

**The University of Texas at Austin
Educational Psychology
EDP 382G-2: Latino Psychology
Unique # 10745 Fall 2017
Mondays 1-4, SZB 435**

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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 with foundational understanding of the diverse demographic make-up of Latinos, including multiple races, ethnicities, cultures, values, beliefs, traditions, social classes, and reasons for immigration. This course will identify the personal, social, cultural and institutional forces that affect the mental health of Latinos and how these factors influence treatment issues, including immigration, racism, poverty, and acculturation. Additionally, this class aims to increase awareness and understanding of culturally relevant assessment instruments, counseling models, and methods of intervention that are successful in the mental health treatment of Latinos.

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, immigrant 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. Our class meetings will be primarily discussion-based and as such we will all be committed to facilitating meaningful conversations. 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. Please: 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. In addition, please refrain from using g-chat, imessenger, facebook and email during class.

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. 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 Requirements

1. **Attendance and Class Participation & Facilitation (30% 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) Presentations of Weekly Readings: Beginning September 25th, the class discussion will be led by pre-assigned groups of 2-3 students. Groups will be responsible for preparing summaries/handouts/instructional materials for the given readings and will present to their peers at the beginning of class. In addition, please come prepared with 3-5 questions to guide our discussions (see Weekly Reflection Questions below). *Students will complete at least two (2) presentations.*

2. **Reaction Papers (20% of your grade).** There will be 2 reaction papers, 2-3 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).
3. **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 from Puerto Rico to NYC. 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). 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 upload a typed, double-spaced paper via Canvas on **October 16th**. 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).
4. **Final paper and presentation (paper = 20% of grade; presentation = 10% of grade):**
Paper (20% of grade): Each student will complete an 8 page report (excluding the reference pages) describing the findings of your neighborhood/community/school study of a subgroup of the Latino population (e.g. Latino men, Latinas, Cuban/Cuban Americans, Latinx youth, Latinx LGBT, Latino elderly, etc.). A detailed handout that fully explains this assignment is available on Canvas and is attached to this syllabus. **Please submit your paper topic to me no later than October 30th**. In addition to preparing a report of your findings (see directions in areas a-c of the

assignment), please discuss your findings in terms of risk and protective factors to health (health can be defined *broadly*); what you've learned about the neighborhood/community/school and how it will affect your future practice/work with this community (e.g., how can you use resources, what are obstacles, how might you reasonably adapt to accommodate those you serve); and discuss any observations about the community that affected you, and what feelings arose.

Presentation (10% of grade): You should also be prepared to give a 10-minute presentation on your study project, which will be followed by a short question/answer session. The purpose of this presentation is to disseminate the knowledge gathered for your study to the rest of the students. You will prepare a multimedia presentation using whatever media you deem necessary to thoroughly communicate the features of the neighborhood you studied (power point slides, videos, photos, websites, interviews, etc.). You can be as simple or as creative and elaborate as you choose, but you must meaningfully incorporate one or more presentation aids throughout your class discussion. Students focusing on the same community may team up to complete a group presentation, but all students must turn in a unique, individual paper.

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 canvas. Below is a list of texts from which the canvas 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.

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.

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
September 11	Introduction to course, review of syllabus and course expectations.	<i>Demographics</i> Arredondo et al. (2014) Culturally responsive counseling with Latinas/os. Chapter 1: Who are Latinos?	
September 18	Demographic and Historical Overview of Latinos in the U.S. <i>Video: PBS Latino Americans, Episode 1 Foreigners in our own land</i>	Required Readings: -Falicov (2014), Chapter 2, Latino Diversity: Contexts and Cultures - Buki & Piedra (2011). Chapter 1, Latinos and the Changing Demographic Landscape	Assignment for September 25: 2-3 page reaction paper to video.
September 25	Acculturation & Adaptation <i>Video: PBS Latino Americans, Episode 4: The New Latinos</i>	Required Readings: -Organista (2007), Chapter 1, The Americanization of Latinos: Patterns of Acculturation and Adaptation in the United States - 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. -Yakushko, Watson & Thompson. Stress and Coping in the Lives of Recent Immigrants and Refugees: Considerations for Counseling	Reaction Paper #1 Due

October 2	<p>Chicana/o Psychology: History & Relevance of Mexican Contributions</p> <p><i>Guest Speaker:</i> Dr. Manuel Zamarripa, PhD</p>	<p>Required Readings: Villaruel et al., (2009). Chapter 1 (Padilla & Olmedo), A History of Latino Psychology</p>	
October 9	Ethnic Identity	<p>Required Readings: --Falicov (2014). Chapter 5, The Second-Generation Identity Struggles. -Organista Ch. 3, Latino Ethnic Identity: Psychological Impacts of Structured Inequality</p>	In Class assignment: Cultural Genogram
October 16	Latino Mental Health and Health Disparities	<p>Required Readings: -Falicov Chapter 6. Health Disparities -Organista (2007). Chapters 8</p>	Analysis of Racial/Cultural Identity due, <i>When I Was Puerto Rican</i>
October 23	<p>Diversity within the Latino Community</p> <p><i>Video:</i> Dominican Colorism Assignment for March 9th: 2-page reaction paper to video</p>	<p>Required Readings: -Organista Ch. 4, Diversity within Latinos: Subgroups, Identities, and Social Welfare. - Dzidzienyo & Oboler (2005). Chapter 6. (Vaughn). Afro-Mexico; Blacks, Indígenas, politics and the greater diaspora</p>	
October 30	Latino Cultural Values and Family Dynamics	<p>Required Readings: - Arredondo et al. (2014). Culturally Responsive Counseling with Latinas/os. Chapter 8. -German, Gonzalez, & Dumka (2009). Familism values as a protective factor for Mexican-origin adolescents exposed to deviant peers, <i>Journal of Early Adolescence</i>, 29(1), 16-42.</p>	Neighborhood/Community/School Study topic due
November 6	<p>Gender/Sexuality</p> <p>Movie: A Girl Like Me: The Gwen Araujo Story</p>	<p>Required Readings: - Cabrera et al. (2011) V. 2. Chapter 6, Sexual Orientation and Identity in Latina/o Youth: Implications for Mental Health.</p>	Assignment for November 13: 2-3 page reaction paper to video.

	Assignment for March 30: 2 -3 page reaction paper to video	- Velazquez et al., (2004). Chapter 4, Stereotypes of Chicanas and Chicanos. Impact on Family functioning, individual expectations, goals and behavior.	
November 13	Risk and Resilience among Latino Youth Working with Latino Families Movie: 3 Americas	-Organista (2007) Chapter 7, Latino Youth	Reaction Paper #2 Due
November 20	Latin@ Immigrants and Gender Based, Family Violence <i>Guest Speaker:</i> Dr. Josie Serrata Director of Research for the National Latin@ Research Center on Family & Social change	Required Readings: -Lopez (2001) Chapter 12. Domestic Violence	
November 27	Interventions with Latina/o/x populations		Final Presentations
December 4	Interventions with Latina/o/x populations	Buki & Piedra (2011) Chapter 8. Serving Latino Families Caring for a Person with Serious Mental Illness Required Readings: -Gloria & Rodriguez (2000). Counseling Latino University Students, <i>Journal of Counseling and Development</i> , 78, 148-154. -Santiago-Rivera, Arredondo, & Gallardo-Cooper (2002). Chapter 8. Latino Family Counseling	Final Presentations
December 11	Final Papers Due		Final Presentations

Breakdown of Grades:

Points	Requirement
30%	Attendance and Class Participation/Facilitation
20%	Analysis of Racial/Cultural Identity (<i>When I was Puerto Rican</i>)
20%	Video Reaction Papers
10 %	Final Presentation
20 %	Research Paper

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

Neighborhood/Community/School Study

Final Report (Neighborhood/Community/School Study). You will complete a 8-10 page report (excluding the reference section) describing the results of a neighborhood/community/school study. You are to choose a local neighborhood/community/school with a large representation of Latina/o residents. At least 40% of the residents/students of your chosen neighborhood/community/school should identify as Hispanic/Latino based on 2010 U.S. Census data.

1. **The Study:** Personally survey your chosen neighborhood/community/school with the purpose of gathering data on the characteristics listed below. Your community study will be enhanced if you are able to speak with members of the community or community organizations (e.g., local health providers, clergy, residents, business owners, etc.), and personally experience shops, restaurants, or other public aspects of the community.
 - a. The Built Environment
 - i. Economic: where do people work, shop; are there signs of unemployment or recession (e.g., empty stores, boarded up buildings, vacant lots, etc.)? Are there signs of economic prosperity (e.g., many shops, leisure services, help wanted signs, etc.).
 - ii. Housing: types, conditions of buildings and property? Do people mostly rent or own?
 - iii. Transportation: conditions of roads, conditions of public transportation, ease of travel.
 - iv. Topographic and geographic features, especially as they relate to health and safety (e.g., bike lanes, conditions of sidewalks, green space, closeness to freeways, etc.)
 - b. The Service Environment
 - i. Education: What are the academic characteristics of the schools (elementary, middle school and high school) and conditions of local libraries? Are there technical schools or other opportunities for education?
 - ii. Food: What are the options for buying groceries and what is the quality of these outlets? Are there local/family owned restaurants, or predominantly fast food outlets? What is the concentration of tobacco and alcohol outlets?
 - iii. Healthcare and Medical: Where are the hospitals, health related-business, pharmacies, and alternative providers, and what is the quality?
 - iv. Local Social Services: What are they? Who is providing them? Who is utilizing them?
 - c. The Social Environment
 - i. Social/interactive: What are the options for leisure time activities for children/adults/family? Discuss formal outlets (e.g., businesses) as well as community practices; i.e., where do people hang out and what do they like to do?
 - ii. People: age, gender, immigrant status, nationality, language, ethnicity, etc.
 - iii. Religious: what are the churches and other places of worship?
 - iv. Crime: signs of violence, crime, or other safety issues (or methods to combat these things).
 - v. Signs of social cohesion/trust: Community events, neighborhood watch, signs of social interaction, signs of civic engagement
2. **The Report (20% of grade):** After completing you community study, prepare a report of your findings in areas a-c above.
 - a. (12 points) Discuss your findings in terms of risk and protective factors to health (health can be defined *broadly*).

- b. (8 points) Discuss how what you've learned about the community will affect your future practice with this community (e.g., how can you use resources, what are obstacles, how might you reasonably adapt to accommodate those you serve)?
 - c. (4 points) Discuss any observations about the community that affected you, and what feelings arose.
3. **The Presentation (10% of grade):** You should also be prepared to give a 10-15 minute presentation on your neighborhood, which will be followed by a short question/answer session. The purpose of this presentation is to disseminate the knowledge gathered for your study to the rest of the students. You will prepare a multimedia presentation using whatever media you deem necessary to thoroughly communicate the features of the neighborhood you studied (power point slides, videos, photos, websites, interviews, etc.). You can be as simple or as creative and elaborate as you choose, but you must meaningfully incorporate one or more presentation aids throughout your class discussion. Students focusing on the same community may team up to complete a group presentation, but all students must turn in a unique, individual paper.

Formatting Requirements: Reports must meet the following requirements: 1) 8-10 pages (not including title page or references); 2) 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) Times New Roman font, size 12 or Arial font, size 11; 4) 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 10-15 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 them?
- 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?

Due Dates: Final report topics should be uploaded to Canvas by October 30th. The paper is due on December 11th. Presentations will be take place on November 27th, December 4th, and December 11th.