
Leticia Villarreal Sosa, Ph.D.
Professor
School of Social Work, Dominican University
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Academic Background

Ph.D. University of Chicago, Chicago, IL, School of Social Service Administration, 2011.
Title: *Mexican Origin Students in the Borderlands: The Construction of Social Identity in the School Context*

Certificate Triton College, River Grove, IL, Basic Addictions Counseling, 2009.

A.M. University of Chicago, Chicago, IL, School of Social Service Administration (Concentration: Family Systems, School Social Work), 1995.

B.S.W. University of Illinois Urbana-Champaign, Urbana, IL, Social Work (Concentration:

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TEACHING

Dominican University

SWK 552: Community and Evaluation Practice The course focuses on the principles of program evaluation and action research and its relevance to community and organizational practice. Given the increasing importance of technology and the need for social workers to learn how to manage information within human service organizations and use technology to enhance their practice, the course will focus on enhancing technology competencies that will support evaluative practice. The program evaluation component will provide information about techniques and procedures involved in the application of research methods to social services and programming.

SWK 553: Human Behavior and the Social Environment II. This course is the second in a series of three and examines issues of diversity through the lens of person and environment. Theoretical formulations of how dominant societies and their members interact with persons

understanding, to become aware of and respect norms and values, to learn of the lived economic reality of the people of El Salvador, and to promote social justice.

SWK 622: Negotiating Social, Cultural, and Psychological Borders: Social Work with Immigrant and Refugee Families and Communities. Students will learn demographic trends related to immigration and address the experience of immigrant groups by understanding how the reception by the host society, racialization, class, gender, and characteristics of the ethnic community impact the adaptation of immigrant/refugee groups. Grounded in this contextual understanding, students address specific issues for immigrant and refugee families such as inter-generational issues, language and cultural maintenance, family separations, and histories of trauma and political torture.

SWK 623: Race and Ethnicity in American Political Life. This class examines diversity in its contemporary societal context to understand the way society has changed, the way it is changeable, and to underscore areas that currently demand critical inquiry and sustained social interventions to address the most corrosive effects of social inequalities along group lines.

SWK 624: Feminist Approach to Clinical Practice with Individuals and Families. In this course, students will gain an understanding of feminist, multicultural, and social identity theories and how they can be used to understand the impact of social and cultural forces; specifically, status and power differences, oppression, social norms, and role expectations in the development of behavior, identity, health problems and solutions. We will explore themes such as gay and lesbian couples, international adoption and issues of race difference within a family. Students will be able to define and apply a feminist lens to their clinical practice.

SWK 625: Race, Gender and Human Rights in the Guatemalan Context. This course seeks to expand your understanding of how all of our lives are shaped by social structures and the historical contexts in which we live. Specific objectives include: to encourage cultural understanding, to become aware of and respect Guatemalan norms and values, to learn of the lived economic reality of the Guatemalans, and to promote social justice.

SWK 640: Mental Health Theories, Treatment, and History. This course presents mental health through a distinctly social work perspective. The course introduces students to biological, developmental and environmental sources of mental illness and to empirically recognized risk, mediating and protective factors that influence these sources. The course emphasizes assessment, including the use of DSM-5, with approaches to evaluate human behavior and functioning throughout the lifespan, and advanced clinical skills to treat clients with special attention given to vulnerable and diverse populations.

SWK 641: Community Based Participatory Research. This course provides students with the skills to enhance their program evaluation abilities and their abilities to use community data to enhance decision-making in program development and community outreach and practice. The special emphasis on community-based participatory research provides a framework consistent with social work values and ethics and the importance in assisting communities in defining their needs.

SWK 650: Seminar in Advanced Family Practice. This course provides increased depth and range of content related interventions with family systems. This course explores issues of diversity and social and economic justice, themes such as gay and lesbian couples, international adoption, issues of race difference within a family, and other issues as they relate to

contemporary families.

SWK 651: Field Practicum IV. This is a required course for advanced students in the concentration year. Topics and focus continue from SWK 611 described above.

SWK 652: Integrated Learning Seminar. This course integrates learning across the curriculum as students prepare for a final capstone project, providing opportunities for students to take stock of acquired knowledge and skills from their classes and internships. Students apply their learning in the areas of practice, field, policy, human behavior in the social environment, and research.

SWK 664: School Social Work. This is a required course for those students pursuing a School Social Work Certification. This course examines the design and delivery of school social work interventions, federal and state educational policies related to children with disabilities, and a review of current topics in education as they impact the role of the school social worker.

SWK 665: Seminar in International Social Work. The Seminar in International Social Work helps to prepare internationally-bound students to further their knowledge and understanding of the nature of globally-focused practice and international social work by learning about

SSA, Public Policy, and Sociology. This course looks at the intersections of race, class, and gender and its impact on policy formation and issues. Public policy issues such as affirmative

- Villarreal Sosa, L., Roth, B., Rodriguez, S. (Accepted). Researching nepantlera; Methodological challenges of studying school social workers in immigrant-serving schools. *Social Work Researcher*.
- Nuckolls, R., & Villarreal Sosa, L. (2021). Human rights, collaborative advocacy, and a global approach to practice: Lessons from a field experience in Indonesia. *Journal of Human Rights and Social Work*. <https://doi.org/10.1007/s41134-020-00149-7>
- Villarreal Sosa, L., Martin, M. (2021). Constructions of race and equity in a Suburban School: Teachers, School Social Workers, and other School Staff as Nepantleras and Border Crossers. *Children & Schools*, cdaa031, <https://doi.org/10.1093/cs/cdaa031>
- Dombo, E., Villarreal Sosa, L. (2021). When a crisis becomes the new normal: Supporting children, families, and schools during and after COVID-19. *Children & Schools*, cdab004, <https://doi.org/10.1093/cs/cdab004>
- Rodriguez, S., Roth, B., Villarreal Sosa, L. (2020).

- Raines, J. C., McInerney, A., & Villarreal Sosa, L. (2017). *A trauma-informed approach to students with emotional disturbance*. London, KY: School Social Work Association of America.
- Villarreal Sosa, L., Raines, J.C., Smith, K., & Mandlawatz, M.R. (2017). *Racial and Ethnic Disproportionality in School Discipline*, submitted to School Social Work Association of America.
- Villarreal Sosa, L., Petrov, L., Radford-Hill, S., & Hogan, T. (2016). *Language Access Task Force Report*, submitted to Dominican University Board of Trustees.
- Latinx Visioning Working Group. (2016). *From Hispanic-Enrolling to Hispanic-Serving: How La Plaza Can Make Dominican University an HSI in the Footsteps of Fr. Samuel Mazzuchelli, OP*, submitted to the Dominican University Planning Committee.
- Villarreal Sosa, L. & Diaz, L.

- Lee, N., Villarreal Sosa, L., & Shim, J. (2016). *Collaborative and Culturally Relevant Practice in Health Care, Schools, and International Social Work*. Council on Social Work Education, Atlanta, Georgia.
- Villarreal Sosa, L. (2016). *Promoting Equity and Inclusive Schools: Working with Latino Parents and Students*. Latino Social Work Organization, Chicago, Illinois.
- Villarreal Sosa, L. (2016). *School Social Work in Rosario, Argentina: Promoting Social Justice and Human Rights*. School Social Work Association of America, Baltimore, Maryland.
- Villarreal Sosa, L. (2016, October). *Promoting Equity and Inclusive Schools: Supporting Latino Students and Their Parents*. Latino Social Work Organization, Chicago, Illinois.
- Villarreal Sosa, L. (2016, October). *Promoting Equity and Inclusive Schools: Working with Immigrant Parents and Students*. Midwest School Social Work Conference, Lisle, Illinois.
- Villarreal Sosa, L. & Leung, C. T.L. (2016, June). *School Social Work in the Global Context*. Social Work, Education, and Social Development, Seoul, Republic of Korea.
- Villarreal Sosa, L. (2016, April). *The Accompaniment Model: Social Justice, Advocacy, and Service in an Immigrant Neighborhood*. Latino Social Work Organization, New York, New York.
- Shim, J., Lee, N., Villarreal Sosa, L., DiGiovanni, C., & Liu, L. (2016, January). *International Social Work Programs in the U.S.* Society for Social Work and Research, Washington, District of Columbia.
- Silvia, D. & Villarreal Sosa, L. (2015). *Effect of the Accompaniment Model on Taller De José Staff: Implications for Burnout, Compass*

- Villarreal Sosa, L. (2014, July). *Mujeres en Resistencia: Community Feminism and Feminist Practices in the Struggle for Human Rights in Guatemala*. Mujeres Activas en Letras y Cambio Social, Española, New Mexico.
- Aviles de Bradley, A., Cortez, G. A., Pacione-Zayas, C., Rivera, A., & Villarreal Sosa, L. (2014, July). *Latin@ Education in Chicago - Past and Present Struggles: Navigating and Resisting Oppressive Conditions and Space*. Imagining Latina/o Studies Past, Present, and Future, Chicago, Illinois.
- Villarreal Sosa, L. (2014, June). *Preparing the Globally Positioned Social Worker: Assessing* . Dominican Colloquium, Molloy College, Rockville Centre, New York.
- Villarreal Sosa, L. (2014, March). *Mental Health Needs of Undocumented Students*. School Social Work Association of America, Chicago, Illinois.
- Martin, M. & Villarreal Sosa, L. (2013). *An Empirical Analysis of United Nations' Approach to Fact-Finding Missions: Toward the Development of Standardized Methodology*. Meeting of Experts on the Establishment of the BICI Principles and Best Practices for International and National Commissions of Inquiry, Siracusa, Italy.
- Villarreal Sosa, L. (2013, November). *Identity and Trauma in the Gang Context*. Illinois Association of Social Work Annual Conference, Lisle, Illinois.
- Villarreal Sosa, L. (2013, October). *En Las Fronteras: Construcción y Transformación de la Identidad Académica Entre Los Estudiantes de Raíces Mexicanas*. XVII Encuentro Nacional/ VII Internacional de Investigación en Trabajo Social, Aguascalientes, Mexico-Aguascalientes.
- Villarreal Sosa, L. (2013, October). *El Modelo de Acompañamiento: Conceptualización e Identificación de Resultados Biopsicosociales*. XVII Encuentro Nacional/ VII Internacional de Investigación en Trabajo Social, Aguascalientes, Mexico-Aguascalientes.
- Villarreal Sosa, L. (2013, April). *Building a Monitoring and Evaluation Framework for Child and Family Services*. Final Conference on Project: Developing a Model for Cooperation between Non-State Actors and Local Authorities in Introducing Foster Care and Family Support Services., Baku, Azerbaijan.
- Villarreal Sosa, L. (2013, April). *An Evaluation of the Project: Developing a Model for Cooperation Between LA and NSA in Introducing Foster Care and Family Support Services*. Final Conference on Project: Devel

- Villarreal Sosa, L., Delgado, A., Gonzalez, J., & Alvarado, I. (1999). *La Familia Perspective: Implications for School Social Workers*. Illinois Association of Social Work Annual Conference, Arlington Heights, Illinois.
- Villarreal Sosa, L. & DaCosta, K. (1997). *Soy Mexicano: Social Identity and Academic Achievement*. American Education Research Association, Chicago, Illinois.

Invited Presentations

- Villarreal Sosa, L. (2021, May). *School Social Work with a Compass Part II: Culturally Responsive Practice*. Fairfax, VA District Meeting. Workshop delivered twice.
- Villarreal Sosa, L. (2021, April). *Cultural Competence in Education: Fostering Equity and Inclusion in Challenging Times*. LaGrange Area Department of Special Education (LADSE), LaGrange, IL.
- Villarreal Sosa, L. (2021, April). *Beyond Cultural Competency: Fostering Equity and Inclusion in Difficult Political Times*. Leyden Special Education Cooperative, Franklin Park, IL.
- Villarreal Sosa, L. (2021, April). *School Social Work with a Compass Part II: Culturally Responsive Practice*. Fairfax, VA District Meeting. Train the Trainer.
- Villarreal Sosa, L. (2021, March). *Beyond Borders: School Social Workers in an Era of Immigration Enforcement*. Center for Teaching and Learning Excellence. Dominican University.
- Villarreal Sosa, L. (2021, March). *Creating a Culture of Equity: School Social Workers, Advocacy, and Professional Ethics*. SSWAA Webinar.
- Villarreal Sosa, L. (2021, March). **Keynote:** *School Social Work with a Compass: Navigating Practice through an Equity and Anti-Racist Lens*. Fairfax, VA District Meeting.
- Lewis, E., Evans-Campbell, T.E., Villarreal Sosa, L., & Harty, J. (2021, March). *Recovering (his)stories: Social work/welfare history through Black, Indigenous, and Latinx Perspectives*. University of Chicago. University of Chicago, Crown School of Social Work, Policy, and Practice.
- Villarreal Sosa, L., & Flammini, A. (2021, February). *Town Hall: Equity for PBIS*. University of Illinois, Urbana-Champaign, Illinois Association of School Social Workers, School Social Work Association of American, and Midwest PBIS Network.
- Villarreal Sosa, L. (2021, February). *Racial Equity through a Clinical Lens: Bridging Context to Practice*1(ol)5(i)5(c)-10(y, a)-10(nd P)11(r)-7(a)12(c)-10(t)5(i)5(c)-10(e)-10(.)8aHo)23(w)8(n H)-4

Villarreal Sosa, L., & McCoy, C. (2020). *School Social Work Response to Current and Long-term Inequities During COVID-19 and Beyond*. Virtual Conference. School Social Work Association of America.

Villarreal Sosa, L. (2020, May). *School Social Work in the U.S. During the COVID-19 Pandemic*

- Villarreal Sosa, L. (2019, October). *Opening Keynote: Fostering Immigrant Student Mental Health: Promoting Inclusion and Addressing Trauma*. Florida School Social Workers Conference. Fort Lauderdale, Florida.
- Villarreal Sosa, L. (2019, October). *Promoting Equity and Inclusion in Schools: School Social Workers as Nepantleras and Border Crossers*. Florida School Social Workers Conference. Fort Lauderdale, Florida.
- Villarreal Sosa, L. (2019, October). *Cultural Humility: An Opening Dialogue for Practice in the Schools*. La Grange School District 96. Professional Development Seminar.
- Villarreal Sosa, L. (2019, September). Keynote. *Truancy Prevention and Intervention: A Multi-Dimensional Approach*. School Social Work Association of Georgia, District 4 Meeting.
- Villarreal Sosa, L. (2019, July). *Building Networks, Exchanging Knowledge, and Enhancing Capacity through International Collaboration: Examples from Mexico, Ecuador, and Azerbaijan*. University of Indonesia.
- Villarreal Sosa, L. (2019, June). *Opening Plenary Session: An Overview of Trauma*. NASW 2019 Virtual Forum, Trauma: Through the Social Work Lens. Washington D.C.
- Villarreal Sosa, L. (2019, May). *Ethics in School Social Work Practice. Navigating Unique Dilemmas in School Based Practice*. LaGrange Area Department of Special Education.
- Villarreal Sosa, L. (2019, April). *Supporting Your Students in the Transition to College*. Northeastern Illinois University
- Gayle, C. & Villarreal Sosa, L. (2019, March). *Foundational Training, Educational Excellence, Empowerment, and Professional Growth in the Uniquely Skilled and Highly Sought-After Occupation of Social Work*. Dare to Soar. BBM Talk Radio. <http://boldbravemedia.com/shows/dare-to-soar/?fbclid=IwAR3bp6PLw2TbIQ-stAhf-UMAER7WI3hYztT48PknaYYindn3CDQsXxGQuIE>
- Villarreal Sosa, L. (2019, February). *Central Am*10(om)5(/)T/F4 912 0 61m4(i)5(9)5(l)5()-7(.)JfJ/b4.88 TmET

2015: \$4,000. Villarreal Sosa, L. Research and Creative Projects Assistance Grants, Principal Investigator, Dominican University Faculty Development.

2015: Villarreal Sosa, L. Estancia Postdoctoral en Calidad de Vida, Universidad Nacional de Lomas de Zamora, Argentina.

2015: \$4,000. Shim, J. & Villarreal Sosa, L., Cross-national community practice: Schools of social work and social transformation in Kenya, South Africa, Co-Principal Investigator, International Association of Schools of Social Work.

2013: Villarreal Sosa, L. Paul P. Fidler Research Grant, Principal Investigator, National Resource Center. (\$25,000 requested, not funded)

2012: \$4,000. Villarreal Sosa, L. The Accompaniment Model: Conceptualization and Identification of Biopsychosocial Outcomes, Principal Investigator, Dominican University.

2012: Villarreal Sosa, L. Emerging Scholars Interdisciplinary Network Fellowship, Emerging Scholars Interdisciplinary Network.

2012: Villarreal Sosa, L. & Collier, E., Unauthorized Migrants, Employment Instability and the Impact on Children and Families, Principal Investigator. (\$15,000 requested, not funded)

2012: \$14,000: Villarreal Sosa, L. Evaluation of Developing a Model for Cooperation Between LA and NSA in Introducing Foster Care and Family Support Services, Principal Investigator. *Hilswerk Austria*.

2011: Villarreal Sosa, L. & Hernandez, R., "Accompaniment": Conceptualization and Identification of Biopsychosocial Outcomes, Principal Investigator, Illinois Area Health Education Centers Network Program.

2005, \$10,000: Villarreal Sosa, L. School of Social Service Administration, University of Chicago, Dissertation Fellowship.

1992: Villarreal Sosa, L. Summer Research Opportunities Program, University of Illinois, Urbana-Champaign, Principal Investigator.

Peer Reviewed Papers in Progress

Villarreal Sosa, L. "Yesterday I was, Today I Am: Learning Outcomes for International Field Placements."

Villarreal Sosa, L. & Stone, S. "Racial Inequities, Racial Justice, and School Social Work."

Villarreal Sosa, L., Murphy, B., & Kennedy, L. "Irish Immigrant Adaptation and Mental Health: A Survey of the Chicago Community."

Villarreal Sosa, L. "Exploring Social Identities and School Performance among Mexican Students in Chicago."

Villarreal Sosa, L. "La Familia Perspective: Integrating Ethics and Cultural Competency in Social Work Practice."

Villarreal Sosa, L. & Meza, M. "School Social Work in Rosario, Argentina: What can we learn from Latin America?," targeted for Children & Schools.

Villarreal Sosa, L., Guerrero Góngora, B., & Vera Zea, M. "Mexico, United States, and Ecuador Collaboration: A model for sustainable international exchange," targeted for International Journal of Social Work.

Villarreal Sosa, L. & Huseynli, A. "The Impact of Alternative Services on Children's Lives in Azerbaijan: Results of a Pilot Project on De-institutionalization."

Villarreal Sosa, L. & Leung, D. "Social Work Ethics and Training: An evaluation of a master's level field curriculum."

Villarreal Sosa, L. "Use of Complementary and Alternative Medicine among Latinos: Creating a new dialogue in mental health care," targeted for Journal of Participatory Medicine.

2015-2016 2017-2018: Organization of Latin America Students

Member:

2019-2020: HSI Advisory Board

2019-2020: Study Abroad Committee

2019-2020: Language Access Task Force

2017 2018: Internationalization Committee

2017-2021: Faculty Review and Appointments Committee Member

2017-2019: High Impact Practices Committee

2015-2017: Latinx Visioning Working Group

2012-2013: Official Representative for the Inter-University Consortium for Political and Social Science Research

2012-2021: Siena Center Advisory Board

2011-2012: Alumni Survey Taskforce

2011-2016: Institutional Review Board

2010-2012: Migrations Research and Study Group

Other Institutional Service Activities:

2021, April. Guest Lecture on Social Identity and Social Justice in Critical Reading and Writing Seminar. (Two sections).

2019, April. Guest Lecture on Accompaniment and Taller de Jose. SJCE 210/THEO 258: Intro to Social Justice and Civic Engagement: Theology of the Borderlands/La Frontera.

2018-2019: Certified Alcohol and Drug Counselor (CADC) planning group

2017-2018: Organized Panel: Latinx and Irish Undocumented in Chicago: Is There Common Ground?

2016-2017: Introduction to University Teaching Workshop: Principles of Inclusive Teaching and Learning and Classroom Strategies for Active and Inclusive Learning

I co-led a week-long summer academy focused on inclusive pedagogy for faculty at Dominican. This summer academy continued for an extended year-long mentoring process in order to support academy participants to both employ strategies in their own classrooms as well as support other faculty in their departments to include these strategies. As a facilitator of the academy, I was responsible for designing and overseeing the summer academy.

Dissertation Assignments

Member:

2011-2012: Elizabeth Garcia Dissertation Committee, Doctoral Candidate in Library Science

Service to the Profession

Conference Session Moderator

2019, December. Chairwoman for the School Social Work Session of the Innovation in Leadership Instruction and Teacher Education (ILTE). Hanoi National University of Education, Hanoi, Vietnam.

2020, January. Moderator for Youth Mental Health and Global Adversity. SSWR Annual Meeting. Washington, D.C.

Dissertation Committee:

Dissertation Committee Member, Carlos Yance, Universitat Politècnica de Catalunya

2001 2003: Efficacy/Transformation Committee, Rolling Meadows High School, Rolling

2018: National Institute of Alcohol Abuse and Alcoholism (NIAAA) Fellowship
2017: School Social Work Association of America book of the year award.
2016: Spring Semester Sabbatical Leave, Dominican University
2015: Post-doctoral Fellowship UNI-COM, Facultad de Ciencias Sociales de la Universidad Nacional de Lomas de Zamora, Argentina
2015: Fulbright Specialist Roster
2014: Diversity Fellow (Inclusive Pedagogy), Dominican University
2005: ENLACE Institute Leadership Fellow, Northeastern University
2005: SSA, University of Chicago Doctoral Fellowship
2005: Sabbatical Leave, District 214.
1993: YWCA Latina Celebration Award for Service to the Latinx Community, YWCA.
1993: Bronze Tablet Academic Award, University of Illinois Urbana-Champaign.
1992: Alpha Delta Mu & Phi Delta Kappa (Social Work Honor Society), University of Illinois Urbana-Champaign.

Professional Memberships

International Consortium for Social Development, 2019 -current
Global Institute for Social Work, 2013 current, Chair of Latin American Content
International Association of Schools of Social Work, 2013-current
National Association of Social Work, 2011-current
School Social Work Association of America, 2009-current
National Association of Chicana/o Studies, 2005-current
Society for Social Work Research, 2000-current
American Educational Research Association, 1997-current
Council for Social Work Education, 1997-current
Illinois Association of School Social Workers, 1995-current
Latino Social Work Organization, 1995-curent