

UNO GRACE ABBOTT SCHOOL OF SOCIAL WORK

SOWK 4030/8036 SOCIAL WORK WITH LATINOS

(3 credit hours)

SYLLABUS

1.0 Course description information

- 1.1 Catalog description:** The purpose of this course is to study and analyze cross-cultural social work practice with Latino populations. Students will learn what factors impact Latino communities and what skill sets are essential for diverse social work practice.
- 1.2 Prerequisites of the course:**
Undergraduate: SOWK 3320 prior to or concurrent.
Graduate: SOWK 8130 prior to or concurrent, or BSW degree.
- 1.3 Overview of content and purpose of the course:** The purpose of this course is to prepare the student for cross cultural social work practice with Latinos across the lifespan (specifically Mexican American, Cuban, and Puerto Rican populations). It is important to acquire skills in understanding people of color experiences, what factors affect Latino communities, and gain an ability to evaluate social work practice and intervention approaches toward empowerment of people of color client systems.
- 1.4 Unusual circumstances for the course:** This course is offered as SOWK 4030 for undergraduate students. This course is offered as SOWK 8036 for graduate students.

2.0 Course justification information

- 2.1 Anticipated audience/demand:**
Undergraduate: This course meets the requirements for minority or social work elective, and is intended for upper division undergraduate social work students.
Graduate: This course is a social work elective in the MSW program.
- 2.2 Indicate how often this course will be offered and the anticipated enrollment:**
This course is expected to be offered on a rotating basis – usually once every 1-2 years.
Undergraduate: Enrollment is anticipated to be 20 students.
Graduate: Enrollment is anticipated to be 5 students.
- 2.3 If it is a significant change to an existing course, please explain why it is needed:** The course description and course objectives have been revised to meet

accreditation standards. Course objectives and assignments are now linked with CSWE EPAS competencies and practice behaviors. The bibliography has also been updated.

3.0 Objective information

3.1 List of performance objectives stated in learning outcomes in a student's perspective:

By the end of this course, students will be able to:

1. Evaluate the differential experiences of Latinos in the United States within the context of social work practice.
2. Describe assessment and intervention techniques with Latinos across the life span perspective through the use of analytical/social/environmental models from a social work perspective.
3. Analyze social work practice issues as related to the historical, political, economic, and psychological experiences of Latino client systems.

Course Objectives	EPAS Competencies	Generalist Practice Behaviors	Assignments
1. Evaluate the differential experiences of Latinos in the United States within the context of social work practice.	Comp #4 Engage diversity and difference in practice;	Gen. 4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. Gen. 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. Gen 4.3 Recognize and communicate their understanding of the importance of differences in shaping life experiences.	Cultural Awareness Exercise; Latino Interview; Quizzes; Research Paper
	Comp #9 Respond to contexts that shape practice	Gen 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. Gen 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	
2. Describe assessment and intervention techniques with Latinos across the life span perspective through the use of analytical/social/environmental	Comp #6 Engage in research-informed practice and practice-informed research;	Gen 6.1 Use practice experience to inform scientific inquiry. Gen 6.2 Use research evidence to inform practice.	Research Paper
	Comp #7 Apply	Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment,	

Course Objectives	EPAS Competencies	Generalist Practice Behaviors	Assignments
models from a social work perspective.	knowledge of human behavior and the social environment	intervention, and evaluation. Gen 7.2 Critique and apply knowledge to understand person and environment.	
	Comp #10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	Gen 10.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. Gen 10.5 Assess client strengths and limitations. Gen 10.6 Develop mutually agreed-on intervention goals and objectives. Gen 10.7 Select appropriate intervention strategies. Gen 10.9 Implement prevention interventions that enhance client capacities.	
3. Analyze social work practice issues as related to the historical, political, economic, and psychological experiences of Latino client systems.	Comp #4 Engage diversity and difference in practice.	Gen. 4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. Gen. 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. Gen 4.3 Recognize and communicate their understanding of the importance of differences in shaping life experiences.	Cultural Awareness Exercise; Latino Interview; Quizzes; Research Paper
	Comp #9 Respond to contexts that shape practice.	Gen 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. Gen 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	
	Comp #10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	Gen 10.1 Substantively and affectively prepare for action with individuals, families, groups, organizations and communities. Gen 10.2 Use empathy and other interpersonal skills. Gen 10.3 Develop a mutually agreed-on focus of work and desired outcomes.	

4.0 Content and organization information

4.1 List the major topics central to this course:

Purpose of ethnic people of color content in social work

- A. Social work values and ethnic implications
- B. Terminology
- C. The nature of people of color experience
- D. Knowing the self in order to know others

Contemporary Issues

- A. Philosophical, social, economic, political, and policy issues impacting people of color, specifically Latino groups
- B. Differences and similarities among Latino groups
- C. Experiences and realities of U.S. Latinos
- D. Impact of people of color experience on individuals across the lifespan, families and small groups
- E. Social work approaches to understanding Latino issues

Historical Perspectives

- A. Social work history with ethnic people of color

Socio-cultural Issues

- A. Culture, class, gender, and age
- B. Values and systems
- C. Psychological issues in the Latino experience across the lifespan

Social Work Intervention with Latino Families

- A. Clients and case analysis
- B. Assessment and intervention models
- C. Cross-cultural social work skills, social workers, and social agency
- D. Cross-cultural communication
- E. Empowerment strategies

Projected Reading Outline

	Date	Topic	Reading	Assignment Due
1	5/20	Introduction and course review. Historical perspectives Who are Latinos? Key concepts and terminology	Articles will be posted on Blackboard or handed out in class Prepare for 5/27 Minority Identity Development Model Other articles	

	Date	Topic	Reading	Assignment Due
2	5/27	Major differences between European and Mestizo approaches to social sciences/helping professions Minority Identity Development model	Prepare discussion for 6/3 Chapter 2 and 10-Falicov text and Articles-Socio-cultural Dislocation; Bicultural Socialization	Cultural Awareness Exercise Due
3	6/3	Strengths perspective of La Familia Video (ABC 20/20 Gangs in America) Guest Speaker –Alberto Gonzales (3-4:30pm)	Prepare discussion for 6/10 Article: Substance Abuse and Latinos; OLLAS' Reports	Quiz #1
4	6/10	Ida Marie Hebrank will lead class today; Guest Speakers-Office of Latino and Latin American Studies (OLLAS)-Lisette Linares and Claudia Lucero Substance Abuse and Addictions in Latino Populations	Prepare discussion for 6/17- Chapter 3-Falicov text Delgado Chapter: A Cultural Assets Paradigm: A Conceptual Foundation	
5	6/17	PLEASE MEET AT THE LATINO CENTER OF THE MIDLANDS FOR CLASS TODAY Visit to South Omaha and the Latino Center of the Midlands, 4824 South 24 th Street – 402-733-2720 Executive Director-Carolina Quezada and staff	Prepare discussion for 6/24- Chapter 6-Falicov; Article: TBA	
6	6/24	Counseling Latinas; working with women of color Mental health issues among Latinos	Prepare discussion for 7/1-Chapter 7-Falicov; Article: Barriers to Healthcare Utilization among Latinos in the United States	Quiz #2

	Date	Topic	Reading	Assignment Due
7	7/1	Profiles of Latinos' health Small group work: Case study analysis and application Guest Presenter-Alberto Cervantes	Prepare discussion for 7/8 - Chapter 14-Falicov; Article: Puerto Rican Sons Caring for Elderly Mothers and Social Work Practice with Older Adult Latinos	
8	7/8	The Latino elderly Carolina Padilla, Executive Director- The Intercultural Senior Development Center	Prepare discussion for 7/15-Chapter 8 Falicov; Article: TBA	Film Review Responses Due
9	7/15	Racism, Ethnic Prejudice and Discrimination	Prepare discussion for 7/22-Chapter 13 Falicov Article: Family and Community as Strengths in the Latino Community	
10	7/22	Latino Familia Contexts (acculturation, generational stressors, environmental impacts) Guest Speaker TBA	TBA for 7/29	Quiz #3
11	7/29	Discussion of interview assignment (if appropriate); small group work; Film analysis using MID Model	Prepare discussion for 8/5-Chapter 9-Falicov Article: TBA	Interview paper due
12	8/5	Latinos and Education Maria Vazquez	TBA for 8/12	Reports due from undergraduates regarding community events, etc.
13	8/12	Social workers as advocates in the Latino community Course wrap-up, final thoughts		Graduate papers due Quiz #4

5.0 Teaching methodology information

5.1 Methods: The course will be taught in seminar fashion, lecture, case study evaluations and group-work format. Video tapes, films, guest lecturers and some class meetings may be held at local agencies in South Omaha.

5.2 Student role: Students will be expected to participate in class discussion and exercises. Thus, class attendance is mandatory. Evaluation will consist of a consideration of the student's performance on assignments and class participation

in discussions and exercises. No laptop usage in class, turn off cell phones, place on vibrate if you must receive calls with regard to work related issues.

6.0 Evaluation information

6.1 Describe the typical types of student projects that will be the basis for evaluating student performance:

- A. Cultural Awareness Exercise: Following the format of the Cultural Awareness Exercise, an ethnicity and identity handout will be given. Students will complete this exercise as it pertains to themselves and their families. If unable to trace family origins, the student has the option to develop a paper based on cultural awareness of "self." 5 page minimum. (5%)
- B. Film Review: There are a number of films available that present Latino ethnicities and issues in a cultural fashion. You will be given a list of questions to answer regarding the film. The questions will include analyzing and assessing cultural characteristics of some of the characters and examining how social work practice could/should emerge. Films to be announced. (10%)
- C. Latino Interview: Students will interview a United States born Latino. If there are Latino students in class, they will not be considered as interviewees. The format of this interview will be discussed in greater detail in the class. The approach is qualitative, utilizing open ended questions to allow informant to discuss "key issues" which are (perhaps) related to their ethnic identification. 7 pages minimum. (25%)
- D. Four Quizzes: Over the text, guest speakers, films, class materials, discussions and articles. (40%)

In addition to the above:

Graduates: Research Paper: 15-20 pages, APA style, 15-20 references.

Presentation to class. Topic to be discussed with professor. (20%)

Undergraduates: Community Engagement. Student will attend 2 community meetings, symposia, lectures, etc. in the community regarding information about Latino populations. The student will write two reports-2-3 pages of each engagement (10% each paper = 20% total)

6.2 Describe the typical basis for determining the final grade (e.g. weighting of various student projects):

Cultural Awareness Exercise:	5%
Film Review:	10%
Latino Interview:	25%
Quizzes	40%
Research or community engagement	20%
TOTAL	100%

6.3 Grading type:

A+ = 98% or above C+= 78 to 80.9%

A =	94 to 97.9%	C =	74 to 77.9%
A- =	91 to 93.9%	C- =	71 to 73.9%
B+ =	88 to 90.9%	D+ =	68 to 70.9%
B =	84 to 87.9%	D =	64 to 67.9%
B- =	81 to 83.9%	D- =	61 to 63.9%
		F =	60.9% and below

7.0 Resource material information

7.1 Textbook(s) or other required readings used in course:

Falicov, C.J. (2014). *Latino Families in Therapy* (2nd ed). New York: The Guilford Press.

7.2 Other student suggested reading material:

Course handouts.

7.3 Current bibliography and other sources:

Acevedo, V. (2008). Cultural competence in a group intervention designed for Latino patients living with HIV/AIDS. *Health & Social Work, 33*, 111-120.

Barron-McKeagney, T. (2002). *Telling Our Stories: The Lives of Midwestern Latinas*. New York & London: Routledge.

Barron-McKeagney, T.K., Woody, J.D., & D'Souza, H.J. (Fall 2003). Mentoring Latino Children: Impact on Self Concept and School Performance. The School Social Work Journal-Jane Addams College of Social Work-University of Illinois.

Barron-McKeagney, T.K. Research Report: Women of Color on the Tenure Track at the University of Nebraska. (May 2002) Qualitative Research Study conducted as a Presidential Fellow under Dr. L. Dennis Smith, University of Nebraska President. Presentation to Board of Regents. Video presentation also completed for Board of Regents and available for review.

Barron-McKeagney, T.K., Woody, J.D., & D'Souza, H.J. (January 2001). Mentoring At-risk Latino Children and Their Parents: Impact on Parent-Child Relationship and Family Strength. Families in Society.

Barron-McKeagney, T.K., Woody, J.D., & D'Souza, H.J. (January 2000). Mentoring At Risk Latino Children: Impact on Social Skills and Problem Behaviors. The Child & Adolescent Social Work Journal.

Barron-McKeagney, T.K., Woody, J.D., & D'Souza, H.J. (April 2000). Mentoring At-risk Latino Children and their Parents: The Role of Community Theory and Practice. Journal of Community Practice.

Buchanan, R. L. & Smokowski, R. (2009). Pathways from acculturation stress to substance use among Latino adolescents. *Substance Use & Misuse, 44*, 740-762.

Casas, J. M., Raley, J. D., & Vasquez, M. J. T. (2008). ¡Adelante! Counseling the Latina/o from guiding theory to practice. In P. B. Pedersen, J. G. Draguns, W. J. Lonner, and J. E. Trimble (Eds.), *Counseling across cultures* (6th ed.), (pp. 129-146) . Thousand Oaks, CA: Sage.

- Chun, K. M., Organista, P. B., & Marin, G. (2003). *Acculturation: Advances in Theory, Measurement, and Applied Research*. Washington, DC: American Psychological Association.
- Delgado, M. (2007). *Social work with Latinos: A cultural assets paradigm*. New York: Oxford University Press.
- Delgado, M. (2002). Latinos and alcohol: Treatment considerations. *Alcoholism Treatment Quarterly*, 20, 187-192.
- Flores, E., Tschannb, J. M., Dimasc, J., Paschb, L. S., & de Groatb, C. L. (2010). Perceived racial/ethnic discrimination, Posttraumatic Stress symptoms, and health risk behaviors among Mexican American adolescents. *Journal of Counseling Psychology*, 57, 264-273.
- Furman, R., Negi, N. J., Iwamoto, D. K., Rowan, D., Shukraft, A., & Gragg, J. (2009). Social work practice with Latinos: Key issues for social workers. *Social Work*, 54, 167-174.
- Gassoumis, Z. D., Wilber, K. H., Baker, L. A., & Torres-Gil, F. M. (2010). Who are the Latino baby boomers? Demographic and economic characteristics of a hidden population. *Journal of Aging and Social Policy*, 22, 53-68.
- Hagan, J. M., Rodriguez, N. & Castro, B. (2011). Social effects of mass deportations by the United States government, 2000-2010. *Ethnic & Racial Studies*, 34, 1374-1391.
- Organista, K. C. (2009). New practice model for Latinos in need of social work services. *Social Work*, 54, 297-305.
- Pew Hispanic Center. (2002). *Hispanic health: Divergent and changing*. Washington, D.C.: Author.
- Smith, R. L. & Montilla, R. E. (Eds.). (2006). *Counseling and family therapy with Latino populations: Strategies that work*. New York: Routledge.
- Strug, D. L. & Mason, S. E. (2002). Social service needs of Hispanic immigrants: An exploratory study of the Washington Heights community. *Journal of Ethnic and Cultural Diversity in Social Work*, 10, 69-88.
- Suro, R. & Passel, J. S. (2003). *The rise of the second generation: Changing patterns in Hispanic population growth*. Washington, D.C: Pew Hispanic Center.
- Vasquez, M. J. T. (2009). Latino/a culture and substance abuse. *Journal of Ethnicity in Substance Abuse*, 8, 301-313.
- Zambrana, R. E. (2011). *Latinos in American society: Families and communities in transition*. Ithaca, NY: Cornell University Press.

Classic resources

- Acevedo, M. J. (2000). Battered immigrant Mexican women's perspectives regarding abuse and help-seeking. *Journal of Multicultural Social Work*, 8(3/4), 243-282.
- Acuna, R. (1988). *Occupied America: A history of Chicanos* (3rd ed.). New York: Harper & Row.
- Anzueldua, G. (1987). *Borderlands/La Frontera: The New Mestiza*. San Francisco: Spinisters/Aunt Lute.
- De La Rosa, M. R. (2000). An analysis of Latino poverty and a plan of action. *Journal of Poverty*, 4, 27-62.
- Flores, M. T. & Carey, G. (2000). *Family therapy with Hispanics: Toward appreciating diversity*. Boston, MA: Allyn and Bacon.
- Hovey, J. D. (2000). Acculturative stress, depression, and suicidal ideation in Mexican immigrants. *Cultural Diversity and Ethnic Minority Psychology*, 6, 134-151.

- Longres, J. F., & Patterson, D. G. (2000). Social work practice with Latino American immigrants. In P. R. Balgopal (Ed.), *Social work practice with immigrants and refugees* (pp. 65-126). New York City: Columbia University Press.
- McGoldrick, M. (1998). (Ed.). *Revisioning family therapy: Race, culture and gender in clinical practice*. New York: Guilford.
- Moore, K. A. (2001). Time to take a closer look at Hispanic children and families. *Policy & Public Human Services*, 59, 8-9.
- Organista, P. B., Organista, K. C., & Soloff, P. R. (1998). Exploring AIDS-related knowledge, attitudes, and behaviors of female Mexican migrant workers. *Health and Social Work*, 23, 96-103.
- Ramirez, M., & Castaneda, A. (1974). *Cultural democracy, bicognitive, development and education*. New York. Academic Press.
- Stavans, I. (2001). *The Hispanic condition: The power of a people*. New York: HarperCollins.
- Vega, W. A., Kolody, B., Aguilar-Gaxiola, S. (2001). Help seeking for mental health problems among Mexican immigrants and Mexican Americans. *Journal of Immigrant Health*, 3, 133-140.
- Zuniga, M. E. (1997). Counseling Mexican American seniors: An overview. *Journal of Multicultural Counseling and Development*, 25, 142-155.

8.0 Other information

8.1 Accommodations statement

Reasonable accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact UNO Disability Services (EAB 117, Phone: 554-2872, TTY: 554-3799) or go to the website: www.unomaha.edu/disability

8.2 Plagiarism/academic integrity

In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and *cite the source*. Never let it appear that ideas and information gleaned from other sources are your own.

The UNO Academic Integrity policy defines plagiarism as “presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting . . . academic work in whole or in part as one’s own when such work has been prepared by another person or copied from another person.”

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

Additional note on plagiarism/academic integrity from the UNO School of Social Work:

The School of Social Work views plagiarism as a very serious offense. The NASW Code of Ethics includes a high value on integrity and the importance of behaving in a trustworthy manner (see NASW Code of Ethics, www.socialworkers.org/pubs/code/default.asp, 4.04 and 4.08). In addition, the *Publication Manual of the APA* (2010) states, "Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another author, you need to credit the source in the text" (p. 15).

The School of Social Work will hold a Level 2 or 3 Student Review for any student who is alleged to have plagiarized or cheated in any of their academic courses.

8.3 Procedures regarding student grades/papers

The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

8.4 Resources for students:

- UNO Grace Abbott School of Social Work, <http://socialwork.unomaha.edu>
- UNO Grace Abbott School of Social Work, *Academic Policies and Standards*, http://www.unomaha.edu/socialwork/documents/academic_policies.pdf
- UNO Criss Library, Research Guide for Social Work, <http://libguides.unomaha.edu/socialwork>
- UNO Counseling Center, <http://counseling.unomaha.edu>
- UNO Speech Center, <http://www.unomaha.edu/speechcenter>
- UNO Writing Center, www.unomaha.edu/writingcenter
- Online Writing Lab (OWL) at Purdue, <http://owl.english.purdue.edu/owl>