I. COURSE RATIONALE

The social work profession has a strong commitment to developing human service approaches that support human diversity and alleviate or eliminate social oppression and injustice. Many practice settings serve diverse clients, involving issues pertaining to gender, ethnicity, culture, race, sexual orientation, religious and spiritual beliefs, ability, social class, and age. In keeping with the mission and themes of the University of Kansas School of Social Welfare, this course promotes an approach to social work practice that challenges dominant norms and worldviews that work to marginalize persons who present with these diverse attributes. This course is organized around understanding diversity and the application of that understanding to Latinos as a specific cultural group that has been marginalized and oppressed. Students who complete this course will be able to apply a framework of knowledge, values, and practice methodologies needed to provide culturally competent services to this population.

Building on the generalist practice, research, policy, and human behavior courses from the foundation year, this course teaches students how to integrate that basic content with clinical knowledge and skills relevant to practice with Latinos. The course is strongly linked with students’ clinical field practicum (SW 801). It provides guidelines for their application of content on Latinos to their field cases and enriches the course by identifying challenges that surface in those applications. Students are also expected to become aware of how their cultural backgrounds, values, traditions, and filters influence their worldviews and the quality of their practice with Latinos. This awareness, and the ability to monitor and address potentially negative effects on their practice, are a prerequisite for understanding the cultural values, traditions, strengths, and social justice concerns of Latino clients and colleagues. As these knowledge and awareness areas are taught in this course, they provide a context for students’ understanding and application of culturally competent assessment, intervention, and evaluation skills in their practice with Latinos. Understandably, these skills are targeted toward significant personal, interpersonal, and environmental strengths and barriers in these clients’ life circumstances, with an emphasis on addressing social justice barriers and enhancing clients’ empowerment.

II. EDUCATIONAL OUTCOMES

By the end of this course students will be able to:
1. Describe and reflect critically upon the implications of human diversity, and of Latino cultural diversity in particular, for social work theory, research, policy, practice, and ethics/values (Clinical objectives 5 & 6).

2. Discuss Latino traditions and values and the role of these cultural factors as supports and barriers to clients’ life options and functioning (Clinical objective 1).

3. Analyze Latino within-group differences and how such differences affect clients’ help seeking patterns, presenting problems, the services provided, and their responses to those services (i.e., gender, location, social class, sexual orientation, disability, national origin, and age) (Clinical objective 1).

4. Explain the intersection of various influences on Latinos and on practice with such clients, including their cultural backgrounds, oppression and dominant worldviews, social and organizational policies, theoretical perspectives, and practitioners’ cultural backgrounds and filters (Clinical objective 5).

5. Identify indicators of culturally competent practice with Latinos in different fields of practice, and integrate those components into and articulate their social work approach to such practice (Clinical objectives 4 & 7).

6. Describe, analyze, and respond to specific needs and strengths of Latinos and other diverse groups by using culturally competent assessments and treatment plans, or by adapting culturally insensitive methods to those needs (Clinical objective 1).

7. Identify and apply culturally competent interventions with Latinos appropriate for the beginning, middle, and ending phases of practice and for individuals, families, groups, and large systems (Clinical objectives 2 & 3).

8. Evaluate themselves, their practice, and their agency setting with regard to culturally competent practice with Latinos and other diverse populations, including the need to address social justice issues through systems changes (Clinical objectives 3 & 7).

III. CURRICULUM THEMES

This course is taught in a manner that is consistent with the School of Social Welfare’s commitment to vulnerable populations, and it reflects the School’s four curriculum themes as well. Students are expected to:

1. Analyze the inherent cultural resources and other strengths of Latino clients as individuals, and within the contexts of their cultural group, kinship networks, cultural organizations, and communities.
2. Use a critical perspective and thought to identify and deconstruct traditional Eurocentric theories, assumptions, concepts, and approaches in social work and other helping fields that pathologize, stereotype, marginalize and oppress Latinos.

3. Understand concepts of multiculturalism, human diversity, and bilingualism, and how they enhance our understanding/valuing of Latinos from different locations, social classes, genders, sexual orientations, age groups, and physical or mental disabilities.

4. Explore how social, economic, and political justice issues uniquely influence the life experiences and opportunities of Latinos, and social workers’ roles in addressing those issues at micro, mezzo, and macro systems levels.

IV. THE LIBERAL ARTS PERSPECTIVE

Building upon the liberal arts perspective, students in this course will be able to: 1) think and write clearly and effectively about their practice activities, the effects of those activities, and specific ways in which their outcomes with Latinos clients can be improved; 2) understand ways in which knowledge is gained and applied through review and deconstruction of practice research findings and analysis of various practice theories relevant to clinical practice with Latinos; 3) use knowledge of the social, biological, and behavioral sciences in completing broad based bio-psycho-social assessments of such clients’ strengths and problem situations; 4) use knowledge of history in understanding the impact of a history of oppression on Latinos’ individual and collective functioning; and 5) understand differences in worker-client-service setting values and their effects on the clinical helping process through knowledge of Latino clients’ culture, values, and traditions.

V. PROFESSIONAL PURPOSES AND VALUES

This course is organized around the importance of practitioner self-awareness about personal filters and values that can inhibit culturally competent practice. The framework is based on an assumption that practitioners must be aware of their own culture, along with its strengths and potential conflicts with the culture of clients, in order to appreciate or value the culture of Latino clients. The course will also operationalize the profession’s core values, including beginning where the client is and supporting client self-determination, and it will examine how such values are uniquely applied in practice with Latino clients.

Confidentiality is emphasized in this course. Students should disguise written and verbal information about clients, and should not share specific client information or information about fellow class members outside of the class. The class instructor and the students are bound by the NASW Code of Ethics and the Kansas State Licensure Guidelines in this regard.
VI. PREPARATION FOR PRACTICE WITH THE LATINO POPULATION

In keeping the University of Kansas School of Social Welfare’s mission and diversity theme, this course promotes an approach to social work practice that challenges dominant norms and world views that help to marginalize Latinos. In this course students will be introduced to the immigration history of the Latino population, the challenges Latinos experience before and after they immigrate to the United States, their values, beliefs, customs and traditions. Issues of social injustice and oppression are explored including immigration and social welfare policies. This course provides an integrated program of printed and audio instructional materials focusing on learning generic Spanish designed to request personal information of a limited nature at the work place.

VII. MAIN TOPICS

Unit I: Latino immigration: a historical prospective
Strangers Among Us by Roberto Suro – Chapters 1 to 5

Unit II: Challenges Latinos experience before and after they immigrate to the United States.
Stranger Among Us by Roberto Suro - Chapters 6-10
Working with Latino Youth: Culture, development and context

Unit III: Understanding the Values, Believes, Traditions, Customs of Latinos
Latino Families In The Perinatal Period: Cultural issues in Dealing with the Health Care Systems by Dr. Martin Maldonado

Unit IV: Immigration Laws, Policies and accessibility to services
Special Immigrant Juvenile Status for Children Under Juvenile Court Jurisdiction
WAVA Immigration Laws

Unit V: Command Spanish Schedule
Spanish Pronunciation
Spanish Alphabet
Greetings and Goodbyes
Etiquette & Social Niceties
Signs
Spanish Surname System
Initial Contact
Communication Strategies
Possible Answers
Numbers
Dates
Documentation
Documents
Paper Work
Initial Interview Statements
Personal Information
Family Members and Other Relationships
Employment History
Housing Information
Legal Information
Medical Information
Counties and Nationalities

VIII. REQUIRED READINGS


IX. SAMPLE COURSE ASSIGNMENTS

This course includes the following examples:

Three (three-page) papers will be required.

X. COURSE EVALUATION

Criteria for Evaluating Written and Oral Assignments for the Course

In general, the following criteria are used by the instructor for evaluating written assignments:

1. Organization and clarity of ideas presented, including the use of introductory and conclusion sections in the paper.
2. Accuracy of responses to all of the instructions in assignments in both topic and task areas (i.e., topic: similarities and differences in worker and client values; task: compare and identify the effects of these similarities and differences on the intervention used).

3. The use of supportive data for students’ ideas from the literature with appropriate citations (in a footnote and reference style format such as APA), and from practice experiences (specific case examples). Note that all assignments must include a list of references and footnotes when the latter are appropriate.

4. Creativity: innovative and unusual ways of responding to the instructions beyond the requirements.

5. Non-sexist and non-racist language as well as correct spelling, punctuation, and grammar. Please proof read all written assignments thoroughly prior to turning them in to prevent point reductions on assignments.

**Grading in this course** follows the policy set forth in the *Bulletin of the School of Social Welfare*:

- **A** = Exceptional work; outstanding: this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice.

- **B** = Fully meets graduate standards: this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.

- **C** = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.

- **F** = Failure: overall quality of work is unsatisfactory, or some aspect of assignments not done.

- **I** = Incomplete: a temporary grade assigned to students who, for compelling reasons beyond their control, were unable to complete the required work. This grade is granted only after prior arrangements with the instructor.

**XI. SPECIAL CONSIDERATIONS**

If any member of the class feels he or she has a disability, please advise the instructor of such disability and desired accommodation as soon as you have written documentation. The instructor will work with you and the Services for Students with Disabilities Office to provide reasonable accommodations to ensure that you have a fair opportunity to perform in class.
Students requiring time to participate in special religious or cultural holidays should inform the instructor.

**XII. INSTRUCTOR AVAILABILITY**

Instructor contact information, office hours, and other availability information should be listed both here and at the top of the syllabus for easy reference.

**XIII. INCELEMENT WEATHER POLICY**

In the event of inclement weather students should call the University (913-864-SNOW) to determine if classes are cancelled. If the University is operating, the instructor is expected to hold class, however, accommodation will be made for students who are unable to attend. Students should contact the instructor if weather or driving conditions make it impossible for them to get to class.