

Social Work 659
Section # 60421

Pathways to Immigration: Global Immersion to Mexico

3 Units

“The land flourished because it was fed from so many sources—because it was nourished by so many cultures and traditions and peoples.” —Lyndon B. Johnson

Spring 2019

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| Instructors: | Profs. Omar López and Sara Jimenez McSweyn | | |
| E-Mails: | omarl@usc.edu mcsweyn@usc.edu | Course Day: | Saturday and immersion trip over spring break |
| Telephones: | (213) 743-2484 (213) 821-3111 | Course Time: | 9 am – 2 pm |
| Offices: | City Center Suite 1117 SWC 210 | Course Location: | MRF 204 |
| Office Hours: | Saturdays 2-3 pm in MRF 204 and by appointment | | |

I. COURSE PREREQUISITES

This is an elective course of the Department of Children, Youth and Families that is open to students from all departments. Generalist practice courses must be successfully completed before enrolling in this course.

II. CATALOGUE DESCRIPTION

The course provides a broad understanding of immigration issues in Southern California through a ten-day trip of a migratory pathway experienced “backwards” through Los Angeles, San Diego, Ensenada, Mexico City, Puebla City and a rural area in the state of Puebla, and to expose students to some of the realities immigrants from Mexico and Central America face in search of a better life in the United States. The course includes three classes before the immersion trip and two more after the immersion trip that focus on presentation of class assignments.

III. COURSE DESCRIPTION

This course is designed to increase students' understanding of the many facets of immigration, including the current policies and legislation that impact delivery of services to immigrant families. The course will facilitate forums that expose students to the realities immigrants face through what will be labeled as a pathway to immigration experienced "backwards" starting in Los Angeles. Students will "migrate" through San Diego, across the international border with Mexico through Ensenada, Mexico City, and Puebla City concluding the immersion by visiting and engaging with *comunidades expulsoras de migrantes* (migrant sending communities) in the Mexican state of Puebla. Government officials, community leaders, activists, immigrants, professionals, academics and Immersion faculty and students will share their experiences and perspectives on immigration from Mexico and Central America to the United States. Students will be challenged to critically evaluate the narratives and intercultural lessons that they are exposed to in order to understand the deeper implications of the immigrant experience. The course also focuses on the development of students' practice skills in the macrosystemic and microsystemic domains to increase their capacity to deliver equitable and culturally informed services.

While the experience of migration is unique for every individual, many will face an increased risk for developing illness, disease and mental health problems. More often than not, immigrants encounter the challenge of resettlement in a new culture, often without the necessary social support for a smooth transition. As a result, immigrants may experience feelings of marginalization and social isolation, inadequate housing, restricted mobility, limited economic resources and employment options, and, in some cases, feelings of fear, guilt and shame. Some social service professionals in the United States may struggle at times to understand and/or know how to successfully engage members of immigrant populations. Generally speaking, immigrants tend to distrust social service providers for a number of reasons. Social services providers may speak the native language of immigrants but miss many of the cultural nuances. As a result, there is a significant disconnect between immigrants and social service providers who lack cultural competency on immigration sensitivities.

It is anticipated that this course will enhance student's understanding of some of the challenges, strengths, perseverance, resilience, resources and lack thereof encountered by immigrants from Mexico and Central America. Students will be able to translate the mode of contextualized thinking from abroad to better understand and appreciate the situation and perspectives of immigrants in the United States.

Special Notes

Participation is open to graduate students from any department who have an average GPA of 3.0 or higher; USC and non-USC students; faculty and staff from USC and other educational institutions; and community leaders and professionals from any discipline or field. Preference will be given to students in the last year of their MSW program. There are no language requirements.

A program fee is required, in addition to tuition costs. Students will be expected to depart as a group the evening of March 7, 2019 from the University Park Campus in Los Angeles.

Students are responsible for preparing for the immersion, including obtaining a valid passport and any other travel requirements. Participants should have no travel restrictions to Mexico or returning to the United States.

Students are expected to have the level of maturity and professionalism necessary to conduct themselves appropriately and responsibly in the classroom and throughout the immersion.

IV. COURSE OBJECTIVES

| Objective # | Objectives |
|-------------|--|
| 1 | Analyze a social policy related to immigration to enhance ability to lobby and advocate. |
| 2 | Debate a social policy related to immigration to practice how to engage in constructive dialogue with an opposing view. |
| 3 | Develop a treatment plan for a family system with a history of immigration to increase capacity to deliver equitable and culturally informed services. |
| 4 | Reflect on the development of the professional-use-of-self skills to expand cultural competency on immigration sensitivities. |

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of some didactic instruction that will support experiential learning provided by faculty from different academic institutions, guest speakers, individuals who have migrated, and exposure to environments along the selected migratory pathway. The instructors, a former undocumented immigrant and the other a documented immigrant before the criminalization of immigration laws, will share experiences and insight gained through their families' pathway to immigration from Mexico and Central America. This course will be comprised of three components: 1) pre-immersion, 2) immersion, and 3) post-immersion.

Pre-Immersion

The pre-immersion will consist of three classes conducted prior to the immersion where students will look at current policies/legislation that impact delivery of services to families where one or more members are immigrants from Latin America. During this period the course will focus on immigration issues that impact the region of Los Angeles. Problem based learning (PBL) pedagogy and clinical vignettes will be utilized to guide students through the assessment of two families and its individual members. One of the clinical vignettes will focus on the migratory pathway of a Mexican family and the other of a family from Guatemala.

Immersion

The ten-day immersion will include presentations from community leaders, activists, professionals, academics and others who will share their experiences and perspectives on immigration from Mexico and Central America to the United States. After studying and leaving Los Angeles, the immersion trip will begin in San Diego where participants will spend three days studying and experiencing first hand some of the realities that immigrants face when they arrive to Southern California. Prospective visits include: immigrant youth shelter, organizations that work with immigrants, facilities of Immigration and Customs Enforcement (ICE) and Custom and Border Protection (CBP) agencies, Barrio Logan and Chicano Park. From San Diego, students will "migrate" through Ensenada spending two days learning the realities of immigrants from the Mexican perspective. The immersion trip will then continue through Mexico City where students will spend two days participating in a number of activities, many organized by Universidad Iberoamericana – considered to be one of the best universities in Latin America. Lastly, the remaining three days of the trip will be spent in Puebla City and its surrounding communities where students will learn about the realities that influence migration.

Post-Immersion

The post-immersion will include two classes where students will present the two group assignments and debrief their experiences through reflective dialogue facilitated by the instructors.

The course will present the community of Puebla as an example of many other migrant sending communities from Mexico and Central America. Students will engage in critical thinking, focused dialogue, exploration of theory, and examination of practice and policy analysis. This course will focus on enhancing students' understanding of evidence-based interventions within the micro, mezzo and macro level of practice. This course provides a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, experiential exercises, integration of theory and critical analysis of course readings. Confidentiality of material shared within group settings will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

| Social Work Core Competencies | |
|--------------------------------------|--|
| 1 | Demonstrate Ethical and Professional Behavior |
| 2 | Engage in Diversity and Difference in Practice* |
| 3 | Advance Human Rights and Social, Economic, and Environmental Justice* |
| 4 | Engage in Practice-informed Research and Research-informed Practice |
| 5 | Engage in Policy Practice |
| 6 | Engage with Individuals, Families, Groups, Organizations, and Communities |
| 7 | Assess Individuals, Families, Groups, Organizations, and Communities |
| 8 | Intervene with Individuals, Families, Groups, Organizations, and Communities |
| 9 | Evaluate Practice with Individuals, Families, Groups, Organizations and Communities |

* Highlighted in this course

The table on the following page shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

| Competency | Objectives | Behaviors | Dimensions | Content |
|---|--|--|--|--|
| <p>Competency 2: Engage Diversity and Difference in Practice: Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p> | <p>Provide opportunities to examine social issues that impact service delivery to immigrant populations.</p> | <p>Recognize and communicate understanding of how diversity and difference characterize and shape the human experience and identity.</p> <p>Identify a social justice issue linked to immigration, utilize existing resources/policies relevant to the problem and apply research based social advocacy data to address the challenges faced by the selected immigrant population</p> <p>Reflect and analyze significant events and/or activities during the immersion experience that challenged his/her professional self and/or self-awareness and required him/her to confront his/her own biases, belief systems, fears or feelings</p> | <p>Knowledge, Values, Skills</p> <p>Knowledge, Skills</p> <p>Cognitive and Affective Processes</p> | <p>Assignment 1a/b: Social Policy Brief</p> <p>Assignment 3: Learning Journals</p> |

| Competency | Objectives | Behaviors | Dimensions | Content |
|---|---|--|---|---|
| <p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every individual, regardless of position in society, has fundamental rights such as freedom, safety, privacy, an adequate standard of living, healthcare and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need, social justice and strategies to promote social and economic justice and human rights. Social workers practicing in health, behavioral health and integrated care settings understand the potentially challenging effects of economic, social and cultural factors in the lives of clients and client systems. They also understand stigma and shame on an individual, community and society- wide basis. Social workers use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment</p> | <p>Develop and appreciate a deeper understanding of immigration dynamics.</p> | <p>Understand how to integrate theory, research, and economic, social and cultural factors when engaging with immigrant populations.</p> <p>Analyze and consider the human rights and social justice aspects of interventions with children, youth, and families</p> <p>Issues of diversity and difference are addressed comprehensively during assessment and tx planning by linking these to the physical, emotional and social experiences of the client and the family system. When selecting from a range of evidenced based practices, the student critically evaluates the practice's incorporation of cultural, diversity and difference factors.</p> <p>Demonstrate capacity to work in groups and to effectively debate a social justice issue linked to immigration, utilize existing resources/policies relevant to the problem and apply research based social advocacy data to address the challenges faced by the selected immigrant population</p> | <p>Values, Skills</p> <p>Values</p> <p>Knowledge, Skills</p> <p>Cognitive and Affective Processes</p> | <p>Assignment 4: Treatment Plan</p> <p>Assignment 2: Debate</p> |

| | | | | |
|---|---|---|--------------------------|--|
| <p>planning and intervention; and advocate at multiple levels for mental and physical healthcare parity and reduction of disparities for diverse populations.</p> | | | | |
| | <p>Enhance practice skills to successfully engage and understand individuals who have experienced migration from Latin America, particularly from Mexico and Central America.</p> | <p>Use advocacy and policy analysis skills to inform advocacy efforts at multiple levels for mental and physical healthcare parity and reduction of parity and disparities for diverse populations.</p> | <p>Knowledge, Skills</p> | |

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

| Assignment | Due Date | % of Final Grade |
|--|------------------|------------------|
| Assignment 1a: Social Policy Brief – individual | February 2, 2019 | 10% |
| Assignment 2: Debate – group | March 2, 2019 | 25% |
| Assignment 3: Learning Journals – individual | March 29, 2019 | 15% |
| Assignment 4: Treatment Plan – group | April 5, 2019 | 25% |
| Assignment 1b: Social Policy Brief – individual | April 20, 2019 | 15% |
| Participation: Meaningful Contributions and Professional Demeanor | On-going | 10% |

Students will be assigned by the instructors to five groups that will remain the same for all assignments except the learning journals. The instructors will consider the students' department and other similar factors. The course assignments are described below.

Assignment 1a: Social Policy Brief (individual) – 10%

Using the Society for Research in Child Development (SRCD) policy brief (discussed in unit 1) as a model, **student teams will select a topic for a two-page social policy brief but each student will be responsible for writing their own.** The social policy briefs will include the following sections:

- Title
- Why Does This Matter?
- Policy Implications
- What the Research Says
- Facts at a Glance

Students will receive a list of “hot topics” of policies/legislation that impact services to immigrant populations. Students can also select a topic, as a team, not listed below. Teams will need to receive approval from the instructor to ensure that it aligns with the objectives of this course. The social policy briefs objectively present information about your team's selected topic. Students can share resources but each must produce their own social policy brief.

Due: February 2, 2019

This assignment relates to student learning outcome 2, 3

Assignment 1b: Social Policy Brief (individual) – 15%

Students will submit a revised version of the policy brief at the end of the course. Students will need to incorporate insights and knowledge gained throughout the course, including experiences of the immersion trip to Mexico.

Due: April 20, 2019

This assignment relates to student learning outcome 2, 3

Assignment 2: Live Debate (group) – 25%

Utilizing the social policy brief assignment, each group will be split in half to hold a formal and structured discussion to debate arguments in favor or against the selected policy/legislation on a topic related to immigration in the United States. Each group will have a minimum of 20 minutes and a maximum of 25 minutes to complete this assignment during unit 3. Each group will also be required to submit an outline that lists its arguments and possible counter-arguments. Further details will be handed out in class.

Due: March 2, 2019

This assignment relates to student learning outcome 3

Assignment 3: Learning Journals (individual) – 15%

At the end of each of the ten immersion days each student will spend time writing a learning journal to record their experiences and reflections. Each entry should address the following:

- Reflections of experiences of the immersion trip, including description of emotions, thoughts, etc. through a critical thinking approach in a professional manner.
- Examine, if any, which assumptions, values, and beliefs were challenged.
- How this relates to the student's micro and macro social practice with an emphasis on the assignments of this class.

The journal entries during the trip will be considered drafts that should be polished upon returning of the trip for submission by the due date. Specific prompts will be provided to increase the students' focus when writing the learning journals. Students will be provided with a journal to keep that will facilitate note-taking throughout the trip. The final assignment should be 10-13 typed pages.

Due: March 29, 2019

This assignment relates to student learning outcome 1, 2, 3

Assignment 4: Treatment Plan (group) – 25%

Using Problem Based Learning (PBL) pedagogy, the course will use two clinical vignettes of immigrant families: one from Mexico and the other from Guatemala. The vignettes will reflect information gathered during an intake session and will describe the migratory pathway of each family from place of origin to Los Angeles, California. Each group will conduct an assessment of their assigned family unit and family member concluding with a treatment plan that provides rationale for proposed interventions. The immersion experiences should provide additional insight on what is needed for each treatment plan. Each group will conduct a 30-35 minute PowerPoint presentation during units 14 and 15. All groups will be required to submit PowerPoint documents before the presentations. **It is of the utmost importance that groups prepare in advance to present succinctly as time limits will be enforced strictly.**

Due: April 5, 2019

All groups will need to be ready to present during class on April 6, 2019. There will be a random selection at the beginning of class to determine which two (2) groups will present on April 6, 2019 and which three (3) groups will present on April 20, 2019. **To be fair, no group will be allowed to make any changes to presentation material submitted by the due date of April 5, 2019.**

This assignment relates to student learning outcome 1, 2

Important information about grading of assignments 1-4:

- Students/groups will be penalized for assignments that are submitted late. Each assignment that is submitted late will receive a 1% deduction per day. For example, if assignment 3 is submitted on March 30, 2019, then the most a student could earn for that assignment is 14% of the total grade for the class.
- Group assignments will receive one grade for all group members.
 - **Instructors reserve the right to diverge from this parameter if an individual student demonstrates significant lack of contributions toward the efforts of the group in completing an assignment.**

Participation (individual) – 10%

Although the instructor is responsible for facilitating participants' learning, ultimately, each participant is responsible for her or his own learning. Accordingly, participants are expected to be active participants and learners. At minimum, this requires participants to complete all course assignments on or before the due date and to notify the instructor if they are having difficulty comprehending the course material or keeping up with assignments. In order to maximize their learning, participants are expected to engage in the course material both independently and collectively.

Participants also are responsible for helping to create a positive learning environment and for ensuring the development of a cohesive learning community. As such, participants are expected not just to participate actively in the course, but to do so in a meaningful way. Meaningful contribution consists of involvement and behavior that is appropriate, respectful, thoughtful, responsible, and professional. Through their participation and meaningful contributions to the course, participants can demonstrate their commitment to learning and professional development, as well as their achievement of learning outcomes and competencies. Failure to assume the above responsibilities and to meet the course expectations will result in less than optimal learning and satisfaction with the course.

Guidelines for Participation

100%: Outstanding Contributor: Contributions in class and immersion reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small-group discussions, and other activities.

90%: Very Good Contributor: Contributions in class and immersion reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small-group discussions, and other activities.

80%: Good Contributor: Contributions in class and immersion reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role plays, small-group discussions, and other activities.

70%: Adequate Contributor: Contributions in class and immersion reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented, and are sometimes persuasive with adequate comportsment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role plays, small-group discussions, and other activities.

60%: Inadequate: This person says little in class and in immersion. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and does not ever present material to the class from exercises. Does not appear to be engaged.

50%: Nonparticipant: Attends class and immersion only.

0: Unsatisfactory Contributor: Contributions in class and immersion reflect inadequate preparation. Ideas offered are seldom substantive; provides few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comportsment is negative. If this person were not a member of the class, valuable air-time would be saved. Is unable to perform exercises and detracts from the experience.

Class grades will be based on the following:

| Class Grades | | Final Grade | |
|--------------|----|-------------|----|
| 3.85 – 4 | A | 93 – 100 | A |
| 3.60 – 3.84 | A- | 90 – 92 | A- |
| 3.25 – 3.59 | B+ | 87 – 89 | B+ |
| 2.90 – 3.24 | B | 83 – 86 | B |
| 2.60 – 2.87 | B- | 80 – 82 | B- |
| 2.25 – 2.50 | C+ | 77 – 79 | C+ |
| 1.90 – 2.24 | C | 73 – 76 | C |
| | | 70 – 72 | C- |

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can

result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Nazario, S. (2013). *Enrique's Journey (The Young Adult Adaptation): The True Story of a Boy Determined to Reunite with His Mother*. Delacorte Books for Young Readers.

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

| Unit | Topics | Assignments |
|------|--|---|
| 1 | <ul style="list-style-type: none"> ■ Introduction and Overview of the Course <ul style="list-style-type: none"> ▼ Introductions ▼ Course overview and discussion of assignments ▼ Policies/legislation that impact delivery of services to immigrants ▼ Current events related to immigration to the US | |
| 2 | <ul style="list-style-type: none"> ■ Local Immigration Issues – Los Angeles Part I <ul style="list-style-type: none"> ▼ Direct practice with immigrants ▼ Current immigration law framework, court process and deportations | Assignment 1a Due on February 2, 2019 Social Policy Brief |
| 3 | <ul style="list-style-type: none"> ■ Local Immigration Issues – Los Angeles Part II <ul style="list-style-type: none"> ▼ INM – Mexico’s National Institute Immigration | Assignment 2 Due on March 2, 2019 Debate |
| 4 | <ul style="list-style-type: none"> ■ San Diego/Tijuana Border Dynamics – Part I <ul style="list-style-type: none"> ▼ Day 1 of immersion: San Diego ▼ Immigration activist perspective from the United States ▼ Immigration law enforcement perspective ▼ Learning journal #1 | |
| 5 | <ul style="list-style-type: none"> ■ San Diego/Tijuana Border Dynamics – Part II <ul style="list-style-type: none"> ▼ Day 2 of immersion: San Diego ▼ Academic perspective from the United States ▼ Immigrant Youth Shelter ▼ Gentrification of Barrio Logan ▼ Feminist perspective on history of Chicano Park ▼ Learning journal #2 | |

| Unit | Topics | Assignments |
|------|---|-------------|
| 6 | <ul style="list-style-type: none"> ■ The Living Reality of Migrant Farm Workers – United States <ul style="list-style-type: none"> ▼ Day 3 of immersion: San Diego and Ensenada ▼ Migrant farm workers and day laborers ▼ Academic, government and activist perspective from Mexico ▼ Learning journal #3 | |
| 7 | <ul style="list-style-type: none"> ■ The Living Reality of Migrant Farm Workers – Mexico <ul style="list-style-type: none"> ▼ Day 4 of immersion: Baja California Norte ▼ Academic perspective from Mexico ▼ Learning journal #4 | |
| 8 | <ul style="list-style-type: none"> ■ “Pit Stop” in Migratory Pathway: Baja California <ul style="list-style-type: none"> ▼ Day 5 of immersion: Ensenada and Mexico City ▼ Immigration issues of Baja California ▼ Learning journal #5 | |
| 9 | <ul style="list-style-type: none"> ■ Practice Interventions and Academic Dialogue <ul style="list-style-type: none"> ▼ Day 6 of immersion: Mexico City ▼ Play art therapy with a focus on immigrant children and families <ul style="list-style-type: none"> ➢ Facilitated by faculty from Universidad Iberoamericana ▼ Dialogue with students and faculty about migration from Mexico to California <ul style="list-style-type: none"> ➢ Facilitated by Universidad Iberoamericana ▼ Learning journal #6 | |
| 10 | <ul style="list-style-type: none"> ■ Global Perspective on Immigration and Human Rights <ul style="list-style-type: none"> ▼ Day 7 of immersion: Mexico City ▼ Human rights ▼ Solutions through brainstorming activity based on innovation principles: design thinking <ul style="list-style-type: none"> ➢ Facilitated by Impact Hub ▼ Learning journal #7 | |
| 11 | <ul style="list-style-type: none"> ■ Initial Exposure to Migrant Sending Communities – Puebla <ul style="list-style-type: none"> ▼ Day 8 of immersion: City of Puebla and surrounding pueblos ▼ Overview of local migrant sending communities <ul style="list-style-type: none"> ➢ Facilitated by faculty from Universidad Iberoamericana ▼ Visits to migrant sending communities ▼ Learning journal #8 | |
| 12 | <ul style="list-style-type: none"> ■ In-Depth Exposure to a Migrant Sending Community – Puebla <ul style="list-style-type: none"> ▼ Day 9 of immersion: Rural area in Puebla ▼ Immersion with local people and organizations ▼ Learning journal #9 | |

| Unit | Topics | Assignments |
|--------------------------------|---|---|
| 13 | <ul style="list-style-type: none"> ■ Debriefing of Immersion Trip – Part I <ul style="list-style-type: none"> ▼ Day 10 of immersion: Puebla and Mexico City ▼ Debriefing of immersion trip ▼ Travel back to the United States ▼ Learning journal #10 | Assignment 3 Due March 29, 2019 Learning Journals |
| 14 | <ul style="list-style-type: none"> ■ Debriefing of Immersion Trip – Part II, Group Presentations and Connection to Resources in Los Angeles <ul style="list-style-type: none"> ▼ Debriefing of immersion trip ▼ Treatment plan – two group presentations ▼ Connection to resources in Los Angeles to encourage involvement ▼ Frente Indígena de Organizaciones Binacionales (FIOB) – grass roots organization of indigenous people ▼ Enrique’s Journey | Assignment 4 Due on April 5, 2019 with presentations on April 6 and 21, 2019 Treatment Plan |
| 15 | <ul style="list-style-type: none"> ■ Group Presentations and Course Evaluations <ul style="list-style-type: none"> ▼ Treatment plan – three group presentations ▼ Enrique’s Journey ▼ Course evaluations | Assignment 1b Due on April 20, 2019 |
| STUDY DAYS / NO CLASSES | | |
| FINAL EXAMINATIONS | | |

Course Schedule—Detailed Description

Unit 1: Introduction and Overview of the Course

January 12

Topics

- Introductions
- Course overview and discussion of assignments
- Direct practice with immigrants
- Policies/legislation that impact delivery of services to immigrants

This Unit relates to course objectives 1, 2

Required Readings

- Ayón, C. (2013). Service needs among Latino immigrant families: Implications for social work practice. *Social Work*, swt031, 1-10.
- Bacon, D. (2012). The Modern Immigrant Rights Movement. CIP Americas Program, January, 14, 1-8.
- Nazario, S. (2013). Enrique's Journey (The Young Adult Adaptation): The True Story of a Boy Determined to Reunite with His Mother. Delacorte Books for Young Readers, 1-64.
- Philbin, S. P., & Ayón, C. (2016). Luchamos por nuestros hijos: Latino immigrant parents strive to protect their children from the deleterious effects of anti-immigration policies. *Children and Youth Services Review*, 63, 128-135.
- Salas, L. M., Ayón, C., & Gurrola, M. (2013). Estamos traumatados: The effect of anti-immigrant sentiment and policies on the mental health of Mexican immigrant families. *Journal of Community Psychology*, 41(8), 1005-1020.

Unit 2: Local Immigration Issues – Los Angeles Part I

February 2

Topics

- Current immigration law framework, court process and deportations
- **DUE: Assignment #1a Social Policy Brief**

This Unit relates to course objectives 1, 2, 3

Required Readings

- Allen, B., Cisneros, E. M., & Tellez, A. (2013). The children left behind: the impact of parental deportation on mental health. *Journal of Child and Family Studies*, 24(2), 386-392.
- Bacallao, M. L., & Smokowski, P. R. (2013). Obstacles to getting ahead: How assimilation mechanisms impact undocumented Mexican immigrant families. *Social work in public health*, 28(1), 1-20.
- Henderson, S. W., & Baily, C. D. (2013). Parental deportation, families, and mental health. *Journal of the American Academy of Child & Adolescent Psychiatry*, 52(5), 451-453.
- Menjívar, C., & Abrego, L. (2012). Legal Violence: Immigration Law and the Lives of Central American Immigrants. *American Journal of Sociology*, 117(5), 1380-1421.

Nazario, S. (2013). Enrique's Journey (The Young Adult Adaptation): The True Story of a Boy Determined to Reunite with His Mother. Delacorte Books for Young Readers, 64-130

Unit 3: Local Immigration Issues – Los Angeles Part II

March 2

Topics

- INM – Mexico's National Institute Immigration in Los Angeles
- Debate group presentations
- Orientation of immersion trip
- **DUE: Assignment #2 Debate**

This Unit relates to course objectives 2, 3

Required Readings

Nazario, S. (2013). Enrique's Journey (The Young Adult Adaptation): The True Story of a Boy Determined to Reunite with His Mother. Delacorte Books for Young Readers, 130-201.

Unit 4: San Diego/Tijuana Border Dynamics – Part I

March 8

Topics

- Day 1 of immersion: San Diego
- Immigration activist perspective from the United States
- Immigration law enforcement perspective
- Learning journal #1

This Unit relates to course objectives 1

Required Readings

None

Tentative schedule:

- 7:30 am Reminder of expectations
- 8:00 am Guest speaker (activist): general overview of immigration issues in San Diego with some focus on policy/legislation issues students have selected for their macro assignments
- 9:15 am Leave hotel
- 10:00 am Immigration and Customs Enforcement (ICE) tour
- 12:15 pm Lunch
- 1:00 pm Customs and Border Protection (CBP) presentation and border ride-along
- 4:30 pm Guest speaker (activist): information about NGO and overall experience working on immigration issues with sharing of specific stories of immigrants who crossed and/or attempted to cross the international border
- 7:00 pm Back to hotel
- Evening Writing for learning journal #1

Unit 5: San Diego/Tijuana Border Dynamics – Part II

March 9

Topics

- Day 2 of immersion: San Diego
- Academic perspective from the United States
- Unaccompanied Minors Shelter
- Barrio Logan and Chicano Park
 - Feminist perspective on immigration matters impacting Barrio Logan
- Learning journal #2

This Unit relates to course objectives 1, 3

Required Readings

None

Tentative schedule:

- 7:45 am Debriefing/reflection session of day 1
- 8:30 am Guest speaker (academic): general overview of immigration issues in San Diego with focus on policy issues students have selected for their macro assignments
- 9:45 am Leave hotel
- 10:30 am Southwest Key Programs, Unaccompanied Minors Program
- 12:15 pm Leave to Barrio Logan
- 1:00 pm Guest speakers (activist/professional): Chicana muralists conduct lectures on history of Chicano Park with an emphasis on immigration issues and with a feminist perspective
- 2:30 pm Self-Guided Tour of Chicano Park and its murals and Barrio Logan, including lunch
- 4:00 pm Guest speaker (academic and community leader): SDSU School of Social Work emerita professor and former Chicano Federation Board member conducts lecture on social work practice with immigrants
- 5:30 pm Art show
- 7:30 pm Return to hotel
- Evening Writing for learning journal #2

Unit 6: The Living Reality of Migrant Farm Workers – United States

March 10

Topics

- Day 3 of immersion: San Diego and Ensenada
- Migrant farm workers and day laborers
- Academic, government and activist perspective from Mexico
- Learning journal #3

This Unit relates to course objectives 1, 3

Required Readings

None

Tentative schedule:

- 8:45 am Leave hotel
- 9:00 am Day laborer outreach activity

- 12:00 pm Leave to Ensenada
Debriefing/reflection session of day 2 on bus
- 3:30 pm Guest speaker (academic, former government official, and activist): COLEF professor and activist conducts lecture and provides general overview of immigration issues in the Tijuana/San Diego region with some focus on policy issues students have selected for their macro assignments
- 8:30 pm Cultural experience
- Evening Writing for learning journal #3

Unit 7: The Living Reality of Migrant Farm Workers – Mexico

March 11

Topics

- Day 4 of immersion: Baja California Norte
- Migrant communities
- Learning journal #4

This Unit relates to course objectives 1, 3

Required Readings

None

Tentative schedule:

- 8:30 am Leave hotel
Debriefing/reflection session of day 3 on bus
- 10:00 am Conference at Colegio de la Frontera Norte (COLEF)
- 12:30 pm Lunch
- 1:30 pm Conference at COLEF
- 4:45 pm Leave to hotel
Debriefing/reflection session of day 4 on bus
- Evening Writing for learning journal #4

Unit 8: “Pit Stop” in Migratory Pathway: Baja California

March 12

Topics

- Day 5 of immersion: Ensenada and Mexico City
- Immigration issues of Baja California
- Learning journal #5

This Unit relates to course objectives 1, 3

Required Readings

None

Tentative schedule:

- 7:30 am Breakfast with social work students from Mexico
- 9:30 am Guest speaker (activist and photographer): presentation of own work
- 11:00 am Lunch
- 12:00 pm Travel to Mexico City

- 8:30 pm Arrive to Mexico City
- Evening Writing for learning journal #5

Unit 9: Practice Interventions and Academic Dialogue

March 13

Topics

- Day 6 of immersion: Mexico City
- Play art therapy with a focus on immigrant children and families
- Dialogue with Iberoamericana representatives about migration from Mexico to California
- Learning journal #6

This Unit relates to course objectives 1, 2, 3

Required Readings

None

Tentative schedule:

- 8:00 am Leave hotel
Debriefing/reflection session of day 5 on bus
- 9:00 am Visit at migrant shelter
- 11:00 am Leave hotel to Universidad Iberoamericana (UI)
- 12:00 pm Lunch
- 1:00 pm Presentation by UI professor
- 2:30 pm Workshop on play and art therapy with a focus on immigrant children and families
- 6:00 pm Leave to hotel
- Evening Writing for learning journal #6

Unit 10: Global Perspective on Immigration and Human Rights

March 14

Topics

- Day 7 of immersion: Mexico City
- Human rights
- Solutions through brainstorming activity based on innovation principles
- Learning journal #7

This Unit relates to course objectives 2

Required Readings

None

Tentative schedule:

- 9:00 am Debriefing/reflection session of day 6
- 10:00 am Leave hotel
- 11:00 am Self-guided tour of historic places in Mexico City, including lunch
- 3:00 pm Leave to hotel
- 5:00 pm Design thinking workshop on topic(s) related to immigration through the use of innovation strategies and techniques

- 7:00 pm Networking reception with alumni, UI faculty and students, and other partners
- Evening Writing for learning journal #7

Unit 11: Initial Exposure to Migrant Sending Communities – Puebla March 15

Topics

- Day 8 of immersion: City of Puebla
- Overview of local migrant sending communities
- Learning journal #8

This Unit relates to course objectives 1

Required Readings

None

Tentative schedule:

- 10:00 am INM presentation
- 11:00 am Lunch
- 12:15 pm Leave to City of Puebla
Debriefing/reflection session of day 7 on the bus
- 4:00 pm Guest speaker (Academic): professor from UI Puebla provides an overview of local migrant sending communities
- 6:00 pm Leave hotel to Cholula
- 6:30 pm Dinner as a group
- 8:30 pm Cultural activity in archaeological zone
- 10:45 pm Leave to hotel
- Evening Writing for learning journal #8

Unit 12: In-Depth Exposure to a Migrant Sending Community – Puebla March 16

Topics

- Day 9 of immersion: Coatzingo
- Immersion with local people and organizations
- Learning journal #9

This Unit relates to course objectives 1, 3

Required Readings

None

Tentative schedule:

- 9:30 am Leave hotel
Debriefing/reflection session of day 8 on bus
- 11:45 am Lunch
- 12:30 pm Meetings with local people and organizations
- 4:00 pm Dinner at home of migrant sending fami
- 5:30 pm Leave to Puebla City

- Evening Writing for learning journal #9

Unit 13: Debriefing of Immersion Trip – Part I

March 17

Topics

- Day 10 of immersion: Puebla and Mexico City
- Debriefing of immersion trip
- Travel back to the United States
- Learning journal #10
- **DUE on March 29, 2019: Assignment #3 Learning Journals**

This Unit relates to course objectives 1

Required Readings

None

Tentative schedule:

- 10:30 am Leave hotel
Debriefing/reflection session of day 9 and overall immersion trip
- 1:00 pm Arrive to Mexico City's international airport
- Evening Writing for learning journal #10

Unit 14: Debriefing of Immersion Trip – Part II, Group Presentations and Connection to Resources in Los Angeles

April 6

Topics

- Debriefing of immersion trip
- Frente Indígena de Organizaciones Binacionales (FIOB)
 - Grass roots organization of indigenous people
- Connection to resources in Los Angeles to encourage involvement
- Treatment plan – two group presentations
- Enrique's Journey
- **DUE on April 5, 2019: Assignment #4 Treatment Plan**

This Unit relates to course objectives 1, 2

Required Readings

Krannich, S. (2014). Transnational Organization, Belonging, and Citizenship of Indigenous Mexican Migrants in the United States: The Case of Oaxaqueños in Los Angeles. Working Paper Series (123), COMCAD-Center on Migration, Citizenship and Development, Bielefeld, 3-39.

Nazario, S. (2013). Enrique's Journey (The Young Adult Adaptation): The True Story of a Boy Determined to Reunite with His Mother. Delacorte Books for Young Readers, 203-242

Stephen, L. (2014). Indigenous Transborder Citizenship: FIOB Los Angeles and the Oaxaca Social Movement of 2006. Latin American and Caribbean Ethnic Studies, 9(2), 115-137.

Unit 15: Group Presentations and Course Evaluations April 20

Topics

- Treatment plan – three group presentations
- Enrique’s Journey
- Summative and reflective conversation
- Course evaluations
- **DUE: Assignment #1b Social Policy Brief**

This Unit relates to course objectives 1, 2

Required Readings

Nazario, S. (2013). Enrique's Journey (The Young Adult Adaptation): The True Story of a Boy Determined to Reunite with His Mother. Delacorte Books for Young Readers, 243-269.

STUDY DAYS / NO CLASSES Month Date

FINAL EXAMINATIONS Month Date

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (omar1@usc.edu and mcsweyn@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

XI. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

XII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XIII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly
[<http://www.socialworkers.org/pubs/Code/code.asp>]*

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the Department of Children, Youth, and Families, Dr. Larry Palinkas via email at palinkas@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor and/or Senior Associate Dean and MSW Chair Dr. Leslie Wind at wind@usc.edu for further guidance.

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
