



**CSPP CALIFORNIA SCHOOL OF
PROFESSIONAL PSYCHOLOGY**
ALLIANT INTERNATIONAL UNIVERSITY

California School of Professional Psychology - S.F. Campus

Course Syllabus

Latin@* Psychology: Intervention, Research, and Culture

Fall Semester, 2012 – PSY7502-A1

*** Latin@ Refers to Latino and Latina**

Instructor: Eduardo S. Morales, Ph.D.

Location: SF Campus

Office: Room 254

Phone: 415-955-2124

Off-Campus: (415) 641-0500 (leave message)

Classes: All Day September 8, Sept. 29
& 30; Oct. 27 & 28, & Nov. 17, 2012

Office Hours: By appointment,
Monday, Wed., and Fri.

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I. Grade Options: This course will offer grades for students based on their completion of the course requirements that include attendance, participation in class, learning Spanish and mental health terminology in Spanish for use in practice, class presentation of their term paper and completion of their written term paper.

II Rationale:

The largest ethnic group in the Americas are Latin@s, with 38% of persons in California being Latin@. Latin@s are the largest growing ethnic group in the U.S.. According to the U.S. Census the majority of people will be Latin@ in California by 2042, in New Mexico by 2015 and in Texas by 2025. The most frequently spoken language in the American is Spanish. Given these trends, there is limited knowledge and research about the psychosocial and health issues of Latin@s. Systems of care, policies and laws are created with limited data based research and theory generated from a science based body of knowledge. Examining issues in the context of culture and language is a common perspective missing in much of the existing research and literature. In this course we will review the current knowledge base and develop and understand of Latin@s within a cultural context. In addition all students will receive an internet based Spanish course Rosetta Stone in order to build their linguistic capacity in order to provide services to Latin@s.

This Course Addresses the Following Goals and Objectives of the PhD Program at CSPP-SF

Goal 1. To prepare students to be effective professional psychologists who are skilled at evaluating psychological functioning and providing efficacious interventions with diverse clients across a range of settings

Objective 1: *We expect students to develop broad theoretical and scientific knowledge in foundational areas that provide the basis for the effective practice of clinical psychology. These include:*

- (a) Biological aspects of behavior
- (b) Social bases of behavior
- (c) Cognitive and affective bases of behavior
- (d) Individual differences – psychopathology and human development
- (e) Cultural/ethnic influences
- (f) History and systems

Objective 2: *We expect students to learn to integrate research finding and clinical literature with clinical practice.*

- A. Apply research on psychopathology to clinical diagnosis and case formulation
- B. Incorporate psychotherapy research to treatment selection and evaluation
- C. Evaluate treatment effectiveness through ongoing assessment of patient psychological functioning
- D. Modify treatment interventions based on an evaluation of patient psychological functioning

Objective 3: *We expect students to develop an understanding of psychopathology and psychological assessment and to apply such knowledge in the evaluation of psychological functioning in a variety of settings with diverse populations.*

- A. Identify and distinguish between different forms of psychopathology using DSM-IV criteria
- B. Demonstrate proficiency in applying methods of psychological assessment, including tests of intelligence and objective and projective measures of personality
- C. Interpret and synthesize findings from psychological tests in the evaluation of psychological functioning
- D. Demonstrate understanding of, and sensitivity to, the role of cultural factors in the diagnostic and evaluation process

Objective 4: *We expect student to develop an understanding of the efficacy and modes of application of psychological interventions in a variety of settings with diverse populations.*

- A. Demonstrate comprehension of effective intervention techniques
- B. Apply psychological intervention and evaluate their effectiveness in clinical practice
- C. Demonstrate cultural knowledge and competence

PhD Program Multicultural Competencies

The multicultural competency constructs incorporate attitudes, knowledge and skill attainment in relation to clinical practice, research and professional projects and activities. It is understood that the attitudes need to be addressed before acquisition of knowledge can be attained followed by skill attainment. It is expected that throughout the courses taught at the institutions, multicultural issues are properly integrated into the curriculum across all subject matters. In addition to the integration of multicultural issues specific courses and curriculum offerings on multicultural issues should be required to assist in

developing the multicultural competencies of psychology students. In this way, CSPP is responsive to the ethical mandates of the American Psychological Association.

In light of this process the following are the constructs and recommended minimum course curriculum requirements for all psychology trained doctoral students:

G-1 Year

Targeted at Attitudes about Multicultural Populations.

During this year, students should:

1. Develop awareness of and sensitivity to one's own cultural heritage and values.
2. Develop awareness of one's own values and biases and how these affect clients of other ethnic populations.
3. Develop increased comfort, empathy, respect, and acceptance of differences that pertain to race and beliefs.
4. Understand one's behavior and personal biases that interfere with communication and understanding of persons of other cultures.
5. Develop awareness of the dynamics of power and oppression as they relate to domination and racism.
6. Develop an awareness of diversity with multicultural population.
7. Develop an understanding of personal and professional limitations in working with multicultural populations.

G-2 Year

Targeted at Knowledge about Multicultural Populations

By the completion of the G-2 year, the student should possess:

1. Knowledge of the history, international socio-cultural variables, experiences, cultural values, families and lifestyle of various racial/ethnic groups.
2. Knowledge of the operation of sociopolitical systems within the United States and their treatment of multicultural populations including the impact of individual, cultural and institutional racism upon the development of personality identity and world views.
3. Knowledge of theories, research and intervention strategies pertaining to the assessment and treatment of multicultural populations.
4. Attainment of competence and recognition of bias in assessment of intellectual and personality functioning and the limitations of current standardized and projective instruments for multicultural and multilingual populations.
5. Competency in diagnostic intake assessment with at least one or more multicultural populations other than one's own.

6. Ability to establish a therapeutic working relationship with a client of a multicultural population other than one's own.
7. Develop an awareness of and sensitivity to circumstances which would necessitate referral to another therapist who is competent in treating clients of a particular race, ethnicity and set of beliefs.
8. Ability to understand and to evaluate a client's development, behavior, perceptions, and relationships from the socio-cultural context of the client.

Competencies for other years are in the Clinical PhD Program Handbook and Research Manual pages 4 to 12, which all students received during their first year at orientation and is available on line at the Alliant website and student portal.

This Course Addresses the Following Goals and Objectives of the PsyD Program at CSPP-SF

The PsyD program subscribes to the belief that effective professional psychologists must be aware of and responsive to the broader social and cultural contexts in which they function. Thus, students must attain proficiency in providing services to individuals of diverse cultural and socioeconomic backgrounds. To achieve this goal, we infuse multiculturalism throughout our entire curriculum, offer courses focusing on diverse populations, and provide clinical training experiences that provide exposure to a range of populations.

While continuing first two years, students in the third year begin to focus more intensively on professional skills and more advanced professional training experiences.

Goal 1: To produce graduates who have mastered the scientific foundations of clinical psychology and who apply this knowledge to their work.

Objectives for Goal 1: Students will:

discipline that serves as the basis for professional practice.

2. Integrate, synthesize, and critique scientific knowledge from multiple sources, taking into account and weighing the significance of multiple determinates of human behavior and cultural influences.

3. Apply scientific knowledge to the practice of clinical psychology.

Goal 2: To develop graduates who understand research methods and skillfully apply them to significant human problems.

Objectives for Goal 2: Students will:

2. Be able to critically evaluate literature in terms of its scientific rigor and attention to diversity issues.

3. Understand that research informs effective practice and that useful research often arises from clinical work.

While continuing

1. Acquire knowle

4. Master the scientific literature on a clinical topic, identify lacunae and then design and execute a scholarly, applied empirical study.

6. Be able to demonstrate in writing and orally the application of research findings to clinical phenomena and/or practice in helping individuals, families, groups, and local communities.

Goal 3: To produce graduates who identify as clinical practitioners and who use ethical and legal principles to guide professional practice, self-evaluation, and professional growth.

Objectives for Goal 3: Students will: ethical principles of professional practices as outlined in the APA Ethical Principles of Psychologists and Code of Conduct.

1. Acquire knowledge of

3. Apply ethical principles of practice in the various roles of a clinical psychologist (therapist, manager, consultant, educator, supervisor, and researcher).

Goal 4: To train students to understand clinical phenomena within social and cultural contexts in order to apply this understanding in evaluation/assessment, consultation/education, and supervision/management.

Objectives for Goal 4: Students will: understanding of clinical phenomena (i.e., psychopathology, therapeutic processes, and associated phenomena).

-depth and integrative

3. Understand that assessment is not a discrete event but is an ongoing process informing practice and research.

4. Be able to understand the effects of race, class, culture and gender on assessment procedures and outcomes.

5. Understand the role of the psychologist in complex systems and the general principles of consultation, education, supervision, and management.

Goal 5: To develop graduates who are able to intervene using multiple methods, with diverse populations, across many settings and in changing and evolving contexts.

Objectives for Goal 5: Students will: research bases of interventions in professional psychology.

1. Achieve knowledge of

2. Establish and maintain productive and respectful working relationships with clients, colleagues, and supervisors from diverse social and cultural contexts.

3. Understand the needs of clients on individual and system levels and within social and cultural contexts.

4. Demonstrate the ability to create treatment plans that are culturally appropriate and informed by current clinical research and utilize multiple intervention strategies consistent with these treatment plans and with standards of practice.

5. Evaluate the efficacy of their interventions and use this information to continuously assess the treatment plan and intervention methods.

Goal 6: To graduate students with the attitudes, knowledge, and skills to work professionally in a multicultural society.

Objectives for Goal 6: Students will:

culture and attitudes towards diverse others as mediators of their worldview.

1. Understand the pre

2. Develop knowledge of themselves as cultural beings in assessment, treatment, consultation, and all other professional activities.

3. Integrate knowledge, sensitivity and relevant skills regarding individual and cultural differences into all aspects of their work.

4. Possess the ability to articulate an integrative conceptualization of diversity as it impacts self, clients, colleagues, and larger systems, and an ability to engage in effective dialogue about multicultural issues.

Goal 7: To train students who engage in lifelong learning and Professional Development.

Objectives for Goal 7: Students will:

directed learning, and take responsibility for their ongoing development as professionals.

- 1. Develop positive at

2. Be able to identify challenges and problems in clinical practice and to undertake self-directed education to resolve these challenges and problems.

3. Present the results of self-directed education in educational presentations both verbally and through written documents incorporating scholarly integration of practice, theory, and research findings.

4. Inform clinical practice with the results of self-education and using both traditional tools and contemporary technologies.

III. Course Description

The purpose of this course is to review the current knowledge base and develop and understand of Latin@s within a cultural context. In addition all students will receive an internet based Spanish course Rosetta Stone in order to build their linguistic capacity in order to provide services to Latin@s. This course will use experiential and didactic approaches toward understanding Latin@s and the psychological issues related to interventions and research in the context of culture. The instructional objectives of this course are:

- 1) to develop knowledge and understanding of literature regarding interventions and research with Latin@s
- 2) to examine issues regarding Latin@s in a cultural context

- 3) to include the socio-political context Latin@s face in the U.S. and how that affects their psycho-social development and adjustment.
- 4) to learn and use Spanish in a professional context by being able to make a referral for a Spanish Speaking person and be familiar with mental health terminology in Spanish.

Specific Learning Outcomes: This course has five sections reflective of five learning outcomes:

- 1) A didactic section that provide a review on the psycho social issues regarding Latin@s, recent literature and research on the topic, bilingualism and biculturalism, evidence based practices and interventions, and social policy issues;
- 2) Building linguistic capacity through the use of Rosetta Stone Spanish language course by all students and learning mental health terminology in Spanish;
- 3) A term paper submitted by students of about 15 pages on a topic concerning Latin@s demonstrating their knowledge base in this area;
- 4) Paper presentation by students centered around the student's scholarly paper and proposed research pilot project to the class demonstrating their ability to impart information through oral presentations;
- 5) Case Vignettes: Each student will observe various case vignettes of clients in Spanish and discuss the case in class. At the last class a case vignette will be present where students will be required to write a comprehensive progress note noting the *Subjective* perception of the client, *Objective* information acquired, *Assessment* of the case and a *Plan* for intervention for this case (using SOAP method for writing progress notes).

Instructional Strategies:

- 1) A didactic section using lectures, presentations, video films, and documentaries;
- 2) Building linguistic capacity through the use of Rosetta Stone Spanish language course by all students and learning mental health terminology in Spanish;
- 3) A term paper submitted by students demonstrating their knowledge base in this area;
- 4) Paper presentation by students centered around the student's scholarly paper and proposed research pilot project to the class demonstrating their ability to impart information through oral presentations;
- 5) Case Vignettes: Each student will observe various case vignettes of clients in Spanish and discuss the case in class. At the last class a case vignette will be present where students will be required to write a comprehensive progress note noting the *Subjective* perception of the client, *Objective* information acquired, *Assessment* of the case and a *Plan* for intervention for this case (using SOAP method for writing progress notes).

Evidence Based Practices:

Instructional materials, readings and presentations will incorporate evidence-based practices for Latinos that are efficacious or promising approaches for effective interventions and services to this population.

Course Requirements

Class Attendance and Participation

One of the major responsibilities of the student is regular attendance and participation. An important aspect of this course is the experiential process that develops over the semester as we learn more specifically about Latin@s and the complicated issues in depth. Discussion about these complex issues by students in class helps the educational process and deepens understanding. Students who miss classes will lose the sense of continuity and discussion that is an integral part of this course experience. Their fellow students will lose their particular individual contributions and observations.

Since this class is given over six full days over four weekends, class attendance is required as well as class participation in the discussions. If you ever find it impossible to attend a class session, then you must withdraw from the class since there is no way to make up for a missed class or you will receive a failing grade.

Class Workload

The following are the workload requirements of the course:

1) Written scholarly paper and abstract:

a) Abstract: At the fifth week of class students are required to submit a one page abstract that describes the topic of the scholarly paper and pilot study proposal. The purpose of the abstract is to provide feedback and guidance to students by the instructor.

b) Scholarly paper: A scholarly paper in the area of the proposed paper, presented earlier in the semester is required for the course. The written report should not exceed fifteen pages, double-spaced. Papers must be written in APA style and include tables, references and revised abstract. Papers are due one week prior to the class presentation with copies to the instructor and two peer reviewers. Written feedback of the written paper will be given by the instructor and reviewers at the time of the symposia presentations. Students are expected to incorporate the written feedback and resubmit the revised paper with revised abstract as the final term paper one week after the class presentation.

c) Written proposal for a pilot study: A data-based project/study proposal outline related to Latin@s is required for this course **is due with the scholarly paper as noted above.** The outline for this proposal is included in the course syllabus. The pilot study proposal should be no more than three pages and detailed in a manner that will explain the project and ready for submission to the human subject's committee if applicable. It is recommended that students meet with the instructor or get feedback from the instructor for the proposal along with the scholarly paper. Projects/studies can include a detail interview or case presentation, a scholarly review of the literature and generating a new theory, results from the administration of a questionnaire, a survey, policy changes affecting Latin@s, e.g. legislation in California related to immigration or bilingual

education, or other similar projects that can be completed within a semester. Projects proposals can be done jointly with other students, for example a survey can have three parts each of which are of three different student pilot studies.

The final paper should include the following **three sections**:

- a) a revised abstract;
- b) the revised 15 page, double spaced scholarly paper with references; and
- c) the pilot study proposal based on the scholarly paper.

2) *One Class Presentation:* Each student is required to present their scholarly paper and pilot study proposal at the last day of class. The presentation will be about 12 minutes in length, similar to what is expected at professional conferences. Students will be required to bring handouts, use overheads, slides, video and/or audio playback in order to complement their presentation of the scholarly paper and pilot study presentation.

3) *The completion of up to level three of Rosetta Stone Language course in Spanish.* Students will be evaluated in their use of the course by monitoring the completion of the levels made available by the Rosetta Stone management software available to the university, by their interactions in Spanish during class discussion, and their ability to observe an intake of a Spanish Speaker and make a proper referral.

4) *Observe a clinical vignette in Spanish and write up a Progress Note from the case presentation.* On the last day of class, students will be evaluated in their ability to observe a clinical vignette in class and write a brief progress note using SOAP (Subjective, Objective, Assessment, and Plan) that explains the a) Subjective Presenting Problem from the clients point of view (Subjective client view); b) Observable and Objective Information from the vignette presented; c) Assessment of the problem; and d) Plan for intervention as a recommendation and start of a treatment plan.

Summary of Course Requirements

- 1) Class attendance and participation. **Since this class is given over six full days over four weekends no absences are allowed. Any absences will necessitate a failure.**
- 2) A one page abstract summarizing the proposed scholarly paper due at the second day of class and included with the final paper.
- 3) A written scholarly paper not to exceed fifteen, double spaced pages using APA format, along with an outline of a proposed pilot study using the format for pilot studies that does not exceed three pages, and the revised abstract submitted earlier.
- 4) A class presentation of 12 minutes on the scholarly paper and proposed pilot study with handouts, use of overheads, flip charts, slides, video, or other presentation aids during the presentation.

- 5) The progress note using SOAP after observing a brief clinical vignette of a Spanish speaking case.
- 6) The completion of up to level three of Rosetta Stone Language course in Spanish, their interaction in Spanish during class, and their ability to make a proper referral by observing a intake of a Spanish speaker.

V. Evaluation

The objectives of this course are growth for each student in the following broad areas:

- Understanding psychological issues for Latin@s within a cultural context
- Understanding the role of different disciplines in understanding Latin@s, culture and psychology
- Developing the Spanish linguistic capacity of students.
- Ability to listen to a clinical case and write a progress note reflective of the case presented.

Self-evaluation in these areas should be on going, as will be feedback from your instructor and fellow students. The primary expectations are:

- Regular attendance and adherence to attendance guidelines;
- Helpful and informed class participation;
- Being prepared and on time with written and oral presentations.

Specific guidelines for assessing the effectiveness of verbal presentations and written reports include:

- The presence of useful information;
- Understanding and explaining the limitations of the reports;
- Logical organization of key findings and hypotheses;
- Understanding ethical issues and double bind phenomena that complicates efforts;
- Incorporating multicultural aspects in relation to Latin@s;
- Merit of the pilot study proposal.

Building Spanish speaking capacity by completing up to the third level of Rosetta Stone using Spanish in class during discussion at their expected learning level, and able to understand the intake of a Spanish speaker shown on video and provide a proper referral.

VI. Required Readings and Language Instruction

Throughout the course students are encouraged to share articles recently published of interest to the class. A variety of readings from primary sources are assigned for each class and noted in the weekly class schedule included in this syllabus. Also a reader and

resource listing of literature and key websites are included and provided for students in this course.

All students will be required to obtain internet based Rosetta Stone Spanish course for a 12 month period where students during the semester will complete up to level three in Spanish, or student must demonstrate Linguistic competency in Spanish up to Level III of Rosetta Stone in stead of obtaining this language on-line course. MANGO on line Language learning is available to all Alliant students and can be used as an alternative.

Required Reading and Materials

BONUS: Nine students have receive an on-line course of Rosetta Stone to learn Spanish for Free, paid for by the California Mental Health Services Act.

Rosetta Stone on line learning for learning Spanish using internet access. Students must demonstrate competency in being fluent in Spanish in order to not use this material for learning Spanish and continuing their linguistic skills in Spanish for this course.

Villarruel, Francisco, A.; Carlo, Gustavo; Grau, Josefina, M.; Azmitia, Margarita; Cabrera, Natasha J.; and Chahin, T. Jaime. (Eds) *Handbook of U.S. Latino Psychology: Developmental and Community-Based Perspectives*. SAGE Publications, 2009. (ISBN: 978-1-4129-5760-1 (cloth); ISBN: 978-1-4129-5761-8 (pbk.)

Buki, Lydia and Piedra, Lissette M. (Eds.) (2011) *Creating Infrastructures for Latino Mental Health*. Springer Science + Business Media, LLC, 201q1, ISBN 978-1-4419-9451-6.

Morales, E. (2009) Contextual Community Prevention Theory: Building interventions with community agency collaboration. *American Psychologist*, 64, 8, 805 – 816.

Morales, E. (1996) Gender roles among Latin@ gay men. Chapter in book Green, Robert-Jay and Laird, Joan (1996) *Lesbians and Gays in Couples and Families: A Handbook for Therapists*. Jossey-Bass, San Francisco.

Recommended Reading

Carrillo, Ricardo and Tello, Jerry (Eds) *Family Violence and Men of Color: Healing the wounded male spirit*. Springer Publishing Company, 1998.

Marín, G. and Marín, B. (1991) *Research with Hispanic Populations*. Newbury Park, CA: Sage Publications. ISBN: 0-8039-3721-0

Ponterotto, Joseph; Casas, Manual; Suzuki, Lisa A.; and Alexander, Charlene, M. Third Edition (2010) *Handbook of Multicultural Counseling*. Sage Publication. ISBN: 978-1-4129-6432-6 (pbk.); 978-1-4129-6431-9 (cloth)

Sue, Derald Wing (2010) *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*. John Wiley & Sons, Inc. 2010. (ISBN: 978-0-470-49140-9 (pbk.)

Szapocznik, José and Kurtines, William M. (1989) *Breakthroughs in family therapy with dreug abusing and problem youth*. Springer Publications, Inc. ISBN:0-8261-6850-7

Valdez, Avelardo (2007) *U.S. Hispanic Street Gangs*. Caribbean Basin and Hispanic ATTC. Universidad Central del Caribe, CET/ATTC, P.O. Box 60327, Bayamón, P.R. 00960-6032. Email: prattc@uccaribe.edu
<http://www.attcnetwork.org/regcenters/productDocs/1/productpdf/CienciayAdiccion/StreetGangs/StreetGangs.pdf>

Velasquez, Roberto J.; Arellano, Leticia M.; McNeill, Brian W. (2004) *The Handbook of Chicano/a Psychology and Mental Health*. Lawrence Erlbaum Associates, Inc., Mahwah, New Jersey ISBN 0-8058-4159-8 (paperback)

Expected Competencies

- An understanding of the various aspects affecting Latin@s, particularly language and culture
- Knowledge about Multicultural groups among Latin@s
- Knowledge about the varied lifestyles and gender issues
- Knowledge about multiple minorities among Latin@s
- Knowledge about various Interventions and research methods
- An understanding of the double bind situations currently faced by Latin@s
- Knowledge about the assimilation and acculturation processes
- Knowledge about policy and legal issues
- Knowledge about health and mental health systems for Latin@s
- Building Spanish language capacity for use in providing services to Spanish speakers.

IV. Policies and Procedures of Alliant International University:

Behavioral Expectations/Attendance

1. Policies Related To Class Attendance, Lateness, Missed Exams or Assignments

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy and to check for assignments. See the University Catalog for the complete policy on attendance.

2. Responsibility to Keep Copies
Remember – it is good practice for students to keep copies of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.

3. Respectful Speech and Actions
Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern.

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

4. Academic Code of Conduct and Ethics
The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. ***The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.*** The University reserves the right to use plagiarism detection software.

5. Disability Accommodations Request
If you need disability-related accommodations in this class, please see me privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant's Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

6. Policy on Course Requirements During Religious Holidays
Alliant International University does not officially observe any religious holidays. However, in keeping with the institution's commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students' religious observances by not penalizing them when they are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members' right to observe religious days.

7. Resources for Obtaining Tutoring or Other Student Support Services
Tutors are available to help students with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring – or other student support services – on your campus.

8. Problem Solving Resources
If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures located on the web at http://www.alliant.edu/academic/studentproblemsolving/Student_Grievance_Policy.pdf or contact the University Ombudsperson at rkunard@alliant.edu.

**Course Outline
Class Schedule - Fall, 2012**

Syllabus is Subject to Change

Saturday, September 8

**The Immersion Experience – Bienvenidos a America
Overview of Latin@ Cultures**

Population Census

Latin@ American History and Context
History of Latino Psychology
Educational Outcomes and projections

Required Reading:

Andrade, Flavia C.D. and Viruell-Fuentes, Edna A. (2011) Latinos and the Changing Demographic Landscape: Key Dimensions for Infrastructure Building. In Buki, Lydia and Piedra, Lissette M. (Eds.) (2011) *Creating Infrastructures for Latino Mental Health*. Springer Science + Business Media, LLC, 201q1, ISBN 978-1-4419-9451-6.

Padilla, Amado M. and Olmdo, Esteban (2009) A History of Latino Psychology. PP 1 to 14. In Villarruel, Francisco, A.; Carlo, Gustavo; Grau, Josefina, M.; Azmitia, Margarita; Cabrera, Natasha J.; and Chahin, T. Jaime. (Eds) *Handbook of U.S. Latino Psychology: Developmental and Community-Based Perspectives*. SAGE Publications, 2009. (ISBN: 978-1-4129-5760-1 (cloth); ISBN: 978-1-4129-5761-8 (pbk.)

Multicultural Guidelines of APA

American Psychological Association (2003) Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists. *American Psychologist*, 58(5), 377-402.

<http://www.dhhs.state.nc.us/mhddsas/childandfamily/soctoolbox/toolbox-iv/iv-apaculturalguidelines.pdf>

Morales, Eduardo, Granados, Selena, and Gonzalez, Manuel, (2011) APA Doctoral Program's Responsiveness to Multicultural Training of their Students. Poster Presentation at the 119th Annual Convention of the American Psychological Association, Washington, D.C., August 4 to 7, 2011.

Acculturation and Adaptation

Required Readings:

Perez, Rose (2011) Latino Mental Health: Acculturation Challenges in Service Provision. In Buki, Lydia and Piedra, Lissette M. (Eds.) (2011) *Creating Infrastructures for Latino Mental Health*. Springer Science + Business Media, LLC, 201q1, ISBN 978-1-4419-9451-6.

Chapters 2, 7, 9 In Villarruel, Francisco, A.; Carlo, Gustavo; Grau, Josefina, M.; Azmitia, Margarita; Cabrera, Natasha J.; and Chahin, T. Jaime. (Eds) *Handbook of U.S. Latino Psychology: Developmental and Community-Based Perspectives*. SAGE Publications, 2009. (ISBN: 978-1-4129-5760-1 (cloth); ISBN: 978-1-4129-5761-8 (pbk.)

Recommended Readings

Handbook of Multicultural Counseling Chapters 28, 29

Case Presentation: Mis Hijas Me Abandonadron

Short Films: Video Shorts

Theories on Identity Development and Micro-aggressions – Overview

Required Readings:

Chapters 6 In Villarruel, Francisco, A.; Carlo, Gustavo; Grau, Josefina, M.; Azmitia, Margarita; Cabrera, Natasha J.; and Chahin, T. Jaime. (Eds) *Handbook of U.S. Latino Psychology: Developmental and Community-Based Perspectives*. SAGE Publications, 2009. (ISBN: 978-1-4129-5760-1 (cloth); ISBN: 978-1-4129-5761-8 (pbk.)

Recommended Readings

Handbook of Multicultural Counseling, Chapter 22

Films: History of Ethnic Minority Psychology & Division 45 Mendez and Westminster - Followed By Discussion

Saturday, September 29 – Abstracts for Papers Are Due

Diversity Within and Among Latin@s

Required Readings:

Morales, E. (1996) Gender roles among Latin@ gay men. Chapter in book Green, Robert-Jay and Laird, Joan (1996) *Lesbians and Gays in Couples and Families: A Handbook for Therapists*. Jossey-Bass, San Francisco.

Chapters 27 In Villarruel, Francisco, A.; Carlo, Gustavo; Grau, Josefina, M.; Azmitia, Margarita; Cabrera, Natasha J.; and Chahin, T. Jaime. (Eds) *Handbook of U.S. Latino Psychology: Developmental and Community-Based Perspectives*. SAGE Publications, 2009. (ISBN: 978-1-4129-5760-1 (cloth); ISBN: 978-1-4129-5761-8 (pbk.)

Recommended Readings:

Rodriguez, Richard Psychotherapy with Gay Chicanos in Velasquez, Roberto J.; Arellano, Leticia M.; McNeill, Brian W. (2004) *The Handbook of Chicano/a Psychology and Mental Health*. Lawrence Erlbaum Associates, Inc., Mahwah, New Jersey ISBN 0-8058-4159-8 (paperback)

Arellano, Leticia and Ayala-Alcantar, Christina Multiracial Feminism for Chicano/a Psychology. In Velasquez, Roberto J.; Arellano, Leticia M.; McNeill, Brian W. (2004) *The Handbook of Chicano/a Psychology and Mental Health*. Lawrence Erlbaum Associates, Inc., Mahwah, New Jersey ISBN 0-8058-4159-8 (paperback)

Espin, Oliva (1999) *Women Crossing Boundaries: A psychology of immigration and transformations of sexuality*. Routledge, boca Raton, FL.

Espin, Oliva (1997) *Latina Realities: essay on healing, migration, and sexuality (New directions in theory and psychology)* Westview Press. ISBN-13 9780813332345

Chapter 7, 8, & 9 in Sue, Derald Wing *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*. John Wiley & Sons, Inc. 2010. (ISBN: 978-0-470-49140-9 (pbk.)

Health Risks and Health Disparities

Required Readings:

Mayfield, Jennifer B. and Buki, Lydia (2011) Life during and After Breast Cancer: Providing Community-based Comprehensive Services to Latinas. In Buki, Lydia and Piedra, Lissette M. (Eds.) (2011) *Creating Infrastructures for Latino Mental Health*. Springer Science + Business Media, LLC, 201q1, ISBN 978-1-4419-9451-6.

Chapters 20, 21 In Villarruel, Francisco, A.; Carlo, Gustavo; Grau, Josefina, M.; Azmitia, Margarita; Cabrera, Natasha J.; and Chahin, T. Jaime. (Eds) *Handbook of U.S. Latino Psychology: Developmental and Community-Based Perspectives*. SAGE Publications, 2009. (ISBN: 978-1-4129-5760-1 (cloth); ISBN: 978-1-4129-5761-8 (pbk.)

Chapters 2, 3, 4 & 5 In Aguilar-Gaxiola, Sergio A.; Gullotta, Thomas P. (Eds) *Depression in Latinos: Assessment, Treatment, and Prevention*. Springer Science+Business Media, LLC, 2008 (ISBN: 978-0-387-78511-0; ISSN 1572-1981)

Recommended Readings

Health Policy Fact Sheets: www.ucop.edu/cmhi.html

California-Mexico Health Initiative, California Policy Research Center, University of California, Office of the President.

Vulnerable Adult and Family Populations

Required Readings:

Barrio, Concepcion; Hernandez, Mercedes and Barragán, Armando (2011) Serving Latino Families Caring for a Person with Serious Mental Illness. In Buki, Lydia and Piedra, Lissette M. (Eds.) (2011) *Creating Infrastructures for Latino Mental Health*. Springer Science + Business Media, LLC, 201q1, ISBN 978-1-4419-9451-6

Cristancho, Sergio; Peters Karen E. and Garcés, D. Marcela (2011) Latinos in Rural Areas: Addressing Mental Health Disparities in New Growth Communities. In Buki, Lydia and Piedra, Lissette M. (Eds.) (2011) *Creating Infrastructures for Latino Mental Health*. Springer Science + Business Media, LLC, 201q1, ISBN 978-1-4419-9451-6

Clinical Case: Caso de Pareja Followed by Clinical Discussion

Film: Viva 16 Street Followed by Discussion

Sunday, September 30

Short Films: Entérate ATTC

Youth, Risk Factors, Co-factors, Resiliency, Gangs and Violence

Required Readings:

Weemhoff, Michelle M. and Villarruel, Francisco A. (2011) The Plight of Latino Youth in the Juevenile Justice System: Considerations for Mental Health Treatment. In Buki, Lydia and Piedra, Lissette M. (Eds.) (2011) *Creating Infrastructures for Latino Mental Health*. Springer Science + Business Media, LLC, 201q1, ISBN 978-1-4419-9451-6

Aldarondo, Etiony and Becker, Rachel (2011) Promoting The Well-being of Unaccompanied Immigrant Minors. In Buki, Lydia and Piedra, Lissette M. (Eds.) (2011) *Creating Infrastructures for Latino Mental Health*. Springer Science + Business Media, LLC, 201q1, ISBN 978-1-4419-9451-6

Recommended Readings:

Chapters 12, 13, 22, 23 In Villarruel, Francisco, A.; Carlo, Gustavo; Grau, Josefina, M.; Azmitia, Margarita; Cabrera, Natasha J.; and Chahin, T. Jaime. (Eds) *Handbook of U.S. Latino Psychology: Developmental and Community-Based Perspectives*. SAGE Publications, 2009. (ISBN: 978-1-4129-5760-1 (cloth); ISBN: 978-1-4129-5761-8 (pbk.)

Chapters 12, 13, 14 In Aguilar-Gaxiola, Sergio A.; Gullotta, Thomas P. (Eds) *Depression in Latinos: Assessment, Treatment, and Prevention*. Springer Science+Business Media, LLC, 2008 (ISBN: 978-0-387-78511-0; ISSN 1572-1981)

Valdez, Avelardo (2007) *U.S. Hispanic Street Gangs*. Caribbean Basin and Hispanic ATTC. Universidad Central del Caribe, CET/ATTC, P.O. Box 60327, Bayamón, P.R. 00960-6032. Email: prattc@uccaribe.edu
<http://www.attcnetwork.org/regcenters/productDocs/1/productpdf/CienciayAdiccion/StreetGangs/StreetGangs.pdf>

The Family and Community: Parenting, Gender, Elderly, and Environment

Required Readings:

Chapters 10, & 14 In Villarruel, Francisco, A.; Carlo, Gustavo; Grau, Josefina, M.; Azmitia, Margarita; Cabrera, Natasha J.; and Chahin, T. Jaime. (Eds) *Handbook of U.S. Latino Psychology: Developmental and Community-Based Perspectives*. SAGE Publications, 2009. (ISBN: 978-1-4129-5760-1 (cloth); ISBN: 978-1-4129-5761-8 (pbk.)

Chapters 12, 13, 14 In Aguilar-Gaxiola, Sergio A.; Gullotta, Thomas P. (Eds) *Depression in Latinos: Assessment, Treatment, and Prevention*. Springer Science+Business Media, LLC, 2008 (ISBN: 978-0-387-78511-0; ISSN 1572-1981)

Chapter 10 & 11 in Sue, Derald Wing *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*. John Wiley & Sons, Inc. 2010. (ISBN: 978-0-470-49140-9 (pbk.)

Film: El Norte Followed by Discussion

Saturday, October 27

Evidence Based Practices – Children and Adults

EBP - Interventions for Perpetrators of domestic violence
 Motivational Interviewing
 Trauma Focused Interventions for Latina and African American Women
 Depression
 Using Social Capital Interventions for Prevention

Required Reading:

Acevedo-Polakovich, I. David; Crider, Elizabeth A. Kassab, Veronica A.; Gerhart James I. Increasing service Parity through organizational cultural competence. (2011) In Buki, Lydia and Piedra, Lissette M. (Eds.) (2011) *Creating Infrastructures for*

Latino Mental Health. Springer Science + Business Media, LLC, 201q1, ISBN 978-1-4419-9451-6

Delgado-Romero, Edward A.; Espino, Michele M.; Werther, Eckart; and González, Marta J. Building Infrastructure through training and interdisciplinary collaboration. In Buki, Lydia and Piedra, Lissette M. (Eds.) (2011) *Creating Infrastructures for Latino Mental Health*. Springer Science + Business Media, LLC, 201q1, ISBN 978-1-4419-9451-6

Chapters 9, & 10, In Aguilar-Gaxiola, Sergio A.; Gullotta, Thomas P. (Eds) *Depression in Latinos: Assessment, Treatment, and Prevention*. Springer Science+Business Media, LLC, 2008 (ISBN: 978-0-387-78511-0; ISSN 1572-1981)

Chapters 19, In Villarruel, Francisco, A.; Carlo, Gustavo; Grau, Josefina, M.; Azmitia, Margarita; Cabrera, Natasha J.; and Chahin, T. Jaime. (Eds) *Handbook of U.S. Latino Psychology: Developmental and Community-Based Perspectives*. SAGE Publications, 2009. (ISBN: 978-1-4129-5760-1 (cloth); ISBN: 978-1-4129-5761-8 (pbk.))

Recommended Readings

Handbook of Chicana/o Psychology Chapter 9, 11, 12, 13

Breakthroughs in Family Therapy - Chapters 1,2,3, 4, 5, 6 & 7

Handbook of Chicana/o Psychology Chapter 14 and 15

Carrillo, Ricardo and Goubaud-Reyna, Rolando Clinical Treatment of Latin@ domestic violence offenders in Carrillo, Ricardo and Tello, Jerry (Eds) *Family Violence and Men of Color: Healing the wounded male spirit*. Springer Publishing Company, 1998.

Peterson, P.; Baer, J.; Wells, E.; Ginzler, J.; and Garrett, S. (2006) Short-term effects of a brief motivational intervention to reduce alcohol and drug risk among homeless adolescents. *Psychology of Addictive Behaviors*, 20 (3), 254-264.

Evidence Based Practices – Interventions with Families, Communities and Prevention Interventions-

Social Policy Prevention

Strategic Family Therapy

Contextual Community Prevention Intervention

Required Reading:

Morales, Eduardo (2011) Lessons Learned from HIV service provision: Using a targeted behavioral health approach. In Buki, Lydia and Piedra, Lissette M. (Eds.) (2011) *Creating Infrastructures for Latino Mental Health*. Springer Science + Business Media, LLC, 201q1, ISBN 978-1-4419-9451-6

Chapters 11, In Aguilar-Gaxiola, Sergio A.; Gullotta, Thomas P. (Eds) *Depression in Latinos: Assessment, Treatment, and Prevention*. Springer Science+Business Media, LLC, 2008 (ISBN: 978-0-387-78511-0; ISSN 1572-1981)

Chapters 17, & 18 In Villarruel, Francisco, A.; Carlo, Gustavo; Grau, Josefina, M.; Azmitia, Margarita; Cabrera, Natasha J.; and Chahin, T. Jaime. (Eds) *Handbook of U.S. Latino Psychology: Developmental and Community-Based Perspectives*. SAGE Publications, 2009. (ISBN: 978-1-4129-5760-1 (cloth); ISBN: 978-1-4129-5761-8 (pbk.)

Morales, E. (2009) Contextual Community Prevention Theory: Building interventions with community agency collaboration. *American Psychologist*, 64, 8, 805 – 816.

Film Hispanics in Hollywood – Followed by Discussion

Sunday, October 28

Diagnostic Assessment and Bilingual Education Issues

Required Readings

Piedra, Lissette M.; Schiffner, Tiffany A.; and Reynaga-Abiko, Geneva (2011) Investing in the Future: Expanding educational opportunities for First-Generation Latino College Students. In Buki, Lydia and Piedra, Lissette M. (Eds.) (2011) *Creating Infrastructures for Latino Mental Health*. Springer Science + Business Media, LLC, 201q1, ISBN 978-1-4419-9451-6

Abbott, Annie R. (2011) Putting students to Work: Spanish Community Service Learning as a Countervailing force. In Buki, Lydia and Piedra, Lissette M. (Eds.) (2011) *Creating Infrastructures for Latino Mental Health*. Springer Science + Business Media, LLC, 201q1, ISBN 978-1-4419-9451-6

Recommended Readings:

Chapters 7, 8, & 14 In Aguilar-Gaxiola, Sergio A.; Gullotta, Thomas P. (Eds) *Depression in Latinos: Assessment, Treatment, and Prevention*. Springer Science+Business Media, LLC, 2008 (ISBN: 978-0-387-78511-0; ISSN 1572-1981)

Chapters 15, 16 In Villarruel, Francisco, A.; Carlo, Gustavo; Grau, Josefina, M.; Azmitia, Margarita; Cabrera, Natasha J.; and Chahin, T. Jaime. (Eds) *Handbook of U.S. Latino Psychology: Developmental and Community-Based Perspectives*. SAGE Publications, 2009. (ISBN: 978-1-4129-5760-1 (cloth); ISBN: 978-1-4129-5761-8 (pbk.)

Handbook of Chicana/o Psychology Chapter 7 & 8

Geinsnger, K.F. (2003). Testing and assessment in cross-cultural psychology. In J.R. Graham & J.A. Naglieri (Eds.), *Handbook of psychology: Assessment psychology* (Vol 10, pp. 95-117). Hoboken, NJ: Wiley.

Harkness, J. A. (2003) Questionnaire Translation. In J.A. Harkness, F.J.R. Vand de Vivjer & P.P. Mohler (Eds) *Cross Cultural Survey Methods*. (pp. 35-56). Hoboken, NJ: Wiley

Film: Latin Music USA

Exercise: Expressive Latin@ Cultures – The Arts, Music, Dance, as Integrated Therapeutic Processes

Saturday, November 17

Research Issues, Measurement, and Methodology: Translations and adaptations of measures and protocols

Required Readings:

Chapters 4, 5 In Villarruel, Francisco, A.; Carlo, Gustavo; Grau, Josefina, M.; Azmitia, Margarita; Cabrera, Natasha J.; and Chahin, T. Jaime. (Eds) *Handbook of U.S. Latino Psychology: Developmental and Community-Based Perspectives*. SAGE Publications, 2009. (ISBN: 978-1-4129-5760-1 (cloth); ISBN: 978-1-4129-5761-8 (pbk.)

Chapters 9, 10, 11, 13 In Aguilar-Gaxiola, Sergio A.; Gullotta, Thomas P. (Eds) *Depression in Latinos: Assessment, Treatment, and Prevention*. Springer Science+Business Media, LLC, 2008 (ISBN: 978-0-387-78511-0; ISSN 1572-1981)

Recommended Readings:

Pantin, Hilda; Prado, Guillermo; Schwartz, Seth, J.; and Sullivan, Summer
Methodological challenges in designing efficacious drug abuse and HIV preventive interventions for Hispanic adolescent subgroups. *Journal of Urban Health: Bulletin of New York Academy of Medicine*, Vol. 82, No. 2, pp iii92 to iii102
Supplement 3 doi:10.1093/urban/jti067

Student Presentations of Papers

Clinical Vignette Examination for Students

Task in Spanish Language Clinical Competency. All students will view and 10 minute intake of a person speaking Spanish and write in English a brief synopsis of the case and referral.

4) Observe a clinical vignette in Spanish and write up a Progress Note from the case presentation. On the last day of class, students will be evaluated in their ability to observe a clinical vignette in class and write a brief progress note using SOAP (Subjective, Objective, Assessment, and Plan) that explains the a) Subjective Presenting Problem from the clients point of view (Subjective client view); b) Observable and Objective Information from the vignette presented; c) Assessment of the problem; and d) Plan for intervention as a recommendation and start of a treatment plan.

This is the Last Day of Class. All papers are due for all students.