

**Cultural Constructs and Practice Models Relevant to Latino Communities
(Formerly Culturally Sensitive Service Provision with Latino Populations)
SW 395K
Spring 2014 Course Syllabus**

SSW 2.112
Tuesdays, 8:30 am-11:30 am

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Office Hours: Tuesdays, 1 pm-3 pm and by appointment

I. Course Description

The purpose of this course is to encourage critical thinking skills and awareness necessary for effective cross-cultural communication, and to provide foundational knowledge to inform service provision within Latino communities. The class will cover: 1) Historical and socio-political issues relevant to Latinos in the U.S.; 2) cultural constructs and psychosocial concepts relevant to Latino populations; 3) health disparities among Latino populations, and; 4) multicultural practice models as applied to Latino clients and communities. The goal of this course is to provide a foundation for conceptualizing cases and building a body of knowledge that can be put into practice in professional social work settings.

II. Course Objectives

Upon completing this course, students will:

1. Understand the political and economic history in the countries of origin of the major Latino subgroups in the U.S. that contributed to immigration of these groups, and how this history has influenced the present climate for Latinos in the U.S.
2. Know the determinants and evidenced-based practices for addressing a psychosocial or health problem that disproportionately affects the U.S. Latino population.
3. Know and apply culturally sensitive practice models with Latino individuals and communities.
4. Build awareness of the diversity and complexity among Latino groups in the U.S. in regards to national origin, generation, acculturation, gender, age, race, sexual orientation, and spirituality.
5. Build cultural self-awareness and sensitivity to the potential effects of cultural difference on the client-provider relationship.

I. Teaching Methods and Assignments

This course will use a combination of lecture, discussion, in-class and take-home exercises, in-class presentations, and written assignments. Most classes contain assigned readings and a one-page “reflection” paper. One reflection paper will be completed in class. There will be one major in-class presentation. Four days of class will be reserved for these presentations. More information on these assignments is available below.

Blackboard: This class uses *Blackboard*—a web-based course management system with password-protected access at <http://courses.utexas.edu>—to facilitate distribution of course materials, communication and collaboration online, to post grades, and to submit assignments. Any assignment not submitted to Blackboard will be considered NOT TURNED IN, regardless of whether or not a paper copy is also turned in. You will find your weekly readings on Blackboard under Course Documents. You can find support in using Blackboard at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

Weekly Reflection Paper: Unless otherwise instructed, reflection papers will focus on the week’s readings. You are only required to complete one reflection paper per week--if you have multiple readings in one week, you can incorporate all readings into one reflection paper. Reflection papers 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?**

Each reflection paper is worth 6 points and will be graded on the extent to which all prompts are addressed and level of critical thinking reflected in your responses. There are 10 reflection papers, for a total of 60 points. You must submit your reflection paper to Blackboard by 8:30 am on the Saturday before class. If it is not submitted by this time, one half of one point will be deducted for each day the reflection paper is late (any time after 8:30 am is considered a full day). No reflection papers will be accepted after 8:30 am on Tuesday. I will not accept reflection papers in class.

All reflection papers must meet the following formatting requirements: 1) one inch margins on all sides; 2) single spaced with 0 pt. spacing before and after each line; 3) Arial font, size 11; 4) a flush left header reading “FirstName LastName; MM/DD Reflection Paper.” MM/DD indicates the month and day of the *class* for which the reflection paper is due. For example, the header for my first reflection paper would read: “Yessenia Castro; 01/21 Reflection Paper”.

Health disparity lecture: Each student will complete a 10-12 page report (excluding references) and a 25 minute presentation on a health disparity experienced by the Latino population or a subgroup of the Latino population (e.g. Latino men, Latinas, Cuban/Cuban Americans, Latino youth, Latino LGBTQ, Latino elderly, etc.). A detailed handout that fully explains this assignment is attached to the syllabus. Lecture topics are due **with your February 4th reflection paper**. This project will be worth 40 points. Presentations will take place in April.

II. Texts

There are no required texts for this course. All reading materials will be distributed via blackboard. Below is a list of optional texts from which readings and lectures will be drawn throughout the semester:

Bergad L. W., & Klein, H. S. (2010). *Hispanics in the United States: A Demographic, Social, and Economic History 1980-2005*. New York: Cambridge University Press.

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

Falicov, J. C. (2013). *Latino Families in Therapy*, 2nd Ed. New York: The Guilford Press.

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

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

Smokowski, P. R., & Bacallao, M. L. (2007). *Becoming bicultural: Risk, resilience, and Latino youth*. New York: New York University Press.

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

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.

III. Course Schedule:

| | Main Topics | Readings Due (to be completed before class) | Assignments and Activities |
|--------|---|---|--|
| Jan 14 | Introduction to course, review of syllabus and course expectations. | | |
| Jan 21 | Demographic and Historical Overview of Latinos in the U.S. | Bergard & Klein, Chapters 1 and 3. | Reflection paper due 1/18 |
| Jan 28 | Acculturation, adaptation, and the Latino paradox | Perez, R.M. (2011). Chapter 2. Latino Mental Health: Acculturation Challenges in Service Provision. In Buki & Piedra Dettlaff & Rycraft (2006). The impact of migration and acculturation on Latino Children and Families: Implications for Child Welfare Practice. <i>Protecting Children</i> 21(2), 6-21. | Reflection paper due 1/25 |
| Feb 4 | Ethnic Identity, conflict, and acculturative stress | Readings: Casas, J. M., & Pytluk, S. D. (1995). Hispanic identity development: Implications for research and practice. Chapter 3: Latino Ethnic Identity: Psychological Impacts of Structured Inequality. In Organista. Optional: -Latino USA Podcast: "SOMOS: What's in a Name?" -"Being a Mexican American is | Reflection paper due 2/1 Health Disparity topics due on this day, 2/4 |

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| | | Exhausting”: http://www.youtube.com/watch?v=Sw5bA8cVF-E | |
| Feb 11 | Awareness of diversity and cultural difference | Readings: Hays, P. (2007), Chapters 3 & 4. | Reflection paper due 2/8 |
| Feb 18 | Latino Family Dynamics Guest Lecture: Karla Gonzalez | Bacallao, M., Smokowski P (2007). The costs of getting ahead: Mexican family system changes after immigration. <i>Family relations</i> . 56, 52-67. And TBD | Reflection paper due 2/15 |
| Feb 25 | Models for cross cultural work and communication | Betancourt, J.R., Green, A.R., & Carrillo, J.E. (2001). Cross cultural Care and Communication. Falicov (2013) Chapter 1. | Reflection paper due 2/22 |
| Mar 4 | Catch up week and Individual meetings on Health Disparity Report/Presentation | | Reflection paper due 3/1 |
| Mar 11 | Spring Break—No Class! Have a fun and relaxing week! | | |
| Mar 18 | Models for cross cultural work and communication | 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. Congress, E. (2004) Cultural and Ethical Issues in Working with Culturally Diverse Patients and Their Families: The Use of the Culturagram to Promote Cultural Competent Practice in Health Care Settings | Reflection paper due 3/15 |
| Mar 25 | Issues in the Assessment of Latino clients | -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. Castro Y, Correa-Fernandez V, Cano MA, et al. (2014). Failure to replicate the structure of a Spanish-language Short Wisconsin Inventory of Smoking Dependence Motives in three samples of Latino smokers. Manuscript under review. | Reflection Paper due 3/22 |
| Apr 1 | Adaptation of Interventions | Castro FG, Barrera M Jr, Martinez CR (2004): The cultural adaptation of prevention interventions: Resolving tensions between fidelity and fit. <i>Prevention Science</i> , 5(1):41–45. Resnicow, K., Soler, R., Braithwaite, R. L., | Reflection paper due 3/29 |

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| | | Ahluwalia, J. S., & Butler, J. (2000). Cultural sensitivity in substance use prevention. <i>Journal of Community Psychology</i> , 28(3), 271-290. | |
| | | Castro Y, Fernández ME, Strong LL, et al (2014). Adaptation of a counseling intervention to address multiple cancer risk factors among Mexican Americans. Manuscript under review. | |
| Apr 8 | Health Disparity Presentations | | |
| Apr 15 | Health Disparity Presentations | | |
| Apr 22 | Health Disparity Presentations | | |
| Apr 29 | Health Disparity Presentations | | Health Disparity Papers Due ON THIS DAY, April 29. |

VI. Course Policies

Attendance: Students are expected to attend all classes and arrive on time. **If you cannot attend a class, please notify me ahead of time *in writing*. (When emailing Dr. Castro, please include SW 395K in your subject line.)** Be aware that more than one unexcused absence will result in a loss of 5 points in the overall grade.

Participation: Students are expected to be prepared for each session and participate meaningfully each week. This includes contributing to in-class discussions, participating in all group exercises, contribute to their own group presentations, and be present for all group presentations. Turn mobile phones off or to silent when you enter the classroom. Be respectful of classmates by refrain from talking out of turn, checking phones or email, texting etc. in class.

Timely submission of assignments: Reflection papers are due via Blackboard on the Saturday before class, by 8 am. Reports are due at the beginning of class (both a hard copy and an electronic copy submitted to Blackboard) on the days noted. Late assignments will not be accepted unless a legitimate, unforeseen, and documented emergency occurs. Please come to the instructor as soon as possible after this emergency to discuss the situation. Each situation will be evaluated on a case-by-case basis. There is no guarantee that due dates will be extended in these cases and, if they are, assignments may be assessed penalties (reduction in points). **If you know in advance that you will be unable to turn in an assignment on its due date for any reason, turn it in early.**

VII. Course Grading System

Your grade will be based on 10 reflection papers (worth 60 points) and Health Disparity Report/Presentation (worth 40 points, respectively), totaling 100 points. Your grade can be negatively affected by poor class attendance and turning in late assignments. Reflection papers will be accepted late with a 1-point-per-day deduction until Tuesday morning, after which no reflection papers will be accepted. No late health disparity reports will be accepted. If you do not turn in a health disparity report and did not experience an unforeseen and documented emergency, you will receive a grade of 0 for the report. The grading scale for this course is as follows:

100-95 = A
94-90 = A-

89-87= B+
86-84= B
83-80= B-
79-77= C+
76-74= C
73-70= C-
69-67= D+
66-64= D
63-60= D-
59 and below = F

VIII. University Notices and Policies

The University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic dishonesty: While scholastic dishonesty is not anticipated, students should be familiar with The University of Texas at Austin's policy on this subject found in *General Information 2004-2005*. If you do not know an appropriate referencing style, now is the time to learn. Be especially careful about giving due credit to other authors in writing your papers. Be sure to indent direct quotes of 5 lines or more; use quotation marks for shorter, direct quotes; and also give due credit for indirect quotes. Failure to do so will result in a grade of **zero** for the assignment. **Scholastic dishonesty in this class may result in a grade of F for the course and reporting to the Master's Program Director, Dean of the School of Social Work or the school/college in which you are enrolled, and Dean of Students or Dean of Graduate Studies.**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, refer to the web site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs>).

Students with disabilities: Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations. Faculty are not required to provide accommodations without an official accommodation letter from SSD.

Religious Holidays: By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, they will be given an opportunity to complete the missed work within a reasonable time after the absence.

Use of E-Mail for Official Correspondence to Students All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a

minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/help/utmail/1564>. **When emailing Dr. Castro, please include SW 395K in your subject line.**

Safety: As part of professional social work education, students may have assignments that involve working in agency settings and/or the community or attending meetings or events at off-campus locations. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practice related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

Behavior Concerns Advice Line (BCAL): If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Use of Blackboard web site: Web-based, password-protected class sites using Blackboard software are available for all accredited courses taught at The University of Texas. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging email, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>.