RUTGERS, THE STATEUNIVERSITY 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.

19:910:503:90   **SOCIAL WORK WITH LATINOS**   **Spring 2022**

Instructor: _____
E-mail: Please email me through the Canvas Inbox

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

The Latino population is one of 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 Midwest and the South. New Jersey is one of the top ten states with the largest number of Hispanics who currently make up 18.3% of the population of the state.

While the Hispanic population is very heterogeneous, its people 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.

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) Certificate Program.

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[*] Hispanic and Latino used interchangeably here

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

COURSE-SPECIFIC LEARNING GOALS

The MSW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. These accreditation standards can be reviewed at cswe.org or by accessing the link on the Rutgers School of Social Work homepage.

The Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum. This course will assist students in developing the following competencies:

At the completion of this course students are expected to be able to:

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and

- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

- Demonstrate an ecological understanding of the transactional relationship between emotional/ behavioral difficulties and social problems (poverty, crime, social injustice, racism, classism, sexism, homophobia, and transphobia) and incorporate this understanding into client engagement. Reflect upon the ways these aspects shape the manner in which one engages and works with the client.

- Understand how members of oppressed groups—people of color, people with varying sexual orientation and gender identities, people with different abilities, people with severe and persistent mental illness—may require different methods of engagement.

- Identify ways to enhance collaboration with clients and promote their empowerment, including seeking their input and feedback regarding the treatment process and fostering their capacity to provide feedback to other members of the treatment team.

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

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

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

- Demonstrate an ecological understanding of the transactional relationship between emotional/ behavioral difficulties and social problems—poverty, crime, social inequality, institutional racism, sexism, religious and/or ideological bias, homophobia, and transphobia—and incorporate this understanding into their interventions.
- Intervene effectively with individuals, families and groups, while eliciting client feedback and knowing when to modify approaches.

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

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

DIVERSITY STATEMENT

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are

respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

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.

Other required readings (separate from textbook) are available through the Rutgers University Library "Reading List" that is integrated into your Canvas course. To find your readings:

Click on the "Reading List" tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).
For further instructions please click here for a video tutorial

Recommended Supplemental Text

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

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:	**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 Unites States from generalizations to specifics: A mental health perspective, pp. 1-30 in Grey, H. & Hall-Clark, B.N. (2015). *Cultural Considerations in Latino American Mental Health*. 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	

Activity	Description	Due
Activity Discussion	Module 1 lecture Introduce yourself to the class What are some of the important domains that Falicov discusses in relation to Latino diversity in Chap. 2?	
Module 2:	**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. *Social Work*, 54, 167-174. Garran, A.M. & Werkmeister Rozas, L. (2013). Cultural competence revisited. *Journal of Ethnic & Cultural Diversity in Social Work*, 22(2), 97-111. http://dx.doi.org.proxy.libraries.rutgers.edu/10.1080/15313204.2013.785337 Malgady, R.G. & Zayas, L.H. (2001). Cultural and linguistic considerations in psychodiagnosis with Hispanics: The need for an empirically informed process model. *Social Work*, 46(1), 39-49. Organista, K. C. (2009). New practice model for Latinos in need of social work services. *Social Work*, 54, 297-305. NASW Code of Ethics, 1.05 Cultural Competence and Social Diversity https://www.socialworkers.org/pubs/code/code.asp	
Lecture **Discussion** **Exercise**	Module 2 Lecture Discuss some aspects of your ecological niche with the class Ecological Niche Exercise	
Module 3	**Unit 1: Overview (cont.): Migration and Acculturation (Competency 2)**	

Readings	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
	
	Edwards, L.M. (2015). Latino adolescents and acculturation, pp. 31-48 in in Grey, H. & Hall-Clark, B.N. (2015). *Cultural Considerations in Latino American Mental Health*. New York: Oxford University Press.
	
	Rojas-Flores, L., Clements, M. L., Hwang Koo, J., & London, J. (2017). Trauma and Psychological Distress in Latino Citizen Children Following Parental Detention and Deportation. Psychological Trauma, 9(3), 352–361. https://doi.org/10.1037/tra0000177	

Activity	Description	Due
Lectures **Discussion** **Exercise**	Module 3 Lecture Falicov discusses therapies of separation and therapies of reunification. Which of her practice ideas appeal to you in these two situations? MECAgenogram	
Module 4	**Unit 1: Overview (Cont):The Ecological Context** **(Competency 2)**	

Readings
 	
Lecture
Discussion
	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
	
	Calvo, R. (2016). Health Literacy and Quality of Care among Latino Immigrants in
	          the United States. Health & Social Work, 41(1), e44–e51.
	          https://doi.org/10.1093/hsw/hlv076
	
	Horevitz, E. & Organista, K.C. (2012). The Mexican health paradox: Expanding
	          the explanatory power of the acculturation construct. *Hispanic Journal of*
	          Behavioral Sciences, 35(1) 3–34.
	
	Montiel Tafur, M., Crowe, T.K., Eliseo Torres, O. (2009). A review of
	          curanderismo and healing practices among Mexicans and Mexican
	          Americans. *Occupational. Therapy International,* 16(1)**:** 82–88
	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?	

Module 5	**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
	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. *Ethnicity &*
	          Health, 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. *Hispanic Journal*
	          of Behavioral Sciences, 32(3) 341–361.
	          .	

Activity	Description	Due
Lecture **Discussion**	Viruell-Fuentes, E.A., Miranda, P.Y., & Abdulrahim, A. (2012). More than culture: Structural racism, intersectionality theory, and immigrant health. *Social Science and Medicine*, 75, 2099-2106. Module 5 Lecture Chapter 9 cases: Rodolfo and Javier	
Module 6:	**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. *Families in Society: The Journal of Contemporary Social Services,* 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. *The Family Journal*, 22 (2), 148-155 Stampley, C., & Slaght, E. (2004). Cultural countertransference as a clinical obstacle. *Smith College Studies in Social Work*, 74 (2), 333-347 http://dx.doi.org/10.1080/00377310409517719	
Lecture	Module 6 Lecture	
Activity	Extra Credit: Spanish words and phrases	
Discussion	The Aldrete Mujia Family (p. 317)	
Module 7:	**Unit 2: Hispanic Families: An Overview (Cont.), the Family Life Cycle** **(Competency 2)**	

Readings	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
	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? *Social Work, 58(1), 91-94*
	Connally, D., Wedemeyer, R., & Smith, S.S. (2013). Cultural practice considerations: The coming out process for Mexican-Americans along the rural Mexico-US Border. *Contemporary Rural Social Work*, 5, 42-64.
	Mogro-Wilson, C. (2013). Parenting in Puerto Rican Families. *Families in Society: The Journal of Contemporary Social Services*, 94(4), 234-241.	

Lecture	Module 7 Lecture	
Activity	Extra Credit: Spanish words and phrases	
Discussion	The case of Laura Gordillo Rios (pp. 395-403 in Falicov)	

Activity	Description	Due
Module 8:	**Unit 2: Hispanic Individuals and Families: Engagement (Competency 6)**	
Readings	Cannon, E. & Levy, M. (2008). Substance-using Hispanic youth and their families: Review of engagement and treatment strategies. The Family Journal, 16 (3), 199-203. 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. *Journal of Consulting & Clinical Psychology*, 82 (3), 392-403 Developing Cultural Humility: *Understanding How to Engage In Difficult Dialogues* [Video file]. (2014). Microtraining Associates. Méndez, G. A. & Cole, E. M (2014). Engaging Latino families in therapy: Application of the Tree of Life technique. Journal of Family Psychotherapy , 25 (3), 209-224,.	
Lectures	Module 8 Lecture	
Discussion	Cultural Humility Video	
Exercise	Reflection on Cultural Humility Video	
Activity	Extra Credit: Spanish words and phrases	
Module 9:	**Unit 2: Hispanic individuals and families: Assessment (Competency 7)**	
Required Readings	American Psychiatric Association (2013). The Cultural Formulation Interview (CFI). Arlington, VA: Author. 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. Psychological Assessment, 28 (5), 509-522. DOI: 10.1037/pas0000200. DaSilva, R., Aggarwal, N.K., & Lewis-Fernandez, R (2015). The DSM-5 Cultural Formulation Interview and the Evolution of Cultural Assessment in Psychiatry. The Psychiatric Times, Special Reports, Cultural Psychiatry, DSM-5, June 30, 2915. http://www.psychiatrictimes.com/special-reports/dsm-5-cultural-formulation-interview-and-evolution-cultural-assessment-psychiatry Silva, M.A., Paris, M. & Añez, L.M. (2017). CAMINO: Integrating context in the mental health assessment of immigrant Latinos. Professional Psychology: Research and Practice, 48 (6), 453–460. 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. *American Journal of Orthopsychiatry*, 84(4), 353–363.	

Activity	Description	Due
Video	Cultural Assessment and Intervention in the DSM V https://www.youtube.com/watch?v=WclL8q-o3XQ	
Lectures **Discussion**	Module 9 Lecture The Cultural Formulation Interview	
Activity	Extra Credit: Spanish words and phrases	
Module 10:	**Unit 2: Hispanic Individuals and Families: Intervention (Competency 8)**	
Required Readings	Barrio, C. & Yamada, A-M. (2010). Culturally based intervention development: The case of Latino families dealing with schizophrenia. Research on Social Work Practice, 20 (5), 483-492 Cardona, B. & Softas-Nall, L. (2010). Family therapy with Latino families: An interview with Patricia Arredondo. *The Family Journal*, 18(1), 73-77 Chartier, K.G. , Negroni, L.K. & Hesselbrock, M.N. (2010). Strengthening family practices for Latino families, Journal of Ethnic & Cultural Diversity in Social Work, 19 (1), 1-17. http://dx.doi.org/10.1080/15313200903531982 Duarté-Vélez, Y., Bernal, G. and Bonilla, K. (2010), Culturally adapted cognitive-behavior therapy: integrating sexual, spiritual, and family identities in an evidence-based treatment of a depressed Latino adolescent. *Journal of Clinical Psychology*, 66, 895–906. doi:10.1002/jclp.20710 Fortuna, L. (n.d.). Best Practice Highlights: Latino/a and Hispanics. New York: American Psychiatric Association. https://www.psychiatry.org/psychiatrists/cultural-competency/education/best-practice-highlights/working-with-latino-patients 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. *Research on Social Work Practice, 24* (3), 310-320.	
Lectures **Videos**	Module 10 Lecture Arredondo, P. (2004). *Counseling with Latino(a)s in a time of growth and change*, Framingham, MA : Microtraining Associates. Fortuna, L. (n.d.). *Working with Latino/as and Hispanic Patients*. New York: American Psychiatric Association. https://www.psychiatry.org/psychiatrists/cultural-competency/education/best-practice-highlights/working-with-latino-patients	

Activity	Description	Due
Discussion	Response to Arredondo Video	
Activity	Extra Credit: Spanish words and phrases	
Module 11:	**Evaluating Intervention Outcomes** **(Competency 9)**	
Required Readings	Collado, A., MacPherson, L., Lejuez, C., Calderón, M. (2016). The efficacy of behavioral activation treatment among depressed Spanish-speaking Latinos. *Journal of Consulting & Clinical Psychology*, 84 (7), 651-657. Chartier, K.G., Carmody, T., Akhtar, M., Stebbins, M.B., Walters, S.T., & Warden, D. (2015). Hispanic subgroups, acculturation, and substance abuse treatment outcomes. *Journal of Substance Abuse Treatment,* 59, 74-82. DOI: 10.1016/j.jsat.2015.07.008. González Suitt, K., Franklin, C. & Kim, J. (2016) Solution-Focused Brief Therapy With Latinos: A Systematic Review, Journal of Ethnic & Cultural Diversity in Social Work, 25:1, 50-67, DOI: 10.1080/15313204.2015.1131651 Kelsey, M., Layzer, C., Layzer, J., Price, C., Juras, R., Blocklin, M., & Mendez, J. (2016). Replicating ¡Cuídate!: 6-month impact findings of a randomized controlled trial. *American Journal of Public Health,* Supplement1, 106, pS70-S77. Parra-Cardona, J.R., López-Zerón, G., Domenech Rodríguez, M.M., Escobar-Chew, A. R., Whitehead, M.R, Sullivan, C. M., Bernal, G. (2016). A balancing act: Integrating evidence-based knowledge and cultural relevance in a program of prevention parenting research with Latino/a immigrants. *Family Process*, 55(2), 321-337. Valdivieso-Mora, E., Peet, C. L., Garnier-Villarreal, M., Salazar-Villanea, M. & Johnson, D. K. (2016). A systematic review of the relationship between familism and mental health outcomes in Latino population. *Frontiers in Psychology*, 7, 1-13..	
Lecture **Due**	Module 11 Lecture Micro Practice Assignment: MECAgenogram	
Discussion	Pertinent issues in working with Latinos/as	
Module 12:	**Unit 3: Community Practice with Latinos: Needs Assessment** **(Competency 7)**	
Required Readings	Ayon, C. (2014). Service needs among Latino immigrant families: Implications for social work practice. *Social Work*, 59(1), 13-23. 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. *Partner Abuse*, 4 (3), 356-379. 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:	

Activity	Description	Due
	perspectives from consumers, family members, advocates, and service providers. *Community Mental Health Journal*, 44 (1), 57-74. 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 *Journal of Social Service Research*, 37 (1), 34-49.	
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?	
Module 13:	**Unit 3: Community Practice with Latinos: Engagement and Assessment (Competencies 6 & 7)**	
Required Readings	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. *Family Process*, 50, 2, p132-148. Lanesskog, D., Lissette M. Piedra, L.M. & Maldonado, S. (2015). Beyond bilingual and bicultural: Serving Latinos in a new-growth community, *Journal of Ethnic & Cultural Diversity in Social Work*, 24:4, 300-317, http://dx.doi.org/10.1080/15313204.2015.1027025 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. *American Journal of Public Health,* 106 (10), 1833-1841. DOI: 10.2105/AJPH.2016.303304.	
Lectures **Discussion**	Module 13 Lecture "Ovarian Psycos" Video	
Activity	Work on final paper and presentation	**Ongoing**
Module 14:	**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. *Health & Social Work*, 33 (2), 111-120. Morales, E.S. (2009). Contextual community prevention theory: Building interventions with community agency collaboration. *American Psychologist.* 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	

Activity	Description	Due
	Latino/a community context. *American Journal of Community Psychology,* 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. *Health Promotion Practice*, 14 (4), 607-616.	
Lecture	Module 14 Lecture	
Due	Final community paper; Check paper with Grading Rubric	
Module15:	**Presentations** **(Competencies 8 & 9)**	
Activity	Team class presentations	
Assignment	Post team presentations and respond to fellow classmates presentations	

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.   All students are expected to adhere to the citation style of the Publication Manual of the American Psychological Association, 7th edition (2020). It can be purchased at APA Manual 9th Edition. The Purdue OWL website also provide assistance with APA style https://owl.english.purdue.edu/owl/resource/560/01/.

As per Rutgers University Academic Integrity Policy, "Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities." All SSW students are expected to review and familiarize themselves with the RU Academic Integrity Policy in its' entirety.

As per Rutgers University Academic Integrity Policy, "The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately

without suppressing any results inconsistent with the student's interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing."

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

"**Plagiarism**: Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing 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: Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

"**Cheating:** Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; <u>Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else</u>."

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation

in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

DISABILITY ACCOMMODATION

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site.

WRITING ASSISTANCE

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (NB, Camden, Newark, IW, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

   Contact: https://rlc.rutgers.edu/student-services/writing-tutoring

   Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment. http://www.ncas.rutgers.edu/writingcenter

Office on Violence Prevention and Victim Assistance

Our school is committed to fostering a safe, productive learning environment. Title IX and   our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 848.932.1181, http://vpva.rutgers.edu.

Services are free and confidential and available 24 hrs/day, 7 days a week.

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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
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