

## SOCIAL WORK WITH IMMIGRANTS, REFUGEES, AND MIGRANTS

### POPULATION & PRACTICE PAPER

Please identify a specific immigrant/migrant/refugee population of interest to you. This could be a particular nationality, ethnicity, race, age group, sexual orientation or gender identity minority, socioeconomic class, legally vulnerable group, international survivors of trafficking, survivors of torture, etc.

Find at least five academic sources (e.g., articles, books) that provide information about this population (you may use additional sources such as credible websites in addition to the five academic sources). Based on your readings, write a paper of approximately ten pages that addresses the following topics. The paper should be in APA style.

1. Briefly introduce the population and its current status in the United States.
2. Identify stereotypes and forms of oppression of this population and analyze the impacts of these stereotypes and oppressions on members of the population, such as impact on quality of life, family functioning, socioeconomic status, etc.
3. Identify five strengths of population members, such as specific coping strategies, cultural traditions, etc.
4. Develop a list of five “best practices” from the academic literature for enhancing social work practice with members of this population.

Please see the grading rubric on the next page.

## GRADING RUBRIC

	5 – Advanced Competence	4 - Competence	3 – Emerging Competence	2 – Beginning competence	1 – Pre-Competence	0- Unacceptable Competence
Introduction of population	Detailed information about the population including population size, locations, reasons for migration, cultural norms, etc. is provided. Information from multiple sources is synthesized in an original fashion.	Detailed information about the population is provided originality and critical thinking are limited.	Three or four substantive details about the population are provided.	One or two substantive details about the population are provided.	Superficial information about the population is provided.	Section is missing.
Stereotypes & Oppressions	Detailed information about stereotypes, oppressions, and their impacts is presented and its impacts are critically analyzed.	Detailed information about stereotypes, oppressions, and their impacts is presented but originality and critical thinking are limited.	Stereotypes and oppressions are identified but their impacts are not.	One or two examples of stereotypes, oppressions, and impacts is presented.	Superficial information about stereotypes & oppressions is provided.	Section is missing.
Population strengths	Detailed information about individual, familial, and community strengths is presented. The literature is synthesized in an original and critical fashion.	Detailed information about individual, familial, and community strengths is presented but originality and critical thinking are limited.	Three of four strengths across two systemic levels (micro, meso, macro) are presented.	One or two strengths at one systemic level (micro, meso, OR macro) are presented.	Superficial information about strengths is provided.	Section is missing.
Best practices	Presents novel, unique, and specific applications at macro, meso, AND micro levels derived from the academic literature.	Presents novel, unique, and specific applications at macro, meso, OR micro levels derived from the academic literature.	Presents general applications loosely connected to the academic literature.	Reformulates a collection of available ideas that are not derived from the academic literature specific to the population.	Presents trite best practices (e.g., “social workers must be more culturally competent.”)	Section is missing.
Writing style	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that makes it very difficult for the reader to discern intent and meaning.	Uses language that fails to convey meaning to the reader.