

**UNIVERSITY OF TEXAS AUSTIN**  
**SW 395K / 360K -- Social Work and the Latino Population – Spring 2011**  
**SW 395K (63010), SW 360K (62590) -- Monday 2:30-5:30 pm --Room SSW 2.130**

Instructor: Dr. Guillermo Malave  
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 (Use e-mail to contact me)

Office: SSW 3.104A  
 Office Hours: Mondays 1- 2:30 pm\*  
 (\*Request appointments via e-mail)

COURSE DESCRIPTION (3.0 hours credit)

Individual study in selected aspects of professional theory and practice, addressing diverse topics related to social work and Latino population. The course surveys issues that are relevant to cultural competent practice, such as cultural diversity, language issues, socioeconomic inequalities, discrimination, and other social problems affecting the Latino population, especially those who are members of social groups that have been (and are) historically under-represented and/or affected by discrimination or marginalization. This course is designed to be a very participatory class for promoting discussions on topics presented in required quality readings, films, guest speakers, and other activities that would enhance learning about Latino population, focusing on factors that would affect particularly the children of immigrants and their families.

REQUIRED READINGS

Delgado, Melvin (2007). *Social work with Latinos: A cultural assets paradigm*. New York: Oxford University Press.

Furman, R. & Negi, N. (Eds) (2010). *Social Work practice with Latinos: Key issues and emerging themes*. Chicago, IL: Lyceum Books.

OPTIONAL READINGS\*

McGoldrick, M., Giordano, J. & Garcia-Preto, N. (Eds.) (2005). *Ethnicity and family therapy (Third ed.)*. New York and London. The Guilford Press.

\* Some chapters of this book are required, available as pdf documents in Blackboard.

OTHER REQUIRED READINGS

Other required readings will be available as pdf documents in Blackboard.

**Blackboard:** A major component of the class will be the use of some features of the Blackboard, such as Blackboard Discussion and electronic submission of papers and other assignments through the Assignments section, where students will find instructions about the assignments and information about grades. Some readings will be available in the Course Documents section. In addition to reading instructions about the assignments in the Syllabus, it is important that students go often to the Blackboard to find updated information and clarifications in diverse sections of the Blackboard, in Announcements, Assignments, Course Documents, and Syllabus sections. If you have difficulty using the Blackboard and you need technical support, you may call ITS Help Desk (512) 475-9400 to request assistance between 8:00 AM and 11:00 PM.

## STUDENT EVALUATION

Students will submit mid-term and final self-evaluations, using a form prepared by the professor. In general, grades will be determined by the quality of your work your assignments, which will be evaluated by the professor using a system of points assigned for each assignment, informed below:

Attendance and Participation	10
Quizzes / Short Assignments	20
Exam	20
Reading Journal	20
Group Presentation	10
Final Paper/Presentation of Paper	20
<b>Maximum Points</b>	<b>100</b>

Course assignments will be graded and awarded points as indicated for a total of 100 points, and grades will be calculated according to the following distribution, used with graduate students. \* (\*See Appendix 1, showing the minus/plus scale to be used with undergraduate students).

### Grade Distribution: (for graduate students)

A = 90-100  
 B = 80-89  
 C = 70-79  
 D = 60-69  
 F = <60

### Plus/Minus Grade Scale for undergraduate students

The plus/minus grades and grade points listed below will be used to calculate grade point averages for undergraduate students. (There is no A+)

Percentage Grade

93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
60-69%	D
Below 60%	F

### Quality of Work

All written work submitted must:

- \* Be of professional quality and prepared on a computer, using 12-size font, double spacing, and a standard print style (e.g. Times New Roman).
  - \* Use the required readings for this course and add some additional reputable sources such as professional journals and research-based books in the discussion of theories and practices in the field of social services and other related fields addressing relevant topics, including quotations from these sources.
  - \* Use APA writing style for references and quotations.
  - \* Include your name, course number/name, date, and assignment title at the top of the first page or in a cover page.
  - \* Be stapled and have numbered pages, if printed.
  - \* Be on time. Late or incomplete assignments will not earn full credit.
- Failure to meet these requirements will result in reduction of points for the assignment (you may lose 5 points for late submission)

### Special Accommodations

It is your responsibility to inform the professor about problems that would require special accommodation and provide documents as evidence, according to the policies of this university. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

## COURSE REQUIREMENTS

### Attendance and Participation (10 points)

Attendance is very important in this course. You are expected to attend class, complete all assigned readings, and actively participate in whole-class and small-group discussions, and in other activities in which a designated student will lead the discussion and/or give a short presentation about a topic or reading. Participation is defined in a broad sense, it would be the collaboration with fellow students and the instructor in activities such as searching possible supplementary readings, selecting appropriate films about Latinos/as, participating in cultural immersion activities, and other activities that would contribute to understand common characteristics as well as differences between Latino groups. If you are not present, you will miss discussions and activities vital to your understanding of material, and you may miss instructions about assignments. As make-up assignment, to compensate for the missed class, you have to write longer (3 pages) entries in the Reading Journal about the readings assigned for class you missed. Depending on the number of absences, if you have two or more absences, you will be required to write a short as make-up for absences, about a book or a chapter of a book or journal article, assigned by the professor. Two or more absences will affect your grade, since you will lose 5 points each day you are absent. Four absences, either excused or unexcused absences, will result in a failing grade.

Quizzes, Short Assignments, and Blackboard Discussion (20 points). (Feb. 14, Apr. 18)  
Quizzes, short assignments, and Blackboard Discussions will be used to promote reflection and discussions about required readings and important topics. A short assignment might be, for example, to read a particular chapter of the textbook *Social Work Practice with Latinos* (Furman and Negi) and prepare a short summary (2-3 pages, double spaced) with your reactions to the topics presented and a list of questions (at least five good questions) that you will pose as co-facilitator in order to lead classroom discussions and encourage students' participation in the discussion. At the beginning of the course, students will sign-in a list of alternatives for short assignments, indicating which are the preferred readings (and preferred topics) for short assignments. I will take into consideration the student's preferences when preparing the schedule of these short assignments and individual presentations. Other short assignments are the mid-term self-evaluation and final self-evaluation.

Reading Journal (20 points) (March 21, April 25)

You are expected to keep a Reading Journal to write about each required reading, including a summary of main ideas and arguments, using a form that will be available in the Blackboard, in Course Documents section. The form requires to write a short summary (1-2 pages) about each required chapter of a book or journal article, including quotes, definition of terms, and a reflection or reaction to the readings, including presenting your questions or ideas about implications for professional practice. You should use the Reading Journal Form to write each about just one chapter, rather than writing a summary of two or more chapters in the same form. Later, you have to create a word document to put together all the readings journal entries, in order to attach just one document in the Blackboard (in Assignments section) for the submission of this assignment the date it is due, as indicated in the Schedule of Activities.

Exam (20 points) (March 7)

An exam will be administered in class covering the theoretical frameworks for intervention with Latino families, culturally competent practice, immigration, and other topics related to sociocultural context and history of different Latino groups in the United States. The exam will be approximately half objective-type questions and half essay-type questions, with essay questions that focus more on application of course content to social work.

Group Presentations about Latino Groups (10 points)

You should select a Latino group to prepare a group presentation using the required readings for this course and some optional supplementary readings that will be available as pdf documents in the Blackboard. The purpose of this paper is not just presenting information about a Latin American country, a description of a culture, or a portrait of a minority group. The most important purpose is to apply theories presented in the required and optional readings in such way that would help to understand issues of cultural diversity, culturally competent practice, and other issues concerning the implications for treatment and other services for Latinos. For example, in their group presentations (and also in individual final papers, as explained below), students should try to discuss ideas about the application and adaptation of different models for professional practice in such

way that programs and professionals provide appropriate services to Latino population. (The schedule of group presentations will be announced after the selection of topics for group projects). The grade members of group members will depend on their contribution to the group work, therefore members of the same group might receive different grades according to the quality of their work.

Final Paper and Presentation of paper (20 points) (May 2)

Write a paper focusing on a relevant topic about Latino population and social work, which should demonstrate the understanding and application of relevant concepts and theories about cultural competent practice and showing awareness of the needs and assets in Latino population. It should focus on a social problem area and should discuss the application and adaptation of theories and models that would be necessary for moving away from a deficit model toward a more culturally competent practice. The paper should be based on the required readings in this course (using at least 5 chapters of textbooks, including Furman and Negi) and other readings available in Blackboard, pursuing to use terms and application of theories presented in the required readings. The paper should have 10-15 pages (not counting the bibliography). Graduate students should use additional reputable sources, in addition to the required readings. Papers should be submitted electronically, bringing also a hardcopy to class, no later than the last day of class. Short presentation of the final paper is required (in the last class).

University established policies on academic dishonesty apply to this course. Similarly, School of Social work policy requires that term papers follow the guidelines in the Fifth Edition of the Publication Manual of the American Psychological Association for reducing bias in language. The School of Social Work Learning Resource Center may assist with this aspect.

**ETHICAL CONDUCT:**

**a) Student Conduct Code and Academic Honesty:** Please take into account the university academic integrity policies and rules on scholastic dishonesty. There are links in Blackboard to those policies. Plagiarism means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately. Students should expect from the professor a follow-through with disciplinary action in these cases. Inappropriate conduct or violation of academic integrity policy will result in disciplinary penalties, including the possibility of failure in the course and/or dismissal from the university.

**b) Laptops, Cell phones and other Electronics:** Please, put cell phones on vibrate mode. This should be done automatically as a courtesy to others. Reading text messages, answering cell phones, reading e-mails during class and inappropriate use of the computer will not be accepted and I reserve the right to ask you to leave my class. Laptops will not be used or allowed in class, unless previously authorized by the professor.

**c) Respect:** Learners will respect the rights of peers and faculty to voice individual

opinions in class, likewise, opinions must be shared in a respectful manner. Students must respect each other and the instructor.

**Cultural Diversity Flag**

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

## SW 360K/395K –SCHEDULE OF ACTIVITIES

Changes in the Syllabus and Schedule of Activities may be introduced as needed for addressing students' needs and interests, or for other reasons.

### Part 1: Sociocultural Context and Theoretical Frameworks

#### Week 1

Date	Topics / Readings/ Activities	Assignments Due
<b>Mon</b> <b>Jan 24</b>	Introductions, Course Overview, Syllabus *Film: <i>Letters from the Other Side</i>	

#### Week 2

<b>Mon</b> <b>Jan 31</b>	Culture and Social Context / Immigration Psychosocial Experience of Immigration and Remaking Identities *Suarez-Orozco & Suarez-Orozco --ch 3 and ch. 4 (two pdf-readings in Blackboard) *Furman & Negi, Chap. 1 (Introduction)	Bring a cultural artifact that would serve to introduce yourself and write (one-page reflection) about the particular meaning it has for you, values, identity, etc.
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#### Week 3

<b>Mon</b> <b>Feb 7</b>	Ethnicity and Family therapy/ Latino Families * Ethnicity and Family Therapy, ch. 1 - Overview *Furman & Negi, chap. 3 – The Diversity and Commonalities of Latinos in the United States * Furman & Negi, chap. 2 - Latino Transmigrants	* Sign-in for Group Project about a Latino group *Submit proposal for final paper (topic and readings)
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#### Week 4

<b>Mon</b> <b>Feb 14</b>	Theories for Culturally Competent Practice *Browne & Mills 2001: Theoretical Frameworks: Ecological model, strengths perspective, and empowerment theory *Delgado, Jones, & Rohani (2005), ch. 7 *Delgado 2007 ch. 4: Best Practices (textbook)	*Blackboard Discussion
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#### Week 5

<b>Mon</b> <b>Feb 21</b>	Cultural Assets Paradigm *Delgado 2007, ch. 7 and ch. 9 *Furman & Negi, chap.5–Family and Community	
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**Week 6**

<b>Mon</b>	Assessment and Direct Practice	Mid-Term Self-Evaluation
<b>Feb 28</b>	<p>*Congress (2002): Using the Culturagram with Culturally Diverse Families</p> <p>*Zayas &amp; Torres (2010): Culturally Competent Assessment of Latinos (Furman &amp; Negi, Chap. 10)</p> <p>*Platt (2010): Direct Practice with Latino Families (Furman &amp; Negi, Chap. 11)</p>	

**Week 7**

<b>Mon</b>	Latino Cultural Values and Beliefs	Exam
<b>Mar 7</b>	<p>*Delgado 2007, ch. 6</p> <p>* Furman &amp; Negi, chapter 6 – Spirituality</p> <p>*Furman &amp; Negi, chapter 7 – Art as a source of Strength</p>	

**SPRING BREAK (March 13- 19)****Part 2: Applications: Theory and Practice with Latino Groups****Week 9**

<b>Mon</b>	Practice / Applications	Reading Journal Part 1 Group Presentation #1: Mexicans
<b>Mar 21</b>	<p>*Ethnicity and Family, ch. 11—Latino Fam. Mexican Families</p> <p>*Ethnicity and Family Therapy, ch. 17</p> <p>*Furman &amp; Negi, chapter 4 – Si se puede! Revisited: Latino Workers in United States</p>	

**Week 10**

<b>Mon</b>	Practice / Applications	Group Presentation #2: Salvadorans
<b>Mar 28</b>	<p>Salvadoran Families</p> <p>*Ethnicity and Family Therapy, ch. 19</p> <p>*Furman &amp; Negi, chapter 9, Violence and Latino Communities</p> <p>* Ethnicity and Family Therapy, ch. 12, Brazil</p>	

**Week 11**

<b>Mon</b> <b>Apr 4</b>	Practice / Applications Cuban Families *Ethnicity and Family Therapy, ch. 15 * Furman & Negi, chapter 8 – Barriers to health care * Furman & Negi, chapter 12 – Child welfare practice	* Group Presentation #3: Cubans
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**Week 12**

<b>Mon</b> <b>Apr 11</b>	Practice / Applications Puerto Rican Families- *Ethnicity and Family Therapy, ch. 18, * Furman & Negi, chapter 16 – Latinos and Spanish * Furman & Negi, chapter 14 – Older Latino Adults	* Group Presentation #4: Puerto Ricans
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**Week 13**

<b>Mon</b> <b>Apr 18</b>	Practice / Applications Dominican Families *Ethnicity and Family, ch. 16 * Furman & Negi, chapter 15 – Sensitive Group Therapy	* Quiz/ Short Assignment * Group Presentation #5: Dominicans
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**Week 14**

<b>Mon</b> <b>Apr 25</b>	Practice / Applications Colombian Families *Ethnicity and Family, ch. 14 * Furman & Negi, chapter 13 – Substance abuse prevention * Furman & Negi, chapter 17 – Solidaridad y Justicia	*Reading Journal (Part 2) * Group Presentation #6: Colombians
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**Week 15**

<b>Mon</b>	Practice / Applications	*Due: Final Paper and Oral Presentations of Papers
<b>May 2</b>	Presentations of Papers (Last Day of Class)	*Final Self-evaluation