

Sylabus: Sociální práce s uprchlíky

Subject: Social Work with Vulnerable Populations: Refugees and Displaced Persons

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Syllabus

Description

The course examines the processes that characterize the transitions of displaced women, children, youth, and families within their country of origin and in integration into new countries, including: a) an overview of the historical events and processes that have resulted in the mass displacement of people; b) selected policies and service programs that have been developed to assist refugees in transition; and c) refugee trauma, adaptation, and integration after repatriation or resettlement. The course also examines interventions with displaced women, children, youth, and families across a variety of community settings and agency programs, with a focus on a) mutual assistance, psychosocial support, gender and family issues, youth assets development, and community mobilization, b) participatory approaches to program development, and c) the importance of multicultural understanding in social work practice. A wide array of strengths-based and empowerment approaches to social work practice in home, school, agency, and community context constitute the interventive focus of the course.

Background

The world is facing numerous humanitarian assistance crises arising from low-intensity civil wars, widespread political and economic oppression, and terrorism. A consequence of this challenging situation is the plight of international refugees and internally displaced persons (IDPs). The lives of these victims are lived amidst constant peril and pain.

At the end of 2005, the number of people of concern to the United Nations High Commissioner for Refugees (UNHCR) was 20.8 million, up from 19.2 million at the beginning of the year and 17 million in 2004. The vast number of refugees and displaced people are from developing nations, and they are compelled to live under unbearable circumstances of poverty, disease, and deprivation. This population constitutes a major public health, moral, and humanitarian challenge that warrants a substantive response. At the core of this response must be the humanitarian impulse – the inclination and desire to help humans in need. The humanitarian impulse is directed toward both intervention and prevention so that human suffering can be limited and ameliorated at its earliest levels. The humanitarian impulse is embedded in human character and can be institutionalized in policy and practice.

The human, economic, and political consequences of man-made disasters is enormous and implicates national, regional, and global stability and wellbeing. In a world in which distant events now have immediate and profound implications for our daily life, the global community must be prepared to respond to disasters in a prompt, organized, and effective manner. For example, it is now widely recognized and accepted that well-trained civilian-military staff resources are essential if we are to minimize the destructive consequences of these disasters.

However, because humanitarian assistance has not been considered as a distinct profession, there is a shortage of trained professionals throughout the world. This shortage has often resulted in unfocused, ineffective, and ultimately, unsuccessful, responses to disasters. Indeed, it has been suggested that many efforts to provide humanitarian assistance result in added burdens to lives of refugees and IDPs.

From a humanitarian perspective, the current international refugee problem is unparalleled in size, scope, and consequence in human history. For example, within the Sub-Sahara region of Africa alone, it is estimated that more than one million refugees and IDPs are facing conditions of daily starvation. Today, as in the past, the priorities of human survival – safe water, food, and basic shelter – have of necessity, preoccupied the efforts of government and non-governmental attempts to cope with the refugee problem. Within the immediacy of starvation and life-threatening disease, the mental health and wellbeing of refugees has often been relegated to a position of lesser import and/or concern. It is as if amidst the peril and pain of refugee life and experience, the less obvious and long-term toil that is being exacted on mental health and wellbeing must be endured and expected. Yet, for all those working refugees, it is obvious that the psychological and emotional scars associated with the refugee experience remain as a constant and abiding source of terror, humiliation, and dignity.

These psychological and emotional dimensions of the refugee experiences, whether engendered by the life changes, torture, or the hardship and deprivation of relocation are no less a part of the refugee challenge that we face. The provision of bread or rice, protection against the elements, and a modicum of personal safety and security, cannot erase or alter the tragic memories that are part of the refugee's sense of being and identity. These aspects are the source of complex mental health conflicts that occur at all phases of the refugee's dislocation experiences.

The refugee experience results in a number of mental health problems including anxiety, fear, paranoia and suspicion, grief, despair, hopelessness, withdrawal, somatization, substance abuse and alcoholism, post-traumatic stress disorders, anger, and hostility. Life within refugee camps is associated with its own set of problems including a sense of loss, uncertainty, distrust, skepticism, helplessness, vulnerability, powerlessness, over-dependency, violence, crime, and social disintegration.

It is for this reason that the mental health and wellbeing of the world's refugees cannot be considered unimportant, but must be given a new priority in our emergency and rehabilitative efforts. It is essential that mental health professionals and scientists be informed about the size, scope, and consequences of the growing refugee problems. It is essential that all members of the mental health and social work professions grasp the nature and implications of the refugee experience, for both the refugee and for the world as a global community. This is one of the foremost challenges to humanity's sense of social justice, social responsibility, and human welfare.

The global increase in the size of stateless, unprotected refugee populations forced to live in a prolonged state of "transit" has resulted in the emergence of two distinct conditions which openly challenge our sense of social justice and our current policies and views regarding refugees. First, many refugee camps have reproduced the conditions of authoritarian control and

abuse from which the refugees may have sought escape. In many camps, the hopes for asylum, safety, and restored personal control have yielded to new levels of vulnerability, dependency, and helplessness. Second, even amidst the conditions of despair, we have witnessed the emergence of new “subcultures” within the camps which have responded to the forces of confinement and detention with ingenious and relative strategies for survival and mastery. This pattern of response reflects refugee resiliency rather than vulnerability. Further research into the functional meaning of refugee vulnerability and resiliency is indispensable for the development of rational policies regarding the intervention and role of external aid and support.

In response to the widespread number of natural and human-generated disasters of the past decade, disaster management and humanitarian assistance has emerged as a formal professional endeavor characterized by distinct principles and methods of intervention and prevention. Today, training programs in this area are being developed at some of the finest universities in the United States (e.g., Columbia University, George Washington University, Harvard University, Johns Hopkins, Tufts University, Tulane University, the University of Miami). It is clear that as the need for trained disaster management and humanitarian assistance personnel emerges, so will the spectrum of educational and professional training options and requirements. Clemson University seeks to be a leader in this area of human services provision.

Objectives

Upon completion of this course, the participants will be able to:

1. Understand causes and impacts of forced migration on refugees, resources, and social work practice with refugee women, children, youth, and families.
2. Appraise responses of international and local service providers along the relief-to-development continuum, and in resettlement.
3. Analyze the chronic stressors, gender, and identity issues accompanying conflict, forced migration, repatriation, and resettlement
4. Evaluate the particular issues of refugee women, children, youth, and families in ecological context, and apply this knowledge in social work practice.
5. Identify refugee trauma and related interventions to promote psychosocial health.
6. Promote the development of appropriate services to refugees across multiple settings and levels of social work practice.

Attendance Policy

1. Class attendance is mandatory. Students are expected to be on time for each class session and to be prepared to participate in class discussion. Students are also expected to inform the instructor in advance of any planned absences and to contact the instructor immediately following any unplanned absences.
2. Students are expected to wait a minimum of 15 minutes after the scheduled class start time for the instructor to arrive and may leave otherwise.
3. Three absences are considered excessive and any student missing three class sessions will be penalized one letter grade. Exceptions to this policy are the prerogative of the instructor and will be granted only for documented reasons. Under such circumstances, the instructor will

meet with the student to develop a plan to complete all work missed during the period of absence. Students are responsible for making an appointment with the instructor for this purpose.

Disability Access Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation.

Academic Integrity

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

Acts of Academic Dishonesty:

- A. Any breach of the principles outlined in the academic integrity statement;
- B. Giving, receiving, or using unauthorized aid on any academic work;
- C. Plagiarism, which includes the copying of language, structure or ideas of another and attributing the work to one's own efforts; and
- D. Attempts to copy, edit, or delete computer files that belong to another person or use of Computer Center account numbers that belong to another person without the permission of the owner, account owner, or file number owner.

All academic work submitted for grading contains an implicit pledge that no unauthorized aid has been received. It is the responsibility of every member of the Clemson Community to enforce the Academic Integrity Policy.

Assignments and Grading

1. Oral examination.
2. Paper. Papers should be approximately 15-25 pages in length and should be submitted with a title page and references. Topics for the paper must be approved by course faculty.

Course Texts

Merheb, N. (Ed.) (2006). *The State of the world's refugees 2006: Human displacement in the new millennium*. Oxford University Press. [On-line]. Available:
<http://www.unhcr.org/cgi-bin/texis/vtx/template?page=publ&src=static/sowr2006/toceng.htm>

Potocky-Tripodi, M. (2002). *Best practices for social work with refugees and immigrants*. New York: Columbia University Press.

Selected Readings:

1. Journal of Refugee Studies
2. Journal of Immigration and Refugee Studies
3. International Social Work

Course Outline

Subject: Social Work with Refugees and Immigrants, Humanitarian Assistance

Week 1. A Global Perspective

Overview of our changing world and the many challenges emerging for the global community (e.g., poverty, overpopulation, urbanization, ethno-political warfare, terrorism, human rights). The need for new approaches and orientations – cultural awareness, ethnocentricity, problem-oriented, the ethics of assistance. Review of globalization as a contextual variable for understanding global challenges in humanitarian assistance.

Assignments:

Frieddman, T.L. (1999). *The lexis and the olive tree*. New York: Farrar, Straus, Giroux. Chapter 1 – Tourist with an attitude (pp 3-24).

Brawley, M.R. (2003). *The politics of globalization: Getting perspective, assessing consequences*. Peterborough, On, Canada: Broaview Press. Chapter 1 – Defining globalization (pp. 11-34).

Week 1. Terminology and international law

Explanation of the basic terms used in the course – refugee, recognized refugee, immigrant, asylum seeker, internally displaced persons and the world's stateless people. An introduction to the international law, especially to the Convention and Protocol relating to the status of refugees.

Assignments:

1. Refugees by Numbers. UNHCR, 2006. 20 p. Available on:
<http://www.unhcr.org/basics/BASICS/4523b0bb2.pdf>
2. Convention and Protocol Relating to the Status of Refugees. Available on:
<http://www.unhcr.org/protect/PROTECTION/3b66c2aa10.pdf>
3. The State of the World Refugees. Human Displacement at the New Millenium. UNHCR, 2006. <http://www.unhcr.org/static/publ/sowr2006/toceng.htm>
4. The World's Stateless People. Questions and Answers. UNHCR, 2004.
<http://www.unhcr.org/basics/BASICS/452611862.pdf>

Week 2. A Global Perspective Cont....

Background on the causes of humanitarian crises and the resulting displacement of people as well as characteristics of internally displaced people (IDPs), refugees, and asylum seekers. An introduction to the experiences of victims of natural and man-made disasters and trends in forced displacement.

Assignments:

Potocky-Tripodi Chapter 1

Merheb Introduction and Chapter 1

Week 3. Policies

An overview of various historical and present-day policies and practices and a discussion of how they came into being and have evolved over time. A review of the organizations involved in advocacy and policy formation. Comparison of different policies aimed at integration of recognized refugees and immigrants in the USA and in the Europe.

Assignments:

Potocky-Tripodi Chapter 2

Merheb Chapters 2-4

Niessen, J., Schibel, Y. Handbook on Integration for policy-makers and practitioners. ISBN 92-894-8278-8, European Communities, 2004. 80 p. Available from:

http://ec.europa.eu/justice_home/doc_centre/immigration/integration/doc/handbook_en.pdf

The Ministry of Interior of the Czech Republic. <http://www.mvcr.cz/english/index.html> ; especially part Asylum and Migration on the web page:

<http://www.mvcr.cz/english/index.html#azyl>

Week 4. The European Union: Refugee and Asylum Seekers

A chronology of policy development in the EU, including a look at whether the European Union has a refugee policy. Future directions of refugee and asylum policy.

Assignments:

Selm, J.V. (2005, May). *European refugee policy: Is there such a thing?* (Working Paper No. 115). Geneva, Switzerland: Evaluation and Policy Analysis Unit, United Nations High Commissioner for Refugees.

Szepaniková, A., Čaněk, M., Grill, J. (Eds.): Migration Processes in Central and Eastern Europe: Unpacking the Diversity. Multicultural Center in Prague, 2006. 84 p. ISBN 80-239-6901
Available on: <http://www.unhcr.cz/vyzkumy/?cid=265>

Week 5. Best Practices

Previous classes focused on establishing the context for social work practice with refugees. Now the focus turns to the practice itself, describing specific problems faced by refugees and best social work practice responses.

Assignments:

Potocky-Tripodi Chapter 4

Nash, M., Wong, J., & Trlin, A. (2006, July). Civic and social integration: A new field of social work practice with immigrants, refugees and asylum seekers. *International Social Work, 49*, 345-363.

Uherek, Z. Integration of Recognised Refugees. Institut of Ethnology of the Academy of Science of the Czech Republic, Department of Ethnic Studies, Prague, 2002. 40 p. Available on: <http://www.unhcr.cz/vyzkumy/?cid=265>

Integration & Citizenship. Integration of immigrants nad refugees: towards citizenship in a democratic society. European Commission, 2006. 238 p. Available on: www.integration-and-citizenship.org

Week 6. Health and Mental Health

Explore the unique health issues of refugees and appropriate interventions.

Assignments:

Potocky-Tripodi Chapters 5 and 6

Williamson, K. (2004, August). *Aids, gender, and the refugee protection framework*. (Working Paper No. 19). Oxford, England: University of Oxford Refugee Studies Centre.
<http://www.rsc.ox.ac.uk/PDFs/workingpaper19.pdf>

Week 7. Family Dynamics

Family transitions, communication, gender roles, and multigenerational concerns.

Assignments:

Potocky-Tripodi Chapter 7

Morland, L., Duncan, J., Hoebing, J., Kirschke, J., & Schmidt, L. (2005). Bridging refugee youth and children's services: A case study of cross-service training. *Child Welfare, 74*, 791-812.

Uherek, Z., Skřivánková, K., Wernerová, R. Women Asylum Seekers and Trafficking. Research report for the United Nations High Commissioner for Refugees, Branch Office Prague, Czech Republic, Prague, 2001. 20 p. Available on: <http://www.unhcr.cz/vyzkumy/?cid=265>

Hladikova, A., Dolakova, P. Women who were granted refugee status in the Czech Republic. Research report for the UNHCR Office in the Czech Republic. Prague, 2004. 36 p. Available on: <http://www.unhcr.cz/vyzkumy/?cid=265>

Contributions to gender sensitive social work with female recognized refugees. Organization for Aid to Refugees, Prague, 2006. Available on: http://www.opu.cz/index.php?option=com_content&task=blogsection&id=3&Itemid=26&lang=en

Week 8. Language, Education, and Economic Wellbeing

Common hindrances to adjusting to new cultures and participating fully in community life. Review of successful strategies in addressing these issues.

Assignments:

Potocky-Tripodi Chapter 7

Integration & Citizenship. Integration of immigrants and refugees: towards citizenship in a democratic society. European Commission, 2006. 238 p. Available on: www.integration-and-citizenship.org (the publication can be ordered on previous web page).

Week 10. Service-Delivery Systems

Illustration and discussion of resources and challenges of forced migration among refugee families on a broad level and within the Czech Republic.

Assignments:

Potocky-Tripodi Chapter 3

Merheb Chapters 5-8

Week 11. Service Delivery Systems Cont....

Discuss Czech agencies and non-profits providing services for asylum seekers, recognized refugees and migrants.

Assignments:

Assignments:

1. NGO Partnership in Refugee Protection. Questions and Answers. 18 p. UNHCR, 2004. Available on: <http://www.unhcr.org/partners/PARTNERS/41c162d04.pdf>

The Czech NGO's working with refugees and immigrants with English web pages:

1. Organizace pro pomoc uprchlíkům. Organization for Aid to Refugees (OPU). www.opu.cz
2. Poradna pro integraci. The Counselling Centre for Integration. <http://www.p-p-i.cz/english/index.htm>
3. Úřad pro mezinárodně právní ochranu dětí v Brně. Office for International Legal Protection for Children. <http://www.umpod.cz/myweb/index.htm>
4. Člověk v tísní. People in Need. <http://www.clovekvtisni.cz/indexen.php>
5. Mezinárodní organizace pro migraci. International Organization for Migration in Prague. <http://www.iom.cz/english/index.shtml>