

**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.

**Master Syllabus
Latinos: Culture, Community and Social Welfare**

Instructor:

E-mail:

Office Hours

CATALOG COURSE DESCRIPTION

This course provides an overview of Latino¹ peoples in the United States. The diversity, culture, demography, and history of the Latino experience in this country and implications for social work will be presented. In addition, a model of viewing Latina/o/x identity will be discussed.

COURSE OVERVIEW

The Latino population is one of the fastest growing minority groups in the United States. It is projected that by 2060 this population will make up 28% of the U.S. population. While the majority of Latinos 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 Latinos who currently make up 21.5% of the population of the state.

Latinos are a heterogeneous group. While they share a common language, they also include linguistic minorities who speak no Spanish at all. They are comprised of persons who became part of American society through migration subsequent to conquest (Puerto Ricans and Mexicans), through war (Central Americans), through revolution (Cubans), and through economic necessity and the desire for a better way of life. Not only is there heterogeneity by country of origin, but also by social class, education, levels of acculturation, and race. This group includes those whose families have been in the United States for hundreds of years as well as those who arrived this morning, perhaps without documentation. Most identify with their country of origin rather than a pan-ethnic identity as Latino or Hispanic (which will be used interchangeably in the course). This course will utilize intersectionality theory to help enhance cultural understanding of this population.

This course will examine concepts and theories that apply to ethnicity, racial and social identity, and acculturation as they apply to the various Latina/o/x groups in the United States. It begins

with brief histories of the major Latina/o/x groups and the political and social forces that provided the impetus for their location/relocation here. It continues with the cultural similarities and differences among the groups. Also to be discussed are the current social and economic conditions of Latinos and specific problems related to their status in the U.S.

PLACE OF THE COURSE IN THE CURRICULUM

This is a general elective, and has no prerequisites. It is part of the LISTA (Latina/o/x Initiatives for Service, Training, and Assessment) Certificate Program, but is open to all students.

SCHOOL-WIDE LEARNING GOALS

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

THE COUNCIL ON SOCIAL WORK EDUCATION POLICY AND ACCREDITATION STANDARDS

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 competency: **Engage Diversity and Difference in Practice** The definition is below.

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

COURSE OBJECTIVES

At the end of the course, students will be able to:

- Demonstrate knowledge of the current social and economic conditions of Latina/o/x groups in the United States
- Analyze the social and political forces impacting Latinos today
- Discuss conceptual and theoretical frameworks as they relate to Latina/o/x identity and behavior
- Apply social work values in exploring solutions to ameliorate the problems facing Latina/o/x individuals, families, and communities
- Develop culturally competent skills in practice with Latina/os
- Demonstrate awareness of self in work with Latina/os

ASSIGNMENTS

1. The culture circle: A cultural awareness exercise
2. Interview an Latina/o/x client, friend, or acquaintance
3. Using an intersectionality perspective, a short paper and presentation on some aspect of one of the Latina/o groups
4. A film reflection paper

Specific instructions for these assignments will be provided by the instructor

GRADING

GRADED ACTIVITY	WEIGHT
Class discussions	10%
Culture circle exercise	10%
Oral history interview	25%
Final paper on one Latina/o/x group	25%
Film reflection paper	15%
Presentation on one Latina/o/x group	15%

The School of Social Work grading scale is as follows:

LETTER GRADE	NUMBER GRADE
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.

TEXTS

Juan Gonzalez (2022). *Harvest of Empire: A History of Latinos in America* (2nd Rev. Ed.).
New York: The Penguin Group

Suggested Reading:

Delgado, M. (2017). *Social Work with Latinos* (2nd Ed.). New York: Oxford University
Press.

A number of journal articles and books chapters for each session will be assigned as well.

VIDEOS/FILM

Documentary: *Latino Americans* (2013). WETA, Washington, DC and Latino Public
Broadcasting.

Film: *Mi Familia*

Short video: Robert Reich: *Four Myths about Immigrants*.

COURSE OUTLINE

Activity	Description	Due
Module 1	Who is Hispanic or Latina/o/x?	
Required Readings and videos	<p>Bureau, U. S. C. (2022, February 5). Racial and ethnic diversity in the United States: 2010 census and 2020 census. Census.gov. Retrieved April 24, 2022, from https://www.census.gov/library/visualizations/interactive/racial-and-ethnic-diversity-in-the-united-states-2010-and-2020-census.html</p> <p>Krogstad, J.M. (2020, August 14). Hispanics have accounted for more than half of total U.S. population growth since 2010. Pew Research Center. Retrieved from: https://www.pewresearch.org/fact-tank/2020/07/10/hispanics-have-accounted-for-more-than-half-of-total-u-s-population-growth-since-2010/</p> <p>Lopez, M. H., Krogstad, J. M., & Passel, J. S. (2021, September 23). Who is Hispanic? Pew Research Center. Retrieved from https://www.pewresearch.org/fact-tank/2021/09/23/who-is-hispanic/</p> <p>Latino Americans, Part 1, http://video.pbs.org/program/latino-americans/</p> <p>Scharrón-del Río, M. R. & Aja, A. A. (2020). Latinx: Inclusive language as liberation praxis. Journal of Latinx Psychology, 8 (1), 7-20. doi: 10.1037/lat0000140.</p> <p>USAFacts. (2021, October 6). The Hispanic population has quadrupled in the past four decades. it is also becoming more diverse. USAFacts. Retrieved February 24, 2022, from https://usafacts.org/articles/demographics-hispanic-americans/</p>	
Lectures	Module 1 lecture	
Activity	Introduce yourself to the class	Day 3
Discussion	Review the most recent U.S. Census and the 2010 Census and state 1-2 examples of how the Latina/o/x population has changed? Which states had a higher increase of Hispanic/Latinos? Are there any factors as to why certain states had a higher Hispanic population?	Day 3 initial post and reply to peer by day 7

Activity	Description	Due
Module 2	How we got here: Conquest, Migration, Immigration	
Required Readings and videos	<p>Gonzalez, Part I: pp. 3-88 and Part III: pp. 230-268</p> <p>Cobb, C. L., Meca, A., Branscombe, N. R., Schwartz, S. J., Xie, D., Zea, M. C., Fernandez, C. A., & Sanders, G. L. (2019). Perceived discrimination and well-being among unauthorized Hispanic immigrants: The moderating role of ethnic/racial group identity centrality. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 25(2), 280–287. https://doi.org/10.1037/cdp0000227</p> <p>Short Video: Robert Reich, Four Myths about Immigrants: https://www.youtube.com/watch?v=KR3jyVg7VzU</p> <p>Latino Americans, Part 2, http://video.pbs.org/program/latino-americans/</p>	
Lectures	Module 2 Lecture	
Discussion	<p>What are the four myths of immigration that Reich discusses? Do you agree or disagree with his comments and why?</p> <p>OR</p> <p>Gonzalez says that while all European settlers justified the Indian conquest and genocide as God’s will, the Spanish and English differed substantially in their methods of subjugation, which led to radically different colonial societies. What were some of their methods of subjugation? How did the English and Spanish differ in their attitudes towards slavery and race?</p>	Day 3 initial post and reply to peer by day 7

Activity	Description	Due
Module 3	How we got here: Conquest, Migration, Immigration (cont.)	
Required Readings	<p>Gonzalez, Part II: pp. 91-181; Gonzalez, Part III, chapter 10: pp. 186-229</p> <p>Rodríguez-Pose, A., & von Berlepsch, V. (2020). Migration-prone and migration-averse places. path dependence in long-term migration to the US. Applied Geography, 116, 102157. https://doi.org/10.1016/j.apgeog.2020.102157</p> <p>Latino Americans, Part 4, http://video.pbs.org/program/latino-americans/</p>	
Lectures	Module 3 Lecture	
Discussion	What are some of the similarities and differences among the various Latina/o/x groups as described by Gonzalez?	Day 3 initial post and reply to peer by day 7
Activity	Groups formed	

Activity	Description	Due
Module 4	Race, Ethnicity, and Identity	
Required Readings	<p>Adames, H. Y., Chavez-Dueñas, N. Y., Sharma, S., & La Roche, M. J. (2018). Intersectionality in psychotherapy: The experiences of an AfroLatinx queer immigrant. <i>Psychotherapy</i>, 55(1), 73-79. http://dx.doi.org.proxy.libraries.rutgers.edu/10.1037/pst0000152</p> <p>Araujo-Dawson, B. (2015). Understanding the complexities of skin color, perceptions of race, and discrimination among Cubans, Dominicans, and Puerto Ricans. <i>Hispanic Journal of Behavioral Sciences</i>, 37(2) 243–256.</p> <p>Chavez-Dueñas, N.Y., Adames, H.Y., & Organista, K.C. (2014). Skin-color prejudice and within-group racial discrimination: Historical and current impact on Latino/a populations. <i>Hispanic Journal of Behavioral Sciences</i>, 36(1), 3–26.</p> <p>Noe-Bustamante, L., Gonzalez-Barrera, A., Edwards, K., Mora, L., & Lopez, M. H. (2022, January 11). Latinos and colorism: Majority of U.S. Hispanics say skin color impacts opportunity and shapes daily life. Pew Research Center's Hispanic Trends Project. https://www.pewresearch.org/hispanic/2021/11/04/majority-of-latinos-say-skin-color-impacts-opportunity-in-america-and-shapes-daily-life/</p> <p>Rumbaut, R.G. (2009). Pigments of our imagination: On the racialization and racial identities of ‘Hispanics’ and ‘Latinos’ in Cobas, Duany, and Feagin (Eds.). <i>How the United States Racializes Latinos</i>. Paradigm Press. pp 15-36.</p> <p>Latino Americans, Part 5: http://www.pbs.org/video/2365076196/</p>	
Lectures	Module 4 Lecture	
Discussion	In the this week's readings, colorism in the Latina/o/x communities is discussed. Explain how skin color affects how Latinos are perceived and the varying experiences of discrimination based upon skin color.	Day 3 initial post and reply to peer by day 7
Assignment	Oral history	Day 7

Activity	Description	Due
Module 5	Theories of Culture: Acculturation, Assimilation, Intersectionality	
Required Readings	<p data-bbox="342 388 1292 520">Abraído-Lanza, A. F., Echeverría, S. E., & Flórez, K. R. (2016). Latino Immigrants, Acculturation, and Health: Promising New Directions in Research. <i>Annual review of public health</i>, 37, 219–236. https://doi.org/10.1146/annurev-publhealth-032315-021545</p> <p data-bbox="342 560 1247 657">Padilla, A.M. & Perez, W. (2003). Acculturation, social identity, and social cognition: A new perspective. <i>Hispanic Journal of Behavioral Sciences</i>, 25(1), 35-55.</p> <p data-bbox="342 697 1287 829">Tran, V. C., & Valdez, N. M. (2017). Second-generation decline or advantage? Latino assimilation in the aftermath of the Great Recession. <i>International Migration Review</i>, 51(1), 155–190. https://doi.org/10.1111/imre.12192</p>	
Lectures	Module 5 Lecture	
Discussion	The Tran article assesses socioeconomic assimilation of second-generation Latinos. How do second-generation Latinos fare in comparison to their parents?	Day 3 initial post and reply to peer by day 7

Activity	Description	Due
Module 6	Culture	
Required Readings	<p>Garcia, G. A. (2017). Defined by outcomes or culture? Constructing an organizational identity for Hispanic-serving institutions. <i>American Educational Research Journal</i>, 54(1_suppl), 111S-134S. https://doi.org/10.3102/0002831216669779</p> <p>Gonzalez, R. G., & Morrison, J. (2016). Culture or no culture? A Latino critical research analysis of Latino persistence research. <i>Journal of Hispanic Higher Education</i>, 15(1), 87–108. https://doi.org/10.1177/1538192715579460</p> <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>	
Lectures	Module 6 Lecture	
Activity	Teams meet in team conference rooms	Ongoing
Assignment	Culture Circle Exercise	Day 7

Activity	Description	Due
Module 7	Religion	
Required Readings	<p>Calvillo, J. E., & Bailey, S. R. (2015). Latino religious affiliation and ethnic identity. <i>Journal for the Scientific Study of Religion</i>, 54(1), 57–78. https://doi.org/10.1111/jssr.12164</p> <p>Caplan, S. (2019). Intersection of cultural and religious beliefs about mental health: Latinos in the faith-based setting. <i>Hispanic Health Care International</i>, 17(1), 4–10. https://doi.org/10.1177/1540415319828265</p> <p>Ellison, C.G., Wolfinger, N.H., & Ramos-Wada, A.I. (2012). Attitudes toward marriage, divorce, cohabitation, and casual sex among working-age Latinos: Does religion matter? <i>Journal of Family Issues</i>, 34(3), 295–322</p> <p>Jocson, R. M., Alers-Rojas, F., Ceballo, R., & Arkin, M. (2020). Religion and spirituality: Benefits for Latino adolescents exposed to community violence. <i>Youth & Society</i>, 52(3), 349–376. https://doi.org/10.1177/0044118X18772714</p> <p>Suggested Short Video: Marvil, R. (Director). (2018). <i>La promesa [The promise]</i> [Short films]. https://www.lapromesapuertorico.com/</p>	
Lecture	Module 7 Lecture	
Activity	Team meetings	Ongoing
Discussion	Based on the Caplan reading, how has religion impacted Hispanic/Latino's mental health? Also, how has religion had a positive impact on the Latino/Hispanic community?	Day 3 initial post and reply to peer by day 7

Activity	Description	Due
Module 8	The Family	
Required Readings	<p>Guilamo-Ramos, V., Dittus, P., Jaccard, J., Johansson, M., Bouris, A., & Acosta, N. (2007). Parenting practices among Dominican and Puerto Rican mothers. <i>Social Work</i>, 52(1), 17-30.</p> <p>Katz, V. S., & Gonzalez, C. (2016). Community variations in low-income Latino families' technology adoption and integration. <i>American Behavioral Scientist</i>, 60(1), 59-80. https://doi.org/10.1177/0002764215601712</p> <p>Sarkisian, N., Gerena, M. & Gerstel, N. (2006). Extended family ties among Mexicans, Puerto Ricans, and Whites: Superintegration or disintegration? <i>Family Relations</i>, 55 (3) 331-344</p> <p>Smith-Morris, C., Morales-Campos, D., Edith Alejandra Castañeda Alvarez, E.A., & Turner, M. (2013). An anthropology of familismo: On narratives and description of Mexican/Immigrants. <i>Hispanic Journal of Behavioral Sciences</i>, 35(1) 35-60.</p>	
Lectures	Module 8 Lecture	
Discussion	Are Latino families different than Anglo-American families? If so, in what ways?	Day 3 initial post and reply to peer by day 7

Activity	Description	Due
Module 9	Community	
Required Readings	<p>Barajas-Gonzalez, R. G., Ayón, C., & Torres, F. (2018). Applying a community violence framework to understand the impact of immigration enforcement threat on Latino children. <i>Social Policy Report</i>, 31(3), 1-24. https://doi.org/10.1002/sop2.1</p> <p>Calva, A., Matthew, R. A., & Orpinas, P. (2020). Overcoming barriers: Practical strategies to assess Latinos living in low-income communities. <i>Health Promotion Practice</i>, 21(3), 355-362.</p> <p>Gray, N. N., Mendelsohn, D. M., & Omoto, A. M. (2015). Community connectedness, challenges, and resilience among gay Latino immigrants. <i>American Journal of Community Psychology</i>, 55, 202-214.</p> <p>Riffe, H.A., Turner, S., & Rojas-Guyler, L. (2008). The diverse faces of Latinos in the Midwest: Planning for service delivery and building community. <i>Health and Social Work</i>, 33(2), 101-110.</p>	
Lecture	Module 9 Lecture	
Discussion	How does the diversity of Latina/o/x populations affect planning for services?	Day 3 initial post and reply to peer by day 7

Activity	Description	Due
Module 10	Health	
Required Readings	<p>Alarcón, R. D., Parekh, A., Wainberg, M. L., Duarte, C. S., Araya, R., & Oquendo, M. A. (2016). Hispanic immigrants in the USA: social and mental health perspectives. <i>The Lancet Psychiatry</i>, 3(9), 860-870.</p> <p>Boen, C. E., & Hummer, R. A. (2019). Longer—but harder—lives?: The Hispanic Health Paradox and the social determinants of racial, ethnic, and immigrant–native health disparities from midlife through late life. <i>Journal of Health and Social Behavior</i>, 60(4), 434–452. https://doi.org/10.1177/0022146519884538</p> <p>DuBard, C.A. & Gizlice, Z. (2008). Language spoken and difference in health status, access to care, and receipt of preventive services among U.S. Hispanics. <i>American Journal of Public Health</i>, 98(11), 2021-2028.</p> <p>Macias Gil, R., Marcelin, J. R., Zuniga-Blanco, B., Marquez, C., Mathew, T., & Piggott, D. A. (2020). COVID-19 pandemic: Disparate health impact on the Hispanic/Latinx population in the United States. <i>The Journal of infectious diseases</i>, 222(10), 1592–1595. https://doi.org/10.1093/infdis/jiaa474</p>	
Recommended Readings	<p>Wang, Y., Reyes, L., Greenfield, E. A., & Allred, S. R. (2022). Municipal ethnic composition and disparities in COVID-19 infections in New Jersey: A Blinder–Oaxaca decomposition analysis. <i>International Journal of Environmental Research and Public Health</i>, 19(21), 13963. https://doi.org/10.3390/ijerph192113963</p>	
Lectures	Module 10 Lecture	
Discussion	Based on the readings, what health inequalities do Hispanic/Latinx population face? What are some ways social workers can challenge these inequalities?	Day 3 initial post and reply to peer by day 7

Activity	Description	Due
Module 11	Employment and Economic Conditions	
Required Readings	<p>López-Anuarbe, M., Cruz-Saco, M.A., & Park, Y. (2015). More than altruism: cultural norms and remittances among Hispanics in the USA. Journal of International Migration and Integration, 1-29. DOI 10.1007/s12134-015-0423-3</p> <p>Mueser, K. T., Bond, G. R., Essock, S. M., Clark, R. E., Carpenter-Song, E., Drake, R. E., & Wolfe, R. (2014). The effects of supported employment in Latino consumers with severe mental illness. <i>Psychiatric Rehabilitation Journal</i>, 37(2), 113–122.</p> <p>Selden, T. M., & Berdahl, T. A. (2020). Covid-19 and racial/ethnic disparities in health risk, employment, and household composition. <i>Health Affairs</i>, 39(9), 1624–1632. https://doi.org/10.1377/hlthaff.2020.00897</p> <p>Zamarripa, R. (2021, March 19). Closing Latino labor market gap requires targeted policies to end discrimination. Center for American Progress. Retrieved April 24, 2022, from https://www.americanprogress.org/article/closing-latino-labor-market-gap-requires-targeted-policies-end-discrimination/</p> <p>Movie: <i>Mi Familia</i></p>	
Lectures	Module 11 Lecture	
Activity	Team meetings	Ongoing
Discussion	How has COVID-19 affected the Hispanic/Latino population in regards to employment and the workforce?	Day 3 initial post and reply to peer by day 7
Assignment	Film Reflection	Day 7

Activity	Description	Due
Module 12:	Education	
Required Readings	<p>Alvarez de Davila, S., Michaels, C., Hurtado, M., Roldan, M., & Duran-Graybow, I. (2016). (rep.). (J. Skuza, Ed.) Falling Behind: Understanding the Educational Disparities Faced by Immigrant Latino Students in the U.S. St. Paul, Mn: Regents of the University of Minnesota. Retrieved April 24, 2022, from https://conservancy.umn.edu/handle/11299/178989</p> <p>Contreras, F., & Contreras, G. J. (2015). Raising the bar for Hispanic serving institutions: An analysis of college completion and success rates. <i>Journal of Hispanic Higher Education</i>, 14(2), 151–170. https://doi.org/10.1177/1538192715572892</p> <p>Rosales, R., Figuereo, V., Woo, B., Perez-Aponte, J., & Cano, M. (2018). Preparing to work with Latinos: Latino-focused content in social work master’s degree programs. <i>Journal of Teaching in Social Work</i>, 38(3), 251–262. https://doi.org/10.1080/08841233.2018.1472175</p>	
Lecture	Module 12 Lecture	
Activity	Work on final paper and presentation	Ongoing
Discussion	Name several educational disparities that Hispanic/Latinx students face in school? What are some ways to overcome the achievement gap moving forward?	Day 3 initial post and reply to peer by day 7

Activity	Description	Due
Module 13	Cultural Affirmation and Competence	
Required Readings	<p>Adolfo G. Cuevas, Kerth O'Brien & Somnath Saha (2017) What is the key to culturally competent care: Reducing bias or cultural tailoring?, <i>Psychology & Health</i>, 32 (4), 493-507, DOI: 10.1080/08870446.2017.1284221</p> <p>Govere, L., & Govere, E. M. (2016). How effective is cultural competence training of healthcare providers on improving patient satisfaction of minority groups? A systematic review of literature. <i>Worldviews on Evidence-Based Nursing</i>, 13(6), 402-410. https://doi.org/10.1111/wvn.12176</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>Vesely, C.K., Ewaida, M. & Elaine A. Anderson, E.A. (2014). Cultural competence of parenting education programs used by Latino families: A review. <i>Hispanic Journal of Behavioral Sciences</i>, 36(1) 27-47.</p>	
Lectures	Module 13 Lecture	
Activity	Work on final paper and presentation	Ongoing
Discussion	Discuss the importance of cultural competence amongst healthcare professionals, specifically for work with the Hispanic/Latinx population.	Day 3 initial post and reply to peer by day 7

Activity	Description	Due
Module 14	Social Welfare Policy and Latina/os	
Required Readings	<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</i>, 58(1), 91-94</p> <p>Hagan, J. M., Rodriguez, N. & Castro, B. (2011). Social effects of mass deportations by the United States government, 2000-2010. <i>Ethnic & Racial Studies</i>, 34, 1374-1391.</p> <p>Lovato, K., Lopez, C., Karimli, L., & Abrams, L. S. (2018). The impact of deportation-related family separations on the well-being of Latinx Children and youth: A review of the literature. <i>Children and Youth Services Review</i>, 95, 109–116. https://doi.org/10.1016/j.childyouth.2018.10.011</p> <p>Ortega, A. N., Rodriguez, H. P., & Vargas Bustamante, A. (2015). Policy dilemmas in Latino health care and implementation of the affordable care act. <i>Annual Review of Public Health</i>, 36(1), 525–544. https://doi.org/10.1146/annurev-publhealth-031914-122421</p>	
Lecture	Module 14 Lecture	
Activity	Check paper with Grading Rubric	Ongoing
Assignment	Final Paper	Day 1
Discussion	What can social workers do to better advocate for social welfare policies for Hispanics?	Day 3 initial post and reply to peer by day 7

Activity	Description	Due
Module 15	Final Presentations	
Activity	Post team class presentations	Day 1
Assignment	Post two comments to presentations	Day 3

ACADEMIC INTEGRITY POLICY

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; 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.”

Use of artificial intelligence (AI) such as ChatGPT is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in the course must be your own as per the Academic Integrity policy. ^[17]_{SEP}

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 (Patricia Findley at pfindley@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](#)

DISABILITY ACCOMMODATION POLICY

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: <https://ods.rutgers.edu/students/documentation-guidelines>. 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 at: <https://ods.rutgers.edu/students/registration-form>.

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.

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>

ACADEMIC RESOURCES

Library Research Assistance

Julia Maxwell is the social work librarian on the New Brunswick Campus
jam1148@libraries.rutgers.edu p. 848-932-6124

Natalie Borisovets is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909

Katie Anderson is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830 .
They are all available to meet with students.

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.

COVID-19 COMMUNITY SAFETY PRACTICES

Per University community safety regulations, "face coverings must be worn:

- indoors in shared spaces (e.g., meeting rooms, conference rooms, conference rooms, breakrooms, copy rooms, etc.)
- indoors in classrooms, seminar rooms, lecture halls, etc.
- indoors in private spaces with more than one occupant (shared offices)
- indoors in public spaces (e.g., hallways, restrooms, stairs, elevators, etc.)"

For additional information about community COVID-19 safety practices, please see <https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/>