

**THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW n387R26	Instructor:	René Gaitan, LCSW-S
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Semester:	Summer 2022	Office:	3.124J
Meeting Time/Place:	Tue/Thu	Office Phone:	512-232-5871
	8:30am – 11:00am	Office Hours:	Thu, 11:30am – 12:30pm
	SSW 2.112		Other time by appointment

Spanish for Social Workers

I. STANDARDIZED COURSE DESCRIPTION

In preparation for field education and subsequent practice, this course builds on students' academic and/or native foundation in the Spanish language by providing specialized language education designed to increase cultural sensitivity with diverse Spanish speaking populations and their corresponding environments.

The focus is on development of skills for ethical and effective communication with client systems in a manner which addresses the complexities of cultural and individual identity, religious and spiritual beliefs, as well as differences related to age, economic class, geographic and national origin, gender, sexual orientation, and levels of disability.

An experiential component of this course involves the students in exploration of their own and other cultures in order to facilitate understanding, affirmation and respect for diversity.

Prerequisites

A minimum of two semesters of college level Spanish is preferred. Completion of an oral language assessment with the instructor is required before registering for the course.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course students will demonstrate:

1. Familiarity with the complexity of cultural and personal identities existing among and within Spanish-speaking populations and their corresponding language variations.
2. Skill in application of values and professional ethics as they relate to effective communication with a variety of client systems, including differences related to economic class, geographic and national origin, levels of ability, gender, sexual orientation, religious and spiritual differences, and age across the life span.
3. Skill in use of a systemic, strengths approach in data collection, assessment, intervention, and evaluation, with clients who have limited proficiency in English.
4. Application of communication skills in interviews that incorporate cultural nuances and empowerment goals for the promotion of social justice and human well-being among Spanish-speaking populations.

5. Familiarity and beginning skills in application of terminology specific to different fields of practice.

6. Skill in self-assessment and goal directed professional growth for cultural sensitivity in practice with Spanish-speaking client systems.

III. TEACHING METHODS

This class will be taught using a variety of methods with an emphasis on experiential learning: i.e. lecture and instruction, drills and practice, role play, guest speakers, cultural immersion activity, videos viewed in class, community-based activity, course assignments and readings. The assignments will provide the opportunity for "learning by doing." For success in this class you must be willing to participate, risk yourself, and attend class. You are encouraged to ask questions, give the instructor feedback, and meet with the instructor individually as needed.

This course is first and foremost a safe educational learning environment. Students will be encouraged and challenged to stretch their professional language skills. The Professor will ensure that the class humbly supports each other to be vulnerable as we grow together in building skill sets that will be of great value and service to Spanish speaking populations we will serve through our profession.

IV. REQUIRED TEXT AND MATERIALS

Reading material for this class will be a combination of online resources and scholarly articles that support the topics covered each week. Podcasts, videos, and agency websites will be assigned to supplement these discussions. All assigned readings and other course materials are available in the class Canvas page, which is organized into modules for each class session. Additional readings and materials may be assigned as we progress through the semester. These readings will also be available on-line in the course modules. If additional readings are assigned, the class will be notified the week before so that students will have adequate time to read it before class.

V. COURSE REQUIREMENTS

Pre/Post Class Self-Assessment Survey (25 Pre + 25 Post = 50 Points Total) - Students will be provided a Qualtrics survey link where they will answer questions to reflect on their comfort level in speaking professionally in Spanish, understanding of diverse Spanish cultures, and awareness of local resources. This survey will be provided at the beginning of the semester and once again at the end of the semester to illustrate where progress and growth have occurred.

Mucho Gusto PPT Slide (10 Points) – Students will upload a PPT slide used to introduce themselves to the rest of the class. Details on the content expected in PPT slide will be posted on CANVAS. Slides will be combined into one file and shared with the class as an introduction to one another and in preparation for dyad and group projects throughout the semester.

Spanish Language Voicemail Recording (10 Points) – Students will upload a Spanish Voicemail recording identifying themselves as a Social Worker at a made-up agency. Details on the content expected in voicemail will be posted on CANVAS.

Bilingual Staff Group Interview, Reflection and Presentation (100 Points) - Students assigned in groups will meet and interview a bilingual service provider in the community. Interviews will take no more than 1 hour of the provider’s time. Group members will ask a series of questions to help understand the provider’s work with the Spanish speaking community, challenges, and recommended resources. Each group member is individually responsible for compiling the responses in a 5-page maximum reflection paper. The group will collectively be tasked with presenting the results of the interview to the class. Reflections are individually graded, and group members will share scores on their presentations. A detailed assignment and grading rubric will be posted on CANVAS.

Translation & Role Play Assignment (50 Points) - Students will be partnered up in dyads to translate an assessment from English to Spanish. Students will then upload the translated assessment to CANVAS along with a brief recording of themselves administering the translated assessment in Spanish. Translation assignment will be a shared score and role play will be individually graded. A detailed assignment and grading rubric will be posted on CANVAS.

Participation (80 Points) - Lectures, readings, and assignments make up a portion of the learning experience. Experiential learning through class engagement and participation will make up a great portion of the learning experience. In order to achieve these learning objectives, it is important that students attend class on-time, are engaged, and present free of distraction (email, texting, etc.). Students are allowed one unexcused absence and will lose 5 points for each subsequent absence. Arriving to class after start time will result in a deduction of 2 points per incident. Extenuating circumstances involving documented medical emergencies may be considered on a case-to-case basis.

50 Points	Pre/Post Class Self-Assessment Survey
10 Points	Mucho Gusto PPT Slide
10 Points	Spanish Language Voicemail Recording
100 Points	Bilingual Staff Group Interview, Reflection and Presentation
50 Points	Translation & /Role Play Assignment
80 Points	Participation

300 Points Course Total

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-

VII. CLASS POLICIES

Class Attendance & Participation - Classes will begin promptly at the start time indicated. Students are allowed one unexcused absence and late arrival. Subsequent absences will result in a deduction of 5 points per incident. Incidents of tardiness will result in a deduction of 2 points per incident. Extenuating circumstances involving documented medical emergencies may be considered on a case-to-case basis. Students are responsible for checking CANVAS and reaching out to peers for any information and class notes missed.

Assigned Readings – Readings listed in the syllabus are to be read before class for the days they are assigned to help facilitate conversation about the topic listed. Any additional readings or direction around specific page numbers will be communicated no later than one week before reading assignment is due.

Assignment Deadlines and Late Submissions - Assignments are due no later than 11:59 PM on the assigned due date. Assignments submitted past the deadline will result in a deduction of 5 points per day. Assignments that are 3 days past due will require a meeting with the Professor before being accepted.

Writing Style - Certain assignments will require students to follow APA 7th Edition guidelines regarding professional writing (cover page, running head, in-paper references, bibliography). Students are encouraged to access UT resources through the University Writing Center to review papers: <http://uwc.utexas.edu/>.

Students can use Purdue University online resources to help guide APA formatting:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

CANVAS - All assignments, relevant instructions, grades and announcements will be posted through shared class CANVAS page. Students will be expected to maintain their UT provided emails in order to continue to receive timely communications regarding class or assignments.

Online Etiquette and Professionalism - All University Policies including but not limited to those regarding conduct, civility, and professional communication still remain in effect with regards to remote/online instruction courses. As a professional courtesy to fellow peers, students will be expected to focus in class and refrain from texting, browsing other sites, or answering emails while in class. All information shared in class is expected to be held in confidence. Out of respect for your peers and as part of class engagement, students are asked to remain on video for the duration of class. Student is responsible for communicating any need for an exception.

Course Modification - To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON ACADEMIC INTEGRITY. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The

University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
Week 1 - Getting to Know Each Other			
Thu June 2nd	<ul style="list-style-type: none"> • Class Intro, Building Activity, Overview • Syllabus • Group Dynamics 	<ul style="list-style-type: none"> • <i>Pre-Class Self-Assessment Survey</i> • Mucho Gusto PPT Slides Due 	<ul style="list-style-type: none"> • NONE

Week 2 - Context & Culture			
Tue June 7th	<ul style="list-style-type: none"> Latinx Populations World-Wide and in the U.S. Generational Divides & Bridges 	<ul style="list-style-type: none"> Spanish Voicemail Upload DUE <p><i>Dyad Groups To Be Assigned</i></p>	<ul style="list-style-type: none"> The Hispanic Population - Census Brief 2010 Immigrant Paradox
Thu June 9th	<ul style="list-style-type: none"> History of SW and Latinx Communities Latinx communities in the Macro, Mezzo, and Micro levels of SW 		<ul style="list-style-type: none"> Is SW Still Racist? Latino Critical Perspective in Social Work Service needs among Latino Immigrant Families
Week 3 - Religion, Sprituality, and Community			
Tue June 14th	<ul style="list-style-type: none"> Institutional Faith-Based Beliefs Non-Institutional Faith-Based Beliefs Professional & Personal Values 		<ul style="list-style-type: none"> The Shifting Religious Identity of Latinos in the U.S. (Choose Chap.) Religious/Spiritual Worldviews/Indigenous Healing Traditions
Thu June 16th	<ul style="list-style-type: none"> Dynamics of Spanish Communities and Organizations 	<p><i>Bilingual Staff Group Interview - Groups To Be Assigned</i></p>	<ul style="list-style-type: none"> Impact of COVID-19 on Latinos - SDOH ...How Nonprofit Boards Can Support
Week 4 - Introductory Spanish Social Work Terminology			
Tue June 21st	<ul style="list-style-type: none"> Professional Identity, Communication, and Collaborations 		<ul style="list-style-type: none"> WB-SPA Clinical Language & Resource Guide (<i>Roles, General Clinical Terms, Allied Services</i>)
Thu June 23rd	<ul style="list-style-type: none"> Professional Communication 	<ul style="list-style-type: none"> Translation & Role Play Assignment: Translated Assessment DUE 	<ul style="list-style-type: none"> WB-SPA Clinical Language & Resource Guide (<i>Emotions, Behavior, Cognition</i>)

Week 5 - Assessments in Spanish			
Tue June 28th	<ul style="list-style-type: none"> • BioPsychoSocial • Crisis • Mental Health 	<ul style="list-style-type: none"> • Translation & Role Play Assignment: Role Play Upload DUE 	<ul style="list-style-type: none"> • WB-SPA Clinical Language & Resource Guide (<i>Diagnosis, Trauma</i>) • Culturagram
Thu June 30th	<ul style="list-style-type: none"> • Administration Protocols & Fidelity • Cultural Adaptation 		<ul style="list-style-type: none"> • Examining the Impact of Differential Cultural Adaptation with Latina/o Immigrants Exposed to Adapted Parent Training Interventions
Week 6 - Interventions in Spanish			
Tue July 5th	<ul style="list-style-type: none"> • Individuals • Groups 		<ul style="list-style-type: none"> • WB-SPA Clinical Language & Resource Guide (<i>Identity</i>) • Cuento Group Work in Emerging Rural Latino Communities
Thu July 7th	<ul style="list-style-type: none"> • Couples • Families 	<ul style="list-style-type: none"> • Bilingual Staff Group Assignment-Reflection DUE 	<ul style="list-style-type: none"> • WB-SPA Clinical Language & Resource Guide (<i>Parenting, Social Functioning</i>) • Experiences of Latino Couples in Relationship Education • Enhancing Parenting Practices with Latino/a Immigrants
Week 7 - Evaluations			
Tue July 12th		<ul style="list-style-type: none"> • Bilingual Staff Group Assignment - Presentation Part I DUE 	<ul style="list-style-type: none"> • NONE
Thu July 14th		<ul style="list-style-type: none"> • Bilingual Staff Group Assignment - Presentation Part II DUE 	<ul style="list-style-type: none"> • NONE

Week 8 - Professional Use of Self			
Tue July 19th	Personal Self Reflection <ul style="list-style-type: none"> • Personality Traits • Belief Systems • Life Experiences • Cultural Heritage 		<ul style="list-style-type: none"> • NONE
Thu July 21st	Professional Self Reflection <ul style="list-style-type: none"> • Knowledge • Values • Skills 	<ul style="list-style-type: none"> • <i>Post-Class Self-Assessment Survey</i> 	<ul style="list-style-type: none"> • NONE
Week 9 - Professional Ethics & Lifelong Learning			
Tue July 26th	<ul style="list-style-type: none"> • Ethical Dilemmas in Practice 		<ul style="list-style-type: none"> • Social Work Code of Ethics
Thu July 28th	<ul style="list-style-type: none"> • Developing Spanish Speaking Mental Health Professions 		<ul style="list-style-type: none"> • Supporting the Development of Latino Bilingual Mental Health Professionals

X. BIBLIOGRAPHY

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