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
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

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

CSWE Statistics on Social Work Education in the United States
Latina/o PhD Rates

<table>
<thead>
<tr>
<th></th>
<th># of Programs Reporting</th>
<th>Full Time Enrollment (%)</th>
<th>Part Time Enrollment (%)</th>
<th>Degrees Awarded (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>63/66</td>
<td>6.8%</td>
<td>8.0%</td>
<td>2.5%</td>
</tr>
<tr>
<td>2014</td>
<td>64/75</td>
<td>13.6%</td>
<td>7.1%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Change</td>
<td>+1/+9</td>
<td>+6.8%</td>
<td>-0.9%</td>
<td>+2.0%</td>
</tr>
</tbody>
</table>

CSWE Statistics on Social Work Education in the United States
# Latino Faculty* Rates

<table>
<thead>
<tr>
<th># of Programs Reporting</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>570</td>
<td>5.2%</td>
</tr>
<tr>
<td>2014</td>
<td>527</td>
<td>5.6%</td>
</tr>
<tr>
<td>Change</td>
<td>-43</td>
<td>+.4%</td>
</tr>
</tbody>
</table>

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

~ Not withstanding 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
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 polices, 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

Dr. Rocío Calvo, Founder and Director
Dr. Alberto Godenzi, Dean

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

Research in this initiative is sponsored in part by a generous grant from the Spencer Foundation
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.