

#### SCWK 8837-01 Social Services with Latinx Populations in the United States

#### Fall 2019

**I. Course Description**

This course is designed to provide an applied approach to social work with Latinx populations in the United States. Students will learn specific skills and competencies to work with Latinx communities from different backgrounds in a variety of settings. Barriers and best practices to social services such as education, healthcare, and other social services will be discussed throughout the course. Additionally, causal pathways to systemic inequity in access to resources for advancement such as: discrimination, legalization, racialization, and criminalization of Latinx communities will be included in the readings and discussions throughout the semester.

# II. Learning Dimensions

The course has been designed to facilitate students’ acquisition of a range of learning dimensions including social work knowledge, practice skills, professional values, and heightened cognitive and affective processes.

Knowledge

Students will develop an understanding of:

1. The history and significance of Latino communities in the United States; [G2.1, G.2.3]
2. Culturally efficient social work interventions with vulnerable Latino communities; [G2.1, G2.3, M2.1, M2.2]
3. The systemic inequity to the means of societal advancement for Latino communities. [M2.1, M2.2, G3.1, G3.2, M3.1, M3.2]

## SkillsStudents will demonstrate the ability to:

1. Understand the diverse needs of Latino populations across the United States; [G2.1, M2.1, G3.1, G3.2, G4.1, G4.2, G4.3, M4.2]
2. Analyze social determinants of inequality for Latino populations across destinations; [G5.1, G5.2, G5.3]
3. Draw from best practices of social work with Latino communities. [M4.2, G5.1, G5.2, G5.3, M5.1, M5.2, G6.1, G6.2, M6.1, M6.2, G7.1, G7.2, G7.3, G7.4, G81, G8.2, G8.3, G8.4, M8.1, M8.2]

## Values

Students will be able to articulate the following values:

1. A commitment to providing effective social work practice to Latino communities; [G3.1, G3.2, M3.1, M3.2, G5.1, G5.2, G5.3, M5.1, M5.2, G6.1, G6.2, M6.1, M6.2, G7.1, G7.2, G7.3, G7.4, G8.1, G8.2, G8.3, G8.4, M8.1, M8.2]
2. Recognizing the importance of developing practice models that are designed specifically for the population served; [G2.1, G2.2, G7.2, G7.4, G8.1, G8.4]
3. Addressing systemic inequity towards Latino communities throughout their careers. [G4.1, G4.2, G4.3, M4.2, G7.4]

Cognitive and Affective Processes

Students will undergo the following processes:

1. Students will experience the process of developing demographic profiles of Latinx communities that they wish to engage; [G2.1, G2.2, G2.3, M2.1, M2.2, G3.1, G4.1, G4.2, G5.1, G5.2, G5.3]
2. Using critical thinking, students will propose evidence-based interventions and practice models that address the needs of specific communities; [G1.4, G4.3, G7.1, G7.2, G7.3, G7.4, G8.1]
3. Through systemic analysis of agencies that work with Latinx communities, students will propose specific changes aim to promote social and economic justice for all. [G2.2, G3.2, M3.1, M3.2, M5.1, M5.2, G6.1, G6.2, G8.1]

**III. Textbooks**

There are no required textbooks for this course.

**Locating Course Readings**

Books, journal articles and other readings are placed on reserve by the Social Work Library staff. To locate the readings, use the Course/Online Reserves catalog, which can be viewed from the link in your course Canvas site or from the BC Libraries Holmes catalog. The Social Work Library homepage at <http://libguides.bc.edu/socialwork> has links to Canvas and Holmes.

**Books**

Whenever possible, all books mentioned in BCSSW course syllabi are placed on reserve for 2-hour use in the Social Work Library. Most required books are also on reserve at the off-site campus libraries. If no more than two chapters of a particular book are assigned as required reading for the course, those chapters may also be available as PDF files in the Course/Online Reserves catalog.

All required and recommended materials for this course are available at the BC Bookstore, and through their website, [www.bcbookstore.com](http://www.bcbookstore.com/).  You can place an order online for in-store pickup or home delivery. To avoid any delays, we encourage you to buy or rent all of your required materials at the start of the semester.  The BC Bookstore will begin returning overstock before the end of the semester.

**Journal Articles**

All journal articles listed as required readings in BCSSW course syllabi can be accessed online in full text in the Course/Online Reserves catalog. Articles which are designated as supplemental or recommended readings are usually not available in the Course/Online Reserves catalog. Contact the library staff at swlib@bc.edu for assistance in locating those articles.

**IV. Assignments**

Please see the APPENDIX for the requirements of the assignment.

The assignment is designed as a practical tool to work with Latinx communities. The assignment will be presented, demonstrated, and discussed in detail through hands-on workshops in class.

**Assignments are weighted in the following manner:**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Percentage** | **Due Date** |
| Class Participation & Attendance | 50% | The entire course |
| Demographic Assessment & Intervention Proposal | 50% | The last day of class (can be submitted early) |
| Total | 100% |  |

**HIPAA Guidelines**

All social workers are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside of the agency setting. Unless you have the client’s written permission, confidentiality must be strictly maintained when discussing or writing about clients in the classroom and in assignments.

**Video Assignments**

For courses with assignments that include a video recording, please refer to the “Guide to Technology in the Social Work Library” at <http://libguides.bc.edu/swltech/cameras>.  The LibGuide includes information about reserving cameras and space as well as burning the recording to a DVD.

**Academic Writing**

Students are expected to use the American Psychological Association (APA) format when writing papers.

**Request for Disability Accommodations**

If you have a disability, (learning disabilities or ADHD) and will be requesting accommodations for this course, please register with the Connors Family Learning Center, <http://www.bc.edu/libraries/help/tutoring.html>. The Connors Family Learning Center provides special services and support for all students with learning disabilities and ADHD, and all who teach and/or advise students with learning disabilities. For more information, call 617-552-8093.

For any other disabilities please contact the Disability Services Office. This office assists students with disabilities at Boston College in achieving their educational, career, and personal goals through the full range of institutional and community resources. The office ensures that students with disabilities receive support services and accommodations that permit equal access to all Boston College programs and the opportunity to realize their potential and develop effective self-advocacy skills: <http://www.bc.edu/offices/dos/subsidiary_offices/disabilityservices.html>. For more information, please contact the Boston College Office of the Dean of Students at 617-552-3470 or deanofstudents@bc.edu

Advance notice and appropriate documents are required for accommodations.

You may also contact Teresa Schirmer, BCSSW Associate Dean, at 617-552-4762 or teresa.schirmer@bc.edu if you would like clarification on specific procedures related to such requests.

## V. Grading

**The grading system for courses in the School of Social Work is as follows:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **Range** | **GPA** |  | **Qualitative Description of Grades:** |
| A | 94-100 | 4.00 |  | The high passing grade of A is awarded for superior work. |
| A- | 90-93 | 3.67 |  |  |
| B+ | 87-89 | 3.33 |  |  |
| B | 84-86 | 3.00 |  | The passing grade of B is awarded for work that clearly is satisfactory at the graduate level. |
| B- | 80-83 | 2.67 |  |  |
| C | 70-79 | 2.00 |  | The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. |
| P | 70 or above | 0.00 |  |  |
| F | Below 70 | 0.00 |  | The failing grade of F is awarded for work that is unsatisfactory. |
| I | Incomplete | 0.00 |  | I (Incomplete) - Given at discretion of instructor (See Student Guide) |

**VI. Teaching Methodologies**

This course is module-based, and workshop-based rather than session-based. Learning activities include a combination of didactic and participatory approaches (e.g., small group discussion, videos, in-class exercises, case studies, etc.).

An important component of the course involves the maturity of the students and their willingness to engage in self-discovery in an atmosphere of scholarly exchange and communications.

Much of the course learning for you and other students will come from engagement in the class sessions. Class participation will be evaluated on the basis of your attendance, preparation for the classes, and engagement in class discussion and exercises.

All work is expected to meet or exceed the standards for graduate education, including level of reasoning and conceptualization, punctuation, grammar, spelling, formatting, and references. ***All work submitted for credit must be that of the student enrolled in the class, and cheating or plagiarism (the use of another’s work without attribution or citation) will result in administrative action***.

**VII. Competencies**

#### *SCWK 8837-01 Social Services with Latinx Populations in the United States* addresses the following core competencies:

**Competency 1: Demonstrate Ethical and Professional Behavior**

Macro social workers:

M1.1 demonstrate an understanding of the NASW Code of Ethics in their work with organizations, communities, associations or governmental bodies in responding to social problems.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers:

G2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

G2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and

G2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents.

Macro social workers:

M2.1 utilize their knowledge about diversity, oppression, poverty, marginalization, and alienation in working with organizations, communities, and institutions in understanding social systems; and

M2.2 analyze for the presence of and promote diversity and cultural awareness within organization.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers:

G3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

G3.2 engage in practices that advance social, economic, and environmental justice.

Macro social workers;

M3.1 identify and support change efforts regarding structural injustices that affect human rights within organizations, communities and institutions; and

M3.2 have the capacity to promote changes in programs, policies, and practices in order to promote social, economic, and environmental justice.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Social workers:

 G4.1 use practice experience and theory to inform scientific inquiry and research;

G4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

G4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

Social workers:

G5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

 G5.2 assess how social welfare and economic policies impact the delivery of and access to social services;

G5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Macro social workers;

M5.1 work with organizations and/or communities to identify, garner, support for, and implement policies that foster human rights and social, economic, and environmental justice and

M5.2 are capable of promoting adoption of policies that foster human rights and social justice among target audiences.

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

Social workers:

G6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituents; and

G6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Macro social workers:

M6.1 have the capacity to use a strengths-based perspective in working collaboratively with organizations and communities; and

M6.2 utilize their capacity to bring together multiple constituencies in working on mezzo and macro issues across diverse stakeholders.

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

Social workers:

G7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

G7.2 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;

G7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituents; and

G7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers:

G8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

G8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

G8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

G8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;

Macro social workers:

M8.1 utilize models of participatory engagement, social innovation, and inter-professional collaboration to identify and address human service needs; and

M8.2 utilize skills in financial management, human resource management, and resource development to sustain effective social service delivery.

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

Social workers:

 G9.1 select and use appropriate methods for evaluation of outcomes;

G9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

 G9.3 critically analyze, monitor, and evaluate interventions and program processes and outcomes; and

 G9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Macro social workers:

M9.1 conduct evaluations as an integral part of the social change process within organizations, communities and institutions.

M9.2 utilize financial analysis and assessment of management structures to evaluate the sustainability and/or efficacy of human service programs.

**VIII. Course Outline**

**SESSION 1: Orientation to the Course** [M1.1]

* We will review the organization of the syllabus, assignments, and the guiding principles for class attendance and participation.
* We will discuss expectations of belonging to a learning community.

**LATINXS’ DIVERSITY & SOCIAL SERVICES**

**SESSION 2: Debunking the Latinx Pan-Ethnic Label** [G2.1, M2.1, G5.1]

* You will learn about the Latinx pan-ethnic ethnoracial category and its implications for social services with Latinx communities.
* You will consider how to approach the diverse Latinx experience from a Latinx perspective.

**Required Listening/Readings/Watching:**

PBS. (2013). Latino Americans. *Foreigners in their own land (1565-1880)* [Video]. Retrieved from<http://www.pbs.org/video/2365075996/>

Rosario, D. (2016, March 18). *Intra-Latino stereotypes* [Audio]. NPR Latino USA. Retrieved from <http://latinousa.org/2016/03/18/intra-latino-stereotypes/>

Vollmer Hanna, A. M., & Ortega, D. M. (2016). *Salir adelante* (perseverance): Lessons from the Mexican immigrant experience. *Journal of Social Work, 16*(1), 47-65.

**Supplemental Readings/Watching:**

González-Barrera, A., & López, M. H. (2015). *Is being Hispanic a matter of race, ethnicity or both?* Washington, DC: Pew Hispanic Center*.* Retrieved from <http://www.pewresearch.org/fact-tank/2015/06/15/is-being-hispanic-a-matter-of-race-ethnicity-or-both/>

Rumbaut, R. (2011). *Pigments of our imagination: The racialization of the Hispanic-Latino category*. Washington, DC: Migration Information Source. Retrieved from <http://www.migrationinformation.org/usfocus/display.cfm?ID=837>

Tienda, M., & Sanchez, S. (2013). Latin American immigration to the United States. *Daedalus*, *142*(3), 48–64. Retrieved from <http://www.mitpressjournals.org/doi/pdf/10.1162/DAED_a_00218>

**SESSION 3: Mixed-Status Families & Social Services Complexities** [G2.1, G2.2, G2.3, G3.2, M3.1, M3.2, G4.3, G5.1, G5.2 G5.3, M5.1, M5.2, G6.1, G6.2, M6.1, M6.2]

* You will learn about the 1996 Welfare Reform and its impact on Latinxs communities.
* You will be introduced to the concept of mixed-status and its implications for Latinx families.

**Required Readings/Watching:**

Hamilton, R. E., Patler, C. C., & Hale, J. M. (2019). Growing up without status: The integration of children in mixed-status families. *Sociology Compass (in press).* Retrieved from <https://doi.org/10.1111/soc4.12695> (14 pages)

Nienhusser, H. K., & Oshio, T. (2018). Awaken hatred and heightened fears: “The Trump effect” on the lives of mixed status families. *Cultural Studies Critical Methodologies,* 1-11.

PBS. (2013). Latino Americans*. Empire of dreams (1880-1942)* [Video]. Retrieved from <http://www.pbs.org/video/2365076018/>

**Supplemental Reading:**

Yoshikawa, H. (2011). *Immigrants raising citizens: undocumented parents and their children*.

New York, N.Y: Russell Sage Foundation.

Chapter 3: Life under the radar: Legal and illegal authorities and public programs

 (pp. 29-52)

**SESSION 4: From the Shadows: Social Services with Unauthorized Latinxs** [G2.3, G3.2, M3.1, M3.2, G4.3, G5.1, M5.1, M5.2, G6.1, M6.1, M6.2]

* We will discuss the impact of lack of authorization to live in the U.S. for the well-being of Latinx communities.

Koball, H., Capps, R., Hooker, S., Perreira, K., Campetella, A., Pedroza, J. M.,

Huerta, S. (2015). *Health and social service needs of U.S.-citizen children with detained or deported immigrant parents*. Washington, DC: Migration Policy Institute. Retrieved from <https://cdn.thinkprogress.org/wp-content/uploads/2015/09/21085242/Revised_ImmEnfandChildWellBeing_final.pdf> (86 pages)

PBS. (2013). Latino Americans. *War and peace* (1942-1954) [Video]. Retrieved from

 <http://www.pbs.org/video/2365076051/>

Stutz, M., Rivas-Lopez, V., Lonquich, B., & Baig, A. A. (2019). Health repercussions of a culture of fear within undocumented immigrant communities. *Journal of General Internal Medicine, (in press).* Retrieved from <https://doi.org/10.1007/s11606-019-05161-w> (3 pages)

**Supplemental Reading:**

Suárez-Orozco, C., Yoshikawa, H., Teranishi, R. T., & & Suárez-Orozco, M. (2011). Growing

up in the shadows: The developmental implications of unauthorized status. *Harvard Educational Review*, *81*(3), 438-473.

**SESSION 5: Is there a Barrio Advantage? Understanding the Impact of Ethnic Enclaves on Latinxs’ Wellbeing** [G2.1 G2.2, M2.1, G3.2, M3.2, G6.1, G6.2, M6.1, M6.2, G7.1, G7.2]

* We will discuss the ethnic density hypothesis.
* We will apply the person-in-the-environment perspective to social work with Latinx communities.

**Required Listening/Readings/Watching:**

Latino USA. (2014). *The language of gentrification* [Audio]. Retrieved from <http://www.npr.org/2014/09/26/351813640/the-language-of-gentrification>

PBS. (2013). Latino Americans. *The new Latinos* (1946-1965) [Video]. Retrieved from <http://www.pbs.org/video/2365003928/>

Verile, M. G., Ertl, M. M., Dillon, F. R., & De La Rosa, M. (2019). Acculturative stress among Latina young adult immigrants: The mediating role of receiving community context. *Translational Issues in Psychological Science, 5*(1), 91-110.

**Supplemental Readings/Watching:**

Lee, M. J. & Liechty, J. M. (2015). Longitudinal associations between immigrant

ethnic density, neighborhood processes, and Latino immigrant youth depression. *Journal of Immigrant and Minority Health,* *17*(4), 883-991.

**SESSION 6: Cultural Capital in Latinx Communities** [G2.1 G2.2, M2.1, G3.2, M3.2, G6.1, G6.2, M6.1, M6.2, G7.1, G7.2]

* We will discuss the role of culture and acculturation on Latinxs’ wellbeing.

**Required Viewing/Listening/Readings:**

Latino USA. (2016). *Are my kids ‘Latino enough’* [Audio]? Retrieved from <http://www.npr.org/2016/12/23/506141443/are-my-kids-latino-enough>

Madden, E. F. (2015). Cultural health capital on the margins: Cultural resources for

navigating healthcare in communities with limited access. *Social Science & Medicine* *133,* 145-152.

PBS. (2013). Latino Americans. *Prejudice and pride* (1965-1980) [Video]. Retrieved from <http://www.pbs.org/video/2365076196/>

Vargas, S. M., Cabassa, L. J., Nicasio, A., De La Cruz, A. A., Jackson, E., Rosario, M., Lewis-Fernández, R. (2015). Toward a cultural adaptation of pharmacotherapy: Latino views of depression and antidepressant therapy. *Transcultural Psychiatry, 52*(2), 244-273.

**Supplemental Readings:**

Adames, H. Y., Chavez-Dueñas, N. Y., Fuentes, M. A., Salas, S. P., & Perez-Chavez, J. (2014).

Integration of Latino/a cultural values into palliative health care: A culture centered model. *Palliative and Supportive Care, 12*(1), 149-157.

Ma, M., Malcolm, L. R., Diaz-Albertini, K., Klinoff, V. A., Leeder, E., Barrientos, S. & Kibler,

L. K. (2014). Latino cultural values as protective factors against sexual risks among adolescents. *Journal of Adolescence,* *37*(8), 1215-1225.

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.

**SESSION 7: Demographic Assessment & Intervention Workshop** [M4.2, G5.1, G5.2, G5.3, M5.1, M5.2, G6.1, G6.2, M6.1, M6.2, G7.1, G7.2, G7.3, G7.4, G81, G8.2, G8.3, G8.4, M8.1, M8.2]

* We will learn how to create a demographic profile of a neighborhood.

**Required Reading/Watching:**

# Andrade, E. L., Evans, W. D., Barrett, N. D., Cleary, S. D., Edberg, M. C., Alvayero, R. D., Kierstead. E. C. & Beltran, A. (2018). Development of the place-based Adelante social marketing campaign for prevention of substance use, sexual risk and violence among Latino immigrant youth. Health Education Research, *33*(2), 125–144. Retrieved from <https://academic.oup.com/her/article/33/2/125/4796909>

Brown, A. F., Morris, D. M., Kahn, K. L., Sankaré, I. C., King, K. M., Vargas, R…. & Norris, K. C. (2016). [The healthy community neighborhood initiative: Rationale and design](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4738849/). *Ethnicity & Disease, 26*(1), 123-132.  Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4738849/>

PBS. (2013). Latino Americans. *Peril and promise* (1980-2000) [Video]. Retrieved from <http://www.pbs.org/video/2365076202/>

**Supplemental Reading:**

# Raymond-Flesch, M., Auerswald, C., McGlone, L., Comfort, M. & Minnis, A. (2017.) Building social capital to promote adolescent wellbeing: A qualitative study with teens in a Latino agricultural community*. BMC Public Health*, *17*(177), 1-9. Retrieved from <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-017-4110-5>

**HEALTH INEQUITIES**

**SESSION 8: Overview of Social Determinants of Health Inequalities** [G2.1, M2.1, G3.1, G3.2, M3.1, M3.2, G4.3, G5.1, G5.2, G5.3]

* We will discuss social determinants of health inequality for Latinx communities across the United States.
* Work-in-progress demographic profiles

**Required Readings/Listening:**

[Alcalá](http://www.jabfm.org/search?author1=H%C3%A9ctor+E.+Alcal%C3%A1&sortspec=date&submit=Submit), H. E., [Chen](http://www.jabfm.org/search?author1=Jie+Chen&sortspec=date&submit=Submit), J., [Langellier](http://www.jabfm.org/search?author1=Brent+A.+Langellier&sortspec=date&submit=Submit), B. A., [Roby](http://www.jabfm.org/search?author1=Dylan+H.+Roby&sortspec=date&submit=Submit), D. H., & [Ortega](http://www.jabfm.org/search?author1=Alexander+N.+Ortega&sortspec=date&submit=Submit). A. N. (2017). Impact of the Affordable Care Act on health care access and utilization among Latinos. *Journal of the American Board of Family Medicine*, *30*(1), 52-62.

Alvidrez J., & Pérez-Stable E. J. (2017). Diabetes care in Latinos with limited English

proficiency. JAMA International Medicine, *177*(3), 313-315.

Calvo, R. (2015). Health literacy and quality of care among Latino immigrants

in the United States. Health & Social Work*, 41*(1) 44-51.

Castañeda, H., Holmes, S. M., Madrigal, D. S., DeTrinidad Young, M. E., Beyeler, N., &

Quesada, J. (2015). Immigration as a social determinant of health. *Annual Review of Public Health, 36*, 375-392.

Rancaño, V. (2016). Diabetes, dialysis and dirty water in Central Valley[Audio]. *Latino US.* Retrieved from <http://latinousa.org/2016/02/26/diabetes-dialysis-and-dirty-water-in-central-valley/>

**Supplemental Readings:**

Jacquez, F., Vaughn, L., Zhen-Duan, J., Graham, C. (2016). Healthcare utilization and barriers to care among Latino immigrants in a new migration area. *Journal of Health Care for the Poor and the Underserved, 27*(4), 1761-1778*.*

Raymond-Flesch, M., Siemons, R., Pourat, N., Jacobs, K., & Brindis, C. D. (2014). “There is no help out there and if there is, it's really hard to find”: A qualitative study of the health concerns and health care access of Latino “DREAMers.” *Journal of Adolescent Health*, *55*(3), 323-328.

**SESSION 9: Structural and Cultural Barriers for Access and Utilization of Health Care**

[G2.1, M2.1, M2.2, G3.1, G3.2, M3.1, M3.2, G4.3, M4.2, G5.1, G5.2, G5.3, M5.1, M5.2]

* We will identify main structural and cultural barriers for access and utilization of health care, ranging from the role of stigma to current immigration policies.
* Work-in-progress demographic profiles

**Required Readings:**

Martinez Tyson, D., Arriola, N. B., & Corvin, J. (2016). Perceptions of depression and access to mental health care among Latino immigrants: Looking beyond one size fits all. *Qualitative Health Research, 26*(9), 1289–1302.

Nathenson, R. A., Saloner, B., Richards, M. R., & Rhodes, K. V. (2016). Spanish-

speaking immigrants’ access to safety net providers and translation services across traditional and emerging US destinations. *The Milbank Quarterly, 94*(4), 768–799.

Philbin, M. M., Flake, M., Hatzenbuehler, M. L., Hirsch, J. S. (2018). State-level immigration and immigrant-focused policies as drivers of Latino health disparities in the United States. *Social Science & Medicine*, 199, 29-38.

**Supplemental Reading:**

Njeru, J. W., DeJesus, R. S., St. Sauver, J., et al. (2016). Utilization of a mental health collaborative care model among patients who require interpreter services. *International Journal of Mental Health Systems*, *10*(15), 1-6.

**SESSION 10: Best Practices for Access and Utilization of Health Care Among Latinx Populations** [G2.1, M2.1, M2.2, G3.1, G3.2, M3.1, M3.2, G4.3, M4.2, G5.1, G5.2, G5.3, M5.1, M5.2]

* We will become familiar with best practices for Latinxs’ access and utilization of health care, including mental health.
* Work-in-progress demographic profiles

**Required Listening/Readings:**

Álvarez, C. P., Davidson P. M., Fleming C., & Glass, N. E. (2016). *Elements of effective interventions for addressing intimate partner violence in Latina women: A systematic review*. Retrieved from <http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0160518> (13 pages)

Calvo, R., Jablonska-Bayro, J., & Waters, M. C. (2018). Obamacare in action: How access to the health care system contributes to immigrants’ sense of belonging. *Journal of Ethnic and Migration Studies, 43*(12), 2020-2036.

Corrigan, P. W., Torres, A., Lara, J. L., Sheehan, L., & Larson, J. E. (2017). The healthcare

needs of Latinos with serious mental illness and the potential of peer navigators. *Administration and Policy in Mental Health Services Research, 44*(4), 547-557.

Latino USA. (2016). *Fostering relationships for public health* [Audio]. Retrieved from

<http://www.npr.org/2016/02/12/466559599/fostering-relationships-for-public-health>

**Supplemental Readings:**

Ayón, C., Baldwin, A., Umaña-Taylor, A.J., Marsiglia, F. F. & Harthun, M. (2015). Agarra el momento/seize the moment: Developing communication activities for a drug prevention intervention with and for Latino families in the US Southwest. *Qualitative Social Work*, *15*(2), 281 – 299.

Davis, T. S., Guada, J., Reno, R., Peck, A., Evans, S., Moskow Sigal, L., & Swenson, S. (2015). Integrated and culturally relevant care: A model to prepare social workers for primary care behavioral health practice. *Social Work in Health Care, 54*, 909-938.

Wagner, J., Bermudez-Millan, A., Damio, G., Segura-Perez, S., Chhabra, J., Vergara, C., &

Perez-Escamilla, R. (2015). Community health workers assisting Latinos manage stress and diabetes (CALMS-D): Rationale, intervention design, implementation, and process outcomes. *Translational Behavioral Medicine, 5*(4), 415-424.

**EDUCATIONAL INEQUITIES**

**SESSION 11: Overview of Systemic Determinants of Educational Inequalities** [G2.1, M2.1, G3.1, G3.2, M3.1, M3.2, G4.3, G5.1, G5.2, G5.3]

* We will discuss social determinants of educational inequalities for Latinx communities across the United States.
* Work-in-progress demographic profiles

**Required Readings:**

Christ, L. (2016). Number of Black, Hispanic students offered seats at city’s specialized high schools drops again [Video]. *Spectrum News.*  Retrieved from <http://www.ny1.com/nyc/all-boroughs/education/2016/03/4/number-of-black--hispanic-students-offered-seats-at-city-s-specialized-high-schools-drops-again.html>

Mahatmya, D., Lohman, B. J., Brown, E. L., & Conway-Turner, J. (2016). The role of race and teachers’ cultural awareness in predicting low-income, Black and Hispanic students’ perceptions of educational attainment. *Social Psychology of Education*, *19*, 427–449.

**Supplemental Readings:**

Crosnoe, R. (2013). *Preparing the children of immigrants for early academic*

*success.* Washington, DC: Migration Policy Institute. Retrieved from <https://www.fcd-us.org/preparing-the-children-of-immigrants-for-early-academic-success/>

Krogstad, J. (2015). *5 facts about Latinos and education.* Washington, DC: Pew Research Center. Retrieved from <http://www.pewresearch.org/fact-tank/2016/07/28/5-facts-about-latinos-and-education/>

**SESSION 12: Structural and Cultural Barriers to Quality Education for Latinxs** [G2.1, M2.1, M2.2, G3.1, G3.2, M3.1, M3.2, G4.3, M4.2, G5.1, G5.2, G5.3, M5.1, M5.2]

* We will identify main structural and cultural barriers for access to quality education for Latinxs.
* Work-in-progress demographic profiles

**Required Readings:**

Gándara, P., & Mordechay, K. (2017). Demographic change and the new (and not so new) challenges for Latino education. *The Educational Forum, 81(2)*, 148–159.

Sahay, K. M., Thatcher, K., Nunez, C., & Lightfoot, A. (2016). “It’s like we are legally, illegal”: Latino/a youth emphasize barriers to higher education using photovoice. *High School Journal,* *100*(1), 45-65.

**Supplemental Reading:**

Goździak, E. M. (2014). To dream or not to dream: The effects of immigration status, discrimination, and parental influence on Latino children’s access to education. Migration Studies, 2(3), 392-414.

**SESSION 13: Best Practices for Educational Attainment [**G2.1, M2.1, G3.1, G3.2, M3.1, M3.2, G4.3, G5.1, G5.2, G5.3, M5.1, M5.2, G6.1, G6.2, M6.1, M6.2]

* We will discuss educational interventions that facilitate Latinxs’ success in education.
* Work-in-progress demographic profiles

**Required Listening/Readings:**

Camarillo, E. (2016). Redefining statistics and my dreams: A personal essay from a second-generation Latina immigrant. *NPR Latino USA*. Retrieved from <http://latinousa.org/2016/04/28/redefining-statistics-dreams-personal-essay-second-generation-latina-immigrant/> (2 pages)

Latino USA. (2014). *Latino parents and education* [Audio]. Retrieved from <http://www.npr.org/2014/05/09/311095678/latino-parents-and-education>

Piña-Watson, B., Lorenzo-Blanco, E. I., Dornhecker, M., Martínez*,* A. J., & Nagoshi, J. L.

(2016). Moving away from a cultural deficit to a holistic perspective: Traditional gender role values, academic attitudes, and educational goals for Mexican descent adolescents.

 *Journal of Counseling Psychology, 63*(3), 307-318.

Rios-Ellis, B., Rascon, M., Galvez, G., Inzunza-Franco, G., Bellamy, L., & Torres, A. (2015). Creating a model of Latino peer education: Weaving cultural capital into the fabric of academic services in an urban university setting. *Education and Urban Society, 47(*1), 33–55.

**Supplemental Readings:**

Lo, Y., Correa, V. I., & Anderson, A. (2014). Culturally responsive social skill instruction for Latino male students. *Journal of Positive Behavior, 17*(1), 15-27.

Villalba, J. A., Gonzalez, L. M., Hines, E. M., & Borders, L. D. (2013). The Latino

Parents-Learning About College (LaP-LAC) program: Educational empowerment of Latino families through psychoeducational group work. *The Journal for Specialists in Group Work, 39*(1), 47-70.

**LATINX LEADERSHIP**

**SESSION 14: Assessing Social Service Agencies from a Superdiverse Lens [**G2.1, G2.2, G2.3, G4.3, G6.1, G7.1, G7.2, G7.3, G7.4, G9.1, G9.2, G9.3, G9.4, M9.1, M9.2]

* We will identify key institutional elements for efficient social services with Latino communities.
* We will discuss barriers to career advancement for bilingual social workers in social services agencies.
* Work-in-progress demographic profiles

**Required Listening/Readings:**

Drolet, M., Savard, J., Benoît, J., Arcand, I., Savard, S., Lagacé, J., Lauzon, S., & Dubouloz, C.J. (2014). Health services for linguistic minorities in a bilingual setting. *Qualitative Health Research, 24*(3), 295-305.

Flores, K. L., Matkin, G. S. (2014). ‘Take your own path’: Minority leaders encountering and overcoming barriers in cultural community centers. *Journal of Cultural Diversity, 21*(1), 5-14.

Rosario, D. (2016). The stress of Social Work [Audio]. *Latino USA.* Retrieved from <http://latinousa.org/2016/02/12/the-stress-of-social-work/>

Rusch, D., Frazier, S. L., & Atkins, M. (2015). Building capacity within community-based organizations: New directions for mental health promotion for Latino immigrant families in urban poverty. *Administration Policy Mental Health, 42*, 1–5.

**Supplemental Readings:**

Engstrom, D. W., Piedra, L. M., & Min, J. W. (2009). Bilingual social workers: Language and service complexities. *Administration in Social Work, 32*(2), 167-185.

Puente, A. E., Zink, D., Hernandez, M., Jackman-Venazi T. J., & Ardila, A. (2013). In L.T. Benuto, (Ed.), *Bilingualism and its impact on psychological assessment*. New York, NY: Springer.

**SESSION 15: Managing Social Services for Latinx Populations** [M1.2, G2.1, G2.3, G3.1, G3.2, M3.1, M3.2, G3.2, G4.3, M5.1, M5.2, M6.1, M6.2]

* We will identify key institutional elements for efficient social services with Latino communities.
* We will discuss barriers to career advancement for Latinx bilingual social workers.

**Required Readings:**

Chow, J. C., & Austin, M. J. (2008). The cultural responsive social service agency: The application of an evolving definition to a case study. *Administration in Social Work, 32*(4), 39-64.

[Miville](http://journals.sagepub.com/author/Miville%2C%2BMarie%2BL), M. L., [Arredondo](http://journals.sagepub.com/author/Arredondo%2C%2BPatricia), P.  [Consoli](http://journals.sagepub.com/author/Consoli%2C%2BAndr%C3%A9s%2BJ), A. J., [Santiago-Rivera](http://journals.sagepub.com/author/Santiago-Rivera%2C%2BAzara), A. [Delgado-Romero](http://journals.sagepub.com/author/Delgado-Romero%2C%2BEdward%2BA), E. A., [Fuentes](http://journals.sagepub.com/author/Fuentes%2C%2BMilton%2BA), M. A., [Domenech Rodríguez](http://journals.sagepub.com/author/Domenech%2BRodr%C3%ADguez%2C%2BMelanie%2BM), M. M., [Field](http://journals.sagepub.com/author/Field%2C%2BLynda), L., & [Cervantes](http://journals.sagepub.com/author/Cervantes%2C%2BJoseph%2BM), J. M. (2017). Liderazgo. Culturally grounded leadership and the National Latina/o Psychological Association. *The Counseling Psychologist, 1-27.*

Verdinelli, S., & Biever, J. L. (2009). Experiences of Spanish/English bilingual supervisees. *Psychotherapy: Theory, Research, Practice, Training, 46*(2), 158-170.

Verdinelli, S., & Biever, J. L. (2013). Therapists’ experiences of cross-ethnic therapy with Spanish-speaking Latina/o clients. *Journal of Latina/o Psychology, 1*(4), 227-242.

**Supplemental Reading:**

Lecca, P. J., Quervalu, I., Nunes, J. V. & Gonzales, H. F. (2014). *Cultural competency in health, social & human services: Directions for the 21st century.* New York, NY:Routledge.

**Appendix: Assignment Guidelines**

1. **Class Attendance and Participation (50 points)** [M4.2, G5.1, G5.2, G5.3, M5.1, M5.2, G6.1, G6.2, M6.1, M6.2, G7.1, G7.2, G7.3, G7.4, G81, G8.2, G8.3, G8.4, M8.1, M8.2]

This course is based on the premise that understanding and grappling with diversity issues in social work practice includes learning from one another as we each bring our knowledge and analyses to the learning environment. Such learning requires that students attend all class sessions. ***Constructive participation*** of all students *is a right and a responsibility.*

This portion of the grade will be evaluated by the following:

* Class attendance
* Comments and questions in class, participation in dialogue (not debate) with others in both small group and full-class exercises, and evidence of reading/listening/watching the required materials
1. **Demographic Assessment & Intervention (50 points)** [M4.2, G5.1, G5.2, G5.3, M5.1, M5.2,G6.1, G6.2, M6.1, M6.2, G7.1, G7.2, G7.3, G7.4, G81, G8.2, G8.3, G8.4, M8.1, M8.2]

Purpose

The purpose of this assignment is to write a demographic assessment of a neighborhood and an intervention based on the needs identified in your assessment. Students will learn during the classroom workshop how to use data from the American Community Survey to understand the characteristics of the Latinx population that live in a specific census track. Students will use these data to prioritize the needs of Latinx populations in that specific context. Finally, students will propose evidence-based interventions to address the needs identified in the profile.

Format

You should write your paper and cite any references following APA style from the American Psychological Association Publication Manual, 6th edition. Each paper must not exceed 10 pages in length, plus the title page and the reference page(s), and should have a minimum of 5 academic references. You can use references from the syllabus or from other sources. In addition, you can also include non-academic references in any format including excerpts from radio programs, videos, newspapers, etc.

The demographic profile should include the following components:

1. Description of the geographical situation of the neighborhood (city, state, region), and brief history of Latinx presence in the neighborhood. **1 page**
2. Description of the Latinx community in the neighborhood. **2-3 pages**
	* Proportion of Latinxs from total population
	* Proportion by country of origin
	* Proportion of native-born vs. foreign-born population (by age)
	* Age distribution
	* Gender distribution
	* Occupation
	* Income
	* Proportion of Latinx communities under living under poverty line
	* Proportion of households that receive social benefits
	* Proportion of veterans
	* Use of transportation to work
	* Proportion of households headed by single mothers
	* Proportion of multigenerational households
	* Proportion of household ownership
	* Proportion of population with health insurance (by age)
	* Immigrant generation
	* Etc…
3. Analysis and interpretation of the data **4-6 pages**
	* Identify the priorities of the community in the neighborhood (up to three)
	* Identify interventions in the literature that have addressed those priorities (one per priority)
	* Propose an intervention tailored to the community you identified that is based on the identified interventions.