COURSE TITLE/SECTION: SOCW 7397 Trabajo Social Comunitario:
                              Practice in Latino Communities

TIME: Monday   1:30-4:30
FACULTY: Steven Applewhite, Ph.D   **OFFICE HOURS**:   TWTh 1-3
E-mail: sapplewhite@uh.edu   Phone: 713.743.8099

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I. Course

A. Catalog Description

This course focuses on knowledge and skills essential for initiating community and organizational change, and the alternative frameworks for practice in nontraditional urban Latino settings.

II.   Course Objectives

Upon completion of this course, students will be able to demonstrate the following competencies:

1. To demonstrate an understanding of the theoretical foundation, principles, and assumptions underlying social work practice in urban, ethnic, nontraditional Latino settings.

2. To define the concept of community and community practice from a Latino perspective at the grassroots, planning, organizational and policy making levels.

3.   To understand the nature and characteristics of ethnic social service agencies and the relevance of culturally and linguistically appropriate services in meeting the needs of Latino consumers.

4. To define the role and function of natural support systems, indigenous resources and helpers, and accompanying patterns of help-seeking behaviors in Latino communities.

5.   To describe alternative frameworks of community assessment and community-oriented interventions utilizing principles of multiculturalism and culturally competent practice.

6. To develop an understanding of the process of identifying, mapping, and mobilizing community and cultural assets.

7. To develop skills in engagement and relationship building, capacity enhancement, and collaboration in Latino settings.

8. To examine assessment tool for determining cultural competency at the organizational, community and policy-making levels.

III. Course Structure

This class will utilize several methods of instruction including class lectures, field visits, small group dialogue, practice exercises, media presentations, and guest lectures. Class participation is an essential component of the course and special attention is given to discussion and integration of readings relevant to community practice.

Because this course is experiential, there will be several field trips to the community as a class. In addition, students should plan on one additional visit to the community to conduct a field interview separate from the class.

IV. Textbooks

Required:

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

Delgado, Melvin. (1999). Social work practice in nontraditional urban settings. New York: Oxford.

Zwick,M. & Zwick, L. (2010). Mercy without borders. New York: Paulist Press.

Selected journal articles and books chapters are part of the required readings and can be retrieved thought the University of Houston Library Databases.

Supplementary:

Freire, P. (2003). Pedagogy of the oppressed. New York: Continuum Books.

Recommended:

Brown, M. J. (2006). Building powerful community organizations. Arlington, MA: Long Haul Press.

Grobman, G.M. (2007). An introduction to the nonprofit sector (2nd ed). Harrisburg, PA: White Hat Communications.

Hardcastle, D.A., Powers, P.R. & Wenocur, S., (2004). Community practice: theories and skills for social workers (2nd). New York: Oxford University Press.

Healy, L.M. (2008)(2nd ed.) International social work (2nd ed.). New York: Oxford.

Kirst-Ashman, K.K. (2008). Human behavior, communities, organizations, and groups in the macro social environment (2nd ed.) Belmont, CA: Thomson /BrooksCole.

Netting, F.E., Kettner, P.M. & McMurty, S.L. (2008). Social work macro practice (4th edition). New York: Allyn and Bacon.

Rothman, J., Erlich, J.L., & Tropman, J.E. (2008). Strategies of community Intervention (7th ed).. Peosta, Iowa: Eddie Bowers Publishing Co.

VI   Course Requirements

A. Seminar Circle   5%
Reading assignments in the syllabus will be discussed each week in seminar format. Please read and come prepared to contribute to class discussion.

B. Community Mapping   15%
Students will learn basic skill and principles of community mapping using Geographic Information Systems. As a class we will focus on 2-3 social indicators related to health or other major category (e.g housing, crime) in a Latino community. Each student will then map one segment of the community and develop a two page summary. Additional information will be provided on this assignment.

C. Community Field Visits & Paper   40%
A major component of this course is field work in the Latino community. The class will go to four community agencies/settings to meet with directors, administrators, service providers, political representatives, and other recognized leaders. These are required field visit that intended to introduce you to the complex network of formal and informal, support systems, and enhance your knowledge, skills, awareness and sensitivity about Latino community issues and cultural assets.

Following each visit, you are asked to write a two page professional perspectives paper integrating key concepts, themes, and terms from any of the required readings, related to field visit. Several questions will be provided to stimulate critical thinking and analysis. Papers should be typed, double spaced in Arial 12 Font with one inch margins, with proper citations.

D. Qualitative Interview   40%
Each student will conduct one in-depth interview with a community leader or practitioner to explore issues and concerns affecting the Latino community, and strategies to address these issues. This is a conversational type semi structured (focused) interview averaging about 45 minutes. A participant consent form will be developed in class to be used prior to the actual interview. Interviews should be tape recorded with participant consent and transcribed. Data from all the interviews will be compiled into one dataset for the class to analyze, and to enable each student to develop his/her own Cultural Concept Map.

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VII. Evaluation and Grading

Seminar Circle   10%
Community Mapping   10%
Field Visits & Paper   40%
Qualitative Analysis   40%

The following standard grading scale has been adopted for all courses taught in the college. Please use this scale to assign final course letter grades.

A = 96-100% of the points	C+ = 76-79.9%
A- = 92-95.9%	C = 72-75.9%
B+= 88-91.9%	C- = 68-71.9%
B = 84-87.9%	D = 64-67.9%
B- = 80-83.9%	F = Below 64%

VIII. Policy on grades of I (Incomplete):
In circumstances where students are not able to complete the course requirements, a grade of Incomplete will be entered consistent with the college and University policy guidelines.

IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you <u>must</u> set the quote in quotation marks <u>or</u> use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must <u>clearly</u> indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using <u>any</u> other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

IX. Course Schedule and Reading Assignments

A class schedule with assigned readings, activities, field visit and due dates is provided. Please note that changes in the schedule to accommodate class needs, and/or opportunities in the community warrant scheduling changes.

X. Bibliography

Articles

Applewhite, S. (1995). Curanderismo: Demystifying the health beliefs and practices of elderly Mexican Americans. Health and Social Work, 20(4), 241-320.

Arizmendi, L.G. & Ortiz, L. (2004). Neighborhood and community organizing in *colonias*: A case study in the development and use of *promotoras*. Journal of Community Practice, 12(1/2), 23-35.

Braden, S. & Mayo, M. (1999). Culture, community development and representation. Community Development Journal, 34(3), 191-204.

Carroll, J & Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead. Journal of Community Practice, 8(1), 21-36.

Blackburn, J. (2000, January). Understanding Paulo Freire: Reflections on the origins, concepts, and possible pitfalls of his educational approach. Community Development Journal, 35(1), 3-15.

Chaskin, R.J., Brown, P., Venkatesh, S. & Vidal, A. (2009). Building community capacity. New Brunswick: Aldine Transaction.

Checkoway, B. (2007). Community change for a diverse democracy. Community Development Journal, 44(1), 5-21.

Checkoway, B. (1997). Core concepts for community change. Journal of Community Practice, 4(1), 11-29.

Checkoway, B. (1995). Six strategies of community change. Community Development Journal, 30(1), 2-20.

Daley, J.M. & Wong, P.W. (1994). Community development with emerging ethnic communities. Journal of Community Practice, 1(1), 9-24.

Dobie, D. & Richards-Schuster, K. (2008). Building solidarity through difference: A practice model for critical multicultural organizing. Journal of Community Practice, 16(3), 317-337.

Donelson, A. (2004, October). The role of NGO's and NGO networks in meeting the needs of US *colonias.* 39(4), 332-344.

Fellin, P. (1998). Development of capital in poor, inner–city neighborhoods. Journal of Community Practice, 5(3), 87-

Finn, J.L. (2005). La Victoria: Claiming memory, history, and justice in a Santiago *poblacion*. Journal of Community Practice, 13(3), 9-31.

Gutierrez, L., Alvarez, A., Nemon, H. & Lewis, E. (1996). Multicultural community organizing: A strategy for change. Social Work, 41(5), 501-508.

Hardina, D. (2003). Linking citizen participation to empowerment practice: A historical overview. Journal of Community Practice, 11(4), 11-38.

Holley, L. C. (2003). Emerging ethnic agencies: Building capacity to build community. Journal of Community Practice, 11(4), 39-57.

Hyde, C.A. (2003). Multicultural organizational development in nonprofit human service agencies: Views from the field. Journal of Community Development, 11(1), 39-59.

Midgley, J. & Livermore, M. (1998). Social capital and local economic development implications for community social work practice. Journal of community Practice, 5(1), 29-40.

Narayan, L. (2000). Freire and Gandhi. International Social Work, 43(2), 193-203.

O'Neal G.S. & O'Neal, R.A. (2003). Community development in the USA: An empowerment zone example. Community Development Journal, 38(2), 120-129.

Padilla, Y.C., Lein, L. & Cruz, M. (1999). Community-based research in policy planning: A case study – Addressing poverty in the Texas-Mexico border. Journal of Community Practice, 6(3), 1-22.

Rothman, J. (2007). Multi modes of intervention at the macro level. Journal of Community Practice, 15(4), 11-40.

Chapters

Applewhite, S.R., Garcia Biggs, M.J., and Herrerea, A.P. (2009). Health and mental health perspectives on elderly Latinos in the United States. In F. Villaruel, G. Carlo, et.al., Handbook of U.S. Latino Psychology (235-249) Los Angeles, CA: SAGE.

Chaskin, R. J. (2001). Perspectives on neighborhood and community: A review of the literature. In J.E. Tropman, J.L. Erlich, & J. Rothman, Tactics and techniques of community intervention (pp 34-55). Itasca, IL: F.E. Peacock Publishers.

Cordova, C. (1998). Living in the U.S.A.: Central American immigrant communities in the United States. In F. G. Rivera, and J.L. Erlich, Community organizing in a diverse society (pp 180-200). Boston: Allyn and Bacon.

Delgado, M. (2007). Best practices with Latinos. In M. Delgado, Social work with Latinos: A cultural assets paradigm (pp 100-125) New York: Oxford.

Delgado, M. (2007). Latino cultural values and beliefs. In M. Delgado, Social work with Latinos: A cultural assets paradigm (pp 141-125) New York: Oxford.

Delgado, M. (2007). A cultural assets paradigm: A conceptual foundation. In M. Delgado, Social work with Latinos: A cultural assets paradigm (pp 167-187) New York: Oxford.

Delgado, M,, Jones, K. & Rohani, M.(2005). Ch 1: Demographic profile and trends.Ch 2: Overview of services. Ch 3: Challenges faced by newcomer youth. In Delgado, M,, Jones, K. & Rohani, M.(2005). Social Work practice with refugee and immigrant youth in the United States (pp 9-50).. Boston: Pearson/Allyn and Bacon.

Iglehart, A.P. & Becerra, R., M. (1995). Ethnic services: Precedents, perspectives, and parameters. In A.P. Iglehart & R. M Becerra, Social servcies and the ethnic community (pp 149-203). Boston: Allyn and Bacon.

Montiel, M & Ortega Y Gasca, F. (1998). Chicanos, community and change, In F. G. Rivera, and J.L. Erlich, Community organizing in a diverse society (pp 43-61). Boston: Allyn and Bacon.

Organista, K. C. (2007). The Americanization of Latinos. In K. C. Organista, Solving Latino psychosocial and health problem (pp 3-38). Hoboken, NJ: John Wiley & Sons.

Organista, K. C. (2007). A new practice model for working with Latinos. The Americanization of Latinos. In K. C. Organista. Solving Latino Psychosocial and Health Problems (pp 119-138). Hoboken, NJ: John Wiley & Sons.

Rodriguez, N. P. (1993). Economic restructuring and Latino growth in Houston. In J. Moore, & R. Pinderhughes (eds.), In the barrio: Latinos and the underclass debate. New York: Russell sage Foundation.

Rivera, F. G. & Erlich, J.L. (2001). An option assessment framework for organizing in emerging minority communities. In J.E. Tropman, J.L. Erlich & J. Rothman, Tactics and techniques of community intervention (pp169-177). Itasca, IL: F.E. Peacock Publishers.

Rivera, F. G. & Erlich, J.L. (2001). An option assessment framework for organizing in emerging minority communitiries. In. J.E. Tropman, J.L. Erlich & J. Rothman, Tactics and techniques of community intervention (pp 161-177). Itasca, IL: F.E. Peacock Publishers.

Rivera, F. G. & Erlich, J.L. (2001). Organizing with people of color: A perspective. In J.E. Tropman, J.L. Erlich & J. Rothman, Tactics and techniques of community intervention (pp 254-269). Itasca, IL: F.E. Peacock Publishers.

Hispanics Population in the United States (n.d). Retrieved January 17,2011.

http://www.census.gov/population/www/socdemo/hispanic/hispanic_pop_presentation.html

Stone, L. C. and Balderrama, C. H. (2008). Health inequalities among Latinos: What do we know and what can we do? *Health and Social Work, 33*(1), 3-7.

Books

Noriega, Chon (2000). *Shot in America: Television, the State, and the Rise of Chicano Cinema*.Minneapolis, MN: University of Minnesota Press.

Organista, Kurt C. (2007). *Solving Latino Psychosocial and Health Problems: Theory,Practice, and Population*. New Jersey: John Wiley & Sons.

Telles, Edward E. & Ortiz, Vilma. (2008). Generations of Exclusion: Mexican

Americans, Assimilation, and Race. New York: Russell Sage Foundation.

Journals
Administration in Social Work
Community Development Journal
Global Social Work Policy
International Social Work
Journal of Social Work
Journal of Community Practice
Journal of Social Work Research and Evaluation
Social Work
Qualitative Social Work

Websites
Center for Disease Control and Prevention (CDC): http://www.cdc.gov/
Congressional Hispanic Caucus Institute (CHCI): http://www.chci.org/
Houston Arts Alliance http://www.cachh.org/
Latino Public Broadcasting http://www.lpbp.org
Latinoteca: The World of Latino Culture and Arts: http://www.latinoteca.com/
League of United Latin American Citizens (LULAC):
http://www.lulac.org/index.html

XI. Americans with Disabilities Statement
Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

XII Course Schedule and Reading Assignments

Date	Topic	Readings	Assignments/Evaluation
1/24	Course Overview: Community Change; Profile of Hispanics in U.S.	Braden, S. & Mayo, M. (1999). Culture, community development and representation. Community Development Journal, 34(3), 191-204. Checkoway, B. (2007). Community change for a diverse democracy. Community Development Journal, 44(1), 5-18. Fellin, P. (1998). Development of capital in poor, inner-city neighborhoods. Journal of Community Practice, 5(3), 87-96 Hispanics Population in the United States (n.d). Retrieved January 17,2011. http://www.census.gov/population/	Ethics Exercise

		www/socdemo/hispanic/ hispanic_pop_presentation.h tml NASW Code of Ethics	
1/31	Cultural Context for Practice	Delgado, (1999) Ch 1-5 Delgado (2007*)*.Ch 6 Arizmendi, L.G. & Ortiz, L. (2004). Neighborhood and community organizing in *colonias*: A case study in the development and use of *promotoras*. Journal of Community Practice, 12(1/2), 23-35 Donelson, A. (2004). The role of NGO's and NGO networks in meeting the needs of US *colonias.* Community Development Journal, 39(4), 332-344.	Video: Promotoras/ America Bracho
2/7	Best Practice Frameworks/Asset Mapping	Delgado, (2007). Ch 6-8 Delgado, (1999), Ch 7 SRDC Publication: Mapping the Assets of your Community Midgley, J. and Livemore, M. (1998). Social capital and local economic development: Implications for community social work practice.	Film
		FIELD VISIT 1	Paper due 2/14

2/14	Research and Technology	Cope , M & Elwood, S. (2009) Qualitative GIS: A mixed methods approach. Los Angeles: SAGE Steinberg, S.J. & Steinberg, S. L. GIS: Geographic information systems for the social sciences. Los Angeles: SAGE Fawcett, S.B. , et. al (2008). Using internet technology for capacity development in communities: The case for the community tool box. In J.Rothman, J.L. Erlich & Tropman (Eds.), Strategies of community development (7th ed). Dubuque,IA: Eddie Bowers Publishing	Speaker and demonstration
2/21	Immigration	Zwick & Zwick. Mercy without Borders. Lewis, H. (2009). From Mexico to Iowa: New immigrant farmers' pathways and potentials. Community Development, 40, 139-153. Delgado, Jones, & Rohani, (2005). Ch 3,4.	Video
2/28	Ethnic Agencies, Service Delivery and Social Capital	Delgado (2007). Ch 5 Dominguez. S. and Arford, T. (2010). It is all about who you know: Social capital and health in low income communities. Health Sociology Review. 19(1),114-1129. Donelson, A. (2004, October). The role of NGO's and NGO networks in meeting the needs of US *colonias.* Journal of Community Development. 39(4), 332-344. Holley, L. C. (2003). Emerging ethnic agencies: Building capacity to build community. Journal of	Guest Speaker

		Community Practice, 11(4), 39-57. Hyde, C.A. (2003). Multicultural organizational development in nonprofit human service agencies: Views from the field. Journal of Community Development, 11(1), 39-59.	
3/7		FIELD VISIT 2	Due 3/21
3/14	SPRING BREAK	SPRING BREAK	SPRING BREAK
3/21	Conducting Qualitative Research	Miller, W. L. & Crabtre, B. F. (2004).. Depth interviewing. In S.N, Hesse-Biber and P. Leavy (eds.) Benjamin F. Crabtree and William Miller (eds), Approaches to qualitative research, pp 185-202. New York: Oxford University Press. Krueger, L.W. and Neuman, W.L. (2006). Analysis of qualitative data. In L.W. Krueger and W.L. Lawrence, Social work reserch methods: qualitative and quanitative applications, 433-459. Boston: Allyn and Bacon	Data Analysis Demonstration and Exercise
3/28		FIELD VISIT 3	
4/4	Popular Education and Community Empowerment	Carroll, J & Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead. Journal of Community Practice, 8(1), 21-36. Blackburn, J. (2000, January). Understanding Paulo Freire: Reflections on the origins, concepts, and possible pitfalls of his educational approach. Community Development Journal, 35(1), 3-15. Narayan, L. (2000). Freire and Gandhi. International	Video: Ernesto Cortez

		Social Work, 43(2), 193-203.	
4/11	Initiating Community Change	Checkoway, B. (2007). Community change for a diverse democracy. Community Development Journal, 44(1), 5-21. Checkoway, B. (1997). Core concepts for community change. Journal of Community Practice, 4(1), 11-29. Checkoway, B. (1995). Six strategies of community change. Community Development Journal, 30(1), 2-20.	
4/18		FIELD VISIT 4	Paper Due 4/25
4/25	Virtual Reality Applications in Social Work	Josman, N.; Somer, E.; Reisberg, A.; Weiss, P. L.; Garcia-Palacios, A.; Hoffman, H. (April 2006). BusWorld: Designing a Virtual Environment for Post-Traumatic Stress Disorder in Israel: A Protocol. CyberPsychology & Behavior, 9(2), p241-244. Traylor, Amy C. ,Bordnick, Patrick S., and. Carter, PhD,2 Brian L . (2008). Assessing Craving in Young Adult Smokers Using Virtual Reality. The American Journal of Addiction Psychiatry, 17, 436-440.	Guest Speaker and Virtual Reality Demonstration
5/2	Concept Mapping	Riddings, J.W. et.al. (2008). Using concept mapping to promote community development: The African American initiative at Roseland. Journal of Community Development. 16(1), 39-62. Supplemental Readings to be added.	Class Assignment on concept mapping
5/2	Concept Mapping	Review and Evaluation	