

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

Course Number:	SW n387R26	Instructor:	Anita Guajardo, LCSW-S
Unique Number:	88230	Pronouns:	She Her Ella
Semester:	Summer 2025	Office:	WWH 420.15
Meets:	Tue & Thu 8:30 – 11 am	Email:	anita.guajardo@austin.utexas.edu
Meeting Place:	GAR 2.128	Office Hours:	Wednesdays, 11 am – 12 pm or by appointment via Zoom

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.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will be able to 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

I've designed this course to be inclusive and respectful of the impact of diverse experiences and backgrounds on our classroom environment. I'll be using various pedagogical approaches, emphasizing experiential learning, critical compassion, and trauma-informed pedagogies that align with the values and principles of social work. I'll teach through various interactive methods, including audio-visual materials, lectures, readings, class discussions, guest speakers, self-reflection, writing, collegial consultation, small

group activities, and role-plays. I encourage you to engage with the course material at a level that feels appropriate to you, using critical thinking skills, creativity, and taking learning-centered risks.

As your instructor, I am committed to upholding social work values by promoting self-awareness, reflection, expression, and choice. I understand you come from unique experiences and backgrounds, and I value and respect this diversity. During class discussions, we will have the opportunity to explore personal values, beliefs, and life experiences. Maintaining confidentiality to engage with each other in a spirit of experiential, critical compassion is important. I can answer questions, provide feedback, and schedule individual meetings to support your learning and personal development.

I understand that some students may have a documented disability, whether physical or cognitive, and require academic accommodations to succeed in their studies. If you are in this situation, I encourage you to request an official letter outlining authorized accommodations as soon as possible. To obtain the necessary accommodation letters, you can contact Services for Students with Disabilities in the Office of the Dean of Students at 471-625 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing). Additionally, I strongly encourage you to speak directly with me, your instructor, about your accommodation needs as early on as possible so that I can best support you throughout your academic journey.

At all times, our goal is to provide the necessary accommodations and support to help you achieve your academic goals. Please do not hesitate to reach out if you have any questions or concerns.

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.

Additional readings, all updates, and in-depth course information will be provided in UT's course management system, CANVAS.

V. COURSE REQUIREMENTS

Detailed instructions for the course assignments listed below will be posted on Canvas and discussed in class. Please contact me during class or drop-in hours or via email at anita.guajardo@austin.utexas.edu with any assignment questions.

Trayectoria personal

Due: Wk 2 – June 10th

We begin this course by exploring who we are, where we come from, and what we bring with us. This assignment invites you to reflect on your personal, linguistic, and cultural identities, your lived experiences with Spanish, and your goals for this course. You'll be invited to share about your own positionality—what shapes how you move through the world—and what you hope to gain from your time here. This assignment is inspired by reflective practices of self-location and cultural humility, framed with care and cultural sensitivity to ground our work in respect and relationship.

Aventura práctica

Due: Wk 3 – June 17th (Rumbo Elegido)

Due: Wk 6 – July 8th (Entega final)

This assignment is your opportunity to personalize your learning and practice Spanish in a way that's meaningful to you. You'll choose a path that aligns with your current proficiency and professional interests. Options include translating a brief resource, creating a glossary of terms, completing a dyad role-play with a classmate, conducting and recording an interview with a Spanish-speaking social worker, or proposing your own creative task. First, you'll submit your selected "rumbo" (direction), and later, your completed task along with a brief reflection on what you learned.

Voces y Raíces: Presentación narrativa grupal

Due: Wk 8 – July 22nd & 24th

In small groups, you'll co-create a narrative presentation exploring a cultural memory, tradition, worldview, or resistance story within a Spanish-speaking community. You might explore an Indigenous practice, a healing ritual, a migration experience, a religious tradition, or a justice movement. You're encouraged to use storytelling, visuals, oral history, music, photos, or other formats that reflect cultural ways of sharing knowledge. This assignment centers the power of storytelling, memory, and lived experience as valid and vital forms of knowledge and reflects decolonizing practice.

Reflexión de cierre: En mis propias palabras

Due: Wk 9 - July 29th

This final reflection is your opportunity to look back at the path you've traveled in this course and to name what you're taking with you. You'll reflect on how your relationship to Spanish, your professional identity, and your cultural awareness have grown. You'll also consider how your presence, participation, and engagement with classmates, course content, and guest speakers shaped your experience and embodied integrity with social work values. In your own words, you'll share what stood out, what shifted, and how you showed up throughout the course. Finally, you'll propose a final course grade as part of our collaborative grading model, grounded in your self-assessment and the values of mutual accountability, voice, and reflection. You may submit this reflection in writing or as a recording.

Course Assignment	Due Date
Trayectoria personal	6/10
Aventura practica	6/17 & 7/8
Voces y raices: presentacion narrativa grupal	7/22 & 7/24
Reflexion de cierre: En mis propias palabras	7/29

VI. CLASS POLICIES

DIVERSITY, EQUITY & INCLUSION. Consistent with social work values, I am committed to creating a classroom atmosphere that promotes and acknowledges diversity, equity, and inclusion. In social work, we have a responsibility to acknowledge and respect the multitude of factors that shape and impact every person, including age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Therefore, diverse perspectives are necessary for strengthening competency and professional growth, and all students deserve equal access to learning opportunities and a sense of belonging in their learning environments.

MAINTAINING CONFIDENTIALITY. Sharing stories is a valuable aspect of our learning journey, whether they come from professional or personal experiences. This diversity enriches our classroom and creates a safe and respectful environment. Please respect the confidentiality of these shared stories, as it allows for a comfortable and trustworthy space. Be mindful and do not disclose any identifying details about your peers' stories. Respecting confidentiality is crucial in establishing an environment of trust, empathy, and personal growth. It is through these collective experiences that we can enhance our comprehension and evolve as social work professionals. As an instructor, however, I am responsible for reporting any concerns related to Title IX, which prohibits discrimination based on sex, including sexual harassment and assault. If any potential Title IX concerns arise, I am obligated to take appropriate action to ensure the well-being of our community members. If you have any inquiries or apprehensions regarding confidentiality or the Title IX reporting procedure, feel free to reach out to me.

PROFESSIONAL ACCOUNTABILITY & CONDUCT IN CLASS. Mutual respect is key to creating an inclusive environment where we can openly share our thoughts and embrace different perspectives. Treating each other with kindness, empathy, and respect creates a safe space for all to participate. As future social work professionals, practicing respect is integral to our academic and professional growth. I encourage constructive discussions, active listening, and approaching disagreements with an open mind. Embracing mutual respect enhances our ability to collaborate, advocate for social justice, and promote inclusivity. I ask that you refrain from disrespectful or discriminatory language, engage respectfully, and value diverse perspectives. Differences in opinion offer opportunities for growth and learning. Let's engage in thoughtful dialogue that promotes a respectful and inclusive learning environment. Together, we will practice creating nurturing, respectful, understanding, and collaborative communities.

PARTICIPATION & ATTENDANCE. Full attendance and active participation are ideal for a comprehensive learning experience. Classroom exercises, discussions, role-plays, guest speakers, and other class experiential exercises are essential for professional learning and self-awareness development. I realize that extenuating circumstances arise and that everyone is juggling several responsibilities. If you cannot attend a class, please email me with as much notice as possible. Please message me if it is a last-minute absence, so I don't worry. If circumstances make you miss more than three classes, you may be overextended, so contact me. If you must miss a class, please contact a peer to review what you missed. In addition, you can always schedule a meeting with me to discuss missed content in more detail.

CRISIS PREPAREDNESS. I acknowledge that you may be navigating ongoing or new individual challenges, difficulties, grief, or trauma during our semester together. I also acknowledge that our ability to focus on course content, activities, and assessments collectively may change depending on existing or new stressors outside of our control, including those that may occur on individual, campus-wide, state-

wide, nation-wide, or global scales. With this care-centered approach to course design and facilitation in mind, I commit to the following guidelines so that you may anticipate how I will adjust our course expectations during an unexpected tragedy, natural disaster, or destabilizing event.

I will always prioritize your safety, wellness, and access to community and campus resources. I will frequently share a list of free emergency resources available to you as a currently enrolled UT student. I encourage you to review these resources so that you will have a foundational knowledge of these services before the moment when you may need them.

I commit to initiating and maintaining regular, transparent communication with you and will update you about any changes I make to our course's modality, attendance policies, or syllabus. In the event that you have not heard from me because I cannot contact you, trust that I will always err on the side of flexibility and empathy. I will adjust our course requirements to accommodate our unexpected loss of time together. Please prioritize your health and wellness during a crisis and trust that we will reconvene in the future as soon as we can safely do so using whatever modality/modalities best suit(s) our new situation.

Please note that I can best support you when you directly communicate with me about your shifting needs. You are not required to self-disclose anything to reach out to ask me for an extension or additional support. I believe you are taking this course to work towards your own personal and professional goals. You do not need to justify or explain the reasons for your evolving learning needs. I will support you in working towards your goals and our course's learning objectives in all ways that I am able. Thank you in advance for communicating with me as clearly and promptly as circumstances permit so that we can adjust your learning plan effectively together. If there is something you feel you must share with me to prioritize your wellness or communicate how I can best support your learning, we can find a time to meet outside of class during drop-in hours or at another mutually agreed upon time. Please note that I am legally required to report any Title VII or Title IX violations that you disclose to me.

TIME MANAGEMENT. The course syllabus and Canvas have strategically placed due dates to ensure you stay on track throughout the semester. Submitting your assignments consistently allows you to receive feedback and make any necessary changes. The assignment due dates are intentionally set to enable you to incorporate course material into your work as the course progresses. This also allows me to provide feedback at a pace that promotes a collaborative learning experience. Late assignments will not result in penalties, but if you need more time to complete a task, please email me beforehand with a specific submission date. This process offers the flexibility to complete all work within a timeframe that suits your schedule while recognizing the importance of prompt feedback. If any issues arise with submissions, I may request a meeting with you to address any barriers affecting timely completion.

ASSIGNMENTS & CONCERNS. In this course, you have the freedom to choose how you submit a few of your assignments. Whether you submit in written, video, audio, slideshow format, or some other creative approach, the content and presentation quality benchmarks remain constant. Treat each assignment as an opportunity to create a professional portfolio that showcases your skills and knowledge to potential employers. Regardless of your format, citing your sources and references in a bibliography is crucial to ensure compliance with university plagiarism policies. By presenting your work thoughtfully and upholding academic integrity, you satisfy the course requirements and cultivate vital skills for your future as a clinician. Please contact me for assistance if you have any questions or require clarification on

assignment submissions. Remember, your assignments reflect your capabilities and potential. Take pride in presenting your knowledge and ideas in a way that demonstrates your commitment to excellence.

STUDENT FEEDBACK. Throughout the course, you will be asked to give feedback on your learning experience and my teaching methods in both informal and formal ways. It's crucial for me to understand your thoughts on what's happening in class, so that I and your classmates can build a dynamic and effective learning environment. You're welcome to share your feedback during class and office hours.

WAYS TO CONNECT. To ensure that our discussions are convenient for everyone, we will primarily use Canvas for communicating outside of class time, with email as a secondary option. Both are effective ways to reach out though. Incorporating self-sustainability, demonstrating sustainable actions, and establishing clear boundaries is crucial for effective and genuine teaching. I make an effort to answer emails and messages within 48-72 hours, but there may be instances when I am unable to respond right away (like on the weekend). I am grateful for your understanding, patience, and willingness to collaborate in case this happens. Occasionally, questions about assignments arise that need clarification, so I kindly request that you raise any concerns or inquiries about the course or assignments during class. However, if you require additional support or want to discuss something privately, I am available during office hours or can arrange a Zoom meeting. Please reach out with as much prior notice as possible to ensure we have adequate time to address your concerns effectively.

VII. UNIVERSITY POLICIES

Grading Scale

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
				<i>*minimum to pass course</i>		Below 60.0	F

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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.

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.

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>.

Steve Hicks School of Social Work Policies

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.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation Statement. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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.

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

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/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

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.

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.

VIII. COURSE SCHEDULE

This schedule is intended only as a guide and is subject to change. Required and recommended weekly readings and other preparatory material will be posted on Canvas.

W K	Dat e	Topic(s)	Prep Materi al	Assignment Due
Módulo 1: Raíces y Relaciónes				
1	Thu 6/5	Welcome & Self-Location <i>Iniciamos el camino: identidad, idioma e intención</i>	Refer to Canvas	
2	Tue 6/10	Formality & Relational Language <i>¿Tú o usted? El tono importa</i>	Refer to Canvas	Trayectoria personal
2	Thu 6/12	Inclusive & Trauma-Informed Language <i>Lenguaje inclusivo y consciente</i>	Refer to Canvas	
Módulo 2: La presencia profesional y el marco del trabajo social				
3	Tue 6/17	Social Work Frameworks <i>Traduciendo marcos y teorías del trabajo social</i>	Refer to Canvas	Aventura práctica Part 1: Rumbo elegido (“Path Chosen”)
3	Thu 6/19	Juneteenth Holiday – No Class		
4	Tue 6/24	Rapport & Empathy <i>Construyendo confianza y conexión</i>	Refer to Canvas	
4	Thu 6/26	Assessment Tools <i>Herramientas para comprender: genograma, ecomapa y culturegrama</i>	Refer to Canvas	

5	Tue 7/1	Accompaniment <i>Acompañamiento en la práctica social</i>	Refer to Canvas .	
Módulo 3: Emociones, cuerpo y cuidado				
5	Thu 7/3	Emotional Literacy <i>Nombrar lo que se siente: emociones y cuerpo</i>	Refer to Canvas .	
6	Tue 7/8	Psychoeducation <i>Hablar del estrés y el autocuidado</i>	Refer to Canvas .	Aventura práctica Part 2: Entrega final ("Final Submission")
6	Thu 7/10	Health Systems <i>Acceso al cuidado: vocabulario de salud</i>	Refer to Canvas .	
Módulo 4: Navegando crisis, derechos y sistemas				
7	Tue 7/15	Crisis Support <i>Apoyo en momentos de crisis</i>	Refer to Canvas .	
7	Thu 7/17	Immigration & Rights <i>Migración, documentación y derechos</i>	Refer to Canvas .	
Módulo 5: Conexión, cultura y cierre				
8	Tue 7/22	Storytelling Showcase – Part I <i>Voces y raíces: presentación narrativa grupal</i>	Refer to Canvas .	Voces y Raíces: Presentación narrativa grupal
8	Thu 7/24	Storytelling Showcase – Part II <i>Voces y raíces: presentación narrativa grupal</i>	Refer to Canvas .	Voces y Raíces: Presentación narrativa grupal
9	Tue 7/29	Fiesta de cierre Cultural celebration (music, food, games), course reflection & affirmations	Refer to Canvas .	Reflexion de cierre: En mis propias palabras

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