage Foundation.

**Recommended Reading:**

Nevins, J. (2008), *Dying to Live, A Story of U.S. Immigration in an Age of Apartheid*. San Francisco, Open Media/City Lights Books.

**COURSE REQUIREMENTS FOR GRADE**

**Term Paper: Cultural Analysis of Immigrant or Refugee Experience (100 points)**

Choose a case study of the life experience of an immigrant or refugee (see samples in bibliography attached). Organize your paper into two sections (typed, double-spaced, and 10 to 12 pages in length.).

 **Section One:** **Life Experience**

Describe and document the life experience of an immigrant or refugee using the “Cultural Mindedness Theoretical Tool (posted in course website in Titanium). In your description, discuss at least three “Aspects of Culture” and three “Barriers” experienced by the immigrant or refugee. The cultural analysis aims at teaching you a method for obtaining cultural data on an "emic" or insider viewpoint. Reading a book written by a person with immigrant or refugee experience allows insight into another’s experience--- you are "walking in another's shoes," so to speak. This experience helps you to learn cultural competence for working and living in an increasing culturally diverse society\world. **Section One is worth 50 points**

**Section Two**: **Intervention Model (s)**

Describe an intervention or service delivery model useful with immigrants or refugees. The model can be useful in schools for children of immigrant parents or immigrants themselves, or a therapy model useful for individuals, or an intervention training model useful in work organizations that are experiencing conflicts related to the treatment of immigrants or refugees. The intervention model can be based on your textbook, Godziack, M & Bump, M. (2008). *New Immigrants, Changing Communities: Best Practices for a Better America* (see listing above), or from those written about in books/articles or from organizations with websites on the internet.

As you research and write the term paper based on reading and analyzing the needs of immigrant and refugee clients or client groups, 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. A sample term paper will be presented the fifth week of the class.

**Section Two is worth 30 points..**

**Section Three: Conclusion**.

Briefly summarize the main points of the paper and discuss your personal reaction to writing this paper. What did you learn about the life experience and resources for providing human services to immigrants and refugees? How can you apply what you learned in a practical way in your life or career? Is the cultural mindedness tool useful in the delivery of human services and tell the reason for your thoughts. **Section Three is worth 20 points.**

**Total points for paper: 100 points**

 **Guidelines for Term paper writing process**

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| --- | --- | --- |
| Week | Task |  |
| 1-4 | Identify & choose a topic for term paper |  |
| 5-8 |  Survey and gather research about the topic (need 3-5 references—see bibliography at the end of the syllabus) |  |
| 9-10 | Begin writing Section One based on the references gathered |  |
| 12-14 | Write the other two sections of the term paper |  |
| 15-16 | Refine and turn in term paper |  |

**MIDTERM AND FINAL EXAMS (100 points each for 300 points total)**

There are three exams for the course. The three exams include 50 multiple choice and one essay selected by students from a list. A Study Guide is available on the course website in Titanium.

**DISCUSSION BOARD/FORUM PARTICIPATION (60 pts).**

Active, appropriate and informed participation is expected of each student in the Discussion Board. Participation will include Welcome and Introductions (the first week of class); six participations in response to the Suggested On-line Learning Activity located at the end of each lesson posted weekly on the course website in Titanium. Students choose six on-line learning activities during the semester to respond in the discussion forum. **(10 points each for 60 points total)**

**ASSIGNMENTS AND GRADING**

Students will be evaluated based on their performance and completion of the following:

Midterms = 200 points

Final Exam = 100 points

Discussion board = 60 points

Term Paper = 100 points

**460 points total**

**Course grade** is based on the following percentages in relation to the total 460 points for the course.

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| A 90-100% B 80-89% C 70-79% D 60-69%F 59% and below  |

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**GENERAL INFORMATION**

Remember to keep copies of all written work in the case of discrepancies that can be easily and fairly straightened out. Titanium has been known to “lose” assignments due to server crashes, etc. Except in cases of actual error, final grades are permanent. If you need to drop this course, refer to the University class schedule for the deadlines and requirements for dropping or withdrawing from courses.

**ALL DUE DATES ARE LISTED IN THE WEEKLY COURSE SCHEDULE BELOW**

You should submit all coursework by the due dates listed on the syllabus unless

otherwise notified by your instructor.

 **WEEKLY COURSE SCHEDULE**

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| Week | Topic | Assignments |
|  1 & 2 8/26-9/8 2013 | 1. Introduction to HUSR 318
2. Print Syllabus
3. Welcome & Introductions in Discussion Board
 | Review Syllabus posted in Titanium;Complete the Discussion Board Introductions;Read: Foner & Fredrickson (F& F) Ch. Introduction and Ch. 1 & Godziak & Bump (G & B) Ch. 1, (hereafter F/F & G/B) |
|  3 & 4 9/9-9/22 2013 | Immigration, Race, and Ethnicity in the United States: An Overview | Read: F/F Ch. 2-4 ; G/B Ch. 2-3 |
|  5 & 6 9/23/20-10//6 2013  | Immigration, Race, and Ethnicity in the United States: Historical and Theoretical PerspectivesMidterm One (see announcement in Titanium for specific day and time) | Read: F/F Ch. 5-6 ; G/B Ch. 4-5 Discuss term paper components in relation to sample term paper presentation. |
|  7 & 8 10/ 7-10/20 2013 | Immigration, Race, and Ethnicity and the State  | Read: F/F Ch. 7-8; G/B Ch. 6  |
|  9 &10 10/21-/11/3 2013 |  Immigration and Pan-ethnicity | Read: F/F Ch. 9-11; G/B Ch. 7-8  |
|  11 & 12 11/4- 11/17 2013 | Socioeconomic Profiles and TrendsMidterm Two(see announcement in Titanium for specific day and time) | Read: F/F Ch. 12-14; G/B Ch. 9  |
|  13 - 15 11/18-12/8 2013 | Immigration and Inter-group RelationsFall Recess is from November 23-29, 2013  | Read: F/F Ch. 15-16 & Conclusion; G/B Ch. 10 & Conclusion  |
|  16 12/19/-12/13 2013 | Review for Final Exam and turn in Term Paper. Turn in Term Paper by Thursday of Final’s Week**.** | Take Final Exam |

**Basic Rules for Postings and Discussions**

* BE polite
* BE sure to identify yourself
* BE sure to identify quoted material
* BE sure to send messages to the most appropriate list
* NO long posts - 50 line limit
* NO obscene language
* NO religious or sexual solicitation
* NO personal attacks on list members
* NO long ASCII graphics
* NO long quotations
* NO cross-postings

**SPECIAL NEEDS POLICY:**

The mission of our Office of Disability Support Services is “to make all of the university’s educational, cultural, social, and physical facilities and programs accessible to students with orthopedic, functional, perceptual and/or learning disabilities.” Please inform me during the first week of classes about any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or exams; I will be most happy to make appropriate accommodations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disability Support Services Office. The office is located in UH 101; the phone number is (657) 278-3117. See [www.fullerton.edu/DDS](http://www.fullerton.edu/DDS)

**ACADEMIC DISHONESTY**

All work for this class is to be your own work. You are responsible for familiarizing yourself with the Academic Dishonesty section of the University Catalog (page 484). You can access this information online in the Student Handbook, under Student Discipline, Academic Dishonesty Procedures, Policy at [**http://www.fullerton.edu/handbook/policy**](http://www.fullerton.edu/handbook/policy)**.** Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty.

* Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means.
* Plagiarism is the act of taking the specific substance of another and offering it as one’s own without giving credit to the source.

Students found guilty of academic dishonesty will be assigned an appropriate academic penalty and reported to the Judicial Officer on campus.