



www.ApnaGhar.org

PROGRAMS

- Crisis Line 24-Hours
- Emergency Housing
- Counseling
- Case Management
- Legal Advocacy
- Outreach and Training
- Supervised Child Visitation and Safe Exchange
- Transitional Housing

Together We Can End Violence Against Women and Children

***Trauma-Informed And Culturally Accessible
Strategies and Resources for
Engaging Immigrant and Refugee College Students
Jana's Campaign Midwest Campus Safety Summit
September 21, 2023***

Radhika Sharma, MPH

rsharma@apnaghar.org

Training and Technical Assistance Specialist

Objectives of Training

- I. Culturally Accessible and Trauma-Informed Engagement Resources***
 - I. Identify Most Common Issues for Immigrant, Refugee, and Migrant Students***
- II. Encouraging Healing Beyond Trauma Focus***
- III. Programming and Resources College Staff Can Provide for Students***
- IV. Explore Clinical and Community Mental Health***

Introductions

Please state

1. Your name and Title
2. What you hope to get from this workshop

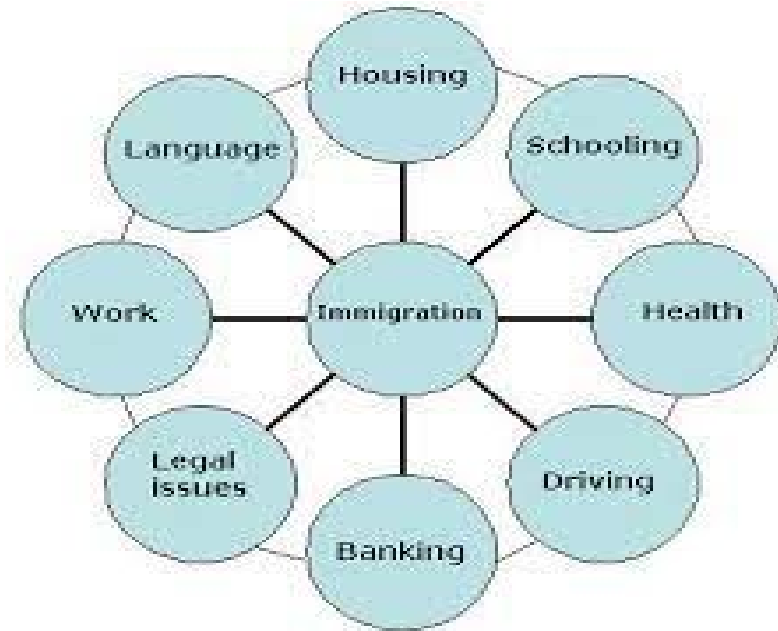
Trauma in Asian American, Pacific Islander, and Native Hawaiian Populations

- Chinese Exclusion: Asian Immigration Limits
 - <https://history.state.gov/milestones/1866-1898/chinese-immigration#:~:text=The%20resulting%20Angell%20Treaty%20permitted,a%20period%20of%2010%20years.>
- War on Terrorism
- Travel bans
- War on Drugs/Crime
- Language Injustice in Legal, Child Welfare, Education, Health, and Social Services
- Native Hawaiian mass land dispossession, overthrow of the Hawaiian Kingdom, cultural loss and early loss of loved ones <https://www.hawaii.edu/news/2022/11/22/native-hawaiian-historical-trauma-impact-study/>
- COVID-related Anti-Asian Hate Crime
- **ICE –**
 - Deportation impact on survivors of DV, Human Trafficking, and Sexual Assault
 - Removing DV as a reason for seeking Asylum under Trump’s administration
 - Sexual Assaults in detention facilities

Healing-Centered Engagement Beyond Trauma Focus to Healing and Wellbeing Focus:

Building Empathy for Immigrant Families Among Professionals

- Separation, loss, and isolation –
- Desire to maintain identity – for comfort
- Experience racial prejudice –
- Loss of language and maneuverability –
- Not aware of available resources or how to access
- Fear of deportation



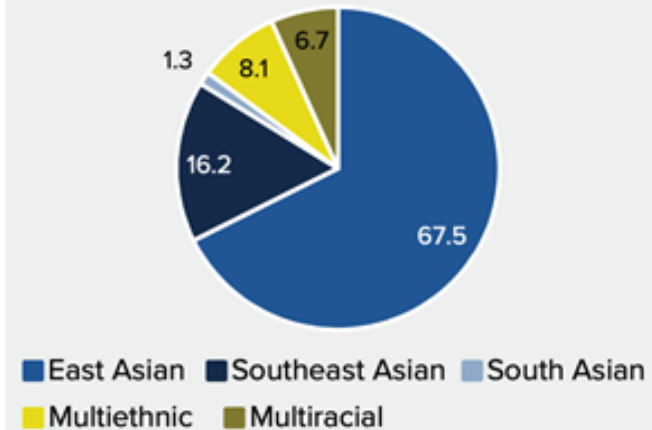
History of Racialized Gender-based Violence: Asian American Community

Violence & Discrimination Among Asian American Women: Data

The most frequently reported type of hate incident experienced by all Asian American women was verbal harassment and/or name calling.

- **South Asian women experienced the highest rate of physical assault**
- For East Asian, Southeast Asian & Multiracial/Multiethnic Asian women, avoidance and/or shunning was the second most common form of hate.

Figure 1: Hate Incidents Reported by Asian American Women, by Subgroups (n = 3,943)





A sample of ethnically diverse young adults (N = 628; Asian, Latino, and European background) reported on self and parent attitudes toward dating outside of one's own culture, own current dating status, and disapproval and conflict with parents over current and past dating status. Analyses revealed three key findings.

1. Intercultural relationships were evenly distributed across ethnic and immigrant generation groups.
2. Participants of Asian background perceived greater attitudinal discrepancies with their parents toward intercultural dating than did participants of Latino and European background and were more likely to report intercultural dating conflict with their parents than Latino participants.
3. First-generation and second-generation participants were more likely to report **intercultural dating conflict with parents** than third-generation participants.

<https://journals.sagepub.com/doi/10.1177/0265407516640387> "Dating out is intercultural: Experience and perceived parent disapproval by ethnicity and immigrant generation," Shenhav, Campos, & Goldberg *Journal of Social and Personal Relationships*, 2017

Addressing AANHPI Student-Family Conflicts

- Parental Pressure to Marry Within Culture
 - Punishment for veering from cultural norms around dating and intimacy and relationships outside cultural group
- Parental Pressure re Academic and Career Success
- Domestic Violence
- Students Who Are Parents: Child Welfare in AANHPI Families

Each community of color has challenges and circumstances that are unique to its community.

However, there are common factors that account for many of the barriers survivors of color face as they seek help. (Note: Principles apply to LGBTQIA+ & PWD too)

- Cultural and/or religious beliefs that restrain the survivor from leaving the abusive relationships or involving outsiders in individual and family issues
- Strong loyalty binds to race, culture and family.
- Distrust of law enforcement, criminal justice system, and social services.
- Lack of service providers that look like the survivor or share common experiences.
- Lack of culturally and linguistically appropriate services.
- Lack of trust based on history of racism, classism,



Other Challenges for AAPI Communities

- Aggregation of all into one monolithic group. This is problematic for many reasons including not allowing for specific data on issues like depression, suicide, gun violence, etc. among the subgroups that form the AAPI category (Afghan, Chinese, Filipino, Indian, Korean, Pakistani, Thai, Vietnamese, etc.)

Research on College Mental Health

- ***Community college students have higher rates of mental health problems compared to same age peers at 4-year institutions, according to a new national study. It also found that community college students from traditionally marginalized backgrounds were more likely to have mental health problems and less likely to get treatment.*** [Amer Psychiatric Assoc 2021](#)

[Article Higher Mental H Problems Community College](#)

Research on College Mental Health

➤ *Asian/Pacific Islander students were more likely to have considered or attempted suicide than whites, “strongly suggesting under detection of psychiatric problems in this group,” the authors note. Black and Hispanic students were less likely than whites to have a psychiatric diagnosis and less likely to experience most of the mental health symptoms or indicators, but their rates of past year attempted suicides were virtually the same as whites.*

<https://www.psychiatry.org/news-room/apa-blogs/college-multiracial-asian-students-higher-risk>

➤ <https://www.frontiersin.org/articles/10.3389/fpsy.2020.00590/full>

What Are Best and Promising Practices in Engaging International, Immigrant, and Refugee Students?

?

What Are Best and Promising Practices in Engaging International, Immigrant, and Refugee Students?

- Title IX Panel Cultural Competence Presentations
- Culturally Specific Title IX Orientations for Students from Local Organizations and/or Faculty and Staff from Specific Cultural Groups
- Relationship Workshops for Immigrant and International Students
- International Student Insurance Presentations and Resources

Research on College Mental Health: Group interventions must include supervised skill- building, not just psychoeducation

- *A recent meta-analysis of universal mental health prevention programs on university campuses showed that the most successful programs included **skill-building with supervised practice** (34). These programs, as compared with skill-building programs without supervised practice or those with only psychoeducational curricula, were **significantly more successful in reducing anxiety, stress, depression, and distress and improving social and emotional skills***
<https://www.frontiersin.org/articles/10.3389/fpsy.2020.00590/full>

Beyond Trauma Focus to Healing & Wellbeing Focus

Yes, we want to be trauma-informed, but we don't want to focus on healing by widen our focus to strengths and broader life experience:

- *The problem approach used to be “**What’s wrong with you?**”*
- *Then we became trauma-informed and learned to ask “**What happened to you?**”*
- *Now we want to focus more broadly: “A healing centered approach to addressing trauma requires a different question that **moves beyond ‘what happened to you’ to ‘what’s right with you?’** and views those exposed to trauma as agents in the creation of their own well-being rather than victims of traumatic events*



Shawn Ginwright, PhD, 2018

Healing Centered Engagement <https://ginwright.medium.com/>



Beyond Trauma Focus to Healing and Wellbeing Focus: Role of Culture

“The pathway to restoring well-being among young people who experience trauma can be found in culture and identity. Healing centered engagement uses culture as a way to ground young people in a solid sense of meaning, self-perception, and purpose.”

Healing centered engagement is the result of building a healthy identity, and a sense of belonging. For youth of color, these forms of healing can be rooted in culture and serves as an anchor to connect young people to a shared racial and ethnic identity that is both historical grounded and contemporarily relevant. [Shawn Ginwright, PhD, 2018](https://ginwright.medium.com/) Healing Centered Engagement <https://ginwright.medium.com/>

Culture is Nuanced

A broad and more critical definition of culture refers to shared experiences that develop and evolve according to changing social and political landscapes. It includes race, ethnicity, gender, sexual orientation, class, immigration, location, time and other axes of identification understood within the historical context of oppression.

Healing-Centered Engagement Beyond Trauma Focus to Healing and Wellbeing Focus: **Building Empathy**

“Healing centered engagement begins by **building empathy with young people who experience trauma**. This process takes time, is an ongoing process and sometimes may feel like taking two steps forward, and three steps back. However, **building empathy is critical to healing centered engagement**. To create this empathy, I encourage adult staff to share their story first, and take an emotional risk by being more vulnerable, honest, and open to young people. This process creates an empathy exchange between the adult, and the young people which is the foundation for healing centered engagement (Payne 2013).



Healing-Centered Engagement Beyond Trauma Focus to Healing and Wellbeing Focus: **Role of Culture**

“Healing centered engagement is the result of building a healthy identity, and a sense of belonging. For youth of color, these forms of **healing can be rooted in culture and serves as an anchor to connect young people to a shared racial and ethnic identity** that is both historical grounded and contemporarily relevant.”

[Shawn Ginwright, PhD, 2018](https://ginwright.medium.com/) Healing Centered Engagement
<https://ginwright.medium.com/>



Research on Immigrant Families and Dating

Youth's dating experiences are influenced by their gender, their birth order, and their family's acculturation. Second generation immigrants generally seek bicultural partners like themselves

Dating and Mate Selection Among Young Adults from Immigrant Families Nesteruk & Gramescu, *Marriage & Family Review* 2012



Sexual Harassment in STEM

The research from RTI International surveyed 40 female faculty members who experienced one or more incident of sexual harassment in past five years. According to the study's co-author Christine Lindquist, the mentor-mentee dynamic within STEM fields; the **often isolating nature of work; and the fact that men still hold many leadership positions makes for a climate in which many women are hesitant to speak up about harassment.** The study shows that of **those who did speak up many felt their concerns were dismissed and minimized.**

<https://nap.nationalacademies.org/catalog/24994/sexual-harassment-of-women-climate-culture-and-consequences-in-academic>

Groundbreaking Report on Sexual Harassment of Women in STEM

- Colleges and universities, along with federal agencies, should move beyond basic legal compliance and adopt stronger evidence-based policies and practices to address sexual harassment in STEM fields, according to [*Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*](#), a groundbreaking report just released by the National Academies of Sciences, Engineering, and Medicine (NASEM). Wellesley College President Paula A. Johnson is co-chair of the [committee](#) that conducted the study and wrote the report.

Talk about Safety Planning

Communicating Intimacy and Consent

1. I am committed to understanding and respecting my body and learning what types of touch, words, and intimacy I like and don't like.
2. I have every right to say no when I am unsure or when I know that I want to slow down or stop any touch.
3. If I am intimate with another person, I am committed to being aware of their consent by watching and listening and

Talk about Safety Planning

Safety Planning:

1. If I feel I am in danger, these are the steps I can take: _____
2. I will always let these trusted contacts know where I am and where I am staying _____ and _____
3. In case I don't have my phone available, I will always carry _____'s phone number which is _____ so I can ask someone else to call them for me.
4. My code word is _____

What Does Cultural Humility Look Like in Title IX Investigations?

When you ask challenging questions,

- communicate why you are doing so, and
- pay attention to your tone and facial expressions.
- Be strategic; always consider why you are asking a question. Questions that serve your curiosity but don't further an investigation should be avoided.

https://atixa.org/wordpress/wp-content/uploads/2012/01/7-Deadly-Sins_Short_with-Teaser_Reduced-Size.pdf

Equity In Translation

DOE OCR requires that colleges and universities take the initiative in ensuring that school Title IX reporting forms, Title IX information, and training about sexual violence is provided in a manner that is **accessible to students whose first language is not English / English language learners**. However, when the accused student is an international student, the same consideration that is provided to a complainant who is an international student will often not be provided to a respondent who is an international student.

What Does Cultural Humility Look Like in Title IX Investigations?

- pay attention to their nonverbal cues
- Even if reporting parties are highly educated, ask questions in simple language

What Does Cultural Humility Look Like in Title IX

Investigations?

If you have to ask something that is potentially triggering or blaming, own it and be transparent about it. Consider the least triggering way to ask. For example, **if you suspect that a reporting party felt trapped, and you want to establish that for the record, you might ask, “*Did you try to leave?*”** However, if the reporting party didn’t try to leave, this can feel blaming. Instead, you might ask, “***Can you recall what options you considered when he closed the door behind you?***” This is a more neutral question and might get you the information you seek without the subtly blaming potential implications of that line of questioning. https://atixa.org/wordpress/wp-content/uploads/2012/01/7-Deadly-Sins_Short_with-Teaser_Reduced-Size.pdf

This reminder is particularly true for student affairs professionals, who may be accustomed to using a “teachable moments” approach with students. Don’t insert “conduct counseling” into your investigation interviews or your investigation report. Just recently, we reviewed a report that stated, “You have been found not in violation of the university’s sexual misconduct policy, but we strongly caution you about your sexual decision-making and the respect we expect you to show your potential partners.” Anything after the comma in that sentence is outside the role any investigator should play.

Embrace Complexity in a Student's Identity: Many factors influence their norms and behaviors

We want to think of subgroups and individuals within the groups as complicated, multi-faceted, and contradictory. Using the most visible markers of identification—race and gender—to come to conclusions based on cultural misinformation (generalized information and stereotypes) is not only misleading but ultimately dangerous and oppressive when working with victims of domestic and sexual violence.

Microaggressions in Title IX

The issue of microaggressions in Title IX work may not be easy for investigators or coordinators to handle gracefully. Increased training to identify, intervene, and manage these behaviors and comments is needed. **Subtle victim-blaming or a lack of trauma-informed practice are common culprits.** When preparing questions in advance of interviews, it can be helpful to **have a co-investigator review them to make sure they are neutral and do not come off in ways you do not intend.** If, during interviews, you realize that a question is poorly framed, or has come off wrong, take it back. We all make mistakes. Talented investigators fix them before they cause more harm. https://atixa.org/wordpress/wp-content/uploads/2012/01/7-Deadly-Sins_Short_with-Teaser_Reduced-Size.pdf

International and Undocumented Students

OCR recommends that a **school coordinate with its international office and its undocumented student program coordinator, if applicable, to help communicate information about Title IX in languages that are accessible** to these groups of students. OCR also encourages schools to provide foreign national complainants with information about the U nonimmigrant status and their nonimmigrant status.

A school should be mindful that **unique issues may arise when a foreign student on a student visa experiences sexual violence**. For example, certain student visas require the student to maintain a full-time course load (generally at least 12 academic credit hours per term), but a student may need to take a reduced course load while recovering from the immediate effects of the sexual violence.

INTERNATIONAL STUDENTS & SEXUAL ASSAULT

There is no data about international students who have been involved in a sexual assault, but there are additional barriers including: • Language • Cultural barriers • Lack of a support network • Lack of financial resources • High academic pressures • International students may have higher risk factors for both being the perpetrator AND for being the victim!! • Unfamiliar with rules and cultural norms • Confused by mixed messages in the media and advertising (and now in politics) • International students may be more vulnerable. • Need to investigate how to communicate best with each specific audience..

- Jennifer Frankel, Marketing Director of International Student Insurance
- Linda Melville Director, ISSS Global Education Office at University of New Mexico
- Caitlin Henke Program Specialist, Women's Resource Center at University of New Mexico

INTERNATIONAL STUDENTS & SEXUAL ASSAULT

- • Need to shape the discussion so that the message will be best received and absorbed in a non-threatening manner (even though content may be required). • Need outside presenters to understand specific audience and that the presentation that works for others may not work for this group. • Worked for 3 years on content of sexual assault presentation at International Student Orientation at UNM and are still trying to shape content to best get message across
- Jennifer Frankel, Marketing Director of International Student Insurance
- Linda Melville Director, ISSS Global Education Office at University of New Mexico
- Caitlin Henke Program Specialist, Women's Resource Center at University of New Mexico

STUDENT PANEL Panel Questions 1. What were your impressions of the presentation that you attended at the international orientation? 2. In your country, would this topic be discussed in this type of a presentation? If so, what do you think would be different or similar? Is this common practice in college? 3. How do definitions of sexual assault differ in your country? How openly is the topic of sexual assault discussed? 4. What would be the best way of presenting this material to people from your country? Would it be different according to age/gender?

- Jennifer Frankel, Marketing Director of International Student Insurance
- Linda Melville Director, ISSS Global Education Office at University of New Mexico
- Caitlin Henke Program Specialist, Women's Resource Center at University of New Mexico

Suggestions for Dialogues About Intimacy, Power, and Consent

with Family and Friends of 1st and 2nd Generation Asian American Students

There are many ways in which you can start a dialogue on healthy relationships. Our suggestions include:

- Watching a movie like *Monsoon Wedding* together then discussing the way in which the family responds to reports of girls in the family being abused by an older family member.
- Asking an older person: “If you were able to speak to your 20-year-old self, what advice would you give yourself on having healthy relationships? What do you wish you had known when you were 20?”
- Asking a peer: “If you were able to speak to your 16-year-old self, what advice would you give yourself on having healthy relationships? What do you wish you had known about intimacy and healthy relationships when you were 16?”
- Tell them that you’ve attended a workshop on gender-based violence and share some of the important things you discussed/learned in the workshop.
- If you have a peer whom you’re concerned about because of a relationship that you think might be abusive, gently let them know why you’re concerned. Let

Suggestions for Dialogues About Intimacy, Power, and Consent

with Family and Friends of

1st and 2nd Generation Asian American Students

There are many ways in which you can start a dialogue on healthy relationships. Our suggestions include:

- If you have a peer whom you're concerned about because of a relationship that you think might be abusive, gently let them know why you're concerned. Let them know that you understand that relationships are complex and that you will be there for them in whatever choices they make.
- Comment on the differences in how each generation communicates via social media or in person. What type of persona do they present and what do they focus on? How are these differences reflected in how they behave in their family relationships?

Talk about first- and second-generation high school and college students who are afraid of their families retaliating against them because they are dating. What does it say about a family that is willing to harm a son/daughter/sister/brother?

Principles for Service and Organizational Practices

Culturally Humility Principles:

- All cultures have both acceptance of gender-based violence as well as traditions of resistance
- Each victim is a member of multiple communities *and* a unique individual with their own responses
- Everyone has their own biases, prejudices and understanding of others which must be acknowledged, explored and challenged

Principles for Service and Organizational Practices

Gather information from the students about them and about their family, communities, culture(s)

- Are they here alone? Do they have any of their own family with them?
- Are there other needs they are trying to address (housing, health care, food, school, childcare or elder parent care, immigration, etc.)?
- What is their immigration story? Was there any political or social trauma they have endured?
- Whom do they go to for support and advice?
- How do they make major decisions about their lives? Are there family, community, or congregational members here or back home whose opinions have an impact on:
 - Where to live
 - How to raise the children
 - What activities they engage in
 - Whom they socialize with



Principles for Service and Organizational Practices

Cultural Inclusivity in DV Assessment & Case Management

1. Control can come in different forms and from different family members, not just the intimate partners. Assessments need to include questions about whether the spouse, the victim's family, or the spouse's extended family ever make a client feel unsafe. Ask immigrant survivors whether their partner or any of the partner's extended family engage in any threats, coercive behavior, withholding of basic necessities, extreme control of how a victim spends their time and money, and harassment of the victim ***Examples- abuse by in-laws, threats to deport, using household object to hit, forced starvation, domestic labor, preventing access to medical aid.***
2. Service providers do not have the tools and capacity to provide services for these extreme forms of violence experienced by AAPI communities.
3. Separation from the family is sometimes not the option a survivor is looking for.

Guidelines for Apna Ghar Counselors:

Patience With Limited English Proficient Client:



Guidelines for Apna Ghar Counselors

No Assumptions or Projections:



Guidelines for Apna Ghar Counselors: Explain your role clearly in survivor-led approach:



Cultural Nuances in Counseling/Case Management with English Language Learners:

- ❖ Recognize that some humor won't translate
- ❖ Define some of the terms you are using. Concepts around what partner, love, abuse, and family are might differ slightly
- ❖ Use simple English and be aware of idioms like “let's unpack this” or “you seem pretty wound up”
- ❖ Check in with survivor on how they have experienced accessing your agency and program – sometimes there will be tension at the front desk or the person answering the phone because of the language barrier



Balance in being directive and being client-led:

- Lay out the options and know that they will make choices based on where they are in their journey. Clients might ask you what they should do but we have to be able to respect their decisions and remind them we will learn from choices made



Guidelines: successful culturally humble services grow out of the following:

- Exploring your own biases, prejudices and knowledge concerning the victim and her/his communities
- Recognizing professional power in order to avoid imposing those values on the client/program participant
- Gathering information from immigrant and refugee clients/program participants about their communities, and attempting to understand their unique interpretation of their culture(s)
- Validating the individual's strengths and those of the group
- Ensuring safety, security, and self determination
- Developing linkages with the various communities



Other Recommendations

Form a multicultural community advisory group and ask each individual member *“If you were to design an effective awareness and prevention campaign in our district,*

a) What would your messages be

and

b) How would you disseminate this information so that those most in need receive the message?”

What's Your Language Access Plan?

- Federal law mandates that any entity receiving federal funds cannot discriminate based on national origin (Title VI of the Civil Rights Act).



What is Meaningful Access for Limited English Proficient Individuals?

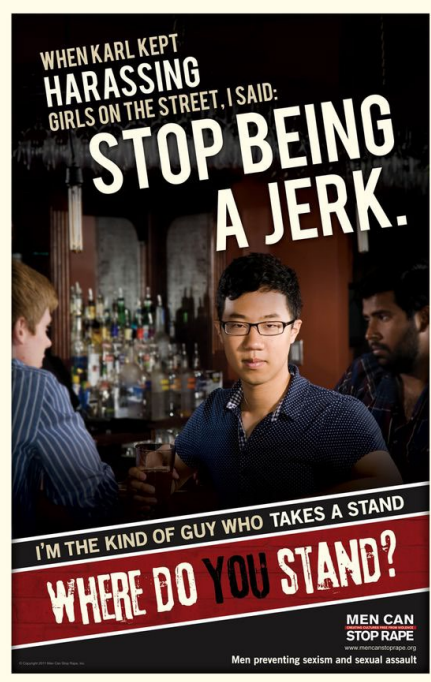
- Reasonable steps to **translate paper documents, websites, and electronic content that contain vital information** about programs and activities **into frequently encountered languages.**
- It can also include providing live interpretation in person or through a language line or video linkage (Skype) with an interpreter
- From National Latin@ Network: “Meaningful Access” is defined in the US Department of Justice’s own Language Access plan as: “Language assistance that results in **accurate, timely and effective communication at no cost to the LEP individual.** For LEP individuals, meaningful access denotes access that is **not significantly restricted, delayed or inferior, as compared to programs or activities provided to English proficient individuals**”

Suggested Assessment and Treatment Recommendations

<https://www.psychiatry.org/psychiatrists/cultural-competency/education/stress-and-trauma/asian-americans>

1. **Provide relevant resources in English and Asian languages:** Information or links to online resources about mental illness in both English and Asian languages can be helpful. It is advised not to use family members as translators. If possible, provide information regarding community-based mental health services, health insurance, and immigration policies.
 2. **Acknowledge the role of spirituality/religion:** When appropriate, address the spiritual dimension of mental health and treatment for Asian Americans. Collaborate with spiritual care professionals in identifying and managing mental health issues.
 3. **Pay attention to protective factors:** A strong ethnic identity can help protect against mental illness. Encouraging these cultural identities may help build resilience in patients.
- Perform a **Cultural Formulation Interview (CFI)**. The CFI identifies four domains of assessments:
 - Cultural definition of the problem
 - Cultural perception of cause, context, and support
 - Cultural factors affecting self-coping and past help seeking
 - Cultural factors affecting current help seeking

Many men are stepping up to prevent domestic violence and sexual harassment



Suggested Assessment and Treatment Recommendations for Marginalized Populations

<https://www.psychiatry.org/psychiatrists/cultural-competency/education/stress-and-trauma/general-treatment-recommendations>

- Consider using the CFI's 12 supplementary modules to gain additional insights into specific patient groups. Modules exist for immigrants and refugees, children and adolescents, older adults and other special populations.
- Consider the cumulative and overlapping impact of historical trauma and microaggressions upon the mental health of people belonging to multiple marginalized populations, known as intersectionality.
- Emphasize self-care for all patients by encouraging healthy routines for sleep, diet, exercise, and social activities. Consider the role of self-affirmations, vicarious resilience, meditation, yoga, and other forms of traditional/alternative/or complementary care in mental health.

Suggested Assessment and Treatment Recommendations for Marginalized Populations

<https://www.psychiatry.org/psychiatrists/cultural-competency/education/stress-and-trauma/general-treatment-recommendations>

- Increase social supports for patients by engaging their family, social networks and community in their care, as appropriate.
- Stay abreast of current news and events, particularly those that may affect specific marginalized patient populations. At the same time, try to be mindful to avoid information overload, which may contribute to provider burnout.
- Work with religious/spiritual leaders to provide faith-based mental health care, as appropriate.

Resources for Students to Promote Mental Wellness

- [University of Connecticut Mental Wellness Workbook for AAPI Students](#)
- **SKY Campus Happiness**
<https://www.skycampushappiness.org/>

Resources for Students Involved with DCFS:



- <https://api-gbv.org/wp-content/uploads/2018/01/Custody-DVAsianCulturalContexts-TipSheet-API-GBV-2017.pdf>
- **Guide for Refugee Agencies and Child Welfare agencies to form partnerships and task force** <https://brycs.org/wp-content/uploads/2018/08/XSVCTFIN.pdf>
- **National Resource on Child Welfare and Domestic Violence:** <https://www.futureswithoutviolence.org/children-youth-teens/quality-improvement-center-domestic-violence-child-welfare-advancing-adult-child-survivor-centered-practice/>
- **Engagement Card Game** [Parents Are Human Multilingual Card Game](#)
- **Futures Without Violence**

1) Webinar on Supporting Survivors at the Intersection of Immigration and Child Welfare <https://www.futureswithoutviolence.org/immigration-child-welfare>

2) Chart of Evidence-Based Programs for Working With Children Exposed to Trauma http://www.futureswithoutviolence.org/userfiles/file/Children_and_Families/Complete%20Matrix%20Booklet%2011FEB02.pdf

Federal resource on Child Welfare and Asian American Families <https://www.childwelfare.gov/topics/systemwide/diverse-populations/asian/>



Immigration and child welfare case studies

https://www.americanbar.org/content/dam/aba/administrative/child_law/Immigration%20in%20CWS%20Case%20Studies_final.pdf

More Resources

- <https://www.insidehighered.com/views/2017/11/15/international-students-need-different-education-programs-sexual-assault-and-other> “Sex and the International Student Students” coming from outside the country have distinct needs that campus programs designed for their domestic peers don’t typically address. Sharla Reid and Jill Dunlap. By [Sharla Reid and Jill Dunlap](#). *Inside Higher Ed* November 15, 2017
- <https://www.internationalstudentinsurance.com/explained/sexual-assault-awareness-video.php>
- <https://title9.studentsuccess.org/title-ix-essentials-for-international-students/> **Title IX Essentials For International Students** We’ve heard from campuses nationwide about a missing educational component in interpersonal violence prevention—a program to help international students better understand Title IX issues and how they relate to US culture. To address this need, we worked closely with our clients Michigan State, University of Connecticut, Wichita State and two California State Universities, to create *Title IX Essentials For International Students*—a program intended as an introduction for, or supplement to other prevention education provided by your school.

More Resources

- <https://www.unh.edu/sharpp/international-students>
- <https://cdn.internationalstudent.com/pdfs/isi/presentations/NAFSA-Region-II-Sexual-Assault-Presentation-2016.pdf> TITLE IX AND INTERNATIONAL STUDENTS • Protects all students regardless of national origin, immigration status or citizenship status • April 29, 2014 Guidance from OCR addresses international students directly • Ensure that reporting forms, information or training about sexual violence be provided in a manner accessible to English learners • Be aware of the unique issues - like reduced course load • Counseling center or employee handling sexual assault complaints to approach DSO • Threatening deporting or invoking immigration status to deter a Title IX complaint is retaliation

More Resources

- <https://www.unh.edu/sharpp/international-students>
- <https://www.youtube.com/watch?v=poNbnrLS5Ks> Webinar by Casa Esperanza, Monsoon, This 1.5 hour webinar will inform attendees of the contextual considerations that campuses must keep in mind when working with international students, survivors of sexual violence. Attendees will recognize the importance of implementing systemic change across campus programming, from training first respondents on culturally specific responses to revising campus policy that better applies to international students and expanding a prevention curriculum that incorporates the experiences of diverse student populations.
- <https://mydocumentedlife.org/2020/02/14/share-the-undoculove-this-valentines-day/>
- <https://www.dukechronicle.com/article/2019/09/dating-advice-for-immigrant-women-who-were-forbidden-to-date-until-age-22>
- <https://www.jstor.org/stable/41604247> **"Sshh...!! Don't Tell My Parents": Dating among Second-Generation Patels in Florida** *Journal of Comparative Family Studies*, ([AUTUMN 2008](#)),

Let's Explore These Resources!

Report back on helpful info found

*Email rsharma@apnaghar.org to receive links
to resources*

What's Missing?

What do we still need in order to support Immigrant, refugee, and migrant students?



Contact Us:



CRISIS LINE: 800-717-0757

Text: (773) 899 1041 |

Email: help@apnaghar.org

Main Office: 773 883 HOME (4663)

Email: info@apnaghar.org

4350 N. Broadway, 2nd Floor

Chicago, IL 60613

ApnaGhar.org



Illinois Domestic Violence Hotline

24/7 Language Interpretation Available

CALL OR TEXT

877-863-6338

