

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

**SOCIAL WORK WITH LATINOS
19:910:503**

Semester:
Instructor:
E-mail:
Office Hours:

I. CATALOG COURSE DESCRIPTION

This course examines aspects of service delivery to Latino * populations at both the macro and micro levels. Students will develop knowledge about aspects of Latino culture that are relevant to the development of cultural competency. They will develop skills in providing evidence-based culturally relevant practices in services to this group.

II. COURSE OVERVIEW

The Latino population is one of the fastest growing minority groups in the United States. It is projected that by 2060 this population will make up 28% of the U.S. population. While the majority of Latinos are concentrated in a few states, migration patterns have changed and they are now found in many new areas outside of their traditional settlements such as the Midwest and the South. New Jersey is one of the top ten states with the largest number of Latina/os who currently make up 21% of the population of the state.

While the Latino population is very heterogeneous, its people share certain commonalities. This course will use a cultural strengths and social justice perspective to examine concepts and theories that apply to aspects of the lived experience of various Latina/o groups in the United States. It views social work practice as cultural and sociopolitical encounter and will use evidence-based literature to explore ways of providing services to Latina/os and their communities.

As students read through this syllabus, they should also remember to **closely review the School-Wide Syllabus** in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

III. PLACE OF THE COURSE IN THE PROGRAM

This is a general elective, and has no prerequisites. It is part of the LISTA (Latino/a Initiatives for Service, Training, and Assessment) Certificate Program.

* Hispanic, Latina/o and Latinx are used interchangeably in the document

IV. COUNCIL OF SOCIAL WORK EDUCATION'S SOCIAL WORK COMPETENCIES

The MSW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2022 Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. These accreditation standards can be reviewed at [cswe.org](https://www.cswe.org) or by accessing the link on the Rutgers School of Social Work homepage.

At the completion of this course students are expected to be able to:

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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 individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation 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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

[Explore the entire set of 2022 CSWE competencies.](#)

V. TEXTS AND READINGS

Falicov, C. J. (2014) *Latino Families in Therapy: A Guide to Multicultural Practice* (2nd Ed.). New York: Guilford

Other required readings (separate from textbook) 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 separate from the textbook (if applicable). 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

Recommended Supplemental Text

Delgado, M. (2017). *Social Work with Latinos: Social, Economic, Political and Cultural Perspectives*. New York: Oxford University Press.

Grey, H. & Hall-Clark, B.N. (2015). *Cultural Considerations in Latino American Mental Health*. New York: Oxford University Press.

VI. ATTENDANCE AND PARTICIPATION

Attendance

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program.

Late Assignments

Late assignments will not be accepted, unless the student has made arrangements prior to the assignment due date. The instructor reserves the right to reduce the letter grade for late assignments.

VII. ASSIGNMENTS AND GRADING

There will be two major assignments for this course:

- A paper detailing a health or mental health problem relating to Latinos and an intervention approach at the micro level
- A paper detailing a social or community problem and an intervention approach at the macro level.

Specific instructions for these assignments will be provided by the instructor

Grading

Grading for this course is as follows:

Micro level intervention paper	25%
Macro level intervention paper	25%
Participation in Discussions	15%
Participation in class exercises	25%
Class presentation	10%

All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format.

Criteria for grading is as follows:

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

VIII. COURSE OUTLINE

The course will be divided into three main units: I. A demographic and geographic overview of Latino populations; 2. Social work practice with Latino individuals, families, and groups; and 3. Social work practice in Latino communities.

Activity	Description	Due
Module 1:	Unit I. Latinos in the U.S.: A demographic and geographic overview (Competency 2)	
Readings and videos	<p>Falicov, Chap 2: Latino Diversity: Contexts and Cultures</p> <p>Casas, J.M., Alamilla, S.G., Cabrera, A.P., & Ortega, S. (2015). The browning of the United States from generalizations to specifics: A mental health perspective, pp. 1-30 in Grey, H. & Hall-Clark, B.N. (2015). <i>Cultural Considerations in Latino American Mental Health</i>. New York: Oxford University Press.</p> <p>Lopez, M. H., Krogstad, J. M., & Passel, J. S. (2021, September 23). Who is Hispanic? Pew Research Center. Retrieved April 11, 2022, from https://www.pewresearch.org/fact-tank/2021/09/23/who-is-hispanic/</p>	

Activity	Description	Due
Lectures Activity Discussion	Noe-Bustamante, L., Lopez, M. H., & Krogstad, J. M. (2020, July 10). <i>U.S. Hispanic population surpassed 60 million in 2019, but growth has slowed</i> . Pew Research Center. Retrieved February 9, 2022, from https://www.pewresearch.org/fact-tank/2020/07/07/u-s-hispanic-population-surpassed-60-million-in-2019-but-growth-has-slowed/ Who is Hispanic in America? https://www.c-span.org/video/?306734-5/us-hispanic-population Video: Welcome to the course Module 1 lecture	
	Introduce yourself to the class	
	In Chapter 2, Falicov delves into several significant domains concerning Latino diversity. What are some of the key areas she addresses within this context and what are some of your own examples?	
Module 2:	Unit 1: (cont.) A Conceptual Framework for Viewing Latinos: Intersectionality with an emphasis on the sociopolitical context (Competencies 1 & 2)	
Readings	Falicov, Chapter 1: MECA: A meeting place for culture and therapy Furman, R., Negi, N. J., Iwamoto, D. K., Rowan, D., Shukraft, A., & Gragg, J. (2009). Social work practice with Latinos: Key issues for social workers. <i>Social Work</i> , 54, 167-174. Malgady, R.G. & Zayas, L.H. (2001). Cultural and linguistic considerations in psychodiagnosis with Hispanics: The need for an empirically informed process model. <i>Social Work</i> , 46(1), 39-49. NASW Code of Ethics, 1.05 Cultural Competence and Social Diversity https://www.socialworkers.org/pubs/code/code.asp	
Lecture	Module 2 Lecture	
Discussion	Discuss some aspects of your ecological niche with the class	
Exercise	Ecological Niche Exercise	
Module 3	Unit 1: Overview (cont.): Migration and Acculturation (Competency 2)	
Readings	Falicov, Chap. 3: Journeys of Migration: Losses and Gains Chap. 4: Transnational therapies: Separation and Reunification Chap. 5: The Second Generation Identity Struggle: Roots and Wings Cervantes, R.C., Gattamorta, K.A. & Berger-Cardoso, J. (2019). Examining Difference in Immigration Stress, Acculturation Stress and Mental Health Outcomes in Six Hispanic/Latino Nativity and Regional Groups. <i>J Immigrant Minority Health</i> 21, 14–20. https://doi.org/10.1007/s10903-018-0714-9 (45 Citations)	

Activity	Description	Due
Lectures Discussion Exercise	<p>Rojas-Flores, L., Clements, M. L., Hwang Koo, J., & London, J. (2017). Trauma and Psychological Distress in Latino Citizen Children Following Parental Detention and Deportation. <i>Psychological Trauma</i>, 9(3), 352–361. https://doi.org/10.1037/tra0000177</p> <p><u>Suggested Readings:</u></p> <p>Edwards, L.M. (2015). Latino adolescents and acculturation, pp. 31-48 in in Grey, H. & Hall-Clark, B.N. (2015). <i>Cultural Considerations in Latino American Mental Health</i>. New York: Oxford University Press.</p> <p><u>Resource:</u> Link to constructing a genogram with Word: https://www.techwalla.com/articles/how-to-create-a-genogram-in-microsoft-word</p>	
	Module 3 Lecture	
	Falicov explores the concepts of separation therapies and reunification therapies. Which of her practical suggestions resonate with you when considering these two scenarios?	
	MECAgenogram	
Module 4	Unit 1: Overview (Cont):The Ecological Context (Competency 2)	
Readings	<p>Falicov, Chap. 6: Mental Health Disparities: The Need for Equal and Just Care Chap. 7: Religion Spirituality, and Traditional Healing Practices</p> <p>Arellano-Morales, L., & Sosa, E. T. (2018). <i>Latina/o American health and mental health: Practices and challenges</i> (Chapters 5 and 6 pp. 97-149). Praeger/ABC-CLIO, LLC. Retrieved at: https://web-p-ebSCOhost-com.proxy.libraries.rutgers.edu/ehost/ebookviewer/ebook/ZTAwMHhuYV9fMTY5NDAXM19fQU41?sid=47113d69-07a2-4ace-9ccf-1499c7af8f67@redis&vid=0&format=EB&lpid=lp_61&rid=0</p> <p>Juckett, G. (2013). Caring for Latino patients. <i>American Family Physician</i>, 87(1), 48–54. https://doi.org/https://www.aafp.org/afp/2013/0101/afp20130101p48.pdf</p> <p>Office of Minority Health. Hispanic/Latino - The Office of Minority Health. (n.d.). Retrieved April 11, 2022, from https://www.minorityhealth.hhs.gov/omh/browse.aspx?lvl=3&lvlid=64</p> <p>Suggested Readings:</p>	

Activity	Description	Due
Lecture Activity	Calvo, R. (2016). Health literacy and quality of care among Latino immigrants in the United States. <i>Health & Social Work</i> , 41(1), e44–e51. https://doi.org/10.1093/hsw/hlv076	
	Module 4 Lecture	
	Hypothesis Arrellano-Morales chapter 6	
	In this chapter, identify one significant mental health fact or statistic about Latinx adults and one about Latinx children/youth. Elaborate on the effects on individuals, families, or communities, and the implications for social workers and social work programs. Respond to two peers.	
Module 5	Unit 1: Overview: The Ecological Context (cont.): Racism, Prejudice, Discrimination, School and Work (Competency 2)	
Readings	Falicov, Chap. 8: Racism, Prejudice, and Discrimination Chap. 9: The Challenge of School and Work	
	Adames, H. Y., Chavez-Dueñas, N. Y., & Organista, K. C. (2016). Skin color matters in Latino/a communities: Identifying, understanding, and addressing Mestizaje racial ideologies in clinical practice. <i>Professional Psychology: Research and Practice</i> , 47(1), 46.	
	López-Cevallos, D. F., Vargas, E. D., & Sanchez, G. R. (2023). Perceived Anti-Immigrant Climate, Health Care Discrimination, and Satisfaction with Care Among US Latino Adults. <i>Journal of Immigrant and Minority Health</i> , 1–5. https://doi.org/10.1007/s10903-023-01501-5	
	Viruell-Fuentes, E.A., Miranda, P.Y., & Abdulrahim, A. (2012). More than culture: Structural racism, intersectionality theory, and immigrant health. <i>Social Science and Medicine</i> , 75, 2099-2106.	
	Suggested: Basáñez, T., Jennifer B Unger, J.B., Soto, D., Crano, W., & Baezconde-Garbanati, L. (2013). Perceived discrimination as a risk factor for depressive symptoms and substance use among Hispanic adolescents in Los Angeles. <i>Ethnicity & Health</i> , 18(3), 244-261, http://dx.doi.org/10.1080/13557858.2012.713093	
Lecture Discussion	Module 5 Lecture	
	Chapter 9 cases: Rodolfo and Javier (two cases in chap. 9) are at different stages in the life cycle, yet there are issues affecting their school attendance. Please compare and contrast these two cases.	
Module 6:	Unit 2: Latino Families: An Overview	

Activity	Description	Due
	(Competency 2)	
Readings	<p>Falicov, Chap. 10: The Persistence of Extended Kin Chap. 11: Couples, Presenting Issues and Approaches</p> <p>Ayón, C., & García, S. J. (2019). Latino Immigrant Parents' Experiences With Discrimination: Implications for Parenting in a Hostile Immigration Policy Context. <i>Journal of Family Issues</i>, 40(6), 805–831. https://doi.org/10.1177/0192513X19827988</p> <p>Cabrera, N. J., Karberg, E., & Fagan, J. (2019). Family Structure Change Among Latinos: Variation by Ecologic Risk. <i>Journal of Family Issues</i>, 40(15), 2123–2145. https://doi.org/10.1177/0192513X19849636</p>	
Lecture	Module 6 Lecture	
Activity	Extra Credit: Spanish words and phrases	
Discussion	The Aldrete Mujia Family (p. 317). What are the presenting issues in this case? Which of the practice ideas do you think are most appropriate and why?	
Module 7:	Unit 2: Latino Families: An Overview (Cont.), the Family Life Cycle (Competency 2)	
Readings	<p>Falicov, Chap. 12, Raising Children in Culture and Context Chap. 13, Adolescents and Children Crossing Cultural Borders Chap. 14, Young, Middle, and Late Adulthood Transitions</p> <p>Arredondo, P., Gallardo-Cooper, M., Delgado-Romero, E. A., & Zapata, A. L. (2015). <i>Culturally Responsive Counseling with Latinas/os</i> (Chapter 8 pp. 117–144). American Counseling Association. https://doi.org/10.1002/9781119221609.ch8</p> <p>Gerena, C. E. (2021). Navigating culture and sexuality: what social workers need to know. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>, ahead-of-print(ahead-of-print), 1– 7. https://doi.org/10.1080/15313204.2021.1986447</p> <p>Suggested Reading: White, R. M. B., Nair, R. L., & Vega, C. A. (2023). Culturally and contextually informed perspectives on Latinx adolescent and young adult development. In <i>APA handbook of adolescent and young adult development</i> (pp. 325–342). American Psychological Association. https://doi.org/10.1037/0000298-020</p>	
Lecture	Module 7 Lecture	
Activity	Extra Credit: Spanish words and phrases	
Discussion	Please read the case of Francisco (pp 117-118 in the Arredondo reading). What are the presenting challenges and strengths? What approach should the practitioner use and why? What are the migration, ecological, cultural, and family life cycle factors to consider?	
Module 8:	Unit 2: Latino Individuals and Families: Engagement (Competency 6)	
Readings		

Activity	Description	Due
	<p>Chavira, D.A., Stein, M.B., Bystriksk., Rose, R. D.; Campbell-Sills, L., Glenn, D., Roy-Byrne, P., Golinelli, D., Sherboume, C., Sullivan, G., Lang, A. J., Welch, S., Bumgardner, K., Barrios, V., & Craske, M. (2014). Treatment engagement and response to CBT among Latinos with anxiety disorders in primary care. <i>Journal of Consulting & Clinical Psychology</i>, 82 (3), 392-403</p> <p>Vargas, S. M., Cabassa, L. J., Nicasio, A., De La Cruz, A. A., Jackson, E., Rosario, M., Guarnaccia, P. J., & Lewis-Fernández, R. (2015). Toward a cultural adaptation of pharmacotherapy: Latino views of depression and antidepressant therapy. <i>Transcultural Psychiatry</i>, 52(2), 244–273. https://doi.org/10.1177/1363461515574159</p> <p>Yasui, M. & Pottick, K.J. (2020). Looking at cultural aspects of global mental health: The Culturally Infused Engagement model. In J. Escobar (Ed.), <i>Global mental health: Latin America and Spanish-speaking populations</i> (pp. 41-83). Rutgers University Press. https://doi.org/10.2307/j.ctvwjczfb.6</p> <p>Video: Developing Cultural Humility: <i>Understanding How to Engage In Difficult Dialogues</i> [Video file]. (2014). Microtraining Associates.</p>	
Lectures	Module 8 Lecture	
Exercise	Reflection on Cultural Humility Video: After viewing the video write a one- two page reflection paper.	
Hypothesis :	Considering the findings from Vargas et al.'s study on Latino views of depression and antidepressant therapy, identify two areas in which cultural perspectives influence attitudes towards pharmacotherapy and indicate the implications for cultural adaptations for mental health treatment.	
Activity	Extra Credit: Spanish words and phrases	
Module 9:	Unit 2: Latino individuals and families: Assessment (Competency 7)	
Required Readings	<p>Cervantes, R.C., Padilla, A.M., Fisher, D.G. & Napper, L.E. (2016). The Hispanic Stress Inventory Version 2: Improving the assessment of acculturation stress. <i>Psychological Assessment</i>, 28 (5), 509-522. DOI: 10.1037/pas0000200.</p> <p>Jimenez, D. E., Martinez Garza, D., Cárdenas, V., & Marquine, M. (2020). Older Latino mental health: A complicated picture. <i>Innovation in Aging</i>, 4(5). https://doi.org/10.1093/geroni/igaa033</p> <p>Silva, M.A., Paris, M. & Añez, L.M. (2017). CAMINO: Integrating context in the mental health assessment of immigrant Latinos. <i>Professional Psychology: Research and Practice</i>, 48 (6), 453–460.</p> <p>Villatoro, A.P., Morales, E.S., Mays, V.M. (2014). Family culture in mental health help-seeking and utilization in a nationally representative sample of Latinos in the United States: The NLAAS. <i>American Journal of Orthopsychiatry</i>, 84(4), 353–363.</p>	

Activity	Description	Due
Video	Cultural Assessment and Intervention in the DSM V https://www.youtube.com/watch?v=WclL8q-o3XQ	
Lectures	Module 9 Lecture	
Discussion	Please compare and contrast CAMINO with MECA. What are the similarities and differences. Which would be more useful (and why) in an assessment interview?	
Activity	Extra Credit: Spanish words and phrases	
Module 10:	Unit 2: Latino Individuals and Families: Intervention (Competency 8)	
Required Readings	<p>Duarte-Vélez, Y., Bernal, G. and Bonilla, K. (2010), Culturally adapted cognitive-behavior therapy: Integrating sexual, spiritual, and family identities in an evidence-based treatment of a depressed Latino adolescent. <i>Journal of Clinical Psychology</i>, 66, 895–906. doi:10.1002/jclp.20710</p> <p>Fortuna, L. (n.d.). Best Practice Highlights: Latino/a and Hispanics. New York: American Psychiatric Association. https://www.psychiatry.org/psychiatrists/diversity/education/best-practice-highlights/working-with-latino-patients</p> <p>Jones-Smith, E. (2018). Culturally responsive strengths-based therapy for Hispanic and Latino/a Americans. In <i>Culturally diverse counseling: Theory and practice</i> (pp. 317–340). Retrieved from: https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=5945430</p> <p>Suggested Readings: Barrio, C. & Yamada, A-M. (2010). Culturally based intervention development: The case of Latino families dealing with schizophrenia. <i>Research on Social Work Practice</i>, 20 (5), 483-492</p>	
Lectures	Module 10 Lecture	
Discussion	Based upon the readings, please describe at least two best practices for intervening with Latinos using a strengths-based and culturally competent approach.	
Activity	Extra Credit: Spanish words and phrases	
Module 11:	Evaluating Intervention Outcomes (Competency 9)	
Required Readings		

Activity	Description	Due
	<p>Collado, A., MacPherson, L., Lejuez, C., Calderón, M. (2016). The efficacy of Behavioral Activation Treatment among depressed Spanish-speaking Latinos. <i>Journal of Consulting & Clinical Psychology</i>, 84(7), 651-657.</p> <p>Fortuna, L. R., Falgas-Bague, I., Ramos, Z., Porche, M. V., & Alegría, M. (2020). Development of a Cognitive Behavioral Therapy with Integrated Mindfulness for Latinx immigrants with co-occurring disorders: Analysis of intermediary outcomes. <i>Psychological Trauma</i>, 12(8), 825–835. https://doi.org/10.1037/tra0000949</p> <p>González Suitt, K., Franklin, C. & Kim, J. (2016) Solution-Focused Brief Therapy with Latinos: A systematic review. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>, 25(1), 50-67, DOI: 10.1080/15313204.2015.1131651</p> <p>Recommended: Chartier, K.G., Carmody, T., Akhtar, M., Stebbins, M.B., Walters, S.T., & Warden, D. (2015). Hispanic subgroups, acculturation, and substance abuse treatment outcomes. <i>Journal of Substance Abuse Treatment</i>, 59, 74-82. DOI: 10.1016/j.jsat.2015.07.008.</p> <p>Valdivieso-Mora, E., Peet, C. L., Garnier-Villarreal, M., Salazar-Villanea, M. & Johnson, D. K. (2016). A systematic review of the relationship between familism and mental health outcomes in Latino population. <i>Frontiers in Psychology</i>, 7, 1-13.</p>	
Video	<p>Specifics of practice for counseling with Latinos, Patricia Arredondo, Framingham, MA : Microtraining Associates, 2004.</p> <p>http://search.alexanderstreet.com.proxy.libraries.rutgers.edu/view/work/1778732</p>	
Due	Micro Practice Assignment: MECAgenogram	
Discussion	<p>Dr. Patricia Arredondo presents some vignettes portraying counseling sessions with some Latino clients. Pick one of the vignettes and discuss the presenting problem and how it was handled by the therapist. What issues were raised that were most pertinent in working with Latinos/as?</p>	
Module 12:	Unit 3: Community Practice with Latinos: Needs Assessment (Competency 7)	
Required Readings	<p>Careyva, B.A., Hamadani, R., Friel, T. & Coyne, C. A. (2018). A social needs assessment tool for an urban Latino population. <i>Journal of Community Health</i>, 43(1) 137–145. https://doi.org/10.1007/s10900-017-0396-6</p> <p>Escobedo, P., Gonzalez, K. D., Kuhlberg, J., Calanche, M. L., Baezconde-Garbanati, L., Contreras, R., & Bluthenthal, R. (2019). Community needs assessment among Latino families in an urban public housing development. <i>Hispanic Journal of Behavioral Sciences</i>, 41(3), 344-362. https://doi-org.proxy.libraries.rutgers.edu/10.1177/0739986319845103</p>	

Activity	Description	Due
	<p>Suarez-Balcazar, Y., Early, A., Miranda, D. E., Marquez, H., Maldonado, A., & Garcia-Ramirez, M. (2022). Community-engaged asset mapping with Latinx immigrant families of youth with disabilities. <i>American Journal of Community Psychology</i>, 70(1–2), 89–101. https://doi.org/10.1002/ajcp.12578</p> <p>Recommended:</p> <p>Ayón, C. (2014). Service needs among Latino immigrant families: Implications for social work practice. <i>Social Work</i>, 59(1), 13–23. https://doi.org/10.1093/sw/swt031</p> <p>Center for Community Health and Development. (n.d.). <i>Chapter 3, Section 7: Conducting needs assessment surveys</i>. University of Kansas. https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conducting-needs-assessment-surveys/main</p>	
Lecture	Module 12 Lecture	
Resources	Sources of Data on Latino Communities	
Discussion	<p>Conducting a needs assessment is a powerful tool for identifying areas where we can make a meaningful impact and ensure that our collective efforts align with the priorities of our community. Let's engage in a thoughtful discussion about conducting a needs assessment specifically tailored to Latinx communities. Answer the following: 1) Based upon the readings, how can we ensure the needs assessment process is inclusive and representative of the diverse voices within the Latinx community, including various age groups, socio-economic backgrounds, and geographic locations? 2) Are there any existing resources or frameworks that can guide us in structuring our needs assessment, taking into account the specific context of the Latinx community?</p>	
Module 13:	Unit 3: Community Practice with Latinos: Engagement and Assessment (Competencies 6 & 7)	
Required Readings	<p>Davids, A. H., Sommesse, K. J., Roach, M. V., Lee, S. J., Crose, C. E., Khan, S. B., & Leader, A. P. (2020). Clínica Comunitaria Esperanza: Strategy for health promotion and engagement with Hispanic communities. <i>Health Promotion Practice</i>, 21(1), 91–96. https://doi.org/10.1177/1524839918784942</p> <p>Lanesskog, D., Piedra, L. M., & Maldonado, S. (2015). Beyond bilingual and bicultural: Serving Latinos in a new-growth community. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>, 24(4), 300–317. https://doi.org/10.1080/15313204.2015.1027025</p> <p>Polk, S., DeCamp, L. R., Guerrero Vázquez, M., Kline, K., Andrade, A., Cook, B., Cheng, T., & Page, K. R. (2019). Centro SOL: A community–academic</p>	

Activity	Description	Due
Lectures Videos	<p>partnership to care for undocumented immigrants in an emerging Latino area. <i>Academic Medicine</i>, 94(4), 538–543. https://doi.org/10.1097/ACM.0000000000002508</p> <p>Suggested Reading:</p> <p>Johnson, L. A., Melendez, C., & Larson, K. (2022). Using participatory action research to sustain palliative care knowledge and readiness among Latino community leaders. <i>American Journal of Hospice and Palliative Medicine</i>, 39(5), 511–515. https://doi.org/10.1177/10499091211060008</p> <p>Module 13 Lecture</p> <p>Community-Based Participatory Research: AMOS Health and Hope https://www.youtube.com/watch?v=vPzz-E-61xc</p>	
Activity	Work on final paper and presentation	Ongoing
Discussion	How can the results of the needs assessment inform our future community initiatives and projects with Latinx communities, ensuring they are targeted and impactful? Are there any success stories or best practices that we can draw inspiration from as we consider our future community needs assessment journey?	
Module 14:	Unit 3: Community Practice with Latinos: Evidence-based Interventions (Competency 8)	
Readings	<p>Arellano-Morales, L., & Sosa, E. T. (2018). <i>Latina/o American health and mental health: Practices and challenges</i> (Chapter 8 pp. 179-205). Praeger/ABC-CLIO, LLC. Retrieved from https://web-p-ebshost-com.proxy.libraries.rutgers.edu/ehost/ebookviewer/ebook/ZTAwMHhuYV9fMTY5NDAxM19fQU41?sid=3cf81bd7-4d1d-4779-9e60-0d71291d22a4@redis&vid=0&format=EB&rid=1</p> <p>Center for Community Health and Development. (n.d.). Chapter 18, Section 2: Participatory approaches to planning community interventions. University of Kansas. https://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/participatory-approaches/main</p> <p>Serrata, J. V. , Macias, R. L. , Rosales, A. , Hernandez-Martinez, M. , Rodriguez, R. & Perilla, J. L. (2017). Expanding evidence-based practice models for domestic violence initiatives. <i>Psychology of Violence</i>, 7 (1), 158-165. doi: 10.1037/vio0000051</p>	
Lecture	Module 14 Lecture	
Due	Final community paper; Check paper with Grading Rubric	

Activity	Description	Due
Video	Healthy Latino Families Study: An Example of An Effective, Community Based Intervention https://www.youtube.com/watch?v=LKBz7D0Tl6A	
Module15:	Presentations (Competencies 8 & 9)	
Activity Assignmen t	Team class presentations	
	Post team presentations and respond to fellow classmates presentations	