

**COPSY 457-3 Credits**  
**CHICANO/A LATINO/A PSYCHOLOGY**  
Spring 2012  
(Prerequisite-Previous Course in American Diversity)

Instructor: Brian McNeill, Ph.D.  
Office: 371 Cleveland Hall  
Phone: (509) 335-6477  
E-Mail: McNeill@wsu.edu  
Office Hours: By appointment (contact me to arrange day and time)

**Course Objectives:**

1. Examine the current psychosocial research and literature relevant to the mental health and psychological well being of Chicana/o Latina/o populations, including influences of culture, acculturation, and ethnic identity on utilization of psychological services.
2. Examine the sociopolitical issues that affect the well being/psychological health of Chicanos/Latinos.
3. Increase awareness and understanding of culturally relevant counseling models and methods of intervention as differentiated from standard models of intervention.

**Course Requirements:**

1. A research paper/Literature review examining a specific issue within Chicano/a Latino/a Psychology (35%). Students will receive specific individual guidance for research papers/projects. All topics must be approved by me. Projects will be briefly presented in class. Topics must be identified by **February 17**. Outlines must be turned in by **March 10**. A first/rough draft is due by **April 7**. Final papers are due **Finals week**. APA style format is required.
2. Midterm or Final Examination. (35%). Students will complete a short answer/essay type exam focused on the integration and synthesis of what you have learned over the course of the semester.
3. Course participation/involvement. (30%) **Please be aware that if you do not attend class, you cannot participate and your grade may be negatively affected.** Your grade for participation is also based on arriving to class on time, not leaving early, staying awake, not “playing” on your computer, etc.

Students are expected to attend all scheduled class times, as attendance and participation contribute significantly to learning and grades (see **Above**). If you feel that you must miss a class, you must notify Dr. McNeill *before* class and provide a reason for your absence. If you miss class, it is your responsibility to find out from an informed student (*not* from Dr. McNeill) what occurred in class, what assignments may have been given, etc.

### **Student Success**

Students should complete assigned readings *before* class, be prepared for discussions, and complete all assignments. They should be self-motivated and respectful, and interested in improving their critical thinking, communication, and cooperative learning skills.

### **Course Pedagogy:**

Since this course is taught in a graduate style seminar, all students will be required to complete weekly assigned readings prior to class and participate in class/small group discussions, etc.

### **Communicating with Dr. McNeill**

If you have a question about assignments, exams, etc., please ask during/after class, *or email me anytime including weekends*. I usually respond within 24 hours.

### **Grade Distribution**

A .....	93-100%	C .....	71-74
A- .....	89-92	C- .....	68-70
B+ .....	85-88	D+ .....	65-67
B .....	81-84	D .....	60-64
B- .....	78-80	F .....	< 60
C+ .....	75-77		

Assignments are due at the beginning of the class on the day noted. I reserve the right to penalize or not accept assignments turned in after the due date. Grades of Incomplete (I) are only assigned in extreme or unusual circumstances, and in some cases may result in a penalty.

### **Academic Integrity**

Dr. McNeill and WSU are intolerant of **any form** of academic dishonesty. For information, see: <http://www.conduct.wsu.edu/default.asp?PageID=343> also see: <http://www.wsulibs.wsu.edu/plagiarism/main.html>

### **WSU Safety**

Please familiarize yourself with information regarding campus emergencies/school closings by visiting this website: <http://oem.wsu.edu/emergencies>

## Students with Disabilities Syllabus Statement

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. Please notify Dr. McNeill the first week of class of any accommodations need. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Admin Annex Bldg, Room 205). Please stop by or call 509-335-3417 to make an appointment with a disability specialist. If you have any questions, please contact Rosie Pavlov at [pavlovr@wsu.edu](mailto:pavlovr@wsu.edu) or 335-3417 or check on our website at [www.drc.wsu.edu](http://www.drc.wsu.edu)  
<<https://connect.wsu.edu/exchweb/bin/redir.asp?URL=http://www.drc.wsu.edu>>

### Required Texts:

Velásquez, R. J. Arrellano, L. & McNeill, B. W. (2004). The Handbook of Chicana and Chicano Psychology. Lawrence Erlbaum.

Rodriguez, R. (1997). The X in La Raza II. Roberto Rodriquez: Albuquerque. (Provided).

Rodriguez, R. (1982). Hunger of memory: The education of Richard Rodriguez. Bantam Books: New York.

### Readings (Provided in PDF Format):

Altarriba, J., & Santiago-Rivera, A. L. (1994). Current perspectives on using linguistic and cultural factors in counseling the Hispanic client. Professional Psychology: Research and Practice, 25, 388-397.

Atkinson, D. R., Casas, A., Abreu, J. (1992). Mexican-American acculturation, counselor ethnicity and cultural sensitivity, and perceived counselor competence. Journal of Counseling Psychology, 39, 515-520.

Atkinson, D. R., & Wampold, B. E., (1993). Mexican-Americans' initial preferences for counselors: Simple choice can be misleading comment on Lopez, Lopez, and Fong (1991). Journal of Counseling Psychology, 40, 245-248.

Lopez, S. R., & Lopez, A. A. (1993). Mexican Americans' initial preferences for counselors: Research methodologies or researchers' values: Reply to Atkinson and Wampold (1993). Journal of Counseling Psychology, 40, 249-251.

Lopez, S. R., Lopez, A. A., & Fong, K. T. (1991), Mexican Americans' initial preferences for counselors: The role of ethnic factors. Journal of Counseling Psychology, 38, 487-496.

Malgady, R. G., Rogler, L. H., & Costantino, G. (1987). Ethnocultural and linguistic bias in mental health evaluation of hispanics. American Psychologist, 42, 228-234.

McNeill, B.W. (1999). Development of a course in Chicano/Latino Psychology: An Academic Odyssey. Julian Samora Research Institute.

McNeill, B. W., & Cervantes, J. M. (2008). Counselors and Curanderos: Parallels in the Healing Process. In B. W. McNeill & J. M. Cervantes (Eds.). *Latina/o Healing Traditions: Mestizo and Indigenous Perspectives*. Routledge.

McNeill, B. W., Prieto, L., Flores-Neimann, Y., Pizarro, M., & Gomez, S. (2001). Current directions in Chicana/o Psychology. The Counseling Psychologist 29, 5-18.

Ortiz, F. A., Davis, K. G., & McNeill (2008). Curanderismo: Religious and Spiritual Worldviews and Indigenous Healing Traditions. Routledge.

Padilla, A. M., Lindholm, K. J., Chen, A., Duran, R., Hakuta, K., Lambert, W., Tucker, G. R. (1991). The english-only movement. American Psychologist, 46, 120-130.

Prieto, L., McNeill, B. W., & Gomez, S. (2001). Chicana/os and mental health services: An overview of utilization, counselor preference, and assessment issues. The Counseling Psychologist. 29, 19-54.

Ruelas, S.R., Atkinson, D.R., & Ramos-Sanchez, L. (1998). Counselor helping model, participant ethnicity and acculturation level, and perceived counselor credibility. Journal of Counseling Psychology, 45, 98-103.

Sanchez, A. R., & Atkinson, D. R. (1983). Mexican-American cultural commitment, preference for counselor ethnicity, and willingness to use counseling. Journal of Counseling Psychology, 30, 215-220.

Zayas, L. H., & Solari, F. (1994). Early childhood socialization in Hispanic families: Context, cultural, and practice implications. Professional Psychology: Research and Practice. 25, 200-206.

Week	Topic/Assignment
1	Intro to course, Sociopolitical Context, Video- <u>Go back to Mexico!</u> <b>McNeill (1999)</b> Video- <u>Chicano History Series</u> , History of Chicano Psychology <b>Handbook: Chapter 1</b>
2	Chicano/Latino Demographics, History, <b>(McNeill et al., 2001)</b> Videos- <u>Mexican Americans, Puerto Ricans, Central Americans</u>
3	Family Structure, Values
4	Chicano/Latino Cultural Characteristics, Gender Roles, Communication Styles, Religion, Folk Beliefs <b>Handbook: Chapters 2, 3 Ortiz, Davis, &amp; McNeill (2008)</b> Film- <u>Mi Familia</u>
5	Issues of Acculturation, Ethnic Identity, Two views of Identity- <b>Rodriguez (1997), Rodriguez (1982)</b> . Films- <u>Acculturation and Biculturation in Latinos, Challenging Hispanic Stereotypes</u> . <b>Handbook: Chapter 4</b>
6	Bilingual and Higher Education, <b>Padilla et al. (1991) Handbook-Chapter 19</b> Videos- <u>Chicano History Series, English Only in America?</u>
7	Psychological Well Being
8-9	Underutilization of Psychological Services. <b>(Prieto et al., 2001)</b> <b>Sanchez &amp; Atkinson (1983), Malgady et</b>

- al. (1987)**
- 10-11 Culturally relevant assessment and interventions, Issues of IQ and Personality Assessment, Counselors and Curanderos: Common Factors in Treatment **McNeill & Cervantes (2008)**  
**Atkinson, Casas, & Abreu (1992), Altarriba & Santiago-Rivera (1994) Ruelas, et al (1998). Handbook Chapters 6, 9, 12**
- 12 Clinical Issues, Gang Involvement, , Drug and Alcohol Abuse, Adolescents.  
**Handbook Chapters 13, 14, 16, 19**  
Zayas & Solari (1994)  
Video-Counseling Latinos
- 13 Models of Intervention  
**Handbook: Chapters-7-8.**
- 14 Research Issues, Methodology: **Lopez & Lopez (1993), Lopez, Lopez, & Fong, (1991), Atkinson & Wampold (1993)**
- 15 Future Directions, Wrap up.