

This version of the article has been accepted for publication, after peer review (when applicable) and is subject to Springer Nature's AM [terms of use](#), but is not the Version of Record and does not reflect post-acceptance improvements, or any corrections. The Version of Record is available online at: <https://doi.org/10.1007/s41134-020-00154-w>

Evans, K., Crea, T.M. & Soto, X. A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children. *J. Hum. Rights Soc. Work* 6, 67–77 (2021).  
<https://doi.org/10.1007/s41134-020-00154-w>

Access to this work was provided by the University of Maryland, Baltimore County (UMBC) ScholarWorks@UMBC digital repository on the Maryland Shared Open Access (MD-SOAR) platform.

### **Please provide feedback**

Please support the ScholarWorks@UMBC repository by emailing [scholarworks-group@umbc.edu](mailto:scholarworks-group@umbc.edu) and telling us what having access to this work means to you and why it's important to you. Thank you.

# **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

Kerri Evans, PhD, LCSW.

University of Maryland Baltimore County. 1000 Hilltop Cir, Baltimore, MD 21250

<https://orcid.org/0000-0001-9979-2105>

[kerri.evans@bc.edu](mailto:kerri.evans@bc.edu)

(c) 603-505-0056 (no fax number available)

\*corresponding author

Thomas M. Crea, PhD.

Boston College School of Social Work. Chestnut Hill, MA, USA

<https://orcid.org/0000-0002-8092-7353>

[thomas.crea.2@bc.edu](mailto:thomas.crea.2@bc.edu)

Ximena Soto, LICSW.

Boston College School of Social Work. Chestnut Hill, MA, USA

[ximena.soto@bc.edu](mailto:ximena.soto@bc.edu)

# **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

## **Abstract:**

In recent years, record numbers of unaccompanied immigrant children have migrated to the US, with 2019 being the highest year yet. The majority of unaccompanied children have overcome traumatic experiences and violations of their human rights in their home countries or on their journey to the US, and/or in US detention centers. The Universal Declaration of Human Rights outlines guaranteed basic rights for every person everywhere, and the NASW code of ethics outlines social workers' responsibility to challenge social injustices. Social workers have a role in advocating for the human rights of all people, including unaccompanied children.

Macro social work roles - including roles such as advocacy and policy work, research, capacity building, community education, and management - are critical to addressing and ameliorating the human rights violations faced by unaccompanied immigrant children. In this article we introduce unaccompanied children as a vulnerable population, the human rights violations they commonly face in the United States, and offer implications and suggestions for schools of social work, social work curricula, and social work field education. We believe that effective training and field placements will better prepare the next generation of social workers and create a pipeline of knowledgeable professionals to help unaccompanied children and their families. Therefore, we highlight ways in which schools of social work, field placement agencies, field supervisors, and students can work to advance the lives of UC by offering specific examples of macro roles for interns.

**Keywords:** unaccompanied children; social work education; social work field education; human rights; immigrant; macro

# **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

## **Introduction**

Social work students are well positioned to advocate for the human rights of their clients and the communities in which they work. It is incumbent upon schools of social work to ensure that what we are teaching is relevant to the populations our students serve, both in the classroom and in the field. In the US, one in four children are part of an immigrant family (Annie E. Casey Foundation, 2017), and therefore social work students need to learn skills to work with immigrants in both clinical and advocacy roles. An emerging body of literature focuses on addressing the needs of unaccompanied immigrant children (UC) (Berger Cardoso, 2018; Crea et al., 2018; Evans, 2020; Jani et al. 2016; Roth et al., 2019; Schmidt, 2017) but little of this scholarship focuses on our macro role as social workers.

Social workers are intentionally trained in micro, mezzo and macro level practice skills in order to “recognize, support, and build on the strengths and resiliency of all human beings” (Council on Social Work Education [CSWE], 2015, p.11). Yet, some suggest that many social workers are hyper-focused on the day to day needs of clients and may not be thinking about the human rights violations taking place and the larger macro issues at hand (Katiuzhinsky & Okech, 2014). From a macro perspective, it is important to remember that social workers not only address the immediate needs of clients, but also work to enhance their individual human rights through initiatives such as coalition building, engaging community members in decision making processes, research initiatives, and promoting policies that honor and support human dignity (Santiago et al., 2015).

The social work profession is rooted in the community organizing and advocacy work done by the Hull House in Chicago in the early 1900s, much of which focused on serving

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

immigrants in the community (DiNitto & Johnson, 2010). Social workers are well situated to make a difference in the lives of vulnerable children by protecting their human rights through use of their skills at both the individual and community levels of intervention (International Federation of Social Workers, 2014; Mapp et al., 2019; Santiago et al., 2015; Teixeira et al., under review). All social workers therefore have a duty to advocate for both the well-being and the rights of vulnerable populations, including unaccompanied immigrant children (Androff, 2016; National Association of Social Workers [NASW], 2017).

In this manuscript we discuss opportunities for social work students to gain macro skills, as well as the roles that field placement agencies, schools of social work, and social work students can fight against the social injustices and advocate for the human rights of unaccompanied immigrant children in the United States. Students in field placements can gain macro skills such as capacity building and community organizing, policy and advocacy work within a human rights and trauma-informed framework, practice-informed research, organizational development, as well as management and administration of social programs, staff, or nonprofits (Bowen & Murshid, 2016; Council on Social Work Education [CSWE], 2018; Gamble, & Soska, 2013). While the examples within this article are specific in their focus on UC, we acknowledge that many aspects of macro work on behalf of UC will also bridge out to help other immigrants, especially those who are undocumented; children who qualify for DACA; and people living in mixed status families.

### **Unaccompanied Immigrant Children**

An “unaccompanied alien child”<sup>1</sup> is a child under the age of 18 who does not have lawful immigration status at time of arrival to the US, and who is unaccompanied by their parent or

---

<sup>1</sup> The word “alien” is being removed from the language used to describe unaccompanied children in order to honor the inherent dignity and worth of each child. Moving forward we will use the term “unaccompanied child”.

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

legal guardian (6 U.S.C. § 279 G2). Because of this definition, all UC are undocumented in terms of their legal status upon arrival to the US. However, some UC are able to adjust their status via claims of asylum, trafficking visas, U-visas for victims of criminal activity, or Special Immigrant Juvenile Status for victims of abuse, abandonment, or neglect (The United States Conference of Catholic Bishops Migration and Refugee Services, 2012).

For generations children and families have migrated across borders. While children have likely been coming to the US without legal guardians for hundreds of years, this phenomenon was not systematically tracked and reported to the public until after the implementation of the William Wilberforce Trafficking Victims Protection Reauthorization Act (TVPRA) of 2008, which provided many safeguards for UC. Between 2003 and 2008, there were fewer than 8,000 UC served by the Office of Refugee Resettlement (ORR) each year (Congressional Research Service, 2009). There was a large increase in 2009 when 19,418 UC were apprehended at the US border, and then this number more than doubled again by 2014 with 68,541 UC apprehended (Customs and Border Protection [CBP], 2016). Since 2014 the number has ebbed and flowed each year, however there was a record high in 2019 with 76,020 UC apprehended at the southern border (CBP, 2019), the majority of whom end up entering communities across the US. In fiscal year 2019, 72% were ages 15-17, 66% were male, 45% were from Guatemala, 30% from Honduras, 18% from El Salvador, 2% from Mexico and 5% were from all other countries (Office of Refugee Resettlement [ORR], 2020).

Many of the communities from which UC originate experience rampant community and gang violence and intractable poverty (United Nations High Commissioner for Refugees [UNHCR], 2014). Some UC come to the US in hopes of leaving these situations behind, and others come to escape child maltreatment in their homes (Schmidt, 2017; UNHCR, 2014).

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

However, many UC are also coming to the US in an effort to reunify with their family members who are already living here, some hope to gain a better education, and others are in search of employment so they can help family members back home through remittances (Schmidt, 2017; UNHCR, 2014).

### **Human Rights Perspective**

The Universal Declaration of Human Rights (UDHR) was drafted with the goal of providing an outline that would guarantee basic rights for every person everywhere. The UDHR was ratified in December of 1948 and consists of 30 articles outlining specific rights that should be protected for all people regardless of their “race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status” (United Nations, 1948, p. 2). Given that the UDHR states that rights should be protected for all persons: all 30 UDHR articles apply to unaccompanied immigrant children in the US, regardless of their race and skin color, varying levels of English skills, religious beliefs, country of birth, and lack of legal status in the US (United Nations, 1948). Additionally, the Convention on the Rights of the Child (CRC) was adopted by the United Nations in 1989 as a landmark document that more specifically described the basic rights of children everywhere. The CRC recognizes each child’s inherent worth and dignity, as well as how status as a child provides entitlement to special care and assistance, including “a standard of living adequate for the child's physical, mental, spiritual, moral and social development” (article 27). The CRC has been ratified by 194 countries, but the United States is one of only three (USA, Somalia, South Sudan) that has not (Human Rights Watch, 2014) which highlights the needs for social workers to stand up and advocate for the rights of UC. UC may have faced violations of the human rights noted in both the UDHR and the CRC in their home country, on their journey to the US, and/or while living in the US. Despite the

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

fact that these violations are not new, there is still a need for more research and advocacy around human rights violations for vulnerable children everywhere.

When human rights are being met, each person is able to live a life characterized by freedom, dignity, security, and equality (Santiago et al., 2015). However, with the current political rhetoric in the United States, unaccompanied children are sometimes referred to as less-than-human, and therefore may be treated unfairly in a manner that violates basic human rights. These violations have been documented in terms of UC being held for long periods of time in detention (Hauslohner & Sacchetti, 2019), denied enrollment to school (Booi et al., 2016), prescribed psychotropic medication when it was not necessary for their well-being (Gonzales, 2018), sexually assaulted while in custody (Gonzales, 2019), and denied medical and mental health care (Krueger et al., 2019). Overall, the United States has decreased the human rights protections for immigrants migrating in the US in search of safety in recent years (Human Rights Watch, 2019).

Professionals across the globe have been aware of these human rights violations for years. For example, in 2015, the Human Rights Council Advisory Committee published a document that explains the reasons for migration and ways in which unaccompanied migrant children and adolescents' human rights are threatened and violated, with the purpose of making recommendations about how to protect the human rights of UC around the globe (United Nations Human Rights Council, 2015). In 2017, the United Nations General Assembly published a formal resolution acknowledging the need to reconfirm a global commitment to maintain the human rights of UC, specifying how the current provisions relate to unaccompanied children and recommending actions to be taken (United Nations General Assembly, 2017).



## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

While UC have faced, and continue to face human rights violations in home countries and on the journey to the US, in this section we will focus on their time in the United States. Similarly, we acknowledge that immigrants other than UC may have faced these same human rights violations in the US, but for the purposes of this article the focus is on this one population. A review of the UHDR framework reveals a number of human rights violations experienced by UC in the United States. The table below describes these violations, sharing the context from the UHDR as well as the literature that shows violation of these rights.

Table 1. Human Rights Violations faced by UC in the United States

UDHR Article Number	UDHR Article Text	Example of Human Rights Violations in the United States
Human Rights Violations Related to Community Participation and Safety		
Article 1	“all human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood” (United Nations, 1948, p. 2)	Because UC lack legal documents to live in the US permanently, they are not given the same rights as other children in terms of eligibility to enroll in community based programs, apply for driver’s licenses or sometimes to enroll in public schools (Booi et al., 2016; Evans, 2020).
Article 9	“No one shall be subjected to arbitrary arrest, detention or exile” (United Nations, 1948, p. 3).	<p>Some unaccompanied children are being held in border patrol stations for periods of time (up to two weeks) that are longer than the federal guidelines of 72 hours (Hauslohner &amp; Sacchetti, 2019).</p> <p>Berthold and Libal (2016) argue that unaccompanied children are being held too long in shelter care while the next steps are being determined. They argue that the stipulations set out by Flores v. Johnson (2015) are not being upheld systematically across all shelters, and therefore a stay of even a few weeks is too long for UC (Berthold &amp; Libal, 2016).</p>

## A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children

Article 14	“Everyone has the right to seek and to enjoy in other countries asylum from persecution” (United Nations, 1948, pp. 3-4).	Refugees have long been allowed to enter the US and have been provided with a number of benefits and supports to help them succeed in their new home. Under the current administration the number of refugees coming to the US has drastically decreased (Presidential Determination on Refugee Admissions, 2019). UC from the Northern Triangle are not given the formal protections of refugees even though many are seeking safety from persecutions they have faced in their home country (Gamboa, 2014; UNHCR, 2014) and this can cause undue stress and mental health complications if assessments and treatment are not done in trained and culturally sensitive manners (Rosenberg, 2019).
Article 22	“Everyone, as a member of society, has the right to... economic, social and cultural rights indispensable for his dignity and the free development of his personality” (United Nations, 1948, p. 6).	The findings from Evans (2020) suggest that UC face undue barriers to community participation including access to extracurricular and job preparation programs due to lack of legal status.
Article 23	“(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. And (2) Everyone, without any discrimination, has the right to equal pay for equal work” (United Nations, 1948, p. 6).	Evans and colleagues (2019) found that URM s worked fewer hours per week and received lower hourly wages when compared to youth aging out of domestic foster care, a finding which is consistent with other research showing that immigrants/refugees earn lower wages than native born populations (Anderson & Huang, 2019).
Article 27	“everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits” (United Nations, 1948, p. 7).	UC struggle to participate in their local communities due to the fear and discrimination they face in the community (Evans, 2020).
Human Rights Violations Related to Health and Mental Health		

## A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children

Article 25	<p>“Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services” (United Nations, 1948, p. 7).</p>	<p>There is evidence to suggest that UC in shelter care have been denied medical and mental health care when staff were instructed to not offer any comfort to children exhibiting distress, serving spoiled food, and providing inadequate personal hygiene products (Krueger et al., 2019). There are also claims that staff prescribed psychotropic medication to UC when it may not have been not medically necessary or in their best interest (Gonzales, 2018), and that UC were victims of sexual assault by either fellow youth or staff members while in shelter care (Gonzales, 2019).</p> <p>Research indicates that the separations of UC from their families under President Trump’s zero tolerance policy in 2018 resulted in harm to the health and well-being of children (Monico et al., 2019; Roth et al., 2019).</p>
Human Rights Violations Related to Education		
Article 26	<p>“(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.”</p>	<p>In recent years, UC have been denied educational programming when in shelter facilities (Romo &amp; Rose, 2019), in the transition to community based schools (Diebold et al., 2019) as well as faced logistical and paperwork struggles enrolling in public schools (Booi et al., 2016).</p>
Article 26	<p>“Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.”</p>	<p>Research has found that UC may not be achieving educational outcomes (Crea et al., 2017) in parity with their native born peers. And, authors discuss that the challenges to accessing higher education continue (Evans &amp; Unangst, 2020; Hines, 2018) especially when it comes to preparation for high education as staff use innate biases when helping students of color or with limited language abilities (Núñez, 2014).</p>

When it comes to offering adequate mental health support, there are parallels between human rights and trauma informed care including a focus on consumers who have been victim of abuse, exploitation, discrimination, coercion, harassment, and/or neglect and a focus on safety

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

from abuse (Watson et al., 2014). Therefore, as social workers aim to meet the human rights needs of UC, we may be able to utilize principles of trauma informed care, both in a clinical setting but also in our teaching, training of service providers, supervising field students, and in our advocacy efforts. The idea of using trauma-informed care in macro social work is consistent with Bowen and Murshid's (2016) argument that service providers can disrupt trauma-driven health disparities through trauma-informed policy action.

### **Implications for Social Work Field Education**

Social justice and human rights are essential frameworks in social work education. According to the NASW code of ethics statute 1.05 Cultural Awareness and Social Diversity and CSWE's implicit curriculum on diversity, immigration status is a key area of diversity for students to learn about during their social work degree, which includes field placements (CSWE, 2015; NASW, 2017). It is incumbent upon field placement sites not only to provide training and support around skill development, but also to expose students to the policies and frameworks that impact the lives of unaccompanied immigrant children.

Schools of social work should assess their current field placements to ensure there are adequate opportunities for students to engage with immigrant and UC groups. By providing more field placement opportunities with UC we can continue to build cultural awareness and cultural sensitivity skills for students to enhance their ability to serve immigrant children (Evans, et al., 2018). Therefore, the macro field activities mentioned throughout this manuscript could be accomplished by social work students both in agencies that specialize in serving UC and by students in agencies that are not focused on immigrants by nature and may only rarely serve UC.

To establish well rounded field practicums many schools of social work hold field seminars and provide field supervisor trainings. We suggest that providing training on working

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

with UC, and engaging in conversations around their intersectionalities can be an effective way to enable more supervisors and students to feel confident in this work. In order to offer the best possible resources, it is recommended that schools of social work look to their colleagues both inside and outside their institution as possible facilitators. There are researchers at many universities across the country with this expertise, but there are also national organizations that have taken on the responsibility of information sharing and training, such as Lutheran Immigration and Refugee Service- Children and Family Services Department (LIRS), the United States Conference of Catholic Bishops- Migration and Refugee Services- Children's Services Department (USCCB/MRS), and the US Committee for Refugees and Immigrants- Children's Services Department (USCRI).

### **Implications for Macro Field Placements**

Below we provide examples of ways in which social work students can engage in macro roles during field placements in order to better the lives of UC. We specifically highlight areas of opportunity for work that enables communities, service providers, and agencies to grow their capacity to serve UC; with policy; and in conducting research. While these ideas may help field supervisors to develop tasks, each field placement is unique. We recognize that the match of a student to a field agency is further nuanced by the particular supervisor at the agency and the field liaison from the university. If the ideas below do not seem feasible, or if other ideas arise, we encourage open communication about the ways in which the student's field activities can both enhance their skills and benefit the agency or clients.

**Macro field examples: Capacity building.** Social workers as advocates of human rights, should be pursuing anti-racist work, and challenging underlying assumptions of white supremacy in their daily practices. This is paramount when thinking about the communities that UC come

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

from and live in. Social workers are known as helpers, and we need to be cognizant that immigrant communities do not need fixing- they are rich with resilient people, vibrant experiences, and assets to share. In order to build long term capacity in immigrant communities, we want to encourage a pipeline of trained and informed social workers who can contribute to the workforce after graduation by 1) building experience during field placements, 2) recruiting community members into social work and 3) expanding the capacity of organizations to serve UC.

Field students in a wide variety of organizations (or at the university itself) can work on community level advocacy and recruitment efforts to educate community members about social work and increase the number of bilingual and bicultural social work students. Having licensed social workers trained in best practices in immigrant serving agencies, in combination with bicultural workers, will empower and truly advance our engagement in the work. While not specific to UC, an example and framework that could be following is that of the MSW component of the Latinx Leadership Initiative (LLI) at Boston College. This program is intentionally recruiting diverse social work students to ensure that students are trained through an asset-based training program in order to develop leaders to work within Latinx communities (Boston College School of Social Work, 2020). MSW students in the initiative take a specific set of courses that are taught in Spanish, engage in field placements with Latinx communities, and participate in field seminars designed for bilingual and bicultural social work students (Boston College School of Social Work, 2020).

In order to expand the capacity of organizations to serve UC we can think about creating more welcoming communities, and gathering tangible resources for organizations. Social work students can learn community organizing skills by rallying people together and recruiting

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

community members to host and attend bystander trainings and provide information about UC and ways to collectively fight for human rights to the general public in an effort to increase empathy and knowledge with the hopes of changing attitudes and behaviors of community members leading to more welcoming communities (Casa in Action, n.d.; Evans, 2020). As with all social service programs and nonprofits, an increase of funding would increase opportunities for UC. Specific areas of attention for programming could include job readiness classes, social skills groups, tutoring, mentor programs, English language programs, as well as cultural orientation and adjustment assistance (CORE, 2020; Evans, 2020). These grant funds can help the ORR funded UC programs to go beyond the mandated services and provide more holistic service provision.

**Macro field examples: Policy practice.** Policy courses are required at both the generalist and advanced level of social work programs (CSWE, 2015), and therefore are a common macro field placement for students. With the current political climate around immigrants and UC, there is a great opportunity for social workers to engage in policy work in their field placement and to fight for the human rights that UC are being denied in our country. These efforts are in line with the desires of the social work profession to engage in political action as a means to ensure that clients have equal access to many resources under the Code of Ethics 6.04d (NASW, 2017). Many of the human rights violations listed in Table 1 can be reduced by implementing policies at the national, state, or local level.

At the national level in the US, there are many ways in which policy changes could protect the human rights of UC. First, it would be beneficial to push for comprehensive immigration reform (Border Security, Economic Opportunity, and Immigration Modernization Act S.744; Migration Policy Institute, 2019). Second, social workers can advocate for an

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

increase in the number of refugees allowed to enter the US under the presidential determination (Presidential Determination on Refugee Admissions, 2019) as admittance to the US is one of the major ways in which we advocate for their human rights by offering refuge in a safe and permanent place. As mentioned in Table 1, UC are not given the same protections as refugees which denies them many human rights in the US. In line with the trauma-informed framework, we can advocate to change the policy and practice of asylum cases so that UC fleeing gang violence can more easily qualify under the “membership in a particular social group” in order to enable safeguards for UC (Bowen & Murshid, 2016). Lastly, social work students can advocate for policy changes that would improve the conditions of UC in border patrol stations and detention facilities in order to improve health and mental health and stop the violations of their human rights upon their arrival to the US (Gonzales, 2018; Gonzales, 2019; Krueger et al., 2019; Romo & Rose, 2019).

Third, we can advocate for the legal well-being of UC which has been well documented as one of the most stressful and complicated aspects of integration for UC (Berger Cardoso et al., 2019; Chen & Gill, 2015). First, it would be beneficial to advocate for an increase in the number of available trafficking visas as the current limit of 5,000 annually often leaves UC on wait lists until the following year (U.S. Department of Homeland Security, n.d.). Second, students could advocate for a change in process and policy related to immigration proceedings so that UC would have the right to a government-appointed attorney as is done in a criminal court. Approximately three quarters of all UC who enter immigration courts in the US do so without an attorney yet those with an attorney have better success at making a legal claim to remain in the US (Egkolfopoulou, 2018; TRAC Immigration, 2017). This is against child welfare best



## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

practices and poses unnecessary stress and risk to UC who remain undocumented and uncertain of their futures as the rate of success without an attorney is significantly lower.

At the state and community levels, there are additional ways to advocate for the best interests of UC through policy change. Social workers and community members alike should encourage governors, mayors, and local officials to declare their areas Sanctuary States, Counties, and Cities and to embrace welcoming policies towards immigrants (Androff, 2016; Evans, 2020; Welcoming America, n.d.). Social workers can advocate within their local community for programs and nonprofits to have flexible eligibility and enrollment criteria when possible so that children are not being denied opportunities because of their legal status (Evans, 2020). Advocating for trauma-informed policies can help to reduce costs, prevent human suffering, and mitigate health concerns among clients (Bowen & Murshid, 2016).

At the agency level, there are ample opportunities to improve policies and practices that will benefit UC in our communities. Social work students could advocate to supervisors, agency executives, and the board of directors to change internal policy that would benefit UC such as creating initiatives to increase cultural sensitivity for employees, altering case plans and service outcomes, or adding new components to treatment. Students could draft letters, and in collaboration with their field supervisors, speak to agency executives about the need for change. For example, since many social work students are placed in local schools, they could work to encourage school districts to adopt policies that are more welcoming towards UC such as mandating proper interpretation and translation of documents, easing the enrollment processes, and mandating that all school staff receive some training related to UC students (Booi et al., 2016; Evans, 2020; Hines, 2018; Núñez, 2014). For social work students in mental health agencies, they could establish policies that would offer higher salaries or incentives for bilingual

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

and bicultural clinicians in order to encourage more people to obtain social work degrees and to work with UC.

**Macro field examples: Research within social service agencies.** Whether students are focused on macro practice or clinical practice, there is an opportunity to incorporate research into field placements and give students a hands-on macro role of assessing program effectiveness, better understanding trends, or improving daily data collection methods. The recent attention on unaccompanied immigrant children arriving to the US provides an opportunity for researchers to better understand the experiences of UC, to advocate for policy changes, and to increase knowledge and skill development for working with UC in communities across the country (Berger Cardoso et al., 2019). Research ties directly to the advancement of human rights for vulnerable populations by providing data, knowledge, and arguments that can be used to make programmatic and hiring decisions within the agency; to accompany policy briefs and requests for policy change; and/or to apply for increased grant funds. In Table 1 we discuss multiple ways in which UC are falling behind academically and how this is a violation of their human rights. Successful research around educational attainment and educational needs of UC can be used to effectively write grant applications, and create additional programming within school systems to help UC to succeed.

Research courses are a required component in social work degree programs with the goal of developing professionals who engage in research-informed practice and researchers who engage in practice-informed research (CSWE, 2015). And still, some social workers leave their MSW programs feeling that research is complex and difficult, and very few desire a practitioner-researcher model (Morgenshtern et al., 2015). Therefore, research projects may not be routine in all nonprofits, especially those who do not have dedicated research, evaluation, and/or quality

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

assurance staff. For this reason, we suggest the use of research as a macro field placement activity in order for students and field supervisors to practice research skills and see how results can be used in day to day work. Because social work student interns may be actively enrolled/recently enrolled in research and program evaluation courses, they generally have resources available to them for assistance with research (e.g. through social work faculty, research centers on campuses, and libraries), and may feel more confident in these methods.

While there is a wide need for research concerning UC, there are specific ways in which field students can help to increase the quality of research being done in agencies. The majority of existing research related to UC is cross-sectional, and much is derived from existing data or administrative data (Crea et al., 2017; Jani et al., 2016; Schmidt, 2017). To that end, students could first conduct a critical self-assessment in terms of research readiness on behalf of their field placement agency. This might entail reviewing what data is collected, by whom, how often, and in what manner. And secondly, students could take action to improve the quality of administrative data collected. Critical variables include educational attainment, resilience, hope, employment status, legal status, mental health, and other well-being indicators (Becker Herbst et al., 2018; Evans, 2020; Jani et al., 2016) in addition to demographics such as county of origin, length of time in the US, language skills, and protective and risk factors. Data should be collected at regular intervals, or critical time points in service delivery and the people collecting data should have received some training around the process to ensure all staff are following the same procedures (development of these procedures could also be a macro field task for a student). Lastly, data should be collected using existing measures as discussed below.

Generally speaking, standardized measures reduce interviewer error, and the questions have been tested to ensure that the wording is addressing the specific desired outcome (Singleton

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

& Straits, 2010). Agencies working with unaccompanied immigrant children should consider the implementation of standardized measures as part of their data collection processes (Evans, 2020). Social work students are well equipped to do this work as they have likely learned about standardized measures and how to evaluate them in their research courses, and have access to many through their school libraries. There are many standardized measures that could be used to assess mental health of UC such as the Child Post Traumatic Symptom Scale (CPSS) (Foa et al., 2001; Hasson et al., 2020), the Refugee Health Screener - 15 (RHS-15) (Farmer, 2011), and the UCLA PTSD Reaction Index for DSM-5 (Behavioral Health Innovations, 2018). There are also existing tools to assess school well-being including the School Climate Measure-Revised (Zullig et al., 2015), the Parent Empowerment and Efficacy Measure (Freiberg et al., 2014), and the Olweus Bullying Scale (Strohmeier et al., & Salmivalli, 2011). Additionally, there are standardized measures that are more holistic and take into account a variety of areas of life such as the Child and Adolescent Support Scale (Wohn et al., 2013). Standardized measures would enable researchers to understand how a given sample of UC score on the aforementioned constructs.

Effective research requires collaboration and competent supervision (Siddiqui & Jonas-Dwyer, 2012). It is possible that not all social workers feel comfortable in supervising research tasks and so we suggest that agencies and the faculty at the school of social work collaborate together to develop and supervise these tasks. Through this partnership, the university can ensure that IRB approval is given for the project and that the methods are sound. Using a community-engaged research model, the organization can help develop the research questions and ensure that staff and clients have their voices heard in the process (Jason & Glenwick, 2016). These

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

hands-on research projects are often more meaningful to students and provide expertise that they can bring with them to future employers.

Lastly, and perhaps most importantly, future research would be more holistic and meaningful if it were to include the voices of unaccompanied children themselves. At this time, the Office of Refugee Resettlement (ORR) has precluded researchers from accessing UC who are under the custody of the ORR. In order to engage in community-based participatory research (CBPR) methods, and to best conduct research around this vulnerable population, we need their voices to be at the table (Evans, 2020; Jason & Glenwick, 2016; Ortega-Williams, 2020). In addition to producing higher quality research with the insight of youth who have lived this life, CBPR methods have been found to provide a therapeutic aspect as youth tell their story, provide a sense of protection, and enable leadership skills for the individual and collectively for youth of color (Ortega-Williams, 2020). Because allowing researchers access to UC who are under the custody of ORR would require significant advocacy efforts, social work students could actively work to advocate for UC to be able to participate in research activities, with ORR approval. Social work students are well positioned to lead advocacy efforts and mobilize clients, staff, and fellow students in order to lead a campaign of change.

### **Conclusion**

As social workers in the US, we need to be concerned with the human rights violations and social injustices faced by immigrants seeking safety, especially unaccompanied children. Schools of social work and social work faculty should consider adding more content and case studies specific to unaccompanied immigrant children into generalist social work curricula, incorporating content and examples throughout a wide variety of classes, and offering field education opportunities that expose social work students to unaccompanied children. Many

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

social work faculty already use components of trauma-informed care in their classrooms (Carello, & Butler, 2015) to help students and there are opportunities for field supervisors to use these principles in helping social work students in the field and preventing secondary trauma and burnout (Knight, 2018). Social work faculty who teach policy can incorporate the trauma-informed social policy framework into their assignments around policy analysis and advocacy (Bowen & Murshid, 2016) and can bring to light discussions of how policy- agency, state, and federal- influence eligibility of families to seek assistance. Schools of social work can incorporate training on UC into their field supervisor trainings, and into their field seminar courses to ensure that everyone is talking about the ways in which UC and their families intersect with many different agencies and field placements.

Hill and colleagues (2017) suggest that schools of social work intentionally seek out opportunities for students to gain macro skills in their field placements. The Council on Social Work Education [CSWE] (2018) notes that macro social work is unique in its ability to “engage, assess, intervene, and evaluate within administration and management practice, community practice, and policy practice” (p. xvii-xviii). In an effort to strengthen our communities, social work students can and build awareness and empathy through planning, recruiting participants, and hosting bystander trainings. Social work students can engage in policy work through their field placements by advocating for welcoming policies and for their jurisdiction to become a sanctuary city/state; to increase the utilization of bilingual and bicultural clinicians, and to help schools create policies around enrollment and interpretation services. Lastly, social work students can enhance their macro skills by helping agencies to increase their research potential through assessing current data collection methods, locating standardized measures, and conducting small research projects.

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

# **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

## **References**

- Anderson, K. & Huang, Z. (2019). Can immigrants ever earn as much as native workers? *IZA World of Labor*. 1-12. <https://doi.org/10.15185/izawol.159.v2>
- Androff, D. (2016). The human rights of unaccompanied minors in the USA from Central America. *Journal of Human Rights and Social Work, 1*. 71-77.  
<https://doi.org/10.1007/s41134-016-0011-2>
- Annie E. Casey Foundation. (2017). *Race for results: 2017 policy report: Kids count*.  
<http://www.aecf.org/m/resourcedoc/aecf-2017raceforresults-2017.pdf>
- Becker Herbst, R., Sabet, R. H., Swanson, A., Suarez, L. G., Marques, D. S., Ameen, A. J., & Aldarondo, E. “They were going to kill me”: Resilience in unaccompanied immigrant minors. *The Counseling Psychologist, 46*(2), 241-68.  
<https://doi.org/10.1177/0011000018759769>
- Behavioral Health Innovations. (2018). *UCLA PTSD reaction index for DSM-5*.  
<https://www.reactionindex.com/index.php/>
- Berger Cardoso, J. (2018). Running to stand still: Trauma symptoms, coping strategies, and substance use behaviors in unaccompanied migrant youth. *Children and Youth Services Review, 92*. 143-152. <https://doi.org/10.1016/j.childyouth.2018.04.018>
- Berger Cardoso, J., Brabeck, K., Stinchcomb, D., Heidbrink, L., Price, O. A., Gil-García, Óscar F., Crea, T. M. & Zayas, L. H. (2019). Integration of unaccompanied migrant youth in the United States: A call for research. *Journal of Ethnic and Migration Studies, 45*(2), 273–292. <https://doi.org/10.1080/1369183X.2017.1404261>



## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

- Berthold, S. M., Libal, K. (2016). Migrant children's rights to health and rehabilitation: A primer for us social workers. *Journal of Human Rights and Social Work, 1*, 85–95. <https://doi-org.proxy.bc.edu/10.1007/s41134-016-0010-3>
- Booi, Z., Callahan, C., Fugere, G., Harris, M., Hughes, A., Kramarczuk, A., Kurtz, C., Reyes, R., Swaminatha, S. (2016). *Ensuring every undocumented student succeeds: A report on access to public education for undocumented children*. Retrieved from Georgetown Law Human Rights Institute: <https://www.law.georgetown.edu/academics/centers-institutes/human-rights-institute/events/upload/2015-16-HRI-Fact-Finding-Report.PDF>
- Border Security, Economic Opportunity, and Immigration Modernization Act. S.744. 113th Congress (2013-2014).
- Boston College School of Social Work. (2020). *Latinx leadership initiative (LLI)*. <https://www.bc.edu/bc-web/schools/ssw/msw-program/lli-program.html>
- Bowen, E. A., & Murshid, N. S. (2016). *Trauma-informed social policy: a conceptual framework for policy analysis and advocacy. 106*(2), 223–229. <https://doi.org/10.2105/AJPH.2015.302970>
- Carello, J., & Butler, L. D. (2015). Practicing what we teach: Trauma-informed educational practice. *Journal of Teaching in Social Work, 35*(3), 262–278. <https://doi.org/10.1080/08841233.2015.1030059>
- CASA in Action. (n.d.). *Our campaigns*. <https://www.casainaction.org/about-us>
- Chen, A., & Gill, J. (2015). Unaccompanied children and U.S. immigration system: Challenges and reforms. *Journal of International Affairs, 68*(2), 115–133.

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

Crea, T. M., Hasson III, R. G., Evans, K., Berger Cardoso, J. B., & Underwood, D. (2017).

Moving forward: Educational outcomes for unaccompanied refugee minors exiting foster care in the United States. *Journal of Refugee Studies*. <https://doi.org/10.1093/jrs/fex020>

Crea, T. M., Lopez, A., Hasson III, R. G., Evans, K., Palleschi, C., & Underwood, D. (2018).

Unaccompanied migrant children in long term foster care: Identifying needs and best practices from a child welfare perspective. *Children & Youth Services Review*, 92, 56-64. <https://doi.org/10.1016/j.childyouth.2017.12.017>

Congressional Research Service. (2009). *Report RL33896: Unaccompanied alien children:*

*Policies and issues*. <https://www.ilw.com/immigrationdaily/news/2010,1222-crs.pdf>

Convention on the Rights of the Child. (1989). New York: United Nations.

CORE. (2020). *Cultural orientation resource exchange: Curriculum and lesson plans*.

<http://coresourceexchange.org/curriculum-lesson-plans/#objectives-indicators>

Council on Social Work Education [CSWE]. (2015). *Educational policy and accreditation*

*standards*. <https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

Council on Social Work Education [CSWE]. (2018). Specialized practice curricular guide for

macro social work practice: 2015 EPAS curricular guide resource series. Alexandria, VA.

<https://cswe.org/getattachment/Education-Resources/2015-Curricular-Guides/2015-Macro-Guide-Web-Version.pdf.aspx>

Customs and Border Protection [CBP]. (2016). *United States border patrol southwest family unit*

*subject and unaccompanied alien children apprehensions fiscal year 2016*.

<https://www.cbp.gov/newsroom/stats/southwest-border-unaccompanied-children/fy-2016#>

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

- Diebold, K., Evans, K., & Hornung, E. (2019). Educational justice for unaccompanied children in the United States. *Forced Migration Review*, 60, 52-55.
- DiNitto, D. M., & Johnson, D. H. (2010). *Social welfare: Politics and public policy* (7th ed.). Boston, MA: Pearson Education.
- Egkolfopoulou, M. (2018). *The thousands of children who go to immigration court alone*. The Atlantic. <https://www.theatlantic.com/politics/archive/2018/08/ children-immigration-court/567490/>
- Evans, K. (2020). Human rights: Welcoming unaccompanied immigrant and refugee children in the US through community, school, and preparation for adulthood. (Unpublished doctoral dissertation). Boston College School of Social Work. Chestnut Hill, MA.
- Evans, K., Diebold, K., & Calvo, R. (2018). A call to action: Reimagining social work practice with unaccompanied minors. *Advances in Social Work*, 18, 788-807.  
<https://doi.org/10.18060/21643>
- Evans, K. & Unangst, L. (2020). The K-12 to university pipeline in the US context: Implications for refugee students. In de Wit, H., Ergin, H., Khajarian, A., & Unangst, L. (Eds.), *Refugees and Higher Education: Trans-national Perspectives on Access, Equity, and Internationalization*. doi: 10.1163/9789004435841\_020
- Farmer, B (2011). *Refugee Health Screener - 15 (RHS-15)*. [http://refugeehealthta.org/wp-content/uploads/2012/09/RHS15\\_Packet\\_PathwaysToWellness-1.pdf](http://refugeehealthta.org/wp-content/uploads/2012/09/RHS15_Packet_PathwaysToWellness-1.pdf)
- Foa, E. B., Treadwell, K., Johnson, K., & Feeny, N. (2001). Child PTSD symptom scale (CPSS): Validation of a measure for children with PTSD. *Journal of Clinical Child Psychology*, 30, 376-384.

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

Freiberg, K., Homel, R., & Branch, S. (2014). Parent Empowerment and Efficacy Measure

[Database record]. Retrieved from PsycTESTS. <http://dx.doi.org/10.1037/t61386-000>

Gamble, D. N. & Soska, T. M. (2013). Macro practice competencies. *Encyclopedia of Social Work*. 10.1093/acrefore/9780199975839.013.976

Gamboa, S. (2014, June 3). *Are border children a refugee crisis for the U.S.?* NBC News.

<https://www.nbcnews.com/news/latino/america-s-refugee-crisis-kids-crossing-border-alone-n951126>

Gonzales, R. (2018, July 30). *Federal judge orders government to seek consent before*

*medicating migrant children*. NPR. <https://www.npr.org/2018/07/30/634171415/federal-judge-orders-government-to-seek-consent-before-medicating-migrant-childr>

Gonzales, R. (2019, Feb 26). *Sexual assault of detained migrant children reported in the*

*thousands since 2015*. NPR. <https://www.npr.org/2019/02/26/698397631/sexual-assault-of-detained-migrant-children-reported-in-the-thousands-since-2015>

Hauslohner, A. & Sacchetti, M. (2019, May 30). *Hundreds of minors held at U.S. border facilities are there beyond legal time limits*. Washington Post.

[https://www.washingtonpost.com/immigration/hundreds-of-minors-held-at-us-border-facilities-are-there-beyond-legal-time-limits/2019/05/30/381cf6da-8235-11e9-bce7-40b4105f7ca0\\_story.html](https://www.washingtonpost.com/immigration/hundreds-of-minors-held-at-us-border-facilities-are-there-beyond-legal-time-limits/2019/05/30/381cf6da-8235-11e9-bce7-40b4105f7ca0_story.html)

Hasson III, R. G., Easton, S. D., Díaz-Valdés, A., O'Dwyer, L., Underwood, D., Crea, T. M.

(2020). Examining the psychometric properties of the Child PTSD Symptom Scale within a sample of unaccompanied immigrant children in the United States. *Journal of Trauma and Loss*.

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

- Hill, K., Erickson, C. L., Donaldson, L. P., Fogel, S. J., Ferguson, S. M. (2017). Perceptions of macro social work education: An exploratory study of educators and practitioners. *Advances in Social Work, 18*(2). <https://doi.org/10.18060/21455>
- Hines, A. L. (2018). Undocumented Students and Higher Education. *Center for Poverty Research Poverty Facts, 1*(3). University of California. [https://poverty.ucdavis.edu/sites/main/files/file-attachments/undocumented\\_students\\_and\\_higher\\_education\\_0.pdf?1538690803](https://poverty.ucdavis.edu/sites/main/files/file-attachments/undocumented_students_and_higher_education_0.pdf?1538690803)
- H.R. 7311 (110th): William Wilberforce Trafficking Victims Protection Reauthorization Act of 2008
- Human Rights Watch. (2014). *25th anniversary of the Convention on the Rights of the Child: Questions and answers*. [www.hrw.org/news/2014/11/17/25th-anniversary-convention-rights-child](http://www.hrw.org/news/2014/11/17/25th-anniversary-convention-rights-child)
- Human Rights Watch. (2019). *World Report 2019*. <https://www.hrw.org/world-report/2019>
- International Federation of Social Work. (2014). *Global definition of social work*. <https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/>
- Jani, J., Underwood, D., & Ranweiler, J. (2016). Hope as a crucial factor in integration among unaccompanied immigrant youth in the USA: A pilot project. *Journal of International Migration and Integration, 17*(4), 1195–1209. <https://doi.org/10.1007/s12134-015-0457-6>
- Jason, L. A., & Glenwick, D. S. (Eds.) (2016). *Handbook of methodological approaches to community-based research*. New York, NY: Oxford University Press.
- Katiuzhinsky, A., & Okech, D. (2014). Human rights, cultural practices, and state policies: Implications for global social work practice and policy. *International Journal of Social Welfare, 23*, 80-88.

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

- Knight, C. (2019). Trauma informed practice and care: Implications for field instruction. *Clinical Social Work Journal*, 47(1), 79–89. <https://doi.org/10.1007/s10615-018-0661-x>
- Krueger, P., Hargrove, D., & Jones, T. (2019, Jul 24). *Former employees at youth migrant facility describe wide-ranging neglect of children and employees*. NBC San Diego. <https://www.nbcsandiego.com/news/local/Former-Employees-at-Youth-Migrant-Facility-Describe-Wide-Ranging-Neglect-of-Children-and-Employees-513167781.html>
- Mapp, S., McPherson, J., Androff, D., & Gabel, S. G. (2019). Social work is a human rights profession. *Social Work*, 64(3). <https://doi.org/10.1093/sw/swz023>
- Migration Policy Institute. (2019). *Comprehensive immigration reform*. <https://www.migrationpolicy.org/topics/comprehensive-immigration-reform>
- Monico, C., Rotabi, K., Vissing, Y. & Lee, J. (2019) Forced child-family separations in the southwestern US border under the “Zero-Tolerance” policy: The adverse impact on well-being of migrant children (Part 2). *Journal of Human Rights and Social Work*, 4, 180–191. <https://doi-org.proxy.bc.edu/10.1007/s41134-019-00095-z>
- Morgenshtern, M., Freymond, N., Hong, L., Adamowich, T., & Duffie, M. A. (2015). Researcher? Social Worker? “Let us be Both”: Exploring the binaries that condition graduate social work research training. *Procedia - Social and Behavioral Sciences*, 191, 2002–2007. <https://doi.org/10.1016/j.sbspro.2015.04.607>
- National Association of Social Workers [NASW]. (2017). *Code of ethics*. <https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>
- Núñez, A. M. (2014). Advancing an intersectionality framework in higher education: Power and Latino postsecondary opportunity. In M.B. Paulsen (Ed.), *Higher Education: Handbook of Theory and Research*, pp. 33-92. Amsterdam: Springer.

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

- Ortega-Williams, A., Wernick, L. J., Debower, J., & Brathwaite, B. (2020). Finding relief in action: The intersection of youth-led community organizing and mental health in Brooklyn, New York City. *Youth & Society*, 52(4), 618–638.  
<https://doi.org/10.1177/0044118X18758542>
- Presidential Determination on Refugee Admissions. (2019, November 1). *Presidential determination on refugee admissions for fiscal year 2020*.  
<https://www.whitehouse.gov/presidential-actions/presidential-determination-refugee-admissions-fiscal-year-2020/>
- Romo, V. & Rose, J. (2019, June 5). *Administration cuts education and legal services for unaccompanied minors*. NPR.  
<https://www.npr.org/2019/06/05/730082911/administration-cuts-education-and-legal-services-for-unaccompanied-minors>
- Rosenberg, J. (2019). Why are you seeking refuge? Conducting evaluations of Central American asylum seekers. *Journal of Human Rights and Social Work*, 4, 229–237. <https://doi-org.proxy.bc.edu/10.1007/s41134-019-00097-x>
- Roth, B. J., Crea, T. M., Jani, J., Underwood, D., Hasson III, R. G., Evans, K., Zuch, M., & Hornung, E. (2019). Detached and afraid: U.S. immigration policy and the practice of forcibly separating parents and young children at the border. *Child Welfare*, 96(5), 29-49.
- Santiago, A. M., Rosenberg, B., Coulton, C., Bartle, E., Beck, E. L., Sherraden, M., Barretti, M., Abramovitz, M., Esaki, N., Fernando, R., Shukla, S., Stoeffler, S. W., Roll, S., Shaia, W., Chang, Y. (2015). Macro practice in social work: From learning to action for social justice. Frameworks for practice: Report of the Special Commission to Advance Macro Practice in Social Work.

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

- Schmidt, S. (2017). "They need to give us a voice": Lessons from listening to unaccompanied Central American and Mexican children on helping children like themselves. *Journal on Migration and Human Security*, 5(1), 57-81.
- Siddiqui, Z. S. & Jonas-Dwyer, D. R. D. (2012). Twelve tips for supervising research students. *Med Teach*, 34(7), 530-533. <https://doi.org/10.3109/0142159X.2012.668239>
- Singleton, R. A., & Straits, B. C. (2010). *Approaches to social research* (5th ed.). New York, NY: Oxford University Press.
- Strohmeier, D., Kärnä, A., & Salmivalli, C. (2011). Intrapersonal and interpersonal risk factors for peer victimization in immigrant youth in Finland. *Developmental Psychology*, 47(1), 248-258. <https://doi.org/10.1037/a0020785>
- Svajlenka, N. P. (2019, March 26). *The dream and promise act could put 2.1 million dreamers on pathway to citizenship*. Center for American Progress. <https://www.americanprogress.org/issues/immigration/news/2019/03/26/467762/dream-promise-act-put-2-1-million-dreamers-pathway-citizenship/>
- Teixeira, S., Richards-Schuster, K., Sprague-Martinez, L., Augsberger, A., & Evans, K. (*under review*). Opportunities to "make macro matter" through the Grand Challenges for Social Work.
- The United States Conference of Catholic Bishops Migration and Refugee Services. (2012). *Improving access: Immigration relief for children in federal foster care before and after the Trafficking Victims Protection Reauthorization Act of 2008*. [http://www.usccb.org/about/children-and-migration/unaccompanied-refugee-minor-program/upload/Immigration-Relief-for-Children-in-Federal-Foster-Care-Before-and-After-TVPRA-2008\\_USCCB-December-2012.pdf](http://www.usccb.org/about/children-and-migration/unaccompanied-refugee-minor-program/upload/Immigration-Relief-for-Children-in-Federal-Foster-Care-Before-and-After-TVPRA-2008_USCCB-December-2012.pdf)



## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

TRAC Immigration. (2017). Children: Amid a growing court backlog many still unrepresented.

<https://trac.syr.edu/immigration/reports/482/>

United Nations. (1948). *Universal declaration of human rights*.

[https://www.ohchr.org/EN/UDHR/Documents/UDHR\\_Translations/eng.pdf](https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf)

United Nations General Assembly (2017). *Unaccompanied migrant children and adolescents and human rights A/HRC/RES/36/5*.

[https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A\\_HRC\\_RES\\_36\\_5.pdf](https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_HRC_RES_36_5.pdf)

United Nations High Commissioner for Refugees [UNHCR]. (2014). Children on the run:

Unaccompanied Children leaving Central America and Mexico and the need for international protection. Retrieved from <http://www.unhcr.org/en-us/about-us/background/56fc266f4/children-on-the-run-full-report.html>

United Nations Human Rights Council. (2015). *Unaccompanied migrant children and adolescents A/HRC/RES/29/12*.

<https://www.ohchr.org/EN/HRBodies/HRC/AdvisoryCommittee/Pages/UnaccompaniedMigrantChildren.aspx>

U.S. Customs and Border Protection [CBP]. (2019). *Southwest border migration FY2019*.

<https://www.cbp.gov/newsroom/stats/sw-border-migration/fy-2019>

U.S. Department of Homeland Security. (n.d.). *U and T Visa law enforcement resource guide*.

[https://www.dhs.gov/sites/default/files/publications/PM\\_15-4344%20U%20and%20T%20Visa%20Law%20Enforcement%20Resource%20Guide%2011.pdf](https://www.dhs.gov/sites/default/files/publications/PM_15-4344%20U%20and%20T%20Visa%20Law%20Enforcement%20Resource%20Guide%2011.pdf)

## **A Human Rights Approach to Macro Social Work Field Education with Unaccompanied Immigrant Children**

Virginia Commonwealth University. (2020). *SSW adjunct field liaison*.

<https://www.vcujobs.com/postings/91290>

Watson, S., Thorburn, K., Everett, M., & Fisher, K. R. (2014). Care without coercion – mental health rights, personal recovery and trauma-informed care. *Australian Journal of Social Issues*, 49(4), 529–549. <https://doi.org/10.1002/j.1839-4655.2014.tb00327.x>

Welcoming America. (n.d.). *Who we are*. <https://www.welcomingamerica.org/>

Wohn, D. Y., Ellison, N. B., Khan, M. L., Fewins-Bliss, R., & Gray, R. (2013). Child and adolescent social support scale--Adapted [Database record]. Retrieved from PsycTESTS. <http://dx.doi.org/10.1037/t22966-000>

Zullig, K. J., Collins, R., Ghani, N., Hunter, A. A., Patton, J. M., Huebner, E. S., & Zhang, J. (2015). Preliminary development of a revised version of the School Climate Measure. *Psychological Assessment*, 27(3), 1072-1081. <https://doi.org/10.1037/pas0000070>