

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK**

SCHOOL'S MISSION STATEMENT

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

19:910:503

SOCIAL WORK WITH LATINOS

Spring 2019

Instructor:

Email:

CATALOG COURSE DESCRIPTION

This course examines aspects of service delivery to Hispanic* populations at both the macro and micro levels. Students will develop knowledge about aspects of Latino culture that are relevant to the development of cultural competency. They will develop skills in providing evidence-based culturally relevant practices in services to this group.

COURSE OVERVIEW

Hispanics are among the fastest growing minority groups in the United States. It is projected that by 2050 this population will make up 28-30% of the U.S. population. While the majority of Hispanics are concentrated in a few states, migration patterns have changed and they are now found in many new areas outside of their traditional settlements such as the South. New Jersey is one of the top ten states with the largest number of Hispanics who currently make up 20% of the population of the state.

While the Hispanic population is very heterogeneous, they share certain commonalities. This course will use a cultural strengths and social justice perspective to examine concepts and theories that apply to aspects of the lived experience of various Hispanic groups in the United States. It views social work practice as cultural and sociopolitical encounter and will use evidence-based literature to explore ways of providing services to Hispanics and their communities. The course addresses multiple subpopulations of Hispanics and is relevant to students interested in working with children, adolescents, and families.

PLACE OF THE COURSE IN THE PROGRAM

This is a general elective and has no prerequisites. It is part of the LISTA (Latino/a Initiatives for Service, Training, and Assessment) Area of Emphasis.

* Hispanic and Latino used interchangeably here

PROGRAM LEVEL LEARNING GOALS AND THE COUNCIL OF SOCIAL WORK EDUCATION'S SOCIAL WORK COMPETENCIES

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and

interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

COURSE LEARNING GOALS

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:

1. Describe and analyze how the historical foundations US social welfare policies continue to inform contemporary social welfare policy and social work provision, including ongoing structural inequalities.

2. Describe and apply the concept of “social problems” and analyze changing definitions and understandings of historical and contemporary social problems.
3. Describe and critically analyze social welfare policies, from both an evidence based and value based perspective. Apply a social, economic and environmental justice and human rights framework to the analysis of social welfare policies and programs.
4. Describe and analyze the role of various levels of government, the market, and the voluntary sector in social welfare provision.
5. Describe and analyze the development and functioning of the main sectors of social welfare, such as health, income maintenance, housing, employment and training, and social services
6. Analyze the impact of social welfare policies on varying and intersectional forms of social inequalities, including those related to race, class, gender and gender identity, sexual orientation, age, disability status, immigration status and other social categories.
7. Describe and analyze historical and contemporary advocacy efforts, social movements, social work and policy strategies that helped to eliminate structural barriers, promote social justice and ensure the more equitable distribution of social good and rights.

SCHOOL OF SOCIAL WORK MISSION STATEMENT AND SCHOOL WIDE LEARNING GOALS

Our goal is to prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

Upon graduation, all students will be able to:

1. Demonstrate ethical and professional behavior;
2. Engage diversity and difference in practice; and
3. Engage, assess, and intervene with individuals, families, groups, organizations, and communities.

TEXTS

- Falicov, C. J. (2013) *Latino Families in Therapy: A Guide to Multicultural Practice* (2nd Ed.). New York: Guilford
- Grey, H. & Hall-Clark, B.N. (2015). *Cultural Considerations in Latino American Mental Health*. New York: Oxford University Press.

A number of journal articles and other materials will be assigned as well.

Recommended Supplemental Text

- Delgado, M. (2017). *Social Work with Latinos: Social, Economic, Political and Cultural Perspectives*. New York: Oxford University Press.

Other required readings can be accessed through the RU Libraries electronic reserve system at <https://www.libraries.rutgers.edu/>. In the QuickSearch box on the [Libraries homepage](#), type the Course NAME or the Course Number (Social Welfare Policy and Service 1 19:910:504) and select Course Reserves in the autofill drop down).

ASSIGNMENTS

There will be two major assignments for this course:

- A paper detailing a health or mental health problem relating to Latinos and an intervention approach at the micro level
- A paper detailing a social or community problem and an intervention approach at the macro level.

Specific instructions for these assignments will be provided by the instructor

GRADING

Grading for this course is as follows:

Micro level intervention paper	25%
Macro level intervention paper	25%
Participation in Discussions	15%
Participation in class exercises	25%
Class presentation	10%

The School of Social Work new grading scale is as follows:

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

*Scores to be rounded up at .5

Criteria for grading is as follows:

1. Completion of assignments in a timely and appropriate manner.
2. Ability to integrate readings by practical application.
3. Ability to write clearly and concisely.
4. Ability to demonstrate creativity and analytical skills in projects.
5. Participation in online discussions and exercises.

COURSE OUTLINE



The course will be divided into three main units: I. A demographic and geographic overview of Hispanic populations; 2. Social work practice with Latino individuals, families, and groups; and 3. Social work practice in Latino communities.

Activity	Description	Due
Module 1: 1/22/19	Unit I. Hispanics in the U.S.: A demographic and geographic overview (Competency 2)	
Readings and videos	Falicov, Chap 2: Latino Diversity: Contexts and Cultures Casas, J.M., Alamilla, S.G., Cabrera, A.P., & Ortega, S. (2015). The browning of the United States from generalizations to specifics: A mental health perspective, pp. 1-30 in Grey, H. & Hall-Clark, B.N. (2015). <i>Cultural Considerations in Latino American Mental Health</i> . New York: Oxford University Press. Stepler, R. & Brown, A. (2016). Statistical Portrait of Hispanics in the United States. Available at: http://www.pewhispanic.org/2016/04/19/statistical-portrait-of-hispanics-in-the-united-states/ Who is Hispanic in America? https://www.c-span.org/video/?306734-5/us-hispanic-population	
Lectures	Video: Welcome to the course Module 1 lecture	
Activity	Introduce yourself to the class	
Discussion	What are some of the important domains that Falicov discusses in relation to Latino diversity in Chap. 2?	1/28/19
Module 2: 1/29/19	Unit 1: (cont.) A Conceptual Framework for Viewing Hispanics: Intersectionality with an emphasis on the sociopolitical context (Competencies 1 & 2)	
Readings	Falicov, Chapter 1: MECA: A meeting place for culture and therapy 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. <i>Social Work</i> , 54, 167-174. Garran, A.M. & Werkmeister Rozas, L. (2013). Cultural competence revisited. <i>Journal of Ethnic & Cultural Diversity in Social Work</i> , 22(2), 97-111. http://dx.doi.org.proxy.libraries.rutgers.edu/10.1080/15313204.2013.785337	

Activity	Description	Due
Lecture Discussion Exercise	<p>Malgady, R.G. & Zayas, L.H. (2001). Cultural and linguistic considerations in psychodiagnosis with Hispanics: The need for an empirically informed process model. <i>Social Work</i>, 46(1), 39-49.</p> <p>Organista, K. C. (2009). New practice model for Latinos in need of social work services. <i>Social Work</i>, 54, 297-305.</p> <p>NASW Code of Ethics, 1.05 Cultural Competence and Social Diversity https://www.socialworkers.org/pubs/code/code.asp</p> <p>Module 2 Lecture</p> <p>Discuss some aspects of your ecological niche with the class</p> <p>Ecological Niche Exercise</p>	 2/4/19 2/4/19
Module 3 2/5/19	Unit 1: Overview (cont.): Migration and Acculturation (Competency 2)	
Readings Lectures Discussion Exercise	<p>Falicov, Chap. 3: Journeys of Migration: Losses and Gains Chap. 4: Transnational therapies: Separation and Reunification Chap. 5: The Second Generation Identity Struggle: Roots and Wings</p> <p>Edwards, L.M. (2015). Latino adolescents and acculturation, pp. 31-48 in in Grey, H. & Hall-Clark, B.N. (2015). <i>Cultural Considerations in Latino American Mental Health</i>. New York: Oxford University Press.</p> <p>Williams, R.L., Ayón, C., Marsiglia, F.F., & Kiehne, E. (2017). Acculturation profiles and associations with parenting among immigrant Latinos. <i>Hispanic Journal of Behavioral Sciences</i>, 39(4) 452–469.</p> <p>Yznaga, S.D. (2008). Using the genogram to facilitate the intercultural competence of Mexican immigrants, <i>The Family Journal</i>, 16 (2), 159-165.</p> <p>Module 3 Lecture</p> <p>Falicov discusses therapies of separation and therapies of reunification. Which of her practice ideas appeal to you in these two situations?</p> <p>MECAgenogram</p>	 2/11/19 2/11/19
Module 4 2/12/19	Unit 1: Overview (Cont):The Ecological Context (Competency 2)	
Readings	<p>Falicov, Chap. 6: Mental Health Disparities: The Need for Equal and Just Care Chap. 7: Religion Spirituality, and Traditional Healing Practices Profile: Hispanics/Latino Americans. U.S. Department of Health and Human Services, Office of Minority Health. http://minorityhealth.hhs.gov/omh/browse.aspx?lvl=3&lvlid=64</p> <p>Horevitz, E. & Organista, K.C. (2012). The Mexican health paradox: Expanding the explanatory power of the acculturation construct. <i>Hispanic Journal of Behavioral Sciences</i>, 35(1) 3–34.</p> <p>Montiel Tafur, M., Crowe, T.K., Eliseo Torres, O. (2009). A review of <i>curanderismo</i> and healing practices among Mexicans and Mexican Americans. <i>Occupational. Therapy International</i>, 16(1): 82–88</p> <p>Lopez, R.A. (2005). Use of Alternative Folk Medicine by Mexican American Women. <i>Journal of Immigrant Health</i>, (7), 1, 23-31</p>	

Activity	Description	Due
Lecture Discussion	DOI: 10.1007/s10903-005-1387-8	
	Module 4 Lecture In the case of Angel Perez Dominguez (starting on p. 188), what were the presenting problems? What approaches did the practitioner use? What is your response to these measures? Do you think they were appropriate?	2/18/19
Module 5 2/19/19	Unit 1: Overview: The Ecological Context (cont.): Racism, Prejudice, Discrimination, School and Work (Competency 2)	
Readings	Falicov, Chap. 8: Racism, Prejudice, and Discrimination Chap. 9: The Challenge of School and Work Cleaveland, C. (2012). In this country, you suffer a lot': Undocumented Mexican immigrant experiences. <i>Qualitative Social Work</i> , 11(6) 566–586. Viruell-Fuentes, E.A., Miranda, P.Y., & Abdulrahim, A. (2012). More than culture: Structural racism, intersectionality theory, and immigrant health. <i>Social Science and Medicine</i> , 75, 2099-2106. Basáñez, T., Jennifer B Unger, J.B., Soto, D., Crano, W., & Baezconde-Garbanati, L. (2013). Perceived discrimination as a risk factor for depressive symptoms and substance use among Hispanic adolescents in Los Angeles. <i>Ethnicity & Health</i> , 18 (3), 244-261, http://dx.doi.org/10.1080/13557858.2012.713093 Brabeck, K. & Xu, Q. (2010). The impact of detention and deportation on Latino immigrant children and families: A quantitative exploration. <i>Hispanic Journal of Behavioral Sciences</i> , 32(3) 341–361.	
	Lecture Discussion	Module 5 Lecture Chapter 9 cases: Rodolfo and Javier
Module 6: 2/26/19	Unit 2: Hispanic Families: An Overview (Competency 2)	
Readings	Falicov, Chap. 10: The Persistence of Extended Kin Chap. 11: Couples, Presenting Issues and Approaches Ayon, C; Williams, LR; Marsiglia, FF; Ayers, S; Kiehne, E. (2015). A latent profile analysis of Latino parenting: The infusion of cultural values on family conflict. <i>Families in Society: The Journal of Contemporary Social Services</i> , 96 (3); 203-210. Gutierrez, D., Barden, S.M., Tobey, M.H. (2014). Mejorando matrimonios: Relationship education as a vehicle to overcome barriers for Hispanic couples. <i>The Family Journal</i> , 22 (2), 148-155 Stampley, C., & Slaght, E. (2004). Cultural countertransference as a clinical obstacle. <i>Smith College Studies in Social Work</i> , 74 (2), 333-347 http://dx.doi.org/10.1080/00377310409517719	
Lecture	Module 6 Lecture	
Activity	Extra Credit: Spanish words and phrases	

Activity	Description	Due
Discussion	The Aldrete Mujia Family (p. 317)	3/4/19
Module 7: 3/5/19	Unit 2: Hispanic Families: An Overview (Cont.), the Family Life Cycle (Competency 2)	
Readings	<p>Falicov, Chap. 12, Raising Children in Culture and Context Chap. 13, Adolescents and Children Crossing Cultural Borders Chap. 14, Young, Middle, and Late Adulthood Transitions</p> <p>Ayon, C., Aisenberg, E., & Cimin, A. (2013). Latino families in the nexus of child welfare, welfare reform, and immigration policies: Is kinship care a lost opportunity? <i>Social Work, 58</i>(1), 91-94</p> <p>Connally, D., Wedemeyer, R., & Smith, S.S. (2013). Cultural practice considerations: The coming out process for Mexican-Americans along the rural Mexico-US Border. <i>Contemporary Rural Social Work, 5</i>, 42-64.</p> <p>Mogro-Wilson, C. (2013). Parenting in Puerto Rican Families. <i>Families in Society: The Journal of Contemporary Social Services, 94</i>(4), 234-241.</p> <p>Ishikawa, R.Z. & Cardemil, E.V. (2015), Depression among Latinos across the lifespan, pp. 67-102 in in Grey, H. & Hall-Clark, B.N. (2015). <i>Cultural Considerations in Latino American Mental Health</i>. New York: Oxford University Press.</p>	
Lecture	Module 7 Lecture	
Activity	Extra Credit: Spanish words and phrases	
Discussion	The case of Laura Gordillo Rios (pp. 395-403 in Falicov)	3/11/19
Module 8: 3/12/19	Unit 2: Hispanic Individuals and Families: Engagement (Competency 6)	
Readings	<p>Méndez, G. A. & Cole, E. M (2014). Engaging Latino families in therapy: Application of the Tree of Life technique. <i>Journal of Family Psychotherapy, 25</i> (3), 209-224,.</p> <p>Chavira, D.A., Stein, M.B., Bystritsk., Rose, R. D.; Campbell-Sills, L., Glenn, D., Roy-Byrne, P., Golinelli, D., Sherboume, C., Sullivan, G., Lang, A. J., Welch, S., Bumgardner, K., Barrios, V., & Craske, M. (2014). Treatment engagement and response to CBT among Latinos with anxiety disorders in primary care. <i>Journal of Consulting & Clinical Psychology, 82</i> (3), 392-403</p> <p>Kail, B.L., & Maryann Elberth, M. (2003) Engaging and treating the substance-abusing Latina, <i>Journal of Ethnicity in Substance Abuse, 2</i>:4, 19-30, http://dx.doi.org/10.1300/J233v02n04_02</p> <p>Cannon, E. & Levy, M. (2008). Substance-using Hispanic youth and their families: Review of engagement and treatment strategies. <i>The Family Journal, 16</i> (3), 199-203.</p>	
Video	<i>Developing Cultural Humility: Understanding How to Engage In Difficult Dialogues</i> [Video file]. (2014). Microtraining Associates.	
Lectures	Module 8 Lecture	
Discussion	Cultural Humility Video	3/25/19

Activity	Description	Due
Exercise	Reflection on Cultural Humility Video	3/25/19
Activity	Extra Credit: Spanish words and phrases	
3/10/17-3/19/19	Spring Break 	
Module 9: 3/26/19	Unit 2: Hispanic individuals and families: Assessment (Competency 7)	
Required Readings	<p>Villatoro, A.P., Morales, E.S., Mays, V.M. (2014). Family culture in mental health help-seeking and utilization in a nationally representative sample of Latinos in the United States: The NLAAS. <i>American Journal of Orthopsychiatry</i>, 84(4), 353–363.</p> <p>Silva, M.A., Paris, M. & Añez, L.M. (2017). CAMINO: Integrating context in the mental health assessment of immigrant Latinos. <i>Professional Psychology: Research and Practice</i>, 48 (6), 453–460.</p> <p>Cervantes, R.C., Padilla, A.M., Fisher, D.G. & Napper, L.E. (2016). The Hispanic Stress Inventory Version 2: Improving the assessment of acculturation stress. <i>Psychological Assessment</i>, 28 (5), 509-522. DOI: 10.1037/pas0000200.</p> <p>American Psychiatric Association (2013). The Cultural Formulation Interview  (CFI). Arlington, VA: Author.</p> <p>DaSilva, R., Aggarwal, N.K., & Lewis-Fernandez, R (2015). The DSM-5 Cultural Formulation Interview and the Evolution of Cultural Assessment in Psychiatry. <i>The Psychiatric Times, Special Reports, Cultural Psychiatry, DSM-5</i>, June 30, 2915. http://www.psychiatrictimes.com/special-reports/dsm-5-cultural-formulation-interview-and-evolution-cultural-assessment-psychiatry</p>	
Video Lectures Discussion	<p>Cultural Assessment and Intervention in the DSM V https://www.youtube.com/watch?v=WclL8q-o3XQ</p> <p>Module 9 Lecture</p> <p>The Cultural Formulation Interview</p>	4/1/19
Module 10: 4/2/19	Unit 2: Hispanic Individuals and Families: Intervention (Competency 8)	
Required Readings	<p>Chartier, K.G. , Negroni, L.K. & Hesselbrock, M.N. (2010). Strengthening family practices for Latino families, <i>Journal of Ethnic & Cultural Diversity in Social Work</i>, 19 (1), 1-17. http://dx.doi.org/10.1080/15313200903531982</p> <p>Marsiglia, FF; Williams, LR; Ayers, SL; Booth, J.M. (2014) Familias: Preparando la nueva generacion: A Randomized Control Trial Testing the Effects on Positive Parenting Practices. <i>Research on Social Work Practice</i>, 24 (3), 310-320.</p> <p>Acevado-Polakovich, D.I. & Valencia, E.Y. (2015), Treatment of depression in U.S. Latina/o adolescents, pp. 49-66 in in Grey, H. & Hall-Clark, B.N. (2015).</p>	

Activity	Description	Due
Discussion	Pertinent issues in working with Latinos/as	4/15/19
Module 12: 4/16/19	Unit 3: Community Practice with Latinos: Needs Assessment (Competency 7)	
Required Readings	<p>Ayon, C. (2014). Service needs among Latino immigrant families: Implications for social work practice. <i>Social Work</i>, 59(1), 13-23.</p> <p>Falconier, M.K., McCollum, E., Austin, J., Wainbarg, M., Hasburn, G., & Mora, S. (2013). Interpartner Violence Among Latinos: Community perceptions on help seeking and needed programs. <i>Partner Abuse</i>, 4 (3), 356-379.</p> <p>Barrio, C.; Palinkas, L.A.; Yamada, A.M.; Fuentes, D.; Criado, V.; Garcia, P.; Jeste, D.V. (2008). Unmet needs for mental health services for Latino older adults: perspectives from consumers, family members, advocates, and service providers. <i>Community Mental Health Journal</i>, 44 (1), 57-74,</p> <p>deAnda, D., Franke, T.M. & Becerra, R.M.; (2009). Latino parents and adolescents' perceptions of the needs and issues of adolescents in their community. <i>Child & Adolescent Social Work Journal</i>, 26 (5), 415-430,</p> <p>Ridings, J.W., Piedra, L.M., Capeles, J.C., Rodriguez, R., Freire, F., & Byoun, S.J. (2011). Building a Latino youth program: Using concept mapping to identify community-based strategies for success <i>Journal of Social Service Research</i>, 37 (1), 34-49,</p>	
Lecture	Module 12 Lecture	
Resources	Sources of Data on Latino Communities	
Discussion	How is community defined by Latinos? Are there distinct collective needs of Latino communities and how might they be different from non-Latino communities?	4/22/19
Module 13: 4/23/19	Unit 3: Community Practice with Latinos: Engagement and Assessment (Competencies 6 & 7)	
Required Readings	<p>Ngo, V. K., Sherbourne, C., Bowen, C., Lingqi T., Wright, A., L., Whittington, Y., Wells, K., & Miranda, J., (2016). Community engagement compared with technical assistance to disseminate depression care among low-income, minority women: A randomized controlled effectiveness study. <i>American Journal of Public Health</i>, 106 (10), 1833-1841. DOI: 10.2105/AJPH.2016.303304.</p> <p>Baumann A., Rodriguez, M.D., Parra-Cardona, J. R. (2011). Community-based applied research with Latino immigrant families: Informing practice and research according to ethical and social justice principles. <i>Family Process</i>, 50, 2, p132-148.</p> <p>Lanesskog, D., Lissette M. Piedra, L.M. & Maldonado, S. (2015). Beyond bilingual and bicultural: Serving Latinos in a new-growth community, <i>Journal of Ethnic & Cultural Diversity in Social Work</i>, 24:4, 300-317, http://dx.doi.org/10.1080/15313204.2015.1027025</p>	

Activity	Description	Due
Lectures	Module 13 Lecture	
Discussion	“Ovarian Psycos” Video	4/29/19
Activity	Work on final paper and presentation	Ongoing
Module 14: 4/30/19	Unit 3: Community Practice with Latinos: Evidence-based Interventions (Competency 8)	
Readings	Acevedo, V. (2008). Cultural competence in a group intervention designed for Latino patients living with HIV/AIDS. <i>Health & Social Work</i> , 33 (2), 111-120. Morales, E.S. (2009). Contextual community prevention theory: Building interventions with community agency collaboration. <i>American Psychologist</i> . 64 (8), 805-816. Domenech Rodríguez, M. M., Baumann, A. A.; Schwartz, A. L. (2011). Cultural adaptation of an evidence-based intervention: From theory to practice in a Latino/a community context. <i>American Journal of Community Psychology</i> , 47 (1/2), 170-186. Rhodes, S.D., Daniel, J., Alonzo, J., Duck, S., García, M., Downs, M., Hergenrather, K.C., Alegría-Ortega, J., Miller, C., Boeving Allen, A., Gilbert, P.A., Marsiglia, F.F (2013). A systematic community-based participatory approach to refining an evidence-based community-level intervention: The HOLA intervention for Latino men who have sex with men. <i>Health Promotion Practice</i> , 14 (4), 607-616.	
Lecture	Module 14 Lecture	
Due	Final community paper; Check paper with Grading Rubric	5/6/19
Module15: 5/71/19	Presentations (Competencies 8 & 9)	
Activity	Team class presentations	
Assignment	Post team presentations and respond to fellow classmates presentations	5/10/19

ACADEMIC INTEGRITY POLICY

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: “to paraphrase

Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows:

"Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
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Harvard Journal of Hispanic Policy

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International Social Work

Online Resources:

US Census Bureau: <http://www.census.gov/>

Pew Hispanic Center: <http://pewhispanic.org/>

National Council of La Raza: <http://www.nclr.org/>

Center for Disease Control and Prevention (CDC), Office of Minority Health and Health Equity: <http://www.cdc.gov/minorityhealth/index.html>

League of United Latin American Citizens (LULAC): <http://www.lulac.org/index.html>

The Congressional Hispanic Caucus Institute (CHCI): <http://www.chci.org/>

National Hispanic Council on Aging: <http://www.nhcoa.org/>

U.S. Department of Health and Human Services: Office of Minority Health: <http://minorityhealth.hhs.gov/>

Tomas Rivera Policy Institute: <http://www.trpi.org/>

NASW Code of Ethics. <https://www.socialworkers.org/pubs/code/code.asp>

Podcasts:

University of Buffalo School of Social Work, InSocialWork Podcast Series:

Episode 30 - Dr. Paul Smokowski: Acculturation and Adjustment in Latino Adolescents: How Cultural Risk Factors and Assets Influence Adolescent Mental Health

<http://www.insocialwork.org/episode.asp?ep=30>

Episode 46 - Dr. Leopoldo Cabassa: Developing Mental Health Literacy Tools for the Latino Community

<http://www.insocialwork.org/episode.asp?ep=46>

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