

The University of Texas at Austin
Educational Psychology
EDP 381: Latino Psychology
Unique # 10893
Fall 2014
Wednesdays 1-4, Room 432

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ADA Compliance Statement

Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641) TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See website below for more information:
<http://deanofstudents.utexas.edu/ssd/providing.php>

Course Description and Objectives

I. Course Description

The purpose of this course is to provide students foundational skills and knowledge to provide members of Latino/a communities with culturally sensitive services. This course covers the various attitudes, skills, and knowledge necessary for culturally sensitive practice and communication. This course will consider the circumstances within which Latinos/as live, their complex histories, cultural and personal identities, factors pertinent to human development through the life cycle, and the manner in which services can be adapted or developed within various fields of practice to be culturally responsive. The class will cover: 1) developmental, cultural, and counseling theories and frameworks as they relate to Latino communities (e.g., family systems, stress and coping); 2) pertinent sociocultural constructs (e.g., acculturation, ethnic identity) and stress/resilience factors, 3) Latino health disparities; 4) practical frameworks and skills for culturally responsive ethical practice, and; 5) exercises for personal reflections on cultural awareness.

II. Course Objectives

Upon completing this course, students will:

1. Gain knowledge of historical and political contexts, as well as the social and cultural environment of Latinos in the United States (U.S.).
2. Gain knowledge of cultural inter- and intrapersonal factors that influence the life experience of Latinos in the U.S.
3. Understand how these factors relate to psychosocial and health problems, as well as help-seeking and service utilization.
4. Critically evaluate the evidence base in determining whether and how to apply these factors in service provision with Latinos.
5. Know and apply culturally competent practice models with Latino individuals and communities

6. Build awareness of the diversity complexity among Latino groups in the U.S. in regards to national origin, generation, acculturation, gender, age, race, sexual orientation, and spirituality.
7. Build cultural self-awareness and sensitivity to the potential effects of cultural difference on the client-provider relationship.

III. Course Expectations:

The process and outcome of this class will depend on each of your contributions. Thus, each student is asked to be ready and committed to explore their own personal and professional self through class discussions, in-class activities, and class assignments. More specifically, it is expected that each of you prepare for each class meeting by completing the assigned readings and exercises and reflecting upon the material shared. Your active participation during each class session will contribute to the learning process for all involved. The more each of us gives, the richer the experiences will be for all of us.

Attendance policy: As this course will be didactic and experiential, **attendance at all classes is important.** Participation by every student is crucial for psychological “safety” and personal growth. If for some reason you are absolutely unable to attend class, please send me an e-mail before class if possible. One absence from class without an approved excuse will result in a five-point deduction from your class grade, and a second absence will result in another five-point deduction. An excused absence includes illness, family emergencies, or other unavoidable situations such as your car breaking down on the way to class. These should be cleared with me in advance or as soon as is possible.

An **excused** absence will **not** result in a five-point deduction if you e-mail me a quality three page thought paper on the readings you missed that day within 72 hours of the class you missed (unless you make other arrangements with me in advance). The thought paper should include your reactions to the class readings for the day you missed and will be graded on a five point scale (0 – unsatisfactory, 5 = excellent). Please consult me if you have questions about this assignment. Students who are consistently late will also have points deducted from the class participation grade. Students who miss three or more classes, even if they are excused, cannot receive a grade higher than C for this course, except in extraordinary circumstances cleared with me such as serious illness or family emergencies.

Coming in to class after a discussion has begun can be quite disruptive. Therefore, students should make every effort to come to class on time. One point will be deducted from the final grade for each time a student comes to class after the session has begun or leaves the class prior to dismissal.

Classroom Decorum: The following rules are intended to improve the quality of the classroom and enhance learning for all. These are expectations to be adhered to in every class. No cell phone calls, call answering, texting (or reading of texts). If you are expecting an URGENT phone call (e.g., significant family crisis or illness), put your phone on vibrate and leave the class to answer the call. DO NOT answer in the classroom. Turn off all ringers prior to entering the classroom, or even better, turn off the phone.

Canvas: This class uses *Canvas*—a web-based course management system with password-protected access at <http://canvas.utexas.edu>—to facilitate distribution of course materials, communication and collaboration online, and to post grades (but not submit assignments). **Students should submit a paper copy of all assignments directly to the professor.** You will find your weekly readings on Canvas under Files. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

Course Requirement

1. Class Participation (20% of your grade). Class participation is an essential component of this class and consists of the following elements:

- a) **Weekly Reflection Questions:** Unless otherwise instructed, class discussions will focus on the week's readings. You are only required to come prepared with reflection and discussion points for each week's **required** (not suggested) assigned readings--if you have multiple readings in one week, you can incorporate all readings into your discussion questions. Reflection and discussion points should respond to the following three prompts:
- 1) What do you think are the 3 main "take-home" points of the week's readings (or exercise, if an exercise is assigned)?
 - 2) What are 2 questions you were left with or issues you need clarified after completing the readings/exercise?
 - 3) What is 1 (or more) thing(s) that you related to or reacted to (e.g., emotionally) from the readings/exercise and why?
- b) **In class assignment 1: The Implicit Association Task:** Each student will complete numerous Implicit Association Tasks and write up a brief reflection paper in response to their results. This reflection paper will be turned in at the end of class on **September 10th**. A handout and complete assignment instructions will be distributed in class. Students are not expected to follow any formatting rules. This may be turned in at the end of class either hand written or students bring a laptop computer to class and print it out in the ITO before the end of class. However each student should bring a laptop computer with internet capabilities and a fully charged battery. Students may bring their own laptop or laptops are available for checkout in the LRC and students are encouraged to request a laptop early. This assignment will be worth 5% of your grade.
- c) **In class assignment 2: The ADDRESSING Exercise.** Each student will complete this structured cultural self-reflection exercise and turn it in by the end of class on **October 15th**. A handout and complete assignment instructions will be distributed in class. Students are not expected to follow any formatting rules. This may be turned in at the end of class either hand written or students bring a laptop computer to class and print it out in the LRC before the end of class. This assignment will be worth 5% of your grade.

2. Cultural Genogram Paper (20% of your grade): Each student will complete a Cultural Genogram to create a greater self-awareness of their family history. This assignment will be turned in at the beginning of class on **September 24th**. A copy of the assignment instructions is included in the appendix. You must first complete your family cultural genogram (this is an actual diagram that you can hand draw or you can use a computer program such as The Multicultural Family Institute Genogram-How to that costs about \$3). You will then write a 7-8 page paper following the guidelines for the 4 sections outlined in your assignment.

3. Reaction Papers (10% of your grade). There will be 2 reaction papers, 2 pages in length in response to the videos. A reaction paper should be more than a simple summary of the video. It should contain your opinion or reaction to viewing the video. This may take on a variety of forms: where appropriate, you may share your emotional reactions to the video (e.g., did you find yourself feeling sad, angry, happy, or anxious during part of the video and if so why?). Reaction papers will be graded primarily on your communication skills, and only secondarily on the content and originality of your ideas. The ability to express yourself is an important skill in graduate school. Although the reaction paper should not summarize the entire video, it should include enough information about the video to make your ideas or criticisms well-grounded. Try to avoid the temptation of having two sections: (1) summary, and (2) reaction. Instead, it is best if you can interweave these two components (while being clear about which is which, of course).

4. Analysis of Racial/Cultural Identity Paper (20% of your grade): Students are to read bestselling memoir, *When I was Puerto Rican*, by Esmeralda Santiago. The book is also available as an audio book. Search your local library for either version; alternatively, it is available on the internet for purchase. The book explores the author's struggle to understand her identity, and migration experience as the eldest of 11 children born in Puerto Rico, who moved to NYC with her mother and must learn a new language and culture. Students are to write a 5-6 page, self-reflective narrative describing their analysis of the book and relate it to the ethnic/racial identity stages described in the Organista (2007), Chapter 3, and Santiago-Rivera, Arredondo, & Gallardo-Cooper (2002), Chapter 3. The paper should include an analysis of the characters' (i.e., daughter's, mother's) identity development, based on the class readings. Students should also analyze their own identity development and apply the identity models to themselves. All students must submit a typed, double-spaced paper at the beginning of class on **October 29th**. Papers handed in late will be penalized (lowered five points per class session late; papers handed in after class session is over and before the next session will still be considered late and penalized).

5. Final paper and presentation (paper = 20% of grade; presentation = 10% of grade): Each student will complete a 5-6 page report (excluding the reference pages) describing a clinical topic of interest by a subgroup of the Latino population (e.g. Latino men, Latinas, Cuban/Cuban Americans, Latino youth, Latino LGBT, Latino elderly, etc.). A detailed handout that fully explains this assignment is available on Blackboard will be discussed at the September 24th class. **Report topics are due October 1 by 8 pm.** Students should also be prepared to give a 30-45 minute presentation on their paper topic. Up to 4 students may focus on the same subgroup; however, no more than 2 students may focus on the same subgroup *and* the same health disparity. Students focusing on the same subgroup may team up to complete a group presentation, but all students must turn in a unique, individual paper. This project will be worth 30% of your grade. The paper is due at the beginning of class on **December 3rd**.

IV. Texts

There is only one required book for the course, *When I was Puerto Rican*, by Esmeralda Santiago. All other reading materials (consisting of book chapters and scientific articles) will be distributed via blackboard. Below is a list of texts from which readings and lectures will be drawn throughout the semester.

Buki, L. P., & Piedra L. M.(2011). *Creating Infrastructures for Latino Mental Health*. New York: Springer.

Cabrera, N. J., Villarruel, F. A., & Fitzgerald, H.E. (2011). *Latina and Latino Children's Mental Health* (Volumes 1 and 2). Santa Barbara: Praeger.

Estrada, A. U., & Haney, P. (1998). Geograms in a multicultural perspective. *Journal of Family Psychotherapy*, 9 (2), 55-62.

Falicov, J. C. (2014). *Latino Families in Therapy*, 2nd Ed. New York: The Guilford Press.

Gonzalez, J. (2001). *Harvest of an Empire: A History of Latinos in America*. New York: The Penguin Group.

Gutierrez, D. G. (2004). *The Columbia History of Latinos in the United States Since 1960*. New York: Columbia University Press.

Hardy, K. V., & Laszloffy, T. A. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21 (3), 227 – 237.

Hays, P. A. (2001) *Addressing Cultural Complexities in Practice: A framework for clinicians and counselors*. Washington D. C.: American Psychological Association.

Lopez, A. G. Carrillo, E. (2001). *The Latino Psychiatric Patient*. Washington, DC: American Psychiatric Publishing.

Organista, K.C. (2007). *Solving Latino Psychosocial and Health Problems: Theory, Practice, and Populations*. Hoboken, NJ: John Wiley and Sons.

Santiago-Rivera, A. L., Arredondo, P., Gallardo-Cooper, M. (2002). *Counseling Latinos and la familia: A Practical Guide*. Thousand Oaks: Sage Publications, Inc.

Shapiro, E. S., Kratochwill, T. R. (2000). *Behavioral Assessment in School*. New York: The Guilford Press.

Thomas, A. J. (1998). Understanding culture and worldview in family systems: Use of the multicultural genogram. *The Family Journal*, 6 (1), 24 – 32.

Velasquez, R. J., Arellano, L. M., & McNeill, B. W. (2004). *The Handbook of Chicana/o Psychology and Mental Health*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Villarruel, F. A., Carlo, G., Grau, J. M., et al. (2009). *The handbook of U.S. Latino Psychology: Developmental and Community Based Perspectives*. Thousand Oaks, CA: Sage Publications.

Yznaga (2007). Using the Genogram to facilitate the intercultural competence of Mexican Immigrants. *The Family Journal*, 16, 159-165.

V. Course Schedule (subject to revision by the professor):

Date	Main Topics	Readings Due (to be completed before class)	Assignments
August 27	Introduction to course, review of syllabus and course expectations.		
September 3	Demographic and Historical Overview of Latinos in the U.S. <i>Video: PBS Latino Americans</i> Assignment for September 10: 2-page reaction paper to video.	Required Readings: -Falicov (2014), Chapter 2, Latino Diversity: Contexts and Cultures -Cabrera et al. (2011), Chapter 1 (Martinez), Demographic Overview of Latino Children -Buki & Piedra (2011). Chapter 1, Latinos and the Changing Demographic Landscape: Key Dimensions for Infrastructure Building	Review of Cultural Genogram Interview .

September 10	<p>Chicana/o Psychology: History & Relevance of Mexican Contributions</p> <p><i>Guest Speaker:</i> Dr. Manuel Zamarripa, PhD, Clinical Mental Health Counseling Program Director South University</p>	<p>Required Readings: Villaruel et al., (2009). Chapter 1 (Padilla & Olmedo), A History of Latino Psychology</p>	Reaction Paper #1 Due
September 17	<p>Acculturation, Adaptation, the Latino Paradox. -Latino USA Podcast: "SOMOS: What's in a Name?"</p>	<p>Required Readings: Organista (2007), Chapter 1, The Americanization of Latinos: Patterns of Acculturation and Adaptation in the United States -Falicov (2014). Chapter 5, The Second-Generation Identity Struggles. -Elizalde-Utnick. Immigrant families: Strategies for School Support. -Yakushko, Watson & Thompson. Stress and Coping in the Lives of Recent Immigrants and Refugees: Considerations for Counseling</p> <p><i>Suggested Readings:</i> -Organista (2007), Chapter 2. The Social Stratification of Latino Ethnicity, Power, and Social Welfare in the United States -Buki & Piedra. Chapt 9. Promoting the well-being of Unaccompanied Immigrant Minors -Bacallao, M.L., & Smokowski (2005) "Entre dos Mundos" (between two worlds): Bicultural Skills Training with Latino immigrant families. <i>Journal of Primary Prevention</i>, 26(6), 485-509.</p>	In-Class assignment: Implicit Association Task
September	Latino Mental Health	Required Readings:	Cultural Genogram Due

24	and Health Disparities	<p>-Falicov Chapter 6. Health Disparities -Organista (2007). Chapters 8 & 9</p> <p><i>Suggested Readings:</i> Buki & Piedra (2011) Chapter 8. Serving Latino Families Caring for a Person with Serious Mental Illness -Lopez (2001), Chapters 4-11 (Latino Peoples: Cultural and Psychiatric issues)</p>	
October 1	<p>Ethnic Identity and Cultural Values</p> <p><i>Guest Speaker:</i> Dr. Michele Guzman, Assistant Director of Research and Evaluation. Hogg Foundation for Mental Health</p>	<p>Required Readings: -Organista Ch. 3, Latino Ethnic Identity: Psychological Impacts of Structured Inequality -Santiago-Rivera, Arredondo, & Gallardo-Cooper (2002). Chapter. 3. Understanding Latino Families From Multiple Contexts. Essential Frames of Reference.</p>	Final Project Idea Due: 8pm
October 8	<p>Issues of Diversity within the Latino Community</p> <p><i>Video:</i> Dominican Colorism Assignment for October 15th: 2-page reaction paper to video</p>	<p>Required Readings: -Organista Ch. 4, Diversity within Latinos: Subgroups, Identities, and Social Welfare. -Pew Hispanic Center: Changing Faiths: Latinos and the Transformation of American Religion. Chapters 1 & 2. -Hays, P. (2007). <i>Addressing Cultural Complexities in Clinical Practice</i>. Chapter 4</p>	
October 15	Latino Family Dynamics	<p>Required Readings: -Santiago-Rivera, Arredondo, & Gallardo-Cooper (2002). Chapter 5, Understanding Latino Families in Transition & 8. Latino Family Counseling -Bacallao, M., Smokowski P (2007). The costs of getting ahead: Mexican family system changes after immigration. <i>Family relations</i>. 56, 52-67. -Organista (2007) Chapter 6. The Latino Family</p>	In Class assignment: ADDRESSING framework.

		<p><i>Suggested Readings:</i> -Acia, E., & Johnson, A. (1998) When respect means to obey: Immigrant mother's values for their children. <i>Journal of Child and Family Studies</i>. 7(1), 79-95.</p>	
October 22	<p>Risk and Resilience among Latino Youth Working with Latino Families</p>	<p>Required Readings: -German, M., Gonzales, N.A., & Dumka, L.E. (2009). Familism values as a protective factor for Mexican-origin adolescents exposed to deviant peers. <i>Journal of Early Adolescence</i>. 29, 16-42. -Organista (2007) Chapter 7, Latino Youth</p> <p><i>Suggested Readings:</i> Cabrera et al. V. 2 (2011). Chapter 5, The Socialization of Culturally Related Values and the Mental Health Outcomes of Latino Youth.</p>	
October 29	<p>Gender/Marianismo and Machismo/Sexuality</p> <p>Movie: A Girl Like Me: The Gwen Araujo Story</p> <p>Assignment for November 5: 2 -3 page reaction paper to video</p>	<p>Required Readings: - Cabrera et al. (2011) V. 2. Chapter 6, Sexual Orientation and Identity in Latina/o Youth: Implications for Mental Health. - Velazquez et al., (2004). Chapter 4, Stereotypes of Chicanas and Chicanos. Impact on Family functioning, individual expectations, goals and behavior.</p> <p><i>Suggested Readings:</i> Velasquez et al., (2004) Chapter 9, Psychology with Chicano Men Chapter 12, Psychotherapy with Chicanas</p>	<p>Analysis of Racial/Cultural Identity due, <i>When I Was Puerto Rican</i>.</p>
November 5	<p>Latin@ Immigrants and Gender Based, Family Violence</p> <p><i>Guest Speaker:</i> Dr. Josie Serrata Assistant Director of Research for the National Latin@</p>	<p>Required Readings: -Lopez (2001) Chapter 12. Domestic Violence -Velasquez et al. (2004). Chapter 14, Domestic Violence</p>	<p>Reaction Paper #2 Due</p>

	Research Center on Family & Social change		
November 12	Issues in the Assessment of Latino clients	Required Readings: -Shapiro & Kratochwill (2000). Chapter 15 (Quintana), Assessment of ethnic and linguistic minority children. -Confresi, N.I., & Gorman, A.A. (2004). Testing and assessment issues with English-Spanish bilingual Latinos. <i>Journal of Counseling & Development</i> . 82, 99-106. -Cabrera et al., (2011) V. 2. Chapter 4, Understanding Contextual Influences on Parenting and Child Behavior in the Assessment and Treatment of ADHD in Latino Children.	
November 19	Final Presentations		
December 3	Final Presentations		Final Papers Due ON THIS DAY, December, 3rd.

Breakdown of Grades:

Points	Requirement
20 %	Cultural Genogram Paper
20%	Analysis of Racial/Cultural Identity (<i>When I was Puerto Rican</i>)
10%	Video Reaction Papers
10 %	Group Presentation
20 %	Research Paper
20%	Class participation (including in class assignments)

Grades: 100 points total:

94-100 = A 90 - 93 = A- 87-89 = B+ 84-86 = B 80-83 = B- 77-79 = C+
 74-76 = C 70 -73 = C- 67-69 = D+ 64-66 = D 60-63 = D- Below 60= F

Cultural Genogram

The Multicultural Genogram is an important diagnostic tool in examining historical interactions across generations related to diversity. It is a graphic representation of the multigenerational family diversity tree. When used effectively, it can reveal covert cultural attitudes, experiences, etc., or can help you examine overt experiences of diversity in relation to your own present day attitudes. The visualization of the family diversity tree can help you identify recurring themes and behaviors that flow from one generation to the next.

Tools and information for completion of the Cultural Genogram.

1. Write out the first names of all family members for three generations (include your generation as one of the generations). Include gender and approximate age.
2. Fill in the ethnic/racial/religion/language/affectional affiliation-sexual orientation/disability of any relationships in your family tree. Also include inter ethnic/racial, etc. relationships.
3. Identify any teachings, thoughts, rules, or vivid experiences, feelings and stories along with perceptions of diversity that have been passed on from generation to generation about any group that was diverse from the family.
4. Make notations regarding occupations, demographics of residential areas, and any significant changes in life course throughout each generation that created changes in beliefs or interactions with persons diverse from the family throughout each generation.

This paper is to be written in four sections and should be 8-10 pages:

Section 1:

Includes the values, customs, etc. of the group of diversity that best identifies you. For some of you, this will include more than one diverse group and for others it may only include the group you most identify in relation to yourself or family. Such information about the groups of diversity are available in the library. Be thorough in your description of the factors that describe your chosen group. Also include any ethnic/racial perceptions/stereotypes your chosen group may have about other groups.

Section 2:

Includes a thorough description of your Multicultural Genogram in a story format. This section can include any options, interpretations and attitudes along with perceptions that you may have discovered about each generation. This section should also include any issues related to diversity that have been passed on from generation to generation (positive or negative).

Section 3:

Include a comparison of section 1 to section 2 to evaluate whether or not any of the factors that describe the ethnic group you have chosen are apparent throughout the generations. If not, what values have your generations kept for themselves. Example: group versus individualism, time orientation versus being, etc.

Section 4:

Includes a discussion of what your personal beliefs include and how they compare to the other three sections of the paper. In this section you are also to include any changes you have made in interacting with relationships of diversity. In addition, you are to include any areas in need of remediation for professional practice and any areas of limitations when working with people of diversity.

The Final Report (20% of grade): You will complete a 6-8 page report (excluding the reference section) describing a counseling/clinical topic of interest or a health disparity experienced by a subgroup of the Latino population (e.g. Latino men, Latinas, Cuban/Cuban Americans, Latino youth, Latino LGBT, Latino elderly, etc.). The report should contain each of the following:

- 1) Clearly identify the Latino/a subgroup you have chosen to discuss (Cuban American children, Mexican women immigrants in the U.S., Puerto Rican elders, etc.
- 2) Provide a clear description of the counseling/clinical issue, including epidemiological, community, or treatment studies/data (whichever are applicable) characterizing the incidence/prevalence/outcomes.
- 3) A scholarly review of the current state of scientific knowledge about your chosen subgroup. Include:
 - a. Current knowledge of the risk and protective factors for the counseling/clinical issue that you have chosen. Give special attention to any risk and protective factors that may disproportionately affect your chosen subgroup.
 - b. Current knowledge about client, provider, environmental, and/or health system/institutional level factors that contribute to this counseling/clinical issue.
 - c. Identify existing interventions (if any) designed to address the counseling/clinical issue. These interventions can be at any level (patient/client, provider, or system/institutional)
 - d. Directions for future research and policy (if applicable) endeavors to further address the counseling/clinical issue.

Formatting Requirements: Reports must meet the following requirements: 1) one inch margins on all sides; 2) double spaced with 0 pt. spacing before and after each line (i.e., no extra spaces between paragraphs or subheadings); 3) Arial font, size 11; 4) a flush left header reading “FirstName LastName; Final Report.” (e.g., “Delida Sanchez; Final Report”); 5) No cover page; start your text on the first line of the first page; 6) the report’s citations and references section must comply with the requirements of *the Publication Manual of the American Psychological Association, 6th Edition*.

The Presentation (10 % of grade): You should also be prepared to give a 30-35 minute presentation on your chosen topic, which will be followed by a 5-10 minute question/answer session. The purpose of this presentation is to disseminate the knowledge gathered for your final report to the rest of the students. You will prepare a multimedia presentation using whatever media you deem necessary to thoroughly communicate the findings from your research (power point slides, videos, photos, websites, interviews, etc.). You can be as creative and elaborate as you choose to be, but you must meaningfully incorporate one or more presentation aids throughout your presentation. The presentation grade will be based on the following:

- a. Did the presenter cover what was asked of him/her?
- b. Did the presenter appear to put thought and effort into the presentation as evidenced by the quality of the materials?
- c. Were the materials organized well and convey an understandable message?
- d. Did the presenter draw in or involve the audience?
- e. Were questions handled well?
- f. Was the presenter attentive to and respectful to the audience?
- g. Was the audience able to answer the Knowledge Assessment Questions based on the presentation?

Due Dates: Final report topics are due October 1st by 8:00 am. The paper is due at the beginning of class on December 3rd. Presentations will be take place on November 19th and December 3rd.