

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY SCHOOL OF SOCIAL WORK

Master Syllabus

Behavioral Health with Latinos 19:910:568

Instructor:

E-mail:

Office hours:

I. CATALOG COURSE DESCRIPTION

This course will examine advanced social work practice with Latinos. Emphasis is on the application and adaptation of evidence-based interventions with Latino/a/x survivors of abuse and trauma, individuals with substance use disorders and/or mental illness, and individuals who identify as LGBTQ. The course analyzes the impact of immigration and migration as well sociopolitical and cultural factors on social work practice with Latinos.

II. COURSE OVERVIEW

New Jersey is one of the top ten states with the largest number of Latinos who currently make up 21% of the population of the state. This course sets a context for service delivery with Latinos by describing theories, skills and interventions utilized in direct social work clinical practice with Latina/o/x populations. It builds upon foundational social work practice knowledge, values, and skills by applying evidence-based interventions and appropriate adaptations with Latino/a/x survivors of abuse and trauma, individuals with substance use disorders and/or mental illness, and individuals who identify as LGBTQ. Theoretical frameworks of liberation psychology and LatCrit theory will be applied to the discussion and analysis of the unique experiences of Latinos, many of whom are migrants or immigrants; thus, it considers the sociopolitical and cultural contexts of social work practice with Latinos.

III. PLACE OF THE COURSE IN THE CURRICULUM

This course fulfills the advanced practice distribution requirement. It is taken by students after they complete the generalist year, as an advanced practice distribution requirement and/or elective. It is part of the LISTA (Latino/a Initiatives for Service, Training, and Assessment) Certificate Program and is required for LISTA students who select the clinical specialization but is open to all students. Course #549 (Latinos: Culture, Community and Social Welfare) is a prerequisite for LISTA students, and it is recommended that students be in a field placement that provides opportunities for practice experiences with Latinos.

Resources for students who have not taken course #549 or #503:

Mental Health America. (n.d.). *Latinx/Hispanic Communities and Mental Health*. Mental Health America. <https://www.mhanational.org/issues/latinxhispanic-communities-and-mental-health>

Yasui, M., & Pottick, K. (2020). Looking at cultural aspects of global mental health: The culturally infused engagement model in Latin American and Asian populations. In J. Escóbar (Ed.), *Global mental health: Latin America and Spanish speaking populations* (pp. 41–83). Rutgers University Press.

IV. PROGRAM LEVEL LEARNING GOALS AND THE COUNCIL ON SOCIAL WORK EDUCATION'S SOCIAL WORK COMPETENCIES

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive

structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions,

recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Competency 10 (RU SSW Specific)- Liberatory Consciousness: Clinical social workers will continually work toward recognizing and utilizing a liberatory consciousness framework which “requires every individual to not only notice what is going on in the world around [them], but to think about it and theorize about it—that is, to get information and develop [their]own explanation for what is happening, why it is happening and what needs to be done about it” (Love, 1980, p. 472). They understand and identify how racism and other forms of stigma, prejudice, discrimination, and oppression intersect and contribute to various sources of stress. Clinical social workers continue to develop self-awareness of their intersectional identities recognizing how discrimination and structural inequities are compounded with multiple marginalized identities. They employ clinically responsive and informed interventions and consider their power differential when delivering such interventions. Social workers consider how clients’ intersectional identities impact their lives and use this knowledge to inform their practice. They promote diversity, equity, and justice through collaborative healing relationships and restorative practices.

Clinical social workers will apply the four elements of developing a liberatory consciousness (*awareness, analysis, action, and accountability/allyship*) in order to challenge oppression and promote social, racial, and economic justice.

Clinical social workers will:

- **Practice Awareness** by recognizing how discrimination and structural inequities are compounded with multiple marginalized identities. They will practice reflexivity when engaging clinical techniques and in supervisory processes.
- **Analyze** widely used clinical interventions to ensure those interventions recognize power differentials based on the intersection of social identities including, but not limited to, race, class, age, gender, and ability status¹ in the client-worker relationship. They use culturally responsive and informed interventions, including helping clients to analyze how problems they interpreted as personal faults may originate from systemic inequities.
- **Act** by using culturally responsive and informed assessments and interventions and by helping clients understand how their intersecting identities may affect various facets of their lives.
- Hold themselves **Accountable** and practice in **Allyship** by actively promoting equity and justice. This includes fostering collaborative healing relationships and restorative practice with clients, embracing client feedback, and ensuring clients play a key role in directing their inventions.

¹Identities or social locations are not ranked or listed in any particular order of importance.

V. COURSE LEARNING GOALS

At the end of this course, students will be able to:

- Identify Latino/a/x identities and diversity and implement a liberation framework at each stage of the clinical process from engagement through transition.
- Identify barriers and facilitators contributing to service delivery for Latino/a/x individuals (e.g., availability, accessibility, and acceptability).
- Apply culturally competent social work interventions including, engagement, assessment, planning, intervention, evaluation and follow up with Latino/a/x individuals, families and communities on the micro, mezzo, and macro levels of practice.
- Critically analyze and apply evidence-based frameworks for effective practice with Latino/a/x survivors of abuse and trauma, individuals with substance use disorders and/or mental illness, and individuals who identify as LGBTQ.
- Apply the liberatory consciousness framework in reflective social work practice with Latino/a/x individuals, families, and communities that is demonstrated in action and allyship when working as a social worker.

VI. SCHOOL OF SOCIAL WORK MISSION STATEMENT AND SCHOOL-WIDE LEARNING GOALS

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

Upon graduation all students will be able to:

- Demonstrate Ethical and Professional Behavior;
- Engage Diversity and Difference in Practice; and
- Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. REQUIRED TEXTS AND READINGS

Text:

There is no text for this course, each module will have its own readings. These reading are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings . Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media). For

further instructions [please click here for a video tutorial](#)

VIII. COURSE ATTENDANCE AND PARTICIPATION POLICIES

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. Class discussions close three days after the due date.

IX. DIVERSITY

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

X. ASSIGNMENTS AND GRADING

Each module will have its own assignments. Specific instructions for these assignments will be provided by the instructor.

Discussions and Reflections

This course takes an active learning approach, meaning that while there will be lectures and readings, one of the main ways that you will be learning in this course is through investigating, problem-solving, practicing, and collaborating with peers through discussions. Consequently, the course will feature weekly discussions, in which you will apply what you've learned and receive peer feedback on your applications, and reflections, which are opportunities to synthesize your learning and consider additional applications.

Clinical Best Practices Case Study

Based on your work over the modules 3 to 5, choose one of the clinical best practices from module 5 and submit a three-to-four-page paper, double-spaced and in APA style, incorporating at least 2 readings from modules 3 to 5, reflecting upon the readings and your social work practice regarding one of your own clients. Full instructions in Canvas.

Group Supervision Role-Play

The final assignment of your Addictive Disorders Modules (modules 6 through 8) is an integrative assignment that applies your readings and class materials from all 3 modules to the provided case study of "Anna." For this assignment, your group will record a mock group supervision session using the case study of "Anna". In this mock supervision session, one person will play the role of the supervisor and the other individuals will play the role of clinicians in group supervision. Full instructions in Canvas.

Application of Practices for Addressing Trauma

In this assignment you will write a 4-page paper (double-spaced and in APA style) in which you apply LatCrit, trauma-informed care, and/or liberatory practice to one or more of the individuals in the testimonios presented in Valdovinos, et al (discussed in modules 9 through 11) or to one of your clients (be sure to remove identifying information). Full instructions in Canvas.

Group Case Study Presentation

Building on the work you will do regarding LGBTQ Latinx individuals and their relationships to their families and communities in modules 12 through 14, you will conduct a group case study presentation totaling **10 to 15 minutes**. Your group should schedule a time to record together and screencast your PowerPoint slides during your recording. Full instructions found in Canvas.

GRADING

Discussions and Reflections	20%
Clinical Best Practices Case Study	20%
Group Supervision Role-Play	20%
Application of Practices for Addressing Trauma	20%
Group Case Study Presentation	20%

The School of Social Work grading scale is as follows:

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

*Scores to be rounded up at .5

Criteria for grading is as follows:

- Completion of assignments in a timely and appropriate manner.
- Ability to integrate readings by practical application.
- Ability to write clearly and concisely.
- Ability to demonstrate creativity and analytical skills in projects.
- Participation in online discussions and exercises.

XI. FORMAT OF THE ONLINE COURSE

Each class session will consist of two or more of the following:

- Readings

- Discussion
- A video lecture on the readings
- A video related to data analysis
- A class exercise, team exercise, or quiz

Assignments and short exercises will be posted under each **Module**.

You can contribute to the development of a constructive learning environment in the online class by being a prepared and active learner through:

- Posting comments and answers to instructor questions on the **Virtual Office** page
- Supporting fellow students by responding to questions in the **Student Lounge**
- Using the course website regularly in preparing for class
- Emailing course logistics questions to the instructor as a private message in Canvas or in the Student Lounge
- Using the course website to obtain course materials and handouts.
- Contacting the Canvas helpdesk at: (877) 361-1134 or <http://help@canvas.rutgers.edu> for questions about the Internet, email, and Canvas
- Using the tools of Canvas, including the Virtual Office, Student Lounge, chat rooms, etc., to support your learning.
- Observing proper netiquette with your fellow students and the instructor. For more information, please go to: <http://www.albion.com/netiquette/corerules.html>

XII. ACADEMIC RESOURCES

Library Research Assistance

Julia Maxwell is the social work librarian on the New Brunswick Campus

jam1148@libraries.rutgers.edu p. 848-932-6124; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830 . They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center.

Online tutoring may also be available. <https://rlc.rutgers.edu/student-services/writing-tutoring>

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment. <http://www.ncas.rutgers.edu/writingcenter>

Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus. <http://learn.camden.rutgers.edu/writing-assistance>

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7th edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

XIII. COURSE EVALUATION

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

XIV. ACADEMIC INTEGRITY

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given

piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing."

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e., quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at patricia.findley@rutgers.edu.)

The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***“On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment”.***

XV. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

XVI. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

XVII. COURSE OUTLINE

Activity	Description	Due
----------	-------------	-----

	<p style="text-align: center;">Week 1: Introduction and Theoretical Framework</p> <p style="text-align: center;">Key topics: Latino Critical Theory (Lat Crit); Critical Race Theory (CRT); History of Lat Crit; Colorism and the Afro-Latinx experience</p>	
<p>Required Readings and videos</p>	<p>Hernandez-Truyol, B. E., Harris, A., & Valdes, F. (2006). Beyond the first decade: a forward-looking history of LatCrit theory, community, and praxis. <i>Berkeley La Raza Law Journal</i>, 17(1), 169–216.</p> <p>Kiehne, E. (2016). Latino critical perspective in social work. <i>Social Work</i>, 61(2), 119–126. https://doi.org/10.1093/sw/sww001</p> <p>Charles, J. (2021). Colorism and the Afro-Latinx experience: A review of the literature. <i>Hispanic Journal of Behavioral Sciences</i>, 43(1-2), 8-31.</p>	
<p>Suggested Reading</p>	<p>Recommended:</p> <p>Bernal, D.D. (2002). Critical Race Theory, Latino Critical Theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge. <i>Qualitative Inquiry</i>, 8(1), 105–126. https://doi.org/10.1177/107780040200800107</p> <p>Sroka, M. (2017, August 9). <i>LatCrit Theory Timeline</i>. prezi.com. Retrieved from https://prezi.com/0vpeiejkev_v/latcrit-theory-timeline/.</p>	
<p>Discussion</p>	<p>See Canvas discussion board prompt</p>	
<p>Reflection</p>	<p>See Canvas reflection survey prompts</p>	
	<p style="text-align: center;">Week 2: Introduction and Theoretical Framework (continued)</p> <p style="text-align: center;">Key topics: Latino/a/x intersectionality; Family and immigration and how they play a role in intersectionality in Latino/a/x communities; Intersectionality and immigration attitudes; Liberation Psychology; Intersection of coloniality of power, skin color, knowledge, and gender in</p>	

<p>Required Readings and videos</p>	<p>Intersectionality: Hanna Daftary, A.-M. (2018). Intersectionality and the disparate experiences of Latinos based on the immigrant status of family members. <i>Social Work Research, 42</i>(3), 187 – 198. https://doi.org/10.1093/swr/svy017</p> <p>Martinez, R. A. (2018). Intersectionality and Possibility in the Lives of Latina/o/x Children of Immigrants: Imagining Pedagogies Beyond the Politics of Hate. Occasional Paper Series, 2018 (39). Retrieved from https://educate.bankstreet.edu/occasional-paper-series/vol2018/iss39/3</p> <p>Liberation Psychology: Elchert, D. (Executive Producer). (2021-present). <i>The Clinical Consult</i> [Audio podcast]. National Register of Health Service Psychologists. https://app.podcastguru.io/podcast/the-clinical-consult-1446284678/episode/what-is-liberation-psychology-adebb2ba96711c3ff3536b4749d76138</p> <p>Torres Rivera, E. &Comas-Díaz, L. (Eds.). (2020). Introduction. <i>Liberation psychology: Theory, method, practice, and social justice (p. 3 -11)</i>. American Psychological Association. https://doi.org/10.1037/0000198-000. Introduction only.</p>	
<p>Suggested Reading</p>	<p>Recommended: Intersectionality Berg, J. A. & Morley, S. (2014). Intersectionality and the foreign-born: Explaining the variation in the immigration attitudes of immigrants. <i>Race, Gender & Class (Towson, Md.)</i>, 21(3/4), 32–47.</p> <p>Liberation Psychology Comas-Díaz, L. (2021). Afro-Latinxs: Decolonization, healing, and liberation. <i>Journal of Latinx Psychology, 9</i>(1), 65–75. https://doi.org/10.1037/lat0000164</p>	
<p>Discussion</p>	<p>See Canvas discussion board prompt</p>	
<p>Reflection</p>	<p>See Canvas reflection survey prompts</p>	
<p style="text-align: center;">Week 3: Introduction to Mental Health and the Latinx Community Key Topics: Understanding the role colorism plays in mental health symptoms amongst the Latinx population; Access challenges and barriers to services for Latinx populations; Best practices for access to services</p>		

<p>Required Readings and videos</p>	<p>American Psychiatric Association (2013). The Cultural Formulation Interview (CFI). Arlington, VA: Author. https://www.psychiatry.org/File%20Library/Psychiatrists/Practice/DSM/APA_DSM5_Cultural-Formulation-Interview.pdf</p> <p>Díaz, E., Añez, L. M., Silva, M., Paris, M., & Davidson, L. (2017). Using the Cultural Formulation Interview to build culturally sensitive services. <i>Psychiatric Services</i>, 68(2), 112-114.</p> <p>Hinojosa, Vela, J. C., Guerra, F., & Whittenberg, J. (2019). Using Liberation Psychology and Dialectical Humanism to understand Latinx adolescents' life satisfaction and depressive symptoms. <i>Journal of Multicultural Counseling and Development</i>, 47(2), 90–107. https://doi.org/10.1002/jmcd.12124</p> <p>Lewis-Fernández, R., Aggarwal, N. K., Bäärnhielm, S., Rohloff, H., Kirmayer, L. J., Weiss, M. G., Jadhav, S., Hinton, L., Alarcón, R. D., Bhugra, D., Groen, S., van Dijk, R., Qureshi, A., Collazos, F., Rousseau, C., Caballero, L., Ramos, M., & Lu, F. (2014). Culture and psychiatric evaluation: Operationalizing cultural formulation for DSM-5. <i>Psychiatry: Interpersonal & Biological Processes</i>, 77(2), 130–154. https://doi-org.proxy.libraries.rutgers.edu/10.1521/psyc.2014.77.2.130</p>	
<p>Suggested Readings:</p>	<p>American Psychiatric Association. <i>General treatment recommendations</i>. (n.d.). www.psychiatry.org. https://www.psychiatry.org/psychiatrists/cultural-competency/education/stress-and-trauma/general-treatment-recommendations</p> <p>Think Cultural Health. (2019, May 1). <i>Using the Cultural Formulation Interview</i>. YouTube. https://www.youtube.com/watch?v=8SjBG9di8ss</p>	
<p>Discussion</p>	<p>See Canvas discussion board prompt</p>	
<p>Reflection</p>	<p>See Canvas reflection survey prompts</p>	
<p>Week 5: Clinical Best Practices with Latina/o/x clients (Part 2) Key Topics: Dialectical Behavior Therapy; Cognitive Behavioral Therapy; Trauma Focused Cognitive Behavioral Therapy</p>		

<p>Required Readings and video</p>	<p>Caler, K. R., Garcia, J. R. V., & Nower, L. (2017). Problem gambling among ethnic minorities: results from an epidemiological study. <i>Asian Journal of Gambling Issues and Public Health</i>, 7(1), 1-13.</p> <p>Villalobos, B.T., & Bridges, A.J. (2018). Prevalence of substance use disorders among Latinos in the United States: An empirical review update. <i>Journal of Latina/o Psychology</i>, 6(3), 204– 219.</p> <p>Zemore, S. E., Gilbert, P. A., Pinedo, M., Tsutsumi, S., McGeough, B., & Dickerson, D. L. (2021). Racial/ethnic disparities in mutual help group participation for substance use problems. <i>Alcohol Research: Current Reviews</i>, 41(1), 1-21.</p>	
<p>Suggested Reading</p>	<p>Recommended Readings: Vasquez, M.J. (2009) Latino/a culture and substance abuse, <i>Journal of Ethnicity in Substance Abuse</i>, 8(3), 301-313.</p>	
<p>Discussion</p>	<p>See Canvas discussion board prompt</p>	
<p>Reflection</p>	<p>See Canvas reflection survey prompts</p>	
<p>Week 7: Addictive Disorders and Latina/o/x clients Key topics: Barriers to Treatment (Access, Stigma, Lack of bilingual specialists, Lack of culturally specific counseling); Culturally significant clinical issues; Impact of Latino Family Systems</p>		
<p>Required Readings and video</p>	<p>Pinedo, M., Zemore, S., & Rogers, S. (2018) Understanding barriers to specialty substance abuse treatment among Latinos. <i>Journal of Substance Abuse Treatment</i>, 94, 1-8.</p> <p>Pagano, A. (2014) Barriers to drug abuse treatment for Latino migrants: Treatment providers' perspectives. <i>Journal of Ethnicity in Substance Abuse</i>, 13(3), 273-287</p>	
<p>Suggested Reading</p>	<p>Recommended readings: Fish, J.N., Maier, C.A., & Priest, J.B. (2015). Substance abuse treatment response in a Latino sample: The influence of family conflict. <i>Journal of Substance Abuse Treatment</i>, 49, 27–34.</p> <p>Florez, K. R., Derose, K. P., Breslau, J., Griffin, B. A., Haas, A. C., Kanouse, D. E., ... Williams, M. V. (2015). Acculturation and drug use stigma among Latinos and African Americans: An examination of a church-based sample. <i>Journal of Immigrant and Minority Health</i>, 17(6), 1607–1614.</p>	
<p>Discussion</p>	<p>See Canvas discussion board prompt</p>	

Reflection	See Canvas reflection survey prompts	
	Week 8: Addictive Disorders and Latinos Key topics: Culturally and Evidence-based Interventions; Motivational Interviewing for Latino Clients; Anexos- Effective treatment model for Latino migrants?	
Required Readings and video	<p>Anez, L. M., Silva, M. A., Paris, M., & Bedregal, L. E. (2008). Engaging Latinos through the integration of cultural values and motivational interviewing principles. <i>Professional Psychology: Research and Practice</i>, 39, 153–159.</p> <p>Pagano, A., Garcia, V., Recarte, C., & Lee, J. P. (2016). Sociopolitical contexts for addiction recovery: Anexos in US Latino communities. <i>International Journal of Drug Policy</i>, 37, 52-59.</p> <p>Substance Abuse and Mental Health Services Administration. <i>Improving cultural competence</i>. Treatment Improvement Protocol (TIP) Series No. 59. HHS Publication No. (SMA) 14-4849. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.</p> <ul style="list-style-type: none"> ○ P.128-138 <p>Substance Abuse and Mental Health Services Administration: <i>The opioid crisis and the Hispanic/Latino population: An urgent issue</i>. Publication No. PEP20-05-02-002. Office of Behavioral Health Equity. Substance Abuse and Mental Health Services Administration, 2020.</p>	
Suggested Readings	<p>Recommended Readings:</p> <p>Lee, C. S., López, S. R., Colby, S. M., Rohsenow, D., Hernández, L., Borrelli, B., & Caetano, R. (2013). Culturally adapted motivational interviewing for Latino heavy drinkers: Results from a randomized clinical trial. <i>Journal of Ethnicity in Substance Abuse</i>, 12(4), 356-373.</p>	
Discussion	See Canvas discussion board prompt	
Reflection	See Canvas reflection survey prompts	
Assignment	Group Supervision Role-Play	
	Week 9: Trauma and Violence (Intimate Partner Violence) Key topics: Intersectional trauma-informed services; Help-seeking for	

Required Readings	<p>Kulkarni, S. (2018). Intersectional Trauma-informed intimate partner violence (IPV) services: Narrowing the gap between IPV service delivery and survivor needs. <i>Journal of Family Violence</i>, 34(1), 55-64. https://doi.org/10.1007/s10896-018-0001-5</p> <p>Perilla, J. L., et al. (2012). Integrating women's voices and theory: A comprehensive domestic violence intervention for Latinas. <i>Women & Therapy</i>, 35, 93-105.</p> <p>Valdovinos, M. G., Nightingale, S. D., & Vasquez Reyes, M. (2021). Intimate partnerviolence help-seeking for Latina undocumented immigrant survivors: Feminist intersectional experiences narrated through testimonio. <i>Affilia</i>, 36(4), 533-551. https://doi.org/10.1177/0886109920985772</p>	
Discussion	See Canvas discussion board prompt	
Reflection	See Canvas reflection survey prompts	
	<p>Week 10 : Trauma and Violence (Discrimination) Key topics: Discrimination and health; Critical race theory and trauma; Healing Ethnic and Racial Trauma Framework</p>	
Required Readings	<p>Chavez-Dueñas, N. Y., Adames, H. Y., Perez-Chavez, J. G., & Salas, S. P. (2019). Healing ethno-racial trauma in Latinx immigrant communities: Cultivating hope, resistance, and action. <i>American Psychologist</i>, 74(1), 49-62. http://dx.doi.org/10.1037/amp0000289</p> <p>LeBrón A.M.W., Viruell-Fuentes E.A. (2020) Racial/Ethnic discrimination, intersectionality, and Latina/o health. In: Martínez A., Rhodes S. (eds) <i>New and Emerging Issues in Latinx Health</i>. Springer.</p> <p>Quiros, L., Varghese, R., & Vanidestine, T. (2020). Disrupting the single story: challenging dominant trauma narratives through a Critical Race lens. <i>Traumatology (Tallahassee, Fla.)</i>, 26(2), 160-168. https://doi.org/10.1037/trm0000223</p>	
Suggested readings		
Discussion	See Canvas discussion board prompt	
Reflection	See Canvas reflection survey prompts	
	<p>Week 11: Trauma and Violence (Migration) Key topics: Immigration-related adverse childhood experiences; Trauma-informed care; LatCrit approaches; Liberatory practice with immigrants</p>	

Required Readings	<p>Barajas-Gonzalez, R. G., Ayón, C., Brabeck, K., Rojas-Flores, L., & Valdez, C. R. (2021). An ecological expansion of the adverse childhood experiences (ACEs) framework to include threat and deprivation associated with U.S. immigration policies and enforcement practices: An examination of the Latinx immigrant experience. <i>Social Science & Medicine (1982)</i>, 282, 114126. https://doi.org/10.1016/j.socscimed.2021.114126</p> <p>Franco, D. (2020). This Land Is Our Land: Exploring the impact of U.S. immigration policies on social work practice. <i>Journal of Progressive Human Services</i>, 31(1), 21-40. https://doi.org/10.1080/10428232.2019.1583956</p> <p>Miller, K. K., Brown, C. R., Shramko, M., & Svetaz, M. V. (2019). Applying trauma-informed practices to the care of refugee and immigrant youth: 10 clinical pearls. <i>Children</i>, 6(8), 94. https://doi.org/10.3390/children6080094</p> <p>Sheehi, L. and L. S. Crane (2021). <i>Toward a liberatory practice: Shifting the ideological premise of trauma work with immigrants</i>. Washington, American Psychological Association: 285-303.</p>	
Discussion	See Canvas discussion board prompt	
Reflection	See Canvas reflection survey prompts	
Assignment	Application of Practices for Addressing Trauma	
	<p>Week 12: LGBTQ Latinx population</p> <p>Key topics: Sexual minority Latinx individuals and the influence of family and community; Clinical practice with sexual minority Latinx individuals; Family dynamics and stressors in LGBTQ+ Latino/a/x</p>	

<p>Required Readings and videos</p>	<p>Lozano, A., Estrada, Y., Tapia, M.I., Dave, D.J., Marquez, N. Baudin, S. & Prado, G. (2021). Development of a family-based preventive intervention for Latinx sexual minority youth and their parents. <i>Cultural diversity & ethnic minority psychology</i>. doi: 10.1037/cdp0000506. Epub ahead of print.</p> <p>Przeworski, A. & Piedra, A. (2020). The role of the family for sexual minority Latinx individuals: A systematic review and recommendations for clinical practice. <i>Journal of GLBT Family Studies</i>, 16(2), 211–240. https://doi.org/10.1080/1550428X.2020.1724109</p> <p>Schmitz, R. M., Robinson, B. A., & Sanchez, J. (2020). Intersectional family systems approach: LGBTQ+ Latino/a youth, family dynamics, and stressors. <i>Family Relations</i>, 69(4), 832–848. https://doi.org/10.1111/fare.12448</p>	
<p>Suggested Reading</p>	<p>Recommended Readings:</p> <p>Abreu, R. L., Gonzalez, K. A., Rosario, C. C., Pulice-Farrow, L., & Rodríguez, M. M. D. (2020). “Latinos have a stronger attachment to the family”: Latinx fathers’ acceptance of their sexual minority children. <i>Journal of GLBT Family Studies</i>, 16(2), 192–210. https://doi.org/10.1080/1550428X.2019.167223</p>	
<p>Discussion</p>	<p>See Canvas discussion board prompt</p>	
<p>Reflection</p>	<p>See Canvas reflection survey prompts</p>	
<p>Week 13: LGBTQ Latinx population</p> <p>Key topics: Community influence, challenges, and resilience in sexual minority Latinx/a/o individuals</p>		
<p>Required Readings and videos</p>	<p>Abreu, R. L., Gonzalez, K. A., Capielo Rosario, C., Lockett, G. M., Lindley, L., & Lane, S. (2021). “We are our own community”: Immigrant Latinx transgender people community experiences. <i>Journal of Counseling Psychology</i>, 68(4), 390–403. https://doi.org/10.1037/cou0000546</p> <p>Gray, N. N., Mendelsohn, D. M., & Omoto, A. M. (2015). Community connectedness, challenges, and resilience among gay Latino immigrants. <i>American Journal of Community Psychology</i>, 55(1-2), 202–214. https://doi.org/10.1007/s10464-014-9697-4</p> <p>Guarnero, P.A. (2007). Family and community influences on the social and sexual lives of Latino gay men. <i>Journal of Transcultural Nursing</i>, 18(1), 12–18. https://doi.org/10.1177/1043659606294195</p>	
<p>Discussion</p>	<p>See Canvas discussion board prompt</p>	
<p>Reflection</p>	<p>See Canvas reflection survey prompts</p>	

	Week 14: LGBTQ Latinx population Topics: Intersectionality and trauma in LGBTQ people; Affirmative Therapy; Counseling and clinical therapy with sexual minority Latino/a/x and African American men	
Required Readings and videos	<p>Alessi, E.J. & Martin, J. I. (2017). Intersection of trauma and identity. In <i>Trauma, Resilience, and Health Promotion in LGBT Patients</i> (pp. 3–14). Springer International Publishing. https://doi.org/10.1007/978-3-319-54509-7</p> <p>Camarena, J. & Philip A. R. (2015) Decolonizing sex: A multicultural and gay affirmative approach to counseling with African American and Latino men who have sex with men. <i>Journal of LGBT Issues in Counseling</i>, 9 (1), 57-68, DOI: 10.1080/15538605.2014.997</p> <p>Jim Brillon - Orange County Therapist. (2021, October 20). <i>LGBT Affirmative Therapy overview and benefits</i>. [Video]. YouTube. https://www.youtube.com/watch?v=x7bjfbu5JCo</p> <p>Pantalone, D.W. & Abreu, R. L. (2021). The empirical literature on training mental health providers in queer-affirming care: Considering the clinical implications. <i>Psychology of Sexual Orientation and Gender Diversity</i>, 8(3), 388–389. https://doi.org/10.1037/sgd0000538</p>	
Discussion	See Canvas discussion board prompt	
Reflection	See Canvas reflection survey prompts	
Assignment	Group Case Study Presentation	
	Week 15: Wrap up Due	

