

Latinos in Social Work Education

Based on a paper (in process): Calvo, Rocio¹, PhD, MSW; Baek, Kelly² MSW; Villa, Patricia², MSW; and, Ortiz, Larry³, PhD, MSW



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Overview

- » Presentation examines the need for a culturally prepared social workforce to serve the nation's largest minority group, and provides recommendations for ways to think about addressing this burgeoning issue.
- » Using the same **goal of population parity** established by the CSWE Commissioned Taskforce on Latinos in Social Work Education 2007 Report (TLSWE), we present:
 - ~ a statistical update on Latino demographics in social work programs, comparing 2004 with 2014 data;
 - ~ provide a conceptual model based on literature and cultural capital theory to guide programs committed to educating a social work workforce to properly serve Latinos
 - ~ present a case example of a program initiative designed to systematically address this issue through recruitment strategies, advances in culturally relevant curriculum designs, and a research agenda



Looking back and in the present: Where are we now?

- » Compared to non- Latino Whites, African Americans and Asian Americans, Latinos are the least likely to:
 - ~ be enrolled in college;
 - ~ hold a four year degree;
 - ~ go onto graduate school or pursue an academic career (De Luca & Escoto, 2012).
- » The 2007 *Taskforce on Latinos in Social Work Education* (TLSWE) showed social work education no exception to trend and lagging behind in preparation of Latino social work professionals.
- » Following tables compare important demographics on three important variables



Latina/o MSW Rates

	# of Programs Reporting	Full Time Enrollment	Part Time Enrollment	Degrees Awarded
	n/N	(%)	(%)	(%)
2004	152/186	8.5%	8.5%	7.6%
2014	222/233	11.8%	11.9%	9.2%
Change	+70/+47	+3.3%	+3.4%	+1.6%

CSWE Statistics on Social Work Education in the United States



Latina/o PhD Rates

	# of Programs Reporting	Full Time Enrollment	Part Time Enrollment	Degrees Awarded
	n/N	(%)	(%)	(%)
2004	63/66	6.8%	8.0%	2.5%
2014	64/75	13.6%	7.1%	4.5%
Change	+1/+9	+6.8%	-0.9%	+2.0%

CSWE Statistics on Social Work Education in the United States



Latino Faculty* Rates

	# of Programs Reporting	Full Time Faculty
	N	(%)
2004	570	5.2%
2014	527	5.6%
Change	-43	+.4%

CSWE Statistics on Social Work Education in the United States

* Includes only full time faculty professors, associate professors, assistant professor, instructor, and lecturers



Losing Ground

» These data suggest:

- ~ Social work education not preparing Latinos to enter the workforce at a pace comparable to growth in general population
- ~ Notwithstanding slight increases – there is a statistical plateauing effect over the last decade
- ~ Arguably, the profession is losing ground considering two factors:
 - Increased growth of Latinos in the general population.
 - increase in MSW and PhD programs statistically creates more opportunities for students and faculty to staff the programs
- » One area of noticeable growth: doctoral students enrolled and degrees granted - slight increase – not certain it is a trend



A model based on lit & cultural capital

» Why a model?

~ A culturally prepared social workforce requires **intentionality**

- Begins with an assessment at the local level
- Founded on values: two we present in our paper: (1) need to re-write the narrative on Latino's in higher education; and, (2) build on Latino cultural capital

~ Such endeavors are **not prescriptive** as one size does not fit all; approaches are highly dependent on:

- **Context** of university and mission of program, including its relationship with Latino community
- Latino community in university service area



Interlocking Conceptual Model





Increasing representation of Latinos/as

» Students

~ BSW

~ MSW

~ PhD

» Faculty

» Community Partners (*familismo* & *personalismo*)

~ Behavioral Health Agencies

~ Schools, churches, community associations

~ Families



Student/Faculty Mentorship

» Two *intersecting* considerations in the approach to mentoring Latino/a students:

1. Integrate students into the fabric of the department and aid students in acquiring core educational and research competencies (Davidson & Foster-Johnson, 2001).
2. Build on natural cultural capital of students:
 - a. As a protector against the odds Latino/a students face.
 - b. Crisp and Cruz, (2009) cited work that found a strong link between mentoring and student persistence and/or grade point average...[engaging] in mentorship [students] acquired:
 - social capital that enabled them to participate in academic discourse,
 - improve academic writing,
 - obtain the skills to navigate through the doctoral program



Culturally relevant research agenda

- » Integrate research methods embracing *mestizo* ways of knowing with empirical designs demonstrating promising practices with Latinos
- » A Latino relevant curriculum by staying current with issues facing Latinos in the culture, politics and behavioral health care and education
- » Focus on assessing and measuring if policies, agency programing, intervention and engagement strategies build on Latino Cultural capital, particularly: *personalismo, familismo, and respeto*



Implicit & explicit curriculum

- » Implicit curriculum - a Latino safe environment includes but not limited to:
 - ~ Familiar faces – critical mass
 - ~ Culturally embracing – including language, faith and celebrations
 - ~ Faculty and staff models and mentors teaching in classroom, writing and engaged in scholarship
- » Explicit curriculum –does not assume Eurocentric ways of knowing as normative – rather - uses an asset-based model embracing Latina/o cultural capital for:
 - ~ Building knowledge
 - ~ Teaching and evaluating intervention and practice skills

The Latino Leadership Initiative

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<http://www.bc.edu/schools/gssw/academics/msw/latino-leadership-initiative.html>

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Traditional social work education focused on

- » Models of social service provision that largely reflect an Eurocentric perspective that does not effectively meet the needs of Latinos.
- » Largely because models focus on Latinos from a deficit perspective (compared to normative standards)

The LLI focuses on:

1. Recruitment of Latinas/os
2. Asset-based curriculum model uses Latina/o cultural capital to navigate the learning environment
3. Teaching/learning in Spanish – cultural identity (classes are taught in Spanish and placements in settings serving Latino populations).
4. Literature - evidence-based interventions with Latinas/os
5. Research – Longitudinal follow-up of bilingual Latina/o social workers in the work places: challenges and opportunities.

2007 Task-Force Recommendations: Revisited

1. Create a CSWE Leadership Institute to support Latino/a doctoral students and faculty.
2. Develop a Web site/module on best practices in recruitment and retention of Latino/a students.
3. Target recruitment of Latino/a doctoral students into the CSWE Minority Fellowship Program.
4. Provide opportunities to discuss issues of Latinos/as in social work at APM.
5. Create a program to provide grants to social work programs for innovative recruitment, retention, research, and infusion initiatives.
6. Develop and disseminate a guide to effective models for mentorship programs.
7. Develop research centers to focus on studies on Latino/a population.
8. Administer a longitudinal study of Latino/a students.
9. Launch recruitment campaigns at all program levels and for faculty