

UNIVERSITY OF GONDAR
COLLEGE OF SOCIAL SCIENCES AND THE HUMANITIES
DEPARTMENT OF SOCIAL WORK

A Course syllabus

MODULE NAME: **migration, refuge and social work practice**

MODULE CODE: **BSWM2041**

MODULE NUMBER:

STATUS OF THE MODULE

MODULE ECTS: **10** ECTS

COURSE TITLE: *migration, refuge and social work practice*

COURSE CODE: **BSWK2041**

COURSE WEIGHT: **3CHr**

COURSE ECTS: **5ECTS**

YEAR: **2020**

SEMESTER: II

TARGET GROUPS: **2nd year**

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INTRODUCTION

The course introduces students to the concepts of migration and refuge in relation with the social work perspectives and practices. It also gives an opportunity to understand the trends, policies and issues of Ethiopian migration and refuge.

GENERAL OBJECTIVES OF THE COURSE

Upon completing this course, students will be able to:

- be familiar with the concepts of migration;
- understand basic theories of migration
- apprehend Ethiopian migration
- be familiar with the social work approaches to practice with immigrants and refugees
- understand basics of social work practices with immigrants and refugees

CONTACT HOURS = 3

EFFECTIVE LECTURE HOURS = 48hrs

HOME BASED ACTIVITIES = 80hrs

LIBRARY WORK = 90hrs

Week	OBJECTIVES	LEARNING OUTCOMES	TOPICS OR CONTENTS	MODE OF DELIVERY	INSTRUCTOR'S ROLES OR ACTIVITIES	STUDENTS' ROLES OR ACTIVITIES	MODE OF ASSESSMENT	REFERENCE MATERIALS
	Students will be able to	Students will:						
From week 1 to 3	<ul style="list-style-type: none"> Explain what migration means. identify types of migration describe cause and consequences of migration explain current trends and patterns of migration explain migration in relation to globalization describe international migration policies 	<ul style="list-style-type: none"> be able to define what general concepts of migration be able to categorize types migration be able to identify the consequences of migration. be able to describe current trends and patterns of migration be able to analyze migration in the globalized world Apply international migration policies in migration related social work practices and research 	CHAPTER 1: Introduction <ul style="list-style-type: none"> Definition of migration Types of migration Causes and consequences, current trends and patterns of migration Globalization and Migration International migration policies 	Brain storming Gap lecture	<ul style="list-style-type: none"> Introducing the objectives of the lesson. Asking brainstorming questions. Getting students answer the brain storming questions first individually, then in pair, in small groups, and finally directing the whole class discussion. monitoring students activities deliver gap lecture check students' work give concluding remarks 	<ul style="list-style-type: none"> Grasp Chapter objectives Give clear examples for their answers Fully participate in all activities. In classrooms Attend gap lecture attentively Respect each other Outside the classroom Library work:-read the referenced books and come with clear information about the topics given by the instructor Home Work:- Write short notes on the migration and social. 	Test 15%	<ul style="list-style-type: none"> Khalid koser (2007) <i>International Migration: A Very Short Introduction</i>, Oxford University Press Inc., New York Edward Newman(2003) <i>Refugees and forced displacement: International security, human Vulnerability and state</i>, United Nations University Press

Week	OBJECTIVES	LEARNING OUTCOMES	TOPICS OR CONTENTS	MODE OF DELIVERY	INSTRUCTOR'S ROLES OR ACTIVITIES	STUDENTS' ROLES OR ACTIVITIES	MODE OF ASSESSMENT	REFERENCE MATERIALS
	Students will be able to	Students will:						
From week 4 to 5	<ul style="list-style-type: none"> Explain basic theories of migration 	<ul style="list-style-type: none"> be able to analyze different theories of migration 	<p>Chapter 2: Theories of migration</p> <ul style="list-style-type: none"> explanatory theories of migration reasons and consequences of migration 	<p>Group discussion and presentations Question and answer Gaped lecture</p>	<ul style="list-style-type: none"> Introducing the objectives of the lesson. Facilitating the formation of groups consisting of 5 students Giving groups reading material for discussion Facilitating the presentation Asking questions for clarification of the topics under discussion deliver gap lecture check students' work give concluding remarks 	<ul style="list-style-type: none"> Grasp chapter objectives Give clear examples for their answers Fully participate in all activities. <p>In classrooms</p> <ul style="list-style-type: none"> Discuss with groups on material given. Respect each other Present the summary of their discussions <p>Outside the classroom</p> <ul style="list-style-type: none"> Library work:-read the referenced books and come with clear information about the topic discussed in the class <p>Home Work:</p> <ul style="list-style-type: none"> Write from 1 to 2 pages assignment paper given on the difference between explanatory, and reason and consequence theories of migration 	Quiz (5%)	<ul style="list-style-type: none"> Susan Thieme (2006): <i>Social Networks and Migration: Far West Nepalese Labor Migrants in Delhi</i>. Munster: pp. 36-40.

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	Students will be able to	Students will:						
from week 6 to 10	<ul style="list-style-type: none"> Explain the historical background of Ethiopian migration Identify current trends of Ethiopian migration Explain policies and issues related with Ethiopian migration 	<ul style="list-style-type: none"> be familiar with historical background of Ethiopian migration identify current trends in Ethiopian migration apply policies and issues of Ethiopian migration in social work practices related with migration 	<p>Chapter 3: Migration in Ethiopia</p> <ul style="list-style-type: none"> Historical background of migration in Ethiopia Current trends of Ethiopian migration Ethiopian migration policies Issues related with Ethiopian migration 	Brain storming Question and answer Gap lecture	<ul style="list-style-type: none"> Introducing the objectives of the lesson. Asking brainstorming questions. Getting students answer the brain storming questions firs individually, then in pair, in small groups, and finally directing the whole class discussion. monitoring students activities deliver gap lecture check students' work give concluding remarks 	<ul style="list-style-type: none"> Grasp lesson objectives Give clear examples for their answers Fully participate in all activities. <p>In classrooms</p> <ul style="list-style-type: none"> Attend gap lecture Respect each other <p>Outside the classroom</p> <ul style="list-style-type: none"> Library work:-read the referenced books and come with clear information about project management Home Work:- Write short notes on Ethiopian migration policies 	assignment	<ul style="list-style-type: none"> Sonja Fransen and Katie K. (2009) <i>Migration in Ethiopia: History, Current Trends and Future Prospects</i>, Maastricht Graduate School of Governance Markos Ezra (2001) <i>Ecological Degradation, Rural Poverty, and Migration in Ethiopia: A Contextual Analysis</i>

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	Students will be able to	Students will:						
From week 11 to 16	<ul style="list-style-type: none"> Discuss different approaches of social work to practice with immigrants and refugees 	<ul style="list-style-type: none"> List down different social work approaches of practice with immigrants and refugees. 	<p>Chapter 4: social work approaches to practice with immigrants and refuges</p> <ul style="list-style-type: none"> the human rights and citizenship approaches ethnic sensitivity and culturally competent approaches preventive approaches critical social work 	<p>Brain storming Lecture Summary questions and answers</p>	<ul style="list-style-type: none"> Introducing the objectives of the lesson. Motivating every student to answer questions. Delivering the lecture Forwarding summary questions and explain them after students attempt monitoring students activities check students' work give concluding remarks 	<ul style="list-style-type: none"> Grasp lesson objectives Give clear examples for their answers for questions Fully participate in all activities. <p>In classrooms</p> <ul style="list-style-type: none"> Attempt to answer question individually Respect each other <p>Outside the classroom</p> <ul style="list-style-type: none"> Library work:-read the referenced books and come with clear information about community assessment Home Work:- read on social work approaches 	Test (15%)	

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	Students will be able to	Students will:						
From week 11 to 16	<ul style="list-style-type: none"> Identify the practice areas of working with immigrants and refugees Identify roles of social worker Explain immigrant and refugee protection systems Be aware of the rights of refugees and asylum seekers Identify relevant social work principles 	<ul style="list-style-type: none"> List down the practice areas of intervention with immigrants and refugees Play their roles in working with immigrants and refugees Work within the existing immigrant and refugee protection systems Respect the rights of refugees and asylum seekers Apply social work principles to work with immigrants and refugees 	<p>Chapter 5: social work practice with immigrants and refugees</p> <ul style="list-style-type: none"> Practice areas Roles of social workers Immigrant and refugee protection systems Rights of refugees and asylum seeker Social work ethical principles 	Brain storming Lecture Summary questions and answers	<ul style="list-style-type: none"> Introducing the objectives of the lesson. Motivating every student to answer questions. Delivering the lecture Forwarding summary questions and explain them after students attempt monitoring students activities check students' work give concluding remarks 	<ul style="list-style-type: none"> Grasp lesson objectives Give clear examples for their answers for questions Fully participate in all activities. <p>In classrooms</p> <ul style="list-style-type: none"> Attempt to answer question individually Respect each other <p>Outside the classroom</p> <ul style="list-style-type: none"> Library work:-read the referenced books and come with clear information about community assessment Home Work:- read and write a 1 page paper on the roles of social workers to practice with immigrants and refugees 	Group Assignment (15%)	

Assessment and evaluation plan

No.	Course Name	Course Code	Course instructor	Summative assessment plan (type, weight and time of assessment)					Total weight of CA	Final exam
				Ass #1	Ass #2	Ass #3	Ass #4			
1	Migration, Refugee and social work practice	BSWK2041	Minychel & Yessuf	Test (15%)	Quiz (5%)	Group assignment (15%)	Test (15)		(50%)	50%

Course policies

Rules

- not to defame classmates;
- no cheating of the instructor or classmates by any means at all times;
- mobile phones are not allowed to use in the classroom during lecture, group exercises, and examinations;
- be in classroom prior three minutes before class begins;
- no student is allowed to enter class after the instructor starts teaching; and
- attendance is a must
- deadline of any sort is a must
- Respect all the instructions given to any assignment and exam.
- Equal participation in group work

Regulations

- Defaming classmates will liable to disciplinary measures in line with the disciplinary provisions of the university
- Cheating of any sort will liable to the culprit to get 0 out of the given value of any evaluation
- Students found using their mobile in the class during lecture will be dismissed from the course
- Late comers never be allowed to enter the class
- Missing attendance will liable students for IA grade
- Failing to meet the deadline for submitting assignments will liable 0 value
- Group assignments are given for group of students thinking that all the students contribute to the team work using their maximum efforts. It is a situation where students can learn many things from the group dynamics and the subject matter of the group assignment. Hence, full participation is a must for group assignments. If a student's is reported that he/she was not participating in teamwork by his/her colleague

