

**Culturally Sensitive Service Provision with Latino Populations**  
**SW 395K**  
**63735**

**Spring 2013 Course Syllabus**

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

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## **I. Course Description**

The purpose of this course is to provide social work students foundational skills and knowledge to provide members of Latino 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 live, their complexity of 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 clinical 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. 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. Each class contains assigned readings and a one-page reflection paper. There will be two in-class presentations. Two days of class will be reserved for each of these presentations. In addition, there will be two written reports due for each student on which the group presentations are based. 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 papers:** You are required to write a one page, reflection paper most weeks. Unless otherwise instructed, reflection papers will focus on the week's readings. You are only required to write one reaction paper per week--if you have multiple readings in one week, you can combine your reactions into one paper. Reflection papers should discuss components of the article that you find most interesting/intriguing/surprising and points on which you agree/disagree. Also feel free to bring up questions that were raised for you by the readings. Do not simply state these things, but discuss *why* you feel this way and attempt to provide answers to your questions. If appropriate, discuss what you think are the practice or research implications of your readings, or how the readings changed your views about a particular subject. Discuss anything else you feel reflects critical thinking. You should refer to specific details in the article when you explain your reaction to it.

There are three reflection papers that are not based on the week's readings (The Autobiography, The Implicit Association Task, and the ADDRESSING Exercise). Information on how to complete these reflection papers is available on Blackboard, and this information will be reviewed in class before the reflection paper is due.

Each reflection paper is worth 5 points and will be graded on the extent to which all readings and/or exercises are incorporated and level of critical thinking reflected in the paper. There are 11 reflection papers, for a total of 55 points. You must submit your reflection paper to Blackboard by 8 pm on the Friday before class. If it is not submitted by this time, one point will be deducted for each day the reflection paper is late. No reflection papers will be accepted after 8:30 am on the Tuesday after it is due. 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

12; 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, The Autobiography, would read: “Yessenia Castro; 01/22 Reflection Paper”.

**Health disparity report and presentation:** Each student will complete a 5 page report (excluding the reference pages) describing a health disparity experience 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 January 29<sup>th</sup> class. Report topics are due February 1 by 8 pm. Students should also be prepared to give a 10 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 15 points. Students must submit an electronic copy or the report to Blackboard and turn in a hard copy of the paper. The paper is due at the beginning of class on February 26<sup>th</sup>. No late papers will be accepted.

**Community Study report and presentation:** Each student will complete a 9-10 page report (excluding the reference pages) describing the results of a study of a local community with a large representation of Latinos (greater than 40%). A detailed handout that fully explains this assignment is available on Blackboard and will be discussed at the March 5<sup>th</sup> class. Report topics are due February 8<sup>th</sup> by 8 pm. Students should also be prepared to give a 15-20 minute presentation on their chosen community. Up to 4 students may focus on the same community. Students focusing on the same community will complete a group presentation. However, all students must turn in a unique, individual paper. This project will be worth 30 points. Students must submit an electronic copy of the report to Blackboard and turn in a hard copy of the paper. The paper is due at the beginning of class on April 30<sup>th</sup>. No late papers will be accepted.

#### IV. Texts

##### **Required:**

Organista, K. C. (2007). Solving Latino psychosocial and health problems: Theory, practice, and populations. Hoboken, NJ: John Wiley and Sons, Inc.

##### **Optional:**

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.

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.

Zayas, L. H. (2011). Latinas attempting suicide: When cultures, families, and daughters collide. New York: Oxford University Press.

**V. Course Schedule:**

<b>Date</b>	<b>Main Topics</b>	<b>Readings Due</b> (to be completed before class)	<b>Assignments</b> (Reflection papers are due the Friday before each class. Reports are due at the start of class on the days noted)
January 15	Introduction to course, review of syllabus and course expectations.		
January 22	Demographic and Historical Overview of Latinos in the U.S.	-Organista (2007), Chapter 1, The Americanization of Latinos: Patterns of Acculturation and Adaptation in the United States -Organista (2007), Chapter 2. The Social Stratification of Latino Ethnicity, Power, and Social Welfare in the United States	<b>Reflection paper:</b> The Autobiography
January 29	What is a health Disparity?	-Vega, W.A., Rodriguez, M.A., & Gruskin, E. (2009). Health Disparities in the Latino Population. <i>Epidemiological Reviews</i> , 31, 99-112. -Williams, R.A. (2008) Chapter 5. Betancourt, J.R., & Maina, A. Barriers to eliminating disparities in clinical practice: Lessons learned from the IOM Report "Unequal Treatment"	<b>Reflection paper:</b> The Implicit Association Task and Health Disparity Report Topic
February 4	Acculturation, Adaptation, the Latino Paradox.	-Cabassa, L. J. (2003). Measuring acculturation: Where we are and where we need to go. <i>Hispanic Journal of Behavioral Sciences</i> , 25 (2), 127-146. -Hunt, L.M., Schneider, S., & Comer, B. (2004). Should "acculturation" be a variable in health research? A critical review of research on Hispanics. <i>Social Science &amp; Medicine</i> 59, 973-983.	<b>Reflection paper:</b> Hunt et al., Cabassa et al.
February 12	Ethnic Identity and Cultural Values	<b>Readings:</b> -Organista Ch. 3, Latino Ethnic Identity: Psychological Impacts of Structured	<b>Reflection paper:</b> Schwartz, et al., Syed, et al., Latino USA podcast.

		<p>Inequality</p> <p>-Schwartz, S., Zamboagana, B., &amp; Jarvis, L. (2007). Ethnic identity and acculturation: mediated relationships to academic grades, prosocial behaviors, and externalizing symptoms. <i>Cultural Diversity and Ethnic Minority Psychology</i>. 13(4). 364-373.</p> <p>-Syed, M., Azmitia, M., &amp; Phinney, J. (2007). Stability and change in ethnic identity among emerging adults in two contexts. <i>Identity: An International Journal of Theory and Research</i>, 7(2), 2007. pp. 155-178.</p> <p>-Latino USA Podcast: "SOMOS: What's in a Name?"</p>	
February 19	Issues of Diversity within the Latino Community using the ADDRESSING framework.	<p><b>Readings:</b></p> <p>-Organista Ch. 4, Diversity within Latinos: Subgroups, Identities, and Social Welfare.</p> <p>-Pew Hispanic Center: Changing Faiths: Latinos and the Transformation of American Religion.</p> <p>-Hays, P. (2007). <i>Addressing Cultural Complexities in Clinical Practice</i>. Chapter 2</p>	<b>Reflection paper:</b> the ADDRESSING exercise
February 26	Presentations on a Health Disparity Experienced by a Latino Subgroup.		<b>Health Disparity paper due ON THIS DAY, FEBRUARY 26</b>
March 5	Presentations on a Health Disparity Experienced by a Latino Subgroup.	<p><b>Readings:</b></p> <p>-Shih, M., Sanchez, D.T. (2005). Perspectives and research on the positive and negative implications of having multiple racial identities. <i>Psychological Bulletin</i>, 131(4), 569-591.</p> <p>-Hurtado, A., Sinha, M. (2008). More than men: Latino Feminist Masculinities and intersectionality. <i>Sex Roles</i>, 59, 337-349.</p> <p>-Selected Latino USA Podcasts: "Tough Love", "Sissy Puede", "Vicki the</p>	<b>Reflection paper:</b> Shih & Sanchez; Hurtado & Sinha; Latino USA Podcasts, and Community Study Topic

		Crimefighter”	
March 12	<b>Spring Break—No Class</b>		
March 19	Latino Family Dynamics Guest Lecture: Dr. Luis Zayas (tentative)	-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. -Bacallao, M., Smokowski P (2007). The costs of getting ahead: Mexican family system changes after immigration. <i>Family relations</i> . 56, 52-67. -Zayas, L. (2012). <i>Latinas attempting Suicide</i> . Chapter 1. Latino USA Podcast: “Dr. Luis Zayas”	<b>Reflection paper:</b> Acia & Johnson; Cabrera et al.; Zayas.
March 26	Risk and Resilience among Latino Youth Working with Latino Families	-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. -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. Reflection paper: Bacallao & Smokowski; German et al.	<b>Reflection paper:</b> Bacallao & Smokowski; German et al.
April 2	Models for working with Latino Adults	-Betancourt, J.R., Green, A.R., & Carrillo, J.E. (2001). Cross cultural Care and Communication. -Griner, D & Smith, T.B (2006). Culturally adapted mental health interventions: A meta analytic review. <i>Psychotherapy: Theory, Research, Practice, Training</i> . 43(4), 531-548.	<b>Reflection paper:</b> Betancourt et al.; Griner & Smith.
April 9	Factors Relevant to	-Beyene, Y., Becker, G., &	<b>Reflection Paper:</b> Beyene, et

	Latino Elders	Mayen, N. (2002). Perceptions of aging and sense of well-being among Latino elderly. <i>Journal of Cross-Cultural Gerontology</i> 17. 155-172. -Zunker, C.L., & Cummins, J.J (2004). Elderly health disparities on the U.S.-Mexico border. <i>Journal of Cross-Cultural Gerontology</i> , 19, 13-25	al.; Zunker & Cummins.
April 16	Issues in the Assessment of Latino clients	-Posner, S.F., Stewart, A.L., Marin, G., & Perez-Stable, E. (2001). Factor invariability of the CESD among urban Latinos. <i>Ethnicity and Health</i> 6, 137-144. -Confresi, N.I., & Gorman, A.A. (2004). Testing and assessment issues with English-Spanish bilingual Latinos. <i>Journal of Counseling &amp; Development</i> . 82, 99-106.	<b>Reflection paper:</b> Posner, et al.; Confresi & Gorman.
April 23	Neighborhood Study Presentations		
April 30	Neighborhood Study Presentations		<b>Neighborhood Study Papers Due ON THIS DAY, April 30.</b>

## 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. 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 Friday before class, by 8 pm. 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 11 reflection papers (worth 55 points) and two reports (worth 15 and 30 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 reduction until Tuesday morning, after which no reflection papers will be accepted. No late reports will be accepted. If you do not turn in a 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:

100-94 = A
93-90= 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>.