Chapter 7
Putting Students to Work: Spanish Community Service Learning as a Countervailing Force

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Abstract Linguistic and cultural competence are essential components of mental health infrastructures for US Latinos, many of whom are monolingual Spanish speakers or have limited English proficiency. However, few human service providers are bilingual, and they are overtaxed. To fill this gap, agencies can look toward the Spanish program at their nearest college or university. Traditionally, Spanish students learned mostly about literature in a classroom or in study abroad. Today, Spanish community service learning (CSL) connects language students with local Spanish-speakers in order to form mutually beneficial relationships. This chapter defines Spanish CSL and offers human service providers guidelines for creating effective community—university relationships. When done well, Latinos benefit when Spanish CSL students support the work of mental health professionals.

The demographic data tell the story: In the first decade of this new century, the Latino population increased, often dramatically, in 49 out of 50 states (Pew Hispanic Center 2010). Latinos settled in destinations previously unaccustomed to Latino immigrants (Johnson and Lichter 2008), creating new infrastructure needs. Of the foreign-born Latinos who arrived during that time period, a majority of both youth and adults either only speak Spanish at home or speak English less than very well (Pew Hispanic Center 2010). This situation creates both challenges and opportunities. Educators and human service providers are challenged by the new linguistic and cultural needs, especially in geographical areas that do not have a traditional Latino base that can serve as a support system to the newcomers. For example, teachers encountering Latino children in the classroom for the first time may misinterpret cultural cues. Students may avoid direct eye contact with the teacher not as a sign of disrespect or insouciance, but rather as a sign of respect from their own cultural perspective and practices. Professionals working with Central American women who have recently given birth may be surprised by the bracelets worn by

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babies and the girdles worn by the mothers, each practice imbued with cultural significance. Language and culture, then, can be seen as barriers to overcome.

On the other hand, Spanish community service learning (CSL) is a teaching methodology that prizes community assets such as languages and cultures. Spanish CSL takes students out of the classroom and puts them in the community to use and improve their Spanish by working side-by-side with Spanish-speakers. In this way, human service providers who need to connect across languages and cultures with Latino immigrants can use these Spanish CSL students to bridge that divide. Although Spanish CSL can be done with students of all age groups, because I have been teaching and supervising Spanish CSL courses at the University of Illinois, Urbana-Champaign (UIUC) for six years, I will concentrate on how mental health providers can partner with a Spanish CSL program in higher education to utilize the range of auxiliary services those students can provide. This partnership, in turn, can facilitate the provision of mental health services to Latinos. The examples are numerous. Spanish CSL students can provide detailed directions, in Spanish, for finding an agency. They can provide child care—a frequent service barrier—in Spanish while the parent receives mental health services. They can serve as a scribe for adults with poor literacy skills in Spanish. Because language barriers complicate even the most mundane tasks, in the absence of these Spanish CSL students, many of these tasks fall to an overburdened service provider or completely through the cracks. Therefore, Spanish CSL, through its supportive functions, can play a critical role in reducing mental health disparities among Spanish-speakers. It is imperative, though, that this partnership with university Spanish CSL students and human service providers be well designed, and throughout this chapter I will detail how to accomplish that.

Spanish Community Service Learning: An Example of a Mutually Beneficial Partnership

As the local Latino immigrant community in Central Illinois rapidly increased during the late 1990s and 2000s, the counselors at the East Central Illinois Refugee Mutual Assistance Center (ECIRMAC) found that they lacked the linguistic skills and cultural know-how to work effectively with this new group of service recipients. In response, they hired one full-time Spanish-speaking counselor, and by 2004 she attended to the myriad needs of hundreds of Spanish-speaking clients—translating official documents, accompanying them to court dates, guiding families through the school system, settling lease disputes, procuring winter clothes for children and more. When that counselor faced a major health crisis due, in part, to work-related stress, the not-for-profit agency struggled to find a solution that would be tenable for their limited staff yet still allow them to fulfill their mission: To aid in the resettlement of refugees and immigrants, regardless of country or origin, in the East-Central Illinois area and to aid in the exchange and preservation of their respective cultures.

That same year, less than one mile away at my university, UIUC, I was teaching an advanced Spanish conversation course. Many of the students had studied abroad in a Spanish-speaking country and were taking the elective course in order to maintain their fluency and broaden the cultural knowledge they had acquired. Others were preparing to study abroad and were excited about the prospect of soon using their Spanish with native speakers and immersing themselves in a Latino culture. By chance, I learned about ECIRMAC's work and their need for Spanish-speakers, and the course was changed so that students spent half their time in the classroom and half their time volunteering at ECIRMAC.

This pedagogical method, CSL, brought that social service agency and these Spanish students together, allowing both sides to meet their goals. During the first semester, ECIRMAC gained 12 students of Spanish who each volunteered 28 hours in their office, answering phones, receiving clients, taking messages, translating documents and eventually handling some low-risk tasks such as calling the power company to sort out a mistake in a client's bill. Students earned course credit for communicating with native speakers, thereby improving their Spanish and deepening their knowledge of Latino cultures (Abbott and Lear 2010; Lear and Abbott 2008). Today, each semester, an average of 100 UIUC Spanish students provide a total of 2,800 volunteer hours to a dozen local schools and social service agencies that need the university students' Spanish language skills in order to better meet the needs of their Latino students, service recipients and stakeholders. Several years after we forged a CSL partnership, that original bilingual counselor at ECIRMAC said, "I cannot imagine my life without my volunteers … They really get involved. They have a chance to really practice the language, be close to the culture and see what kind of problems an immigrant can run into." (Kossler Dutton 2007). The same bilingual counselor still provides the direct services that she alone is professionally equipped to give, but the students' assistance with office tasks, client preparation, transportation, and inter-agency phone calls gives her more time to do the job for which she was trained.

Whereas this particular partnership began by chance, human service providers who struggle to meet the needs of their Spanish-speaking clients can purposefully seek the support of a nearby Spanish department. This chapter points out both challenges and solutions for establishing and maintaining effective university-community partnerships that meet the dual goals of fostering linguistic and cultural development among students and also ensuring that Spanish-speaking clients are well served. With the proper program design, Spanish CSL can be the axis of a mutually beneficial relationship that helps human service providers overcome language barriers and at the same time creates opportunities for university Spanish students to improve their Spanish and develop transcultural competence. These partnerships can serve as an important cornerstone in a culturally and linguistically responsive infrastructure that can effectively address Latino mental health.

This chapter, then, details why and how partnerships between human service providers and a Spanish CSL program can be a part of the solution. First, I contextualize how the rapid increase of Spanish-speakers in the United States has created parallel shifts in human service infrastructure needs and university Spanish

studies' curricular designs. I then describe the UIUC Spanish CSL program model, but because each campus and community partner is unique, I also offer ideas for variations on that model. Specifically, I concentrate on four fundamentals for a successful community–campus partnership that take into account important issues that might not be readily apparent to community partners in human services: How to ensure that students receive academic credit and faculty oversight in the design and execution of their work in the community; how to forge a community–campus partnership so that everyone's expectations are clear and achievable; how to incorporate teaching materials that help students be successful in a professional context, not just the classroom; and how to incorporate technology to meet the needs of human service providers who are located far from a university campus or serve Spanish-speakers infrequently. Finally, the chapter concludes with an example of one student's experience doing her CSL work in a mental health program for Latinas. The description of her Spanish CSL work shows that, although it is true that more bilingual professionals are needed to increase Spanish-speakers' access to care, students with language skills but no mental health background can still play an important, supportive role to the experts who provide direct services.

Spanish: Challenges and Solutions for Mental Health Providers and Foreign-Language Educators

The literature shows that the lack of infrastructure for Latino mental health in the United States leads to at least two problems. First, linguistic and cultural barriers prevent or complicate Spanish-speakers' access to care. Second, the bilingual service providers who do serve them end up doing different and additional work compared to their monolingual colleagues.

Sentell et al. (2007) found that individuals who did not speak English were less likely to receive needed services than those who spoke only English. They concluded that limited English proficiency (LEP) "is associated with lower use of mental health care" and, in their sample, "[s]ince LEP is concentrated among Asian/[Pacific Islanders] and Latinos, it appears to contribute to racial/ethnic disparities in mental health care." (p. 289). Gregg and Saha (2007) add another complicating element to the general picture of language barriers for non-English speakers. They differentiate between the correct translation of words (*parole*) in a clinical setting versus the communicative competence required to correctly translate the meaning behind those words (*langue*). If few Spanish-speaking mental health providers are currently in the system, even fewer have been fully trained in communicative competence. For example, the word (*parole*) "*susto*" in Spanish is easily translated to "fright" or "scare," and someone who reports to have had "*un susto*," has had "a fright" or "a scare." However, it has been well established that the cultural meaning (*langue*) of "*susto*" goes much deeper (Rubel et al. 1984). In a medical and mental health context, "*susto*" is more closely related to what the dominant North Ameri-

can culture denominates as post-traumatic stress disorder (Joyce and Berger 2007), and "*susto*" is an integral part of some Latino groups' syncretic beliefs about the causes of Type-2 diabetes (Poss and Jezeweski 2002).

When LEP service recipients do find a bilingual human service provider with whom to work, their particular circumstances (e.g., limited acculturation, anxieties surrounding immigration status, lack of familiarity with the service system) increase the workload of their provider (Engstrom and Min 2004). In the end, bilingual social workers have, according to Engstrom et al. (2009, p. 181) "more work demands and work consequences than do monolingual workers." Not only do specific tasks take additional time and effort to accomplish for an LEP client than for an acculturated English speaker, bilingual social workers also grapple with unique issues such as "language fatigue" from constantly switching between languages (Engstrom et al. 2009, p. 176). In sum, it is clear that current human service infrastructures for Spanish-speakers are both limited and strained.

The rapid increase in the number of Spanish-speakers in the United States has not only created a lack of infrastructure for Latino mental health, it has also precipitated a sea-change in the field of Spanish studies. In fact, Carlos Alonso, while Chair of the Department of Spanish and Portuguese at Columbia University, asserted that, "Spanish should no longer be regarded as a foreign language in this country; and, consequently, we should undertake an institutional rethinking and reshaping of the place occupied by Spanish language and culture in the US academic world." (Alonso 2006, p. 17). Indeed, the profession has been impelled toward deep-seated change by a recent report on foreign languages and higher education by the Modern Languages Association (2007, n.p.) that clearly states that "The language major should be structured to produce a specific outcome: Educated speakers who have deep translingual and transcultural competence." Although these outcomes may seem obvious, universities' foreign language curricula have traditionally dedicated themselves to the study of literature and, more recently, linguistics. Headlines are made when the department head of a prestigious university makes a bold statement and when our national professional organization sends out press releases regarding their call for change in foreign language studies, but a quieter voice is also urging Spanish departments to change: Our alumni. When they graduate and enter the professional world, they are often called upon to translate, interpret and help Spanish-speakers while on and off the job, simply because no one else can. Yet the traditional Spanish major better equips them to analyze a poem than to translate agency documents or advocate for a family whose utilities have been mistakenly cut off. Colomer and Harklau (2009, p. 658) describe the situation of high school Spanish teachers in ways that parallel that of bilingual human service providers: "Spanish teachers, as some of the few Spanish-speaking educators in new immigrant communities, are bearing an especially heavy burden as impromptu, unofficial translators and school representatives." That burden is described as disruptive, unappreciated and coercive even though it can also be deeply satisfying in human terms. Thus, it would seem that now more than ever, Spanish departments and human service providers are working toward similar goals: Language skills and cultural know-how for a globalized world.

CSL, then, provides the bridge between human service providers' infrastructure needs and trends in university Spanish studies. At its essence, CSL consists of three fundamental elements. First, students must perform a service that meets a community need. Second, that service must connect to and enhance the academic content of the course. Finally, students must reflect upon their experiences in the community. The result is a "meaningful community service that is linked to students' academic experience through related course materials and reflective activities." (Zlotkowski 1998, p. 3). Studies show that CSL does have a positive effect on students' learning, especially within a well-designed course or program (Eyler and Giles 1999), even fostering a sense of engaged citizenship and social justice among students (Benigni Cipolle 2010; Jones and Abes 2004; Perry and Katula 2001). The literature specifically on Spanish CSL is also clear: When students both serve and learn in the community, their advancement toward deep translingual and transcultural competence occurs in ways that cannot be achieved solely within the confines of a classroom (Abbott and Lear 2010; Beebe and DeCosta 1993; Hellebrandt et al. 2003; Hellebrandt and Varona 1999; Lear and Abbott 2008; Long and Macián 2008; Plann 2002; Weldon 2003). Students, however, are not the only beneficiaries in CSL. As the students work in the community, they are helping to create missing pieces in the infrastructure for Latino human services. This creates a truly mutually beneficial relationship—students' learning increases and Latinos' access to human service providers grows. Finally, the same demographics with which human service providers struggle—the rapid increase of Spanish-speakers in the United States that live in cities and non-urban areas where they previously did not live—actually facilitate the implementation of a Spanish CSL program. Human services' challenge is Spanish's opportunity.

A Spanish Community Service Learning Model: The University of Illinois, Urbana-Champaign

Building a successful community–campus partnership is challenging but doable. According to Jacoby (2003, p. xviii), "Service learning partnerships are complex, interdependent, fluid, dynamic, and delicate." As such, much has been written about how to forge, assess, and sustain successful partnerships (Carter 2004; Clarke 2003; Gugerty and Swezey 1996; Jacoby and Associates 2003; Kesler Gilbert et al. 2009; Schaffer et al. 2003). However, almost all the literature on partnerships assumes that English is the common language of all stakeholders or that the issues and best practices remain the same if another language (or languages) is used within the partnership. Instead, Spanish CSL partnerships require more and different work to align expectations, clarify underlying community needs, define appropriate tasks for students and assess the outcomes (Lear and Abbott 2009).

Despite the challenges, successful Spanish CSL partnerships are achievable, especially when everyone involved commits to working out the kinks in the short-term in order to attain long-term success. In its first semester during the fall of 2004, the Spanish CSL course in UIUC's Department of Spanish, Italian, and Por-

tuguese involved just twelve students working with one community partner. In the 2009–2010 academic year, approximately 200 students each worked 28 hours with one of a dozen community partners. That represents 5,600 volunteer hours dedicated to serving the local Spanish-speaking community—a very significant number alone, but even more important when considering the value of the students' Spanish language skills.

Human service providers can tap this potential at any nearby university or college that teaches Spanish, especially those that offer a Spanish major. However, navigating the campus and understanding CSL's place in it can be confusing (Carmichael Strong et al. 2009). The conversation may be approached from two directions. The Spanish program itself is the place to begin. It may be housed in its own department or combined with other languages (e.g., the Department of Spanish, Italian, and Portuguese; Modern Languages; Romance Languages; World Languages; or Humanities). Not all Spanish programs have an existing CSL structure, so the next step is to approach a campus-level entity. Patience and persistence are key at this stage because many campuses, especially large ones, are decentralized. UIUC, for example, has no central CSL office. However, CSL is a part of the oversight of several campus units: The Office of the Vice Chancellor for Public Engagement, the Center for Teaching Excellence, and the Office of Volunteer Programs. The conversation may wind through many units, departments, and people before yielding fruit.

Precisely because all Spanish programs are potential CSL partners, but not all of them have an established CSL program, I offer the following description of the UIUC Spanish CSL model as a resource for human service providers as they broach a conversation with a Spanish department with no existing CSL infrastructure. Many Spanish programs or faculty are eager to institute a CSL program but are unsure of the work it involves. Many resources are available to those academics who wish to prepare a high-quality Spanish CSL course (Abbott 2010; Hellebrandt et al. 2003; Hellebrandt and Varona 1999; Lear and Abbott 2009). However, the following suggestions take into consideration the perspectives and needs of the community entity that needs students with knowledge of the Spanish language and Latino cultures combined with the professional skills necessary to navigate within a human services context.

Recommendations for the Development of a Spanish CSL Program

Ensure that Students Receive Academic Oversight and Credit for their CSL Work

At UIUC, students may take two fully-integrated Spanish CSL courses. The first, "Spanish in the Community," is a sixth-semester course that introduces students to the theory and practice of CSL and to the local Latino community. Each semes-

ter, we offer four sections capped at 20 students each; the class fills quickly and many students request overrides. Each week, students spend two hours in class and two hours working with the community partner of their choice (for a total of 28 hours in the community). Course requirements include a series of reflective essays, on-line quizzes, two exams, and active participation in both the classroom and community. After that course, students may enroll in "Spanish & Entrepreneurship: Languages, Cultures & Communities," an upper-level course that retains the same CSL structure (28 hours in class and 28 hours working with a community partner) but introduces a different course content: Social entrepreneurship. Thus, students' service remains the same, but their learning shifts toward comparing the theory of social entrepreneurship against the challenges non-profits face in creating economic sustainability alongside culturally appropriate programming. Course requirements include reflective essays, on-line quizzes, two exams, community participation, and a team project that benefits the community partners (fund raising, grant writing, market research, marketing, etc.).

Although a fully integrated Spanish CSL course is the ideal, other possibilities do exist. A Spanish department may take an already existing course (e.g., conversation, composition) and insert a CSL requirement into it. This may require some rearrangement of course assignments and changes in a few lesson plans, but it can be an easy entry point for a Spanish department just starting CSL. Additionally, CSL can fit well within an honors program. Individual students may elect to do CSL work for honors credit within a traditional class, or a faculty-advised honors club may use CSL for their service project. At UIUC, our honors students may do CSL work for any fifth-semester or higher Spanish course. In all these cases, it is important that the three essential elements of CSL are still in place; if not fully integrated into the course, students may perceive their CSL work as disconnected from the class content and opportunities for reflection may be non-existent or one-shot with little opportunity for growth (such as only requiring a final paper about the CSL experience).

Although the introductory and intermediate UIUC Spanish courses (that is, first and second year basic language classes) do not include CSL, other Spanish programs do. Many campuses require foreign language study, so there is a large pool of students to draw from at this level. However, any CSL work must take into account their more limited language skills. It is then necessary to manipulate the following variables to make the CSL work successful: Level of Spanish required, the stakes of the task at hand, and the amount of supervision necessitated. So, for example, if a human services agency plans to participate in a local health fair and wants to encourage Spanish-speakers to attend, a Spanish 101 student may go to a local community or workplace that employs Spanish-speakers and hand out a detailed Spanish-language flyer about the event. The language requirements are appropriate for several reasons. While passing out the flyer, the student can use the simple greetings and social niceties that even Spanish 101 students have learned. The flyer explains the event's details so that the student does not have to struggle to do so with limited Spanish. If someone does need to hear the information orally (because of low vision, illiteracy, etc.), the student will have had time to look up words and compose

a response ahead of time. The stakes are low because an unsuccessful communicative exchange will simply result in one less person attending a potentially helpful but non-essential event. And finally, the level of supervision is minimal because the language demands and the stakes are both low. A number of successful scenarios are plausible: In the office, students can supervise the children that accompany service recipients while the service provider consults, uninterrupted, with the adult; at the front desk, students could greet clients and fill in part or all of a standard intake form before the counselor meets with the client to tackle the weightier issues; at the end of a session, the client and student can work out the details of scheduling a follow-up visit while the counselor returns to more substantial work tasks. However, with beginning and intermediate Spanish students, a high level of supervision for the students is necessary if both the language demands and the stakes are high.

Build Community–Campus Partnerships That Are Mutually Beneficial

At UIUC, we currently work with around a dozen community partners. With our social service agency partners, students do office work, translate, interpret, accompany clients to meetings, make phone calls on their behalf, help fill out forms, update the website, etc. With our school partners, our students serve as classroom aids in Spanish-language bilingual classrooms, tutors in a high school ESL center, and some students have even worked with newly arrived Spanish-speaking children at a Head Start. Our students also work with youth organizations (e.g., Boy Scouts), civic groups and other organizations that do outreach to the Latino community.

Forming the partnerships requires several initial conversations and then frequent contact with all parties in order to ensure that everyone clearly defines their expectations and reaches them. Frequent pitfalls include overestimating the students' language proficiency and cultural competence, underpreparing students for routine office tasks that may, in fact, be new to them, and underestimating the small efforts that an agency can do to help establish students' "authority" in clients' eyes, to name just a few (Lear and Abbott 2009). Ideally, once expectations have been aligned, one side will draft a project description or list of volunteer duties, and the other side will edit and confirm the document. That contract is then signed by the community partner, Spanish instructor or program director and the students. Given the unpredictable nature of the work involved in human services, flexibility must be worked into the contracts. However, many university students have highly structured lives (many take classes, hold a job, and participate in numerous extracurricular activities) and limited transportation (students in traditional campuses sometimes have no car), so big shifts in their work duties and hours can cause problems for all involved.

It is essential that human service providers clearly define both what they would like the Spanish CSL students to do (within the confines of their linguistic and professional capabilities) and what projects and/or tasks they can feasibly support. In general, community partners' requests for students' help falls on two extremes

of the spectrum. On one end, many human service providers simply want help with the variety of tasks that typically emerge during the workday. This fits the Spanish CSL model well when the stream of Spanish-speaking clients is steady (students are disappointed if their skills are not put to use at all during their CSL work hours) and the type of tasks requires high levels of human contact (e.g., greeting and guiding clients, answering the phone, asking questions in order to fill out a form), not deskwork that could be done anywhere (e.g., translating documents, creating web content). This, in fact, is the case with our original community partner, ECIRMAC. When asked if they would like our students to work on any special programs or long-term projects, they have reiterated that what they really need is someone to answer the door, take messages, fill out forms and help clients with simple but time-consuming tasks. Tackling new projects and supervising the students working on them would pull the under-resourced staff too far away from the constant flow of services that must be provided each day. On the other end of the spectrum, some community partners want help with a clearly delineated project. For example, one of our partners organizes an annual visit to our community by the Mexican Mobile Consulate, and they need students to help with that undertaking. The tasks, deadlines, and contacts are complex yet carefully delineated, and Spanish CSL students easily follow clear instructions and then feel a real sense of accomplishment when the event takes place and many local Mexican immigrants have been helped. Students often go beyond our partners' expectations as well, bringing their own fresh perspectives to an organizations' processes and skills (e.g., technology, social media) that may be less developed within the organizations' staff. In sum, a successful CSL partnership will combine careful planning, flexibility, and openness to new ideas on all sides.

Use Teaching Materials That Build the Specific Skills Students Need in the Community and Strengthen Their Critical Thinking

Spanish studies is lucky to have many good textbooks at all levels of instruction, but the publishing industry has only recently begun to address the emergence of CSL in Spanish courses. Only *Temas: Spanish for the Global Community* (Cubillos and Lamboy 2007) introduces service learning features at the introductory level. Each chapter suggests small ways for students to access information from the community ("*En tu comunidad*"), and each unit ends with a suggested service activity ("*Servicio comunitario*"). At the intermediate level, both *Diálogos: Hacia una comunidad global* (Taceloski et al. 2010) and *En comunidad: comunicación y conexión* (Nichols et al. 2009) seek to put in a global context the immigration issues that students encounter when working in the local Latino community. These books do a very good job of presenting students with tools for critical analysis within the framework of traditional textbooks' emphasis on academic reading and writing skills.

Ideally, though, the textbook will guide students through the nuts and bolts of the CSL work as well as the broader socio-cultural analysis. *Comunidades: Más allá*

del aula (Abbott 2010) attempts to do just that. Although designed as a textbook for more advanced students, when paired with a grammar review book, *Comunidades* could also be used at the intermediate and fifth-semester level. Most importantly, the content of the textbook tackles only the struggles, questions, and gaps that CSL students themselves describe and the community partners' frustrations with students' few but disruptive shortcomings—linguistic, cultural, and professional. Surprisingly, it is not the technical or profession-specific vocabulary that students need most; they can pick that up on the job and with a quick search on an internet browser. Instead, undervalued tasks that require the utmost precision and thoroughness cause students and community partners the most problems. Although textbook choice and curricular materials may seem to fall solely within the purview of the Spanish faculty teaching the CSL course, the community partner wants to ensure that the materials used in class enhance the students' performance within the organization. Furthermore, most Spanish instructors have never worked in human services, so the textbook needs to introduce students to the everyday work tasks of that setting. In that way, Spanish instructors can concentrate on what they do best—helping students acquire linguistic, cultural, and critical thinking skills.

Numbers, for example, are taught in the first days of every Spanish 101 course, and students and faculty alike often assume they have mastered them. Nonetheless, the most common complaint I received about my students in the early days was about the poor quality of the telephone messages they would leave for the bilingual counselor at ECIRMAC. The partnership came close to collapsing when yet another student left a cryptic message—and this time with a six-digit telephone number. Consequently, *Comunidades* includes two complete lessons on the telephone and message-taking.

First, in a surprisingly difficult task, students practice listening and producing numbers in small then progressively larger combinations in order to hone their language skills. Students then examine cultural information about telephone numbers. Whereas English speakers tend to say telephone numbers one number at a time (3-5-5-2-3-3-1), Spanish-speakers usually group the numbers (3-55-23-31). Speaking in a foreign language on the telephone is, by itself, challenging. When the information over the phone comes to you in a format that is different than what your cultural background leads you to expect, getting a correct telephone number on the message pad becomes even more difficult. To further complicate matters, many students have no previous experience taking messages in a professional context and therefore are unaware of professional strategies for effective phone communication. "*Repita, por favor*" may be the only phrase students know to say when they don't understand something, but if used too often, the caller may give up and hang up in frustration. This textbook, then, asks students to analyze alternative responses and find more effective strategies they can use when in the community (asking the speaker to repeat only the specific, missing information—*Repita el último número, por favor*; asking the speaker to repeat the same information in a different way—*Dígame su número un número a la vez, por favor*; and asking the speaker to confirm the information—*¿3-55-23-31 es correcto?*). In the bigger picture, part of transcultural competence requires students to recognize their own, usually unexamined, cultural per-

spectives. Therefore, activities in the textbook invite students to explore their uses of the telephone and other communication devices and, ultimately, conclude that their cultural relationship with the telephone (e.g., unlimited telephone plans, frequent phone calls to their parents, and numerous texts to their friends) may be quite different than that of the Latino clients with whom they are speaking in their CSL work.

Filing, in many students' estimation, is busywork. However, filing is an essential task in all human services offices. Dealing with names, like numbers, seems to be a skill students master very early in their Spanish studies. Nevertheless, our human service community partners also complained that students misfiled documents. As a result, another lesson within *Comunidades* reviews the alphabet, Hispanic names, forms, and filing. Again, the information is presented in terms of language skills, cultural knowledge, and professional abilities. Students practice listening to names, writing names, spelling names, and asking questions to clarify the correct spelling (students realize that it is important to confirm whether a name is Rivera with a "v" or Ribera with a "b"; Vázquez with two "z's" or Vásquez with one "s" and one "z"). Cultural knowledge surrounding names is also essential in order for CSL students to fill out and file forms correctly. A client may go by the first name of Marisa even though her legal name is María Luisa. If her papers end up in two separate files, serious problems could occur for both the agency and the client. One activity, then, asks students to put a series of Hispanic names in alphabetical order. They quickly realize how difficult this task is because the number and combinations of first, middle, and last names are not always the same, yet identifying the first last name is essential to correct filing. Moreover, two different names from the list—Dra. Mª Garcia and María Luisa García Méndez—could potentially be the same person. Finally, students are asked to contrast their perception of filing ("boring") with the import it has in the professional realm. Clients' misfiled forms can wreak havoc with an organization's record-keeping, internal and external audits, and clients' cases.

In the end, no textbook can ever fully anticipate the linguistic, cultural, and professional needs of all CSL students. The nature of the human interactions outside of the classroom and the specificities of each human service agency are simply too variable. Moreover, no textbook can teach students every cultural difference in the meaning of words (for example, *susto*). However, good communication about shortfalls and problems will allow the Spanish instructor or program director to create teaching materials that address an organization's unique needs, instill within students a mindset of actively searching for transcultural differences and provide them with strategies for handling those differences.

Leverage Technology to Facilitate CSL Administration and Build Sustainable Solutions to Human Service Needs

To be honest, although Spanish CSL holds great promise for both human service providers and Spanish students, it takes work to get right. Spanish faculty often find themselves brokering the needs of all parties and attending to time-consuming de-

tails that never come up in a traditional classroom. In addition, some human service providers are too far away from campus for college Spanish students to reach by bus or bike. Thankfully, technology can help address both problems.

Our UIUC Spanish CSL program uses a wiki to make the program's administration collaborative and accessible. The wiki's front page introduces students and community partners to the program set-up and rules. From there, each community partner's own page describes their organization, the nature of the CSL work, contact information, and schedule openings. Because the wiki is open to the public, community partners can edit their information at any time, and students can sign up for a specific partner and time slots on a first-come first-served basis. At the very beginning of our Spanish CSL program, when only one class, 12 students and 1 community partner were involved, I, as the course professor, was at the center of all communication and scheduling. As the program grew, each stakeholder needed to share in those tasks. Thus, the wiki has allowed us to create work processes (such as student-centered self-scheduling) that are standardized and that can be implemented by me or any student assistant. I edit the information for our community partners who do not have the technical expertise, access, or time to contribute to the wiki themselves.

Currently, the model of our Spanish CSL program only allows us to partner with schools and human service agencies that are within a roughly five-mile radius of our university campus and that serve Spanish-speakers every day, all day (or at every pre-determined meeting time). The partnership is not mutually beneficial if students spend their time in the community and never or very rarely use their Spanish. Consequently, there are human service providers we cannot currently serve: Those that are more than a few miles from campus and those that need urgent but infrequent help with Spanish-speakers. Our next stage of program growth will use technology to build mutually beneficial partnerships with distant partners and those with infrequent needs.

The possible scenarios using technology in Spanish CSL are myriad and more project-based. For example, the director of a local women's shelter told me that on the very few occasions that Latinas did arrive at the shelter, they left when no one could communicate with them. Spanish CSL students cannot work each week at the shelter if there are rarely Spanish-speaking residents and visits and calls from Spanish-speakers are sporadic. They can, however, consult with shelter employees in order to write a "welcome" statement, script it in Spanish, produce a short video that concludes by asking the listener to wait while a Spanish-speaker is sought and upload it to a video-sharing site, such as YouTube, for the shelter's easy access. Employees can play the video then immediately contact Spanish CSL students via a social-networking site (such as Facebook) so that the soonest available student visits, calls or Skypes the shelter, and communicates in Spanish with the visitor. In addition to creating the shelter's signage in Spanish, students could create a podcast of a walking tour of the facilities. Just getting to the shelter can be challenge for some people, so students could visually document the bus trip from a Latino community to the shelter using Flickr (to create a set of photos with captions and tags) or Google Maps (to make a map with pinpoints, videos, and text). Furthermore,

students could create a screencast (using, e.g., Jing) that guides Spanish-speakers through the information to fill in on an agency's commonly-used forms. Even basic technology can connect Spanish CSL students with community partners who are far away. For example, if students can access an agency's library of forms, perhaps through a password-protected wiki, they can talk to a client over the phone, fill out a form with the client's information then fax the form to the agency for approval and any necessary signatures.

As of now, these technology-based Spanish CSL projects are untested, but they do hold promise for remote human service providers or those who serve Spanish-speakers infrequently. They are not a cure-all though. A well-designed but unused Google map, for example, helps no one, and a recent report shows that only 51% of foreign-born Latinos use the internet (Livingston 2010). Obviously, a mixed strategy of technology-based Spanish CSL projects and face-to-face contact holds the greatest potential.

Transportation: A Specific Case of a Spanish CSL Student's Supporting Role

As stated in the introduction, Spanish students with no background in human services can still play a vital role in building infrastructures for Latino mental health. They can help human service professionals by unburdening them of some of the "extra" tasks that Spanish-speaking clients bring to the provider-recipient relationship. The reflective essay below was written by a Spanish CSL honors student. It details how her work allowed her to serve and learn and at the same time unburden the mental health service provider of the clients' transportation issue:

> Over the past few weeks I have experienced a new service learning opportunity … volunteering with the School of Social Work. When I initially signed up to work with the School of Social Work, I thought that I would be babysitting children while their mothers attended a weekly seminar about depression. Once I arrived however, I found that I had been recruited for a different task. The director of the group sessions found that during the course of the semester many women were unable to make it to the weekly group meetings because their carpool driver had other commitments and no other transportation was available to them. Champaign-Urbana has one of the best bus systems in the state, but many of the women were intimidated to utilize the bus as a method of travel because the schedules, buses and signs are all in English. My new project for the School of Social Work is to meet women without transportation at their homes and teach them how to use the [bus system] to get to their group meetings on campus.
>
> At first, I was very nervous about this volunteer project. I was not concerned so much about speaking Spanish with the women; I was more worried about trying to find my way around parts of Urbana that I had never been to before to meet the woman I was working with. These feelings however helped me empathize with how the women trying to use the buses to come to campus must feel. If it was this stressful for me to use the bus to get to a new part of Urbana, it must be much more difficult for someone who doesn't speak English to work up the courage to take a bus and not know they will be able to get directions if they need to.

> After catching the Gold route bus, I successfully arrived at Perkins Road and Cunningham Avenue to meet with the woman and her children. I found it was difficult to explain the idea of a transfer because the woman had never used the bus before. Even though I did not know the word in Spanish for transfer, I explained [that] the woman could get off the bus at a central bus terminal and then change to any other route which would take her anywhere she wanted to go in the Champaign-Urbana area.

> Overall this service project has left me feeling like I made a positive impact on someone's life. The woman that I was working with had never ridden the bus before in her life, which meant that she was dependent on her mother or brother to drive her and her daughters wherever she needed to go. Now that someone took the time to show her how to use the bus she can be more independent. This will help her greatly in feeling like she has more control over her own life. Instead of depending on a family member to take her to work, she can now take the bus which stops almost directly in front of her place of employment. Riding the bus will open up many opportunities for all of the women who attend the group and are dependent on others for transportation. The women can now feel free to schedule appointments at their convenience, shop whenever they like and set their own work schedules. While many of the women signed up for group sessions with the School of Social Work to learn about depression, some of the women have learned how to become more independent by riding the bus (Kern 2010).

As this student's reflective essay demonstrates, all parties can meet their goals through a well-designed Spanish CSL partnership. In this particular example, by delegating the transportation problem to the CSL student, the mental health service provider was able to concentrate on the mental health issue at hand: Providing weekly seminars about depression. The student learned from her CSL work: Her bus rides and conversations with Latinas improved her knowledge of the Spanish language and furthered her cultural knowledge. She even showed concrete signs of transcultural competence by articulating her own culturally informed reaction to the bus system, comparing that to the cultural context of the Latina woman she accompanied and using this understanding in her interactions with the woman. Finally, one seemingly insignificant task—showing Latinas how to ride the bus—enhances the women's lives and increases their access to the rare yet vital Spanish-language mental health infrastructure provided in their community. And that, after all, is the outcome all human service providers desire.

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