

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

Main Course 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.

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 CURRICULUM

This course is a distributional advanced clinical practice course. It is taken by students after they complete the foundation year. It is part of the LISTA (Latino/a Initiatives for Service, Training, and Assessment) Certificate Program and is required for LISTA's clinical concentration students 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.

Resource 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://mhanational.org/communities-latine-hispanic-descent>

IV. 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 2022 CSWE competencies within its curriculum. The competencies assessed in this course include:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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 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.

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

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. 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](#)

VII. 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.

Students are expected 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.

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.

VIII. ASSIGNMENTS AND GRADING

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

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%

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>

XVII. COURSE OUTLINE

Activity	Description	Due
	Module 1: Introduction and Theoretical Framework Key topics: Latine/x Critical Theory (LatCrit); Critical Race Theory (CRT); History of Lat Crit; Colorism and the Afro-Latine/x experience	

<p>Required Readings and videos</p>	<p>Intersectionality:</p> <p>Hanna Daftary, A.-M. (2018). Intersectionality and the disparate experiences of Latinos based on the immigrant status of family members. <i>Social Work Research</i>, 42(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:</p> <p>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-a4ebb2ba96711c3ff3536b4749d76138</p> <p>Torres Rivera, E. &Comas-Díaz, L. (Eds.). (2020). Introduction. <i>Liberation psychology: Theory, method, practice, and social justice</i> (p. 3 -11). American Psychological Association. https://doi.org/10.1037/0000198-000. <u>Introduction only.</u></p> <p>Recommended:</p> <p>Intersectionality</p>	
<p>Suggested Reading</p>	<p>Berg, J. A. & Morley, S. (2014). Intersectionality and the foreign-born: Explaining the variation in the immigration attitudes of immigrants. <i>Race, Gender & Class</i> (Towson, Md.), 21(3/4), 32–47.</p>	
<p>Discussion</p>	<p>See Canvas discussion board prompt</p>	
<p>Reflection</p>	<p>See Canvas reflection survey prompt</p>	
	<p>Module 3: Introduction to Mental Health and the Latinx Community</p> <p>Key Topics: Understanding the role colorism plays in mental health symptoms amongst the Latine/x population; Access</p>	

Required Readings and videos	<p>Calzada, E. J., Kim, Y., & O'Gara, J. L. (2019). Skin color as a predictor of mental health in young Latinx children. <i>Social Science & Medicine</i>, 238, 112467.</p> <p>Delgado, M. (2017). <i>Social work with Latinos: Social, economic, political, and Cultural Perspectives</i>. (Chapters 4 and 5). Oxford University Press.</p> <p>Gibbons, R. D., Alegría, M., Cai, L., Herrera, L., Markle, S. L., Collazos, F. & Baca-García, E. (2018). Successful validation of the CAT-MH scales in a sample of Latin American migrants in the United States and Spain. <i>Psychological Assessment</i>, 30 (10), 1267-1276. doi: 10.1037/pas0000569.</p> <p>Mental and Behavioral Health – Hispanics; US Department of Health and Human Services Office of Minority Health https://www.minorityhealth.hhs.gov/omh/browse.aspx?vl=4&lvlid=69</p>	
Suggested Readings	<p>Recommended Readings and Resources:</p> <p>American Psychiatric Association (2017). <i>Mental health disparities: Hispanics and Latinos</i>. https://www.psychiatry.org/File%20Library/Psychiatrists/Cultural-Competency/Mental-Health-Disparities/Mental-Health-Facts-for-Hispanic-Latino.pdf</p> <p>Mental Health America. (n.d.). <i>Latinx/Hispanic Communities and Mental Health</i>. Mental Health America. https://www.mhanational.org/issues/latinxhispanic-communities-and-mental-health</p> <p>Office of the Surgeon General (US); Center for Mental Health Services (US); National Institute of Mental Health (US). Mental Health: Culture, Race, and Ethnicity: A Supplement to Mental Health: A Report of the Surgeon General. Chapter 6, Mental Health for Hispanic Americans. Rockville (MD): Substance Abuse and Mental Health Services Administration (US). 2001 Aug. Available from:</p>	
Discussion	See Canvas discussion board prompt	
Reflection	See Canvas reflection survey prompt	
	Module 4: Clinical Best Practices with Latine/x clients (Part 1) Key Topics: Liberation Psychology and Dialectical Humanism; Cultural Formulation Interview	

Required Readings and videos	<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., Rohlof, 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>Recommended reading: American Psychiatric Association. <i>Cultural formulation</i></p>	
Discussion	See Canvas discussion board prompt	
Reflection	See Canvas reflection survey prompt	

	Module 5: Clinical Best Practices with Latine/x clients (Part 2) Key Topics: Dialectical Behavior Therapy; Cognitive Behavioral Therapy; Trauma Focused Cognitive Behavioral Therapy	
Required Readings and videos	<p>de Arrellano, M. et. Al (2012). Children of Latino descent: Culturally modified TF-CBT. In Cohen, Mannarino, A. P., & Deblinger, E. (Eds.), <i>Trauma-focused CBT for children and adolescents: treatment applications</i> (pp. 253-279). Guilford Press.</p> <p>Mercado, & Hinojosa, Y. (2017). Culturally adapted Dialectical Behavior Therapy in an underserved community mental health setting: A Latina adult case study. <i>Practice Innovations</i> (Washington, D.C.), 2(2), 80–93. https://doi.org/10.1037/pri0000045</p> <p>Organista, K. C. (2019). Cognitive behavior therapy with Latinxs. In G. Y. Iwamasa & P. A. Hays (Eds.), <i>Culturally responsive cognitive behavior therapy: Practice and supervision</i> (pp. 79–104). American Psychological Association. https://doi.org/10.1037/0000119-004</p>	
Suggested Readings	<p>Recommended readings and resources:</p> <p>American Psychiatric Association. <i>Hispanics: Stress & trauma toolkit</i>. (n.d.). www.psychiatry.org. https://www.psychiatry.org/psychiatrists/cultural-competency/education/stress-and-trauma/hispanics</p> <p><i>Culturally adapted Dialectical Behavior Therapy for Hispanic and Latino clients Part II Mental Health Technology Transfer Center (MHTTC) Network</i>. (n.d.). Retrieved January 25, 2022, from https://mhccnetwork.org/centers/national-hispanic-and-latino-mhcc/product/culturally-adapted-dialectical-behavior-0</p> <p><i>Trauma-focused cognitive behavioral therapy: A culturally adapted therapy to work with Latino families Mental Health Technology Transfer Center (MHTTC) network</i>. (n.d.). Retrieved January 25, 2022, from https://mhccnetwork.org/centers/national-hispanic-and-latino-mhcc/product/culturally-adapted-dialectical-behavior-0</p>	
Discussion	See Canvas discussion board prompt	
Reflection	See Canvas reflection survey prompt	
Assignment	Clinical Best Practices Case Study	

	Module 6: Addictive Disorders and Latinos Key topics: Prevalence of addictive disorders among Latinos; Key differences among subgroups of Latinos; Mutual help group disparities; Problem gambling among Latinos	
Required Readings and video	<p>Calder, 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>Recommended Readings:</p>	
Discussion	See Canvas discussion board prompt	
Reflection	See Canvas reflection survey prompt	

	Module 8: Addictive Disorders and Latinos Key topics: Culturally and Evidence-based Interventions; Motivational Interviewing for Latine/x Clients; Anexos- Effective treatment model for Latine/x 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>See Canvas discussion board prompt</p>	
Discussion	<p>See Canvas discussion board prompt</p>	
Reflection	<p>See Canvas reflection survey prompt</p>	
Assignment	<p>Group Supervision Role-Play</p>	

	Module 9: Trauma and Violence (Intimate Partner Violence) Key topics: Intersectional trauma-informed services; Help-seeking for IPV	
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.</p>	
Discussion	See Canvas discussion board prompt	
Reflection	See Canvas reflection survey prompt	
	Module 10 : Trauma and Violence (Discrimination) Key topics: Discrimination and health; Critical race theory and trauma: Healing Ethnic and Racial Trauma Framework	
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>	
Discussion	See Canvas discussion board prompt	
Reflection	See Canvas reflection survey prompt	

	Module 11: Trauma and Violence (Migration) Key topics: Immigration-related adverse childhood experiences; Trauma-informed care; LatCrit approaches; Liberatory practice with immigrants	
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</i> (1982), 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). Toward a liberatory practice:</p>	
Discussion	See Canvas discussion board prompt	
Reflection	See Canvas reflection survey prompt	
Assignment	Application of Practices for Addressing Trauma	

	Module 12: LGBTQ Latine/x population 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+ Latine/x	
Required Readings and videos	<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>	
Suggested Reading	<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</p>	
Discussion	See Canvas discussion board prompt	
Reflection	See Canvas reflection survey prompt	

	Module 13: LGBTQ Latine/x population Key topics: Community influence, challenges, and resilience in sexual minority Latine/x individuals	
Required Readings and videos	<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>.</p>	
Discussion	See Canvas discussion board prompt	
Reflection	See Canvas reflection survey prompt	
	Module 14: LGBTQ Latine/x population Topics: Intersectionality and trauma in LGBTQ people; Affirmative Therapy; Counseling and clinical therapy with sexual	

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 Brillion - 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</p>	
Discussion	See Canvas discussion board prompt	
Reflection	See Canvas reflection survey prompt	
Assignment	Group Case Study Presentation	
	Module 15: Wrap up Due	