

**EDUCATION ABROAD
COLLEGE OF SOCIAL WORK
UNIVERSITY OF KENTUCKY
SOCIAL WORK 580 – SPECIAL TOPICS: TRANSCULTURAL
COMMUNICATIONS FOR PROFESSIONAL PRACTICE**

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Course Created by:
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COURSE DESCRIPTION: This is a three (3) credit hour “education abroad” course that is one of four required courses for the proposed graduate certificate, “Professional Practice U.S. Latino Populations.” The course will present practical Spanish language instruction that is specific to the language skills that students’ will need for competence in the disciplines of professional social and psychological service provision. The course is offered in Mexico during six weeks of the summer term. The course offers an opportunity to learn Spanish in both the classroom and the community as part of a complete cultural/Spanish immersion experience. *Students enrolled in this course must possess an intermediate level of Spanish proficiency in verbal, listening, writing and reading skills.* Students will learn Spanish that is necessary for the assessment of how problems and needs are culturally shaped and expressed through verbal and non-verbal language. Additional learning includes the development of communication skills needed for professional relationships, interviewing, conducting a psychosocial or family assessment, and the provision of counseling and therapeutic services to individuals, families and groups. Students typically take this course in conjunction with another course in which students do a mini-internship. This internship is shared with this course in as much as many of the course assignments are carried out within or are related to the internship activities.

COURSE REQUIREMENTS: This course is open to students in undergraduate (jr/sr) and graduate programs in social work, psychology, education/counseling psychology, family studies, and other related disciplines. Students must have an *intermediate* level of Spanish language abilities (verbal, listening, writing, reading). This can be met by: 1) Documentation of a completed Major concentration in Spanish; 2) Pass a written and oral exam at the level of a completed Minor concentration in Spanish; 3) Native speaker.

Place in Curriculum: As a single Spanish course, it is not intended by itself to elevate students to an advanced level of Spanish language capabilities, but instead is viewed as one element in a larger developmental process of preparing students for culturally competent practice with the U.S. Latino populations. The purpose of the course is to augment already existing Spanish language skills by directing language growth in

specific areas of human service delivery. This course is nestled within a group of related courses within the proposed graduate certificate curriculum and is intended to lay a foundation for innumerable hours of supervised practical experiences that are essential to produce practitioners who are culturally competent with the populations of Latinos residing in the U.S.

COURSE OBJECTIVES:

1. The development and enhancement of Spanish vocabulary for the delivery of social and psychological services to Latino populations in the US.
2. The development of written and verbal proficiency in the use of Spanish vocabulary for social and psychological services.
3. Enhancement of Spanish language skills – reading, writing, verbal/non-verbal, and listening comprehension.
4. The comprehension of cultural issues expressed through Spanish language in regard to how needs are defined and presented.
5. To learn basic conversational skills necessary for relationship building.
6. How to advance the use of Spanish language and cultural knowledge to develop professional relationships with clients.
7. Learn how to use professional relationships as the basis for the development and enhancement of assessment skills.
8. Learning how to conduct professional interviews to assess client needs.
9. Learn how to use interviewing skills to assess child abuse and to conduct psychosocial and family assessments.
10. Learn to improve Spanish language writing and documentation skills.
11. Learn to promote verbal expression and language comprehension through group presentations.
12. Introduction to the use of language expressions such as “dichos” in the provision of counseling and therapeutic services.

Requirements and Grading

<u>Requirement</u>	<u>Proportion of Final Grade</u>
1. Participation	20%
2. Vocabulary lists/presentations	10% each (2 at 5% each)
3. Writing assignment	10%
4. Oral case presentation	10%
5. Written psychosocial assessment report	50%
 TOTAL	 100

Grade Distributions

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

COURSE OUTLINE:

WEEK ONE

Class 1.

Introductions and syllabus presentation. 1.5hrs

*Class 2. **Reading:*** Green, J.W. (1999). *Cultural Awareness in the Human Services* (3rd ed.). Chapter 8: Latino cultures and their continuity, pp. 253-285. Boston: Allyn & Bacon. Additional cultural learning materials.

Discussion: Cultural materials 1.5hrs

*Class 3. **Reading:*** Niemann, Y.F., Romero, A.J., Arredondo, J., & Rodriguez, B. (1999). What does it mean to be “Mexican”? Social construction of an ethnic identity. *Hispanic Journal of Behavioral Sciences*, 21(1), 47-60.

Discussion: U.S. & Mexican interpersonal comparisons. 1.5hrs

WEEK TWO

*Class 4. **Reading:*** Paniagua, F. A. (2005). *Assessing and treating culturally diverse clients: A practical guide. Third Edition.* (Chapter 4: Guidelines for the assessment and treatment of Hispanic clients, pp. 48-60). Thousand Oaks, CA, USA: Sage.

Garcia, B. & Zuniga, M.E. (). (Chapter 11: Cultural competence with Latino Americans, pp. 299-308).

Discussion & Live Supervision: Incorporating cultural values into interpersonal relations. 1.5hrs

*Class 5. **Reading:*** Abreu, J. M. (2000). Counseling expectations among Mexican American college students: The role of counselor ethnicity. *Journal of Multicultural Counseling and Development*, 28, 130-143.

Discussion: Expectations of professional vs. personal relationships among Mexicans and Mexican-Americans.

Live Supervision: Culturally-responsive professionalism. 1.5hrs

*Class 6. **Reading:*** Triandis, H.C. (1984). Simpatia as a cultural script for Hispanics. *Journal of Personality and Social Psychology*, 47(6), 1363-1375.

Discussion & Live Supervision: Conversational scripts. 3hrs

WEEK THREE

*Class 7. **Reading:*** Savaiano, E. & Winget, L.W. (1995). *2001 Spanish and English Idioms* (2nd ed.). New York: Barrons.

Discussion & Live Supervision: Idiomatic expression and Non-Verbal communications. 3hrs

Assigned viewing: *La Ley de Herodes* Written Assignment.

1. 2 pages, 12 pt Times New Roman font, double-spaced, one inch margins.
2. Topic: Discuss how the content presented in class is reflected in the movie *La Ley de Herodes*.

Class 8. Reading: Paniagua, F. A. (2005). *Assessing and treating culturally diverse clients: A practical guide. Third Edition.* (Chapter 4: Guidelines for the assessment and treatment of Hispanic clients, pp. 60-66). Thousand Oaks, CA, USA: Sage.

Garcia, B. & Zuniga, M.E. (). (Chapter 11: Cultural competence with Latino Americans, pp. 308-312).

Discussion & Live Supervision: Psychosocial Assessment & Interview. 3hrs

Class 9. Reading: Stresino, E. (2002). *Child Abuse Phrase Book.* Albuquerque, NM: University of New Mexico Press

Modeling Presentation: Social Work

Live supervision focus: Professional practices of social workers with Mexican and Mexican-American clients. Interviewing for child abuse. 3hrs

WEEK FOUR

Class 10. Vocabulary presentations (lists due).

Live Supervision: Psychosocial questions and interviewing. 3hrs

Class 11. La Ley de Herodes Assignment due.

Modeling presentation: Psychology

Live supervision focus: Professional practices of psychologists with Mexican and Mexican-American clients. 3hrs

WEEK FIVE

Class 12. Psychosocial Demographic Written Assignment Due.

1. Headings to be included:
 - a. Demographic background and current social history.
 - b. Commentary on the relationship building process/rapport.
 - c. Lessons learned and/or feedback needed.

Discussion and Live Supervision: Issues in rapport-building and psychosocial interview question set. 3hrs

Class 13. Live Supervision Focus: Psychosocial interviewing. 3hrs

Class 14. Vocabulary Presentations (lists due).

Reading: Paniagua, F.A. (2005). Pp. 67-72.; Garcia & Zuniga, pp. 316-327.

Discussion: Practice issues and psychosocial social/developmental & family history. 3hrs

WEEK SIX

Class 15. Psychosocial Social & Developmental History & Family History Due.

Reading: Zuniga, M.E. (1992). Using metaphors in therapy: Dichos and Latino clients. *Social Work, 37(1)*.; Bean, R.A., Perry, B.J., & Bedell, T.M. (2001). Developing culturally competent marriage and family therapists: Guidelines for working with Hispanic families. *Journal of Marital and Family Therapy, 27(1)* pp.43-54.

Discussion: Practice issues and psychosocial history of medical, past psychiatric, substance abuse, mental status exam, functional assessment, tentative diagnosis and treatment plan. 3hrs

Class 16. Presentations of Psychosocial Assessments.

Course evaluations. Closing comments. 3hrs.

Final Psychosocial Assignment Due: Friday, July 18th.

VOCABULARY LISTS/PRESENTATIONS

1. 12 words or idioms per assignment. The words or idioms can be descriptions of feelings, behaviors, relationships, needs, problems, illnesses, demographics, positive terms,
2. For each word or idiom, include:
 - a. A definition.
 - b. Examples of correct uses.

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