

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

Spanish for Social Work

19:910:546

Term:

Instructor:

Email:

Office Hours:

I. Course Description

This multi-level language and culture online course is designed for current or pre-service social workers who want to learn or improve their Spanish for the professional setting and learn more about the culture of the Spanish-speaking countries. It combines language learning practice with awareness of language and cultural diversity. Students will have the opportunity to (a) focus on the learning/practice of linguistic functions needed in the field and (b) reflect on cultural practices and perspectives to better understand the Spanish-speaking community in the US. Critical reflection of cultural practices and their implementation in language activities are emphasized. In addition, students will explore the role of technology to attain this goal and apply their knowledge by creating activities and tasks that are appropriate when engaging with the community.

As students read through this syllabus, they should also remember to **closely review the School-Wide Syllabus** in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

II. Competencies

The MSW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2022 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.

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

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society

in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers: (A) Advocate for human rights at the individual, family, group, organizational, and community system levels; and (B) Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and 2022 Educational Policy and Accreditation Standards 9 values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

[Explore the entire set of 2022 CSWE competencies.](#)

III. Course Goals

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

- Listen and demonstrate comprehension of spoken Spanish with sufficient ability to grasp the main idea and some supporting details in short conversations that relate to social work/services and represent authentic situations according to your language level.
- Speak Spanish appropriately to converse with native speakers to successfully obtain client information, answer questions about various social services, establish trust and positive relationships, communicate effectively through empathy and paraphrase, talk about general customs, cultural practices, and quality of life.
- Read and demonstrate understanding of a variety of texts (e.g., documents, news articles, videos) and other informational media related to cultural and social services topics.
- Write coherent, organized paragraphs of varying lengths on topics related to social services, social work as a profession, and Hispanic culture.
- Reflect and demonstrate understanding of language and cultural diversity in order to engage with the community and/or clients.
- Create a playbook to present language and cultural materials for the development of cultural competence related to culture and social services topics.

IV. Required Textbook

All course materials will be available on Canvas. Some readings 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](#).

Digital Materials:

Spanish Grammar (select one according to level):

- **Track A-PapELEs: Gramática A (Beginners):** marcoELE. (2020, December 3). , *revista de didáctica ELE, español lengua extranjera*. <https://marcoele.com/gramatica-a/>
- **Track B ELEfante: Gramática B (Intermediate/ Pre Advanced):** marcoELE. (2021, February 26). , *revista de didáctica ELE, español lengua extranjera*. <https://marcoele.com/gramatica-b/>
- **Heritage speakers (track A & B):** Spanish Grammar in Context. (2019, March 5). *Spanish Grammar in Context - A reference grammar with video examples from the Spanish in Texas collection*. <https://grammar.spanishintexas.org/>

Recommended:

All Spanish levels:

- Any bilingual or multilingual online dictionary such as [WordReference.com](http://www.wordreference.com)
- Any bilingual [Spanish/ English Dictionary for Social Services](#) (either printed or digital) and/or [Spanish / Spanish dictionary for social work](#) (intermediate & advanced)
- Practical Reference for all students:
 - <http://socialworktech.com/2014/05/21/word-lens-an-app-for-bilingual-social-work-practice/>
 - <https://appdegramatica.difusion.com/>
 - <https://soundsofspeech.uiowa.edu/home>

V. Course Attendance and Participation Policies

Attendance

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program.

In order to gain the most from their online educational experience, Students attending the asynchronous online class are expected to check the course site regularly and to complete readings and any assignments on a timely basis so that they can participate effectively in class discussions. More than three late submissions may result in the failure of the class. In addition, students are expected to take leadership roles in class discussions and exercises. If you do need to submit any assignments late, please reach out to me and let me know.

FORMAT OF THE ONLINE COURSE

Each class session will consist of two or more of the following:

- Readings
- Discussion
- A video lecture on the readings
- A video related to data analysis
- A class exercise, team exercise, or quiz

Assignments and short exercises will be posted under each **Module**.

No face-to-face meetings are required of students. You can contribute to the development of a constructive learning environment in the online class by being a prepared and active learner through:

- Using the course website regularly in preparing for class

- Using the course website to obtain course materials and handouts.
- Contacting the Canvas helpdesk at: (877) 361-1134 or: <http://help@canvas.rutgers.edu> for questions about the Internet, email, and Canvas
- Using the tools of Canvas, including the Virtual Office, Student Lounge, chat rooms, etc., to support your learning.
- Observing proper netiquette with your fellow students and the instructor.

Netiquette

- In all of your interactions, remember there is a person behind the written post.
- Pause and reflect on a post that is uncomfortable before responding. Consider the root of your emotional reaction.
- Remember, we are discussing ideas and disagreements that are not personal in nature. Take care in crafting your response to demonstrate your disagreement with the idea, not the person.
- Do not participate in "flaming." Flaming is inflammatory comments that are hostile and insulting and do not contribute to the learning process. Choose not to respond to "flames" to support a better learning experience for everyone.
- Be careful with humor and sarcasm. Because the visual cues are absent, many people cannot tell if your comments are meant seriously or facetiously.
- Contribute to a meaningful discussion by presenting your "best self" in the course environment: Take the time to explain your ideas respectfully and completely. However, also keep brevity in mind. You want to make your point clearly, but also make it concisely.
- If a peer misinterprets your meaning, acknowledge this without being rude or defensive. It can be challenging to communicate some ideas in writing. This is your opportunity to practice clarifying your ideas to others.
- Do not post in all caps. This is the equivalent of SHOUTING at someone and is not acceptable.

Faculty/Instructors: please add your cell phone/laptop policies here if you have them.

VI. Learning Activities, Assessments and Grading

Online language courses require daily study and preparation. The coursework is equivalent to a 3-credit graduate course. It is expected that students devote at least 3 hours per day after course work to study and practice Spanish. The instructor will not check if a student completed or not their homework. If readings are assigned, you are responsible to participate in the forum and be ready to discuss them according to your level of Spanish.

REMEMBER: Your instructor is available synchronously via Zoom to review or practice any of the material of the course. You must still complete all activities. To request a one-on-one meeting, email your instructor.

1. Live Consultation meeting with instructor (Synchronous) Communication [10%]

A. Consultation with instructor (1) [10%]. You are required to meet with your instructor either during Module 6 or Module 14 for a consultation to prepare you for the midterm exam (Module 7) or the Final Project (Module 15). This consultation will be evaluated based on attendance and preparation. See Canvas page for format, expectations, and rubrics.

2. Asynchronous Communication [90%]

B. Language tasks (3) [18%] You will complete 3 language tasks: a dialogue, a questionnaire in Spanish to use with a client, and an infographic. These activities will be completed using Canvas Assignments. Students need to demonstrate mastery and practice of communicative and cultural competence. You are required to practice the vocabulary and grammar for every Module on your own. See Canvas for detailed instructions and Rubric.

C. Role-Plays (3) [18%] As part of classwork, you will create scenarios (role plays) related to the specific content of the module. You will need to show off social worker skills, cultural competence and language use for the professional context. See Canvas for detailed instructions and Rubric.

D. Collaborations & Forums (5) [15%] There will be several language and cultural activities in Spanish and in English that will be tailored to your level. These tasks will combine content and language for the development of cultural competence in the professional setting. Some of the cultural and communicative notes and readings presented in the course will invite you to discuss your reaction and connect the material to your experiences. While more informal, these writing opportunities should nonetheless be organized and thoughtful. Posts will be assessed primarily on the expression of ideas, but errors that affect comprehensibility will have an impact on scores. Each forum will require an original post as well as (minimum) two substantive responses to classmates. First posts are due on Day 5 and the last post is due on Day 7.

E. Midterm Language Evaluation (1): [10%] In Module 7 you will complete a Spanish written test that will assess your reading, listening, and writing skills.

F. Final Project: [29%] Working with Spanish speaker clients is complicated when a professional does not understand the language variety of the speaker or comprehend diverse cultural values, practices, and perspectives. Your final project will be a Playbook. The playbook will have four parts:

1. Final Project Proposal: [4 %] Write a Final Project proposal with annotated bibliography. See Canvas for detailed instructions and Rubric.

2. A Glossary for Formal and Informal Lexis: [10%] Students will select a variety of Spanish spoken (e.g., *español de Estados Unidos*, *español cubano*) and a country that represents that variety (e.g., *Estados Unidos*, *Cuba*). Will create a practical bilingual glossary, with definitions and explanations for formal and informal (*jerga* or slang) terms. It will be organized by the thematic units (modules) of the course. A video or audio samples should be incorporated.

3. Language in Context Sample: [10%] Using a selected bibliography about Latin American/Latino Cultures (p.3) and the content from practices, you will select a hypothetical, professional, real-life situation and create a dialogue that is culturally appropriate. Your client must belong to the speaking community of the variety of Spanish you selected above. You will

need to use some of the vocabulary featured on the glossary and demonstrate development of cultural competence in a professional setting.

- Beginner's level: a sample dialogue of a simple exchange and no complications (1 to 1 ¼ pages single space)
- Intermediate level: a sample dialogue of an exchange with one complication or difficulty (2 pages single space)

4. Resource Mapping: [5%] Based on your field placement you will research and create a resources map that will cover all topics from the course. You will select 4 topics to create this source interactive source map. This comprehensive list of resources, contact information, sites, name of organizations, etc., will assist you professionally and will create a very comprehensive list that will represent the area of your placement.

APA

All students are expected to adhere to the citation style of the Publication Manual of the American Psychological Association, 7th edition (2020). [apa-7th-edition-handout.pdf](#)

The Purdue OWL website also provides assistance with APA style
<https://owl.english.purdue.edu/owl/resource/560/01/>

VII. Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

VIII. Course Outline

Modules 1-2: Our Profession, Roles, and Responsibilities

In these modules we will explore our profession, roles and responsibilities and in relation to Latino/x communities. You will practice social worker skills (developing a good relationship with your client, verbal and non-verbal communication, show interest, trust, and confidentiality). You will also practice how to describe services, formal treatment, express obligation, intentions and preferences, making plans with accuracy.

By the end of these modules, you should be able to:

- Talk about social work, services, roles and responsibilities: basic terms
- Read code of ethics and demonstrate understanding
- Demonstrate cultural understanding by discussing cultural values in the Spanish Speaking Communities in the US

- Apply social workers skills from Language Lesson
- Demonstrate your language skills and appropriate language use with a client

Readings & Resources

- See Canvas

Other Activities

- Module 1 Discussion
- Module 1 Final Project – Ask Questions
- Module 2: Short Dialogue in Spanish

Modules 3-4: Family, Parenting, and Education

In these modules we will explore parenting, family and other issues related to the Latino/x Communities. You will practice social worker skills (asking questions, asking follow up questions, paraphrasing, and empathetic responses). You will continue to practice material from Modules 1-2 and continue to expand your vocabulary. You will practice the following linguistic functions: give simple instruction, asking follow up questions, asking yes or no questions, expanding on present tense.

By the end of these modules, you should be able to:

- talk about therapeutic interventions, community organization: basic terms
- give simple instructions
- ask open-ended questions, yes or no and follow up questions
- understand emotions (estar contento/ to be happy) and conditions (tengo hambre- I am hungry)
- apply social workers skills from Module 1
- practice social workers skills from Module 2
- complete a guided simulation in Spanish.
- talk about issues related to parenting, education and social services (TANF, housing and child welfare)

Readings & Resources

- See Canvas

Other Activities

- Module 3 Discussion: Group A
- Module 3 Discussion: Group B
- Module 3: Role-Play

Modules 5-6: LGBTQI, Mental Health, and Substance Disorders

These modules will be shorter and we will focus on practicing inclusive language, completing a phone conversation and giving instructions using impersonal expressions. As for the professional worker skills, we will continue mastering the ones from Modules 1-2. The vocabulary list will be extensive

because these are 3 important topics. However, students are expected to select the vocabulary words they might need according to the level. You will use the other ones as references.

By the end of these modules, you should be able to:

- give simple instructions using impersonal expressions
- complete a phone conversation
- use inclusive language
- apply social workers skills from Units 1 & 2
- talk about issues related to LGBTQI issues, mental health and substance disorders according to your level of Spanish)
- submit a short report on progress of ideas.

Readings & Resources

- See Canvas

Other Activities

- Module 5 Discussion
- Module 5: Final Project Proposal
- Module 6: Interventional Protocol – Questions to Clients in Spanish
- Module 6: Consultation with Instructor (Midterm)

Modules 7-8: Midterm

These modules contain a midterm assessment of the application of social worker skills. You will complete an oral exam in a shape of a dialogue with your professor in which you are required to activate social worker skills from the lessons & activities, and the Module 3 Role-Play. As part of your Midterm assessment you will create a dialogue for a case scenario using a video.

By the end of these modules, you should be able to:

- Demonstrate mastering of social workers skills at your level
- Complete a role play scenario
- Write a proposal a final project based on course materials.
- Demonstrate research skills.

Readings & Resources

- See Canvas

Other Activities

- Module 7: Midterm Exam – Written Scenario
- Module 8: Final Project Part 1 – Proposal

Modules 9-10: Immigrants, Legal Systems, Laws, Rights, and Identity

Now that you have mastered the basics social worker skill that are **respectful of and responsive to the cultural and linguistic needs of your client**, we will focus the second part of the course to practice interventions (CFI), to understand your clients when expressing themselves in an indirect manner and to develop in Spanish more social worker skills.

- You will focus on your final project, and vocabulary. Given that this topic is broad, you will also find supplemental vocabulary lists for you to use as reference.

By the end of these modules, you should be able to:

- Hablar con clientes migrantes sobre identidad
- Hablar con clientes migrantes sobre sus derechos y el sistema judicial y penal
- Understand degrees of a story that happened in the past: Ese día **era** bonito y no **sabía** la sorpresa que me **esperaba**. La migra **nos metió** en la prisión)
- Ask questions to find out what happened (verbs in past - Usted/Ustedes forms): ¿Y qué le **pasó** ese día?
- Understanding emotional expression of fear, sadness and frustration: **me aterra, me parte el alma, Arrgh!**

Readings & Resources

- See Canvas

Other Activities

- Module 9: Collaborative Task 1 – Group Annotation
- Module 10: Role-Play 2

Modules 11-12: Violence and Abuse

In these modules you will be working with examples of experiences of violence and abuse. When dealing with vocabulary for this module, connotation is present at all times as well as non-verbal communication. In these modules we focus on understanding verbal and non-verbal communication. You will learn direct (specialized vocabulary) and indirect forms of naming body parts (use of diminutives), euphemisms to social violence, and some colloquial expressions. You will also have access to a series of materials to learn how to read non-verbal communication to avoid aggression. The module is divided in two parts and both tasks will be submitted at the end of the module:

- Using Basu's article and the vocabulary you have acquired you will create an infographic in Spanish using materials you have learned so far.
- You will study the language lesson and create an scenario in which you complete a full intervention for a client who has experienced trauma due to violence and/or abuse.

By the end of these modules, you should be able to:

- Understand you clients when they express rage, fear, etc.
- Understand non verbal language to prevent aggressions
- Make recommendations using commands (Usted- visite, tú -visita, nosotros- visitemos, Usteders- visiten)
- Apply Social Worker skills
- Create an infographic in Spanish for your clients to explain services, feelings, etc using information from a peer reviewed article.
- Complete an intervention using a scenario related to the topic that is culturally appropriate.

Readings & Resources

- See Canvas

Other Activities

- Module 11: Collaborative Task 2 – Group Annotation
- Module 12: Infographic

Modules 13-14: Advocating for the Latino Community

In our final modules, we focus on mezzo level advocacy for the Latino Community. You will write a scenario based on a letter you are going to write to advocate for social issue. Go back and review all your modules and select the topic you wish to advocate. You will also write a dialogue based on the three preselected scenarios. You will also complete a consultation with your professor to discuss your final project progress.

By the end of these modules, you should be able to:

- Practicar en español a nivel mezzo.
- escribir un diálogo activando el vocabulario aprendido
- describir el proyecto final
- preguntas y responder preguntas
- completar proyecto final

Readings & Resources

- See Canvas

Other Activities

- Module 13: Role-Play 3
- Module 14: Consultation with Instructor (End-Of-Semester)

Module 15: Final Project

Activities

- Module 15: Final Project Part 2 - Glossary
- Module 15: Final Project Part 3 – Language in Context
- Module 15: Final Project Part 3 – Language in Context