



**Course Title/Section:** SOCW 7316/19106—Clinical Social Work Practice with Latinos/as

**Time:** Tuesdays 1:00 PM – 4:00 PM (Summer 2012)

**Room:** SW-107A

**Faculty:** Luis R. Torres, PhD

**Office Hours:** By appointment (SW-303)

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## I. Course

**A. Catalog Description.** Cr. 3 (3-0). This course focuses on development of awareness, knowledge, understanding, and culturally competent skills for clinical social work practice with Latinos and Latinas.

**B. Purpose.** See Course Structure, “Course Rationale” Subsection below.

## II. Course Objectives

**A. Upon completion of this course, students will be able to:**

1. Explicate an understanding of the culturally relevant factors influencing Latino and Latina attitudes and perceptions about life experiences (*respeto*, spirituality/faith, *familismo*, *personalismo*, language commitment).
2. Examine traditional cultural values and beliefs of Latinos and Latinas about healers (e.g., *curanderos*, *sobadores*, and *promotoras*).
3. Identify barriers contributing to service delivery of Latinos and Latinas (e.g., availability, accessibility, and acceptability).
4. Demonstrate culturally competent skills for building rapport, engagement, assessment, and intervention with Latinos and Latinas across diverse practice settings.
5. Explore and examine ethnic sensitive approaches for working with Latinos and Latinas.
6. Identify appropriate, evidenced-based therapeutic approaches with Latino children, youth, adults, elders, and families.

### **B. Addendum to Course Objectives.**

1. Understand and explain the historical, social, economic, and political context of the diverse U. S. Hispanic/Latino/Chicano populations, including the use of various terms and its implications, and issues of self-identification.
  2. Articulate the professional and personal values and ethics involved in working with the Latino population.
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3. Describe the variety of practice frameworks, socio-ecological concepts (e.g., acculturation, adaptation, social stratification, racial and ethnic identity), and cultural constructs (*familismo*, *respeto*) across the life-span that inform culturally-competent social work practices with different Latino groups.
4. Critically assess the major biopsychosocial problems impacting the Latino population across the life-span and identify promising solutions to these issues.
5. Critically assess and identify evidence-based practices and approaches for working with the Latino population in major social work practice areas (e.g., mental health, health children, youth and families).
6. Identify the contributions research has made to social work practice with the Latino population.

### III. Course Structure

#### A. Course Content

1. Clinical Social Work Practice with Latinos/as is an elective course in the Clinical Practice Track curriculum and one of the *Trabajo Social Certificate* courses. Prerequisite: Completion of Foundation. Recommended Pre-requisites: Transtheoretical Clinical Practice and Clinical Applications of DSM-IV-TR.
2. The primary emphasis of the course is on increasing knowledge and skills for working clinically with Latinos/as or Hispanics, now the largest minority group in the U.S.

**B. Course Rationale.** Latinos/Hispanics are the largest minority group in the U.S. at 16% of the population and are expected to grow to 30% by 2050 (U.S. Census, 2010). Moreover, Latinos are growing at record rates due to high birth rates and steady immigration: to date they have thwarted all growth projections and are rapidly expanding into non-Latino communities that lack the resources to quickly and efficiently incorporate new immigrants. While 60% of Latinos are U.S.-born, 40% of Latinos are foreign-born (Pew Hispanic Center, 2008) and have come to the U.S. fleeing economic and political oppression and hardships in their countries of origin. Both foreign and U.S.-born Hispanics experience high rates of poverty, high school dropouts, crime, experiences of discrimination, and higher rates of many chronic conditions, including a disproportionate burden of hypertension, diabetes, HIV infection, cervical cancer, unintentional injuries, homicide and obesity. Latinos are also a young group at the peak of their productive years, with a median age of 27 (Callahan, Hickson and Cooper, 2006; Pew Hispanic Center, 2008).

The detrimental impact of numerous biopsychosocial problems faced by Latinos is thus devastating for Latino communities and for our broader U.S. society. As a growing and vibrant segment of the U. S. population, Latinos contribute enormously to the social, economic and political progress of our nation. Yet, high levels of poverty, low levels of educational attainment, language barriers, exposure to environmental stressors (e.g., crime, violence, discrimination) as well as the lack of health insurance and resources place many Latino groups at elevated risk for developing an array of psychosocial and health problems and prevent many from accessing and receiving high quality social, health and mental health services in times of need (Vega & López, 2001). The development, testing and implementation of effective social work practices and policies that intend to eliminate the burden of unmet needs among Latinos and improve quality of life must be informed by evidence-based approaches that take into consideration the social, political and economic forces that shape the lives of these diverse individuals.

This course is designed to provide students with a comprehensive understanding of social work practices with the Latino population and subgroups across the life-span. The course seeks to deepen students' awareness and understanding of the historical, political, economic, social, and cultural contexts of Latinos. Students will gain practice-based knowledge by critically examining the variety of practice frameworks, socio-ecological concepts and theories (e.g., acculturation social stratification, racial and ethnic identity), and cultural constructs (e.g., *familismo*) that inform culturally-competent social work practices with different Latino groups. Students will also examine the research literature on sociodemographic correlates of Latino biopsychosocial problems; outreach, prevention, and treatment interventions across Latino subgroups and service settings; health disparities; and cultural competency and other evidence-based interventions aimed at reducing and eliminating health disparities.

This knowledge will then be applied to understanding and effectively intervening in the array of biopsychosocial issues (e.g., poverty, health and mental health disparities, violence, discrimination) impacting the Latino population across the life span. Given the importance of understanding and developing evidence-based practices in ethnic minority communities, the course focuses upon identifying and critically evaluating evidence-based practices and approaches for working with the Latino population in major social work practice areas (e.g., mental health, health, children, youth and families, gerontology). The value of research and community-based approaches for developing, testing and implementing evidence-based practices will be discussed.

This course assumes that students have already acquired a strong knowledge base in the basic concepts of diversity, human behaviors, populations at risk and social and economic justice, social work practice and basic research methods. Concepts, issues, and methodologies learned through the foundation's practice, human behavior, and research provide a solid foundation and will now be applied to critically analyze empirically based practice with a diverse population. In addition, students that have already taken Transtheoretical Clinical Practice and Applications of the DSM-IV-TR will be in a better position to succeed in this course.

Finally, the ways of life of different groups of people—e.g., arts, literature, culture, media, and cuisine, among others—afford us wonderful opportunities to glimpse into the world views, customs and beliefs of culturally distinct groups. Students in this class will be expected to take personal journeys into the world of Latinos and Latino subgroups through formal and informal class activities and assignments. These activities will include, among others, reading non-research (e.g., fiction) literature by Latino and Latin American authors; watching movies that depict predominantly Latino and Latin American themes; visits to museums exhibiting Latino or Latin American exhibits; and outings to sample cuisines of diverse Latino and Latin American groups. Students will report on these experiences in class discussions and brief written assignments, and will be asked to document their experiences in a personal journal.

### **C. Course Structure**

1. The summer 2012 course will consist of 10 three-hour classes, plus online activities and outside readings and assignments.
2. The course combines lectures, classroom activities and discussion, small group activities, and personal journeys of exploration.
3. The online teaching and learning environment provided by the University of Houston's Blackboard application will support and facilitate some class activities and enhance faculty-to-student and student-to-student communication.
4. Students are encouraged to share emails, cell phone numbers, and other contact information to facilitate their interaction outside of class. A class directory will be

completed and circulated to all students to facilitate communication. Any student can opt out of having their contact information (email address and cell phone) included in the directory.

#### IV. Textbooks

A. **Required Texts.** There are two required texts; they have been ordered through the campus bookstore and are also be available in the M. D. Anderson library. The required texts are:

1. Organista, Kurt C. (2007). *Solving Latino Psychosocial and Health Problems: Theory, Practice, and Population*. New Jersey: John Wiley & Sons.
2. Zayas, Luis H. (2011). *Latinas Attempting Suicide: When Cultures, Families, and Daughters Collide*. New York: Oxford University Press.

B. **Recommended Texts.** In addition to the required textbooks, there are three recommended texts. Some assigned readings will come from these three texts. The first two should be available in the library, and the third is inexpensive.

1. Delgado, Melvin. (2007). *Social Work with Latinos: A Cultural Assets Paradigm*. New York: Oxford University Press.
2. Furman, R., & Negi, N. (2010). *Social Work Practice with Latinos: Key Issues and Emerging Themes*. Chicago: Lyceum Press.
3. O'Brien, Soledad, & Arce, Rosa Marie. (2009). *Latino in America: The Companion to the CNN Series*.

C. **Additional/Supplemental References.** In addition to the required and recommended texts, there are additional supplemental texts from which some assigned readings and class activities will be drawn. Students who are able to are encouraged to add some of these titles to their personal library, but every effort will be made to make these readings available to the students. Those with asterisks (\*) will have reading assignments in class; they are available in the library.

1. Aguirre-Molina, Marilyn, Molina, Carlos W., & Zambrana, Ruth E. (Editors, 2001). *Health Issues in the Latino Community*. San Francisco: Jossey-Bass.
2. \*Bean, Frank D., & Tienda, Marta. (1987). *The Hispanic Population of the United States*. New York: Russel Sage Foundation.
3. \*Bergad, Laird W., & Klein, Herbert, S. (2010). *Hispanics in the United States: A Demographic, Social, and Economic History, 1980-2005*. New York: Cambridge University Press.
4. Cheung, Monit & Leung, Patrick. (2008). *Multicultural Practice & Evaluation: A Case Approach to Evidence-Based Practice*. Denver, CO: Love Publishing.
5. Chun, Kevin M., Organista, Pamela B., & Marín, G. (Editors, 2002). *Acculturation: Advances in Theory, Measurement, and Applied Research*. Washington, D. C.: American Psychological Association.
6. Comar, Scott. (2011). *Border Junkies: Addiction and Survival on the Streets of Juarez and El Paso*. Austin: University of Texas Press.

7. Diller, Jerry V. (2007). *Cultural Diversity: A Primer for the Human Services, Third Edition*. Belmont, CA: Brooks/Cole CENGAGE Learning.
  8. Falicov, Celia Jaes. (2000). *Latino Families in Therapy: A Guide to Multicultural Practice*. New York: Guilford Press.
  9. \*Gonzalez, Juan. (2000). *Harvest of Empire: A History of Latinos in America*. New York: Penguin Group. [Paperback].
  10. Hepworth, Dean H., Rooney, Ronald H., Rooney, Glenda Dewberry, Strom-Gottfried, Kimberly, & Larsen, JoAnne. (2010). *Direct Social Work Practice: Theory and Skills, Eighth Edition*. Brooks/Cole CENGAGE Learning.
  11. Hogan, Mikel. (2007). *The Four Skills of Cultural Diversity Competence: A Process for Understanding and Practice, Third Edition*. Belmont, CA: Brooks/Cole CENGAGE Learning.
  12. Lum, Doman. (2007). *Culturally Competent Practice: A Framework for Understanding Diverse Groups and Justice Issues, Third Edition*. Belmont, CA: Thomson Brooks/Cole.
  13. \*McGoldrick, Monica, Giordano, Joe, & Garcia-Preto, Nydia. (Editors, 2005). *Ethnicity and Family Therapy, Third Edition*. New York: Guilford Press.
  14. Noriega, Chon (2000). *Shot in America: Television, the State, and the Rise of Chicano Cinema*. Minneapolis, MN: University of Minnesota Press.
  15. \*Sisk, Christina L. (2011). *Mexico, Nation in Transit: Contemporary Representations of Mexican Migration to the United States*. Tucson: The University of Arizona Press.
  16. \*Sue, Derald Wing, & Sue, David. (2008). *Counseling the Culturally Diverse: Theory and Practice, Fifth Edition*. New Jersey: John Wiley & Sons.
  17. Telles, Edward E. & Ortiz, Vilma. (2008). *Generations of Exclusion: Mexican Americans, Assimilation, and Race*. New York: Russell Sage Foundation.
  18. \*Valdez, Avelardo. (2007). *Mexican American Girls and Gang Violence: Beyond Risk*. New York: Palgrave MacMillan.
  19. Zwick, Mark, & Zwick, Louise. (2010). *Mercy Without Borders: The Catholic Worker and Immigration*. New York: Paulist Press.
- D. **Journal Articles and Materials on Blackboard.** There will be weekly folders (one per week) in the course's Blackboard page. Each folder will contain journal articles, reading materials, PowerPoint slides, foundation and government reports, and additional materials for each class. **Students are expected to read these materials before each class.**
- E. **Literature by Latino/a and Latin American Writers and Movies Depicting Latino/a and Latin American Themes.** One expectation of this class is that students will immerse themselves in literature by Latino/a and Latin American writers and other media depicting Latino/a and Latin American themes. Popular literature and fiction are often able to capture the values, beliefs, customs, and ways of life of groups of people in much richer detail than research studies can. One of the class assignments will involve selecting a work of fiction (e.g., a novel or short story) to read and making a brief presentation to class following guidelines available at the



end of this syllabus. Please refer to the syllabus attachments “**Torres Literature by Latino and Latin American Authors**” and “**Torres Movies Depicting Latino Themes**”.

- F. Additional recommended texts/supplemental references. See section IV: Textbooks (above) and section X: Bibliography (below).

## V. Course Requirements.

- A. **Reading Assignments.** Students are required to complete all readings from the assigned textbooks as well as supplemental readings, and be prepared to engage in class discussion and activities. (Please refer to section VIII: Course Schedule and Assignments for a week-by-week breakdown of reading assignment.)

**1. Attendance and class participation (10% of grade).** Attendance and class participation will be critical components for your effective learning, will be factored into the final grade at 10% of the grade, and may also be taken into consideration should a student's grade be marginal. If a student misses a quiz due to an absence or lateness, the quiz cannot be made up because quizzes are discussed immediately after they are given. In addition, each absence will result in a 5 point loss, unless the absence was cleared *a priori* with the professor and excused. Students are expected to call/email **ahead of time**, whenever possible, to notify of lateness or absence. More than 3 absences may automatically result in a lower letter grade, and the professor reserves the right to ask the student to withdraw. *Attendance will be recorded at the start of each class, so students are encouraged to be on time to avoid being marked absent.*

- B. **Written Assignments (see “Projects” below).**

- C. **Guidelines for Written Assignments and Recommended Guidebook for APA Style Formatting.** All written assignments will conform to the APA Publication Manual: American Psychological Association (2009). **Publication Manual of the American Psychological Association, Sixth Edition.** Washington, D.C.: American Psychological Association Press. (See **Writing Resources** under *Recommended Websites*.)

## D. Projects.

- 1. In-Class presentation: Historical and Sociodemographic Profile of a Latino Sub-Group;** guidelines will be provided (**20% of grade**). The purpose of this **written assignment/oral presentation** is for an individual student or a small group of students (2-3) to research and present a comprehensive, up-to-date, historical and sociodemographic profile of a Latino subgroup (e.g., Mexicans, Salvadorans, Dominicans, Puerto Ricans, etc.) in order to deepen their understanding of the diversity of the U. S. Latino population. This assignment will include a **brief class presentation and a written product** (a Fact Sheet and/or a PowerPoint presentation to be distributed to the class). Guidelines will be provided.
- 2. Book or Film Review** (Brief written and oral review of a work of fiction (literature or movie) depicting Latino/a and/or Latin American themes; guidelines will be provided (**15% of grade**). The purpose of this **individual, brief, oral and written assignment** is for students to review and analyze a work of fiction/literature that portrays the experiences of Latinos living in the U.S. or Latin Americans in their countries of origin. The professor will provide students a list of books and films to choose from. This assignment will enable students to critically examine how these concepts, theories and cultural constructs are used to represent the Latino experience in literature, film, and art.

- 3. Evidence-Based Practices with Latinos Group Presentation;** guidelines will be provided (**20%** of grade). This assignment consists of a **group presentation** on evidence-based practices for a specific psychosocial issue (e.g., health disparities, mental health care, youth violence, social welfare) and a **written report**. The purpose of this assignment is for students to:

- i. Describe a major psychosocial problem impacting the Latino population.
- ii. Critically examine the best available evidence for effective practice for the specified issue.
- iii. Analyze how practice frameworks, socio-ecological construct or theories or cultural constructs informed these effective practices.
- iv. Discuss the professional and personal values and ethics involved in working with the Latinos confronting your particular psychosocial issue.
- v. Discuss unmet knowledge needs and trends for future research in this area; specifically what do we still need to know about how to do effective practice with Latino clients or families with this psychosocial issue?

#### **E. Exams.**

1. In-class (unannounced) or Blackboard quizzes on assigned readings. There will be 6–8 quizzes based on assigned readings and class discussions, and only the 5 highest will be counted (**15%** of grade);
2. Final examination, as per university schedule. Will cover all material covered in class and include 60 to 75 multiple choice items (**20%** of grade).

#### **VI. Evaluation and Grading.** The final grade distribution will be as follows:

A = 96 to 100%	A - = 92 to 95.9	
B + = 88 to 91.9	B = 84 to 87.9	B - = 80 to 83.9
C + = 76 to 79.9	C = 72 to 75.9	C - = 68 to 71.9
D = 64 to 67.9	F = below 64%	

Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being evaluated in the assignment. A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

A grade of C would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement. Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

## **VII. Policy on grades of I (Incomplete).**

The grade of "I" (Incomplete) is a conditional and temporary grade given a student is either **(a)** passing a course or **(b)** still has a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond his/her control has not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of **W**.

## **VIII. Course Schedule and Assignments**

- A. Assignments: As per section V above.**
- B. Course Schedule.** During the summer 2012 semester our class will meet on Tuesday afternoons from 1:00 PM until 4:00 PM, with a 10-minute break around 2:30 am. The class begins June 5<sup>th</sup> and ends August July 31<sup>st</sup>, giving us 9 weeks of face-to-face time. Other assignments will be online.
- C. A note on technology.** As clinical social workers, you would not answer your cell phone or pager, check your email, or surf the web while meeting with your client. Since this class is part of your professional preparation, the same level of professionalism is expected of all students. Students are encouraged to turn off cell phones, smart phones, I-phones, I-pads, pagers, laptops, and any other technology that might interfere with focusing on the class. Dr. Torres expects students to monitor themselves on this point, but reserves the right to ask a student to put away or disengage from their technology.
- D. Consultation.** I am available to speak with students before/after class, during office hours, or by appointment.
- E. Policy on Academic Dishonesty and Plagiarism.**

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.



Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

F. **Statement on changes to syllabus.** Dr. Torres reserves the right to revise the syllabus content and/or schedule for time management or topical reasons.

G. **Week-by-Week Schedule.**

### CLASS SCHEDULE OVERVIEW

Wk	Date	Topic
1	June 5	Introduction and Course Overview Latinos in the U.S.: The Historical and Social Landscape
2	June 12	Racial and Ethnic Identity and Diversity within the Latino Population
3	June 19	Acculturation and Adaptation; Practice Frameworks Presentations: Historical and Socio-demographic Profile of a Latino Group
4	June 26	Integration of theory into practice: Cultural and Linguistic Adaptations of Intervention Presentations: Historical and Socio-demographic Profile of a Latino Group
5	July 3	Psychosocial Issues and Evidence-Based Practices: Health & Mental Health Presentations: Book/Film Review
6	July 10	Psychosocial Issues and Evidence-Based Practices: Latino Children and Youth Presentations: Book/Film Review
7	July 17	Psychosocial Issues and Evidence-Based Practices: Latino Elders Evidence-Based Practice with Latinos: Group Presentations
8	July 24	Community and Political Participation Evidence-Based Practice with Latinos: Group Presentations
9	July 31	Implementing Evidence-Based Practices in Latino Communities

### Week-by-Week Class Schedule

**Note: Reading assignments preceded by an asterisk (\*) will be the primary material for discussion each week.** These are required reading, will be covered in quizzes and in the final exam, and should be cited in all oral and written presentations. All additional reading assignments are recommended reading or listed as references. Check Blackboard for non-textbook readings.

### Module I: Historical, Social and Political Context of the Latino Population

**Week 1: June 5, 2012.** Introduction and Course Overview (review of syllabus and assignments; review of student presentation guidelines and schedule); Latinos in the U.S.: The Historical and Social Landscape (*Course Competencies 1, 7, 8, 10, 12*)

#### **Reading Assignments.**

1. \*Organista, K. C. (2007). *Solving Latino psychosocial and health problems: Theory, practice, and population*. New Jersey: John Wiley & Sons: Chapters 1 (The Americanization of Latinos: Patterns of Acculturation and Adaptation in the United States) and 2 (The Social Stratification of Latino Ethnicity, Power and Social Welfare in the United States).

2. \*Zayas, L. H. (2011). *Latinas Attempting Suicide: When Cultures, Families, and Daughters Collide*. New York: Oxford University Press: Chapter 1 (First, The Family).
3. \*Furman, R., Negi, N. J., Iwamoto, D. K., Rowan, D., Shukraft, A., & Gragg, J. (2009). Social Work Practice with Latinos: Key Issues for Social Workers. *Social Work*, 54 (2), 167-174.
4. \*Passel, J. S., & Taylor, P. (2009). Who is Hispanic? Washington, D.C.: Pew Hispanic Center.

### ***Additional Recommended Readings:***

1. Gonzalez, J. (2000). *Harvest of Empire: A History of Latinos in America*. New York, Penguin Group. Chapters 1 (Conquerors and Victims: The Image of America Forms); 2 (The Spanish Borderlands and the Making of an Empire); and 3 (Banana Republics and Bonds: Taming the Empire's Backyard).
2. Delgado, Melvin. (2007). *Social Work with Latinos: A Cultural Assets Paradigm*. New York: Oxford University Press. Chapters 1 (Context Grounding) and 2 (Demographic Profile: Trends and Commentary).
3. Fry, R. (2008, October 23). *Latino Settlement in the New Century*. Washington, DC: Pew Hispanic Center.
4. Passel, J. S., & Cohn, D. V. (2009). *A Portrait of Unauthorized Immigrants in the United States*. Washington, D.C.: Pew Hispanic Center.
5. Pew Hispanic Center. (2009). *Mexican Immigrants in the United States, 2008*. Washington, D.C.: Pew Hispanic Center.
6. Pew Hispanic Center. (2008). *Statistical Portrait of Hispanics in the United States, 2006*.

**Week 2: June 12, 2012.** Racial and Ethnic Identity and Diversity within the Latino Population (*Course Competencies 1, 2, 7, 8, 9, 10, 12*).

### ***Reading Assignments.***

1. \*Organista, K. C. (2007). *Solving Latino psychosocial and health problems: Theory, practice, and population*. New Jersey: John Wiley & Sons: Chapters 3 (Latino Ethnic Identity: Psychological Impacts of Structured Inequality) and 4 (Diversity within Latinos: Subgroups, Identities and Social Welfare).
2. \*Zayas, L. H. (2011). *Latinas Attempting Suicide: When Cultures, Families, and Daughters Collide*. New York: Oxford University Press: Chapter 2 (A Brief History).
3. \*Delgado, Melvin. (2007). *Social Work with Latinos: A Cultural Assets Paradigm*. New York: Oxford University Press. Chapter 6 (Latino Cultural Values and Beliefs).
4. \*Pew Hispanic Center. (2009). *Hispanic Country of Origin Profiles (10): Mexicans, Puerto Ricans, Cubans, Salvadorans, Dominicans, Guatemalans, Colombians, Hondurans, Ecuadorians, Peruvians*.

### ***Additional Recommended Readings:***

1. Furman, R., & Negi, N. (2010). *Social Work Practice with Latinos: Key Issues and Emerging Themes*. Chicago: Lyceum Press: Chapters 2 (The Social Welfare of Latino Transmigrants: Implications for Social Work Practice) and 3 (The Diversity and Commonalities of Latinos in the United States).

2. Gonzalez, J. (2000). *Harvest of Empire: A History of Latinos in America*. New York, Penguin Group. Chapters 4 (Puerto Ricans: Citizens yet Foreigners); 5 (Mexicans: Pioneers of a Different Type); 6 (Cubans: Special Refugees); 7 (Dominicans: From the Duarte to the George Washington Bridge); 8 (Central Americans: Intervention Comes Home to Roost); and 9 (Colombians and Panamanians: Overcoming Division and Disdain).
3. Jensen, L., Cohen, J. H., Toribio, A. J., De Jong, G. F., & Rodriguez, L. (2006). Ethnic Identities, Language, and Economic Outcomes Among Dominicans in a New Destination. *Social Science Quarterly (Blackwell Publishing Limited)*, 87(5), 1088.
4. McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Editors, 2005). *Ethnicity and Family Therapy*, Third Edition. New York: The Guilford Press. Section III (pp. 153-268): Latino Families; Chapters 11 (Latino Families: An Overview); 12 (Brazilian Families); 13 (Central American Families); 14 (Colombian Families); 15 (Cuban Families); 16 (Dominican Families); 17 (Mexican Families); 18 (Puerto Rican Families); and 19 (Salvadoran Families).
5. Ramos, B., Jaccard, J., & Guilamo-Ramos, V. (2003). Dual Ethnicity and Depressive Symptoms: Implications of Being Black and Latino in the United States. *Hispanic Journal of Behavioral Sciences*, 25(2), 147-173.

## **Module II: Practice Frameworks, socio-ecological concepts and Cultural Constructs**

**Week 3: June 19, 2012.** Acculturation and Adaptation (*Course Competencies 3, 4, 5, 8, 9, 11, 12*); Practice Frameworks (*Course Competencies 4, 5, 8, 9, 11, 12*).

### ***Reading Assignments.***

1. \*Organista, K. C. (2007). *Solving Latino psychosocial and health problems: Theory, practice, and population*. New Jersey: John Wiley & Sons: Chapter 5: A New Practice Model for Working with Latinos.
2. \*Zayas, L. H. (2011). *Latinas Attempting Suicide: When Cultures, Families, and Daughters Collide*. New York: Oxford University Press: Chapter 3 (Contexts of Development).
3. \*Delgado, Melvin. (2007). *Social Work with Latinos: A Cultural Assets Paradigm*. New York: Oxford University Press. Chapters 4 (Best Practices with Latinos) and 7 (A Cultural Assets Paradigm: A Conceptual Foundation).
4. \*Furman, R., & Negi, N. (2010). *Social Work Practice with Latinos: Key Issues and Emerging Themes*. Chicago: Lyceum Press: Chapter 10 (Culturally Competent Assessment of Latinos).

### ***Additional Recommended Readings:***

1. \*Arciniega, G. M., Anderson, T. C., Tovar-Blank, Z. G., & Tracey, T. J. G. (2008). Toward a Fuller Conception of Machismo: Development of a Traditional Machismo and Caballerismo Scale. *Journal of Counseling Psychology*, 55(1), 19-33.
2. Berry, J. W. (1998). Acculturation and health: Theory and research. In S. S. Kazarian & D. R. Evans (Eds.), *Cultural Clinical Psychology: Theory, Research and Practice* (pp. 39-57). New York: Oxford University Press.
3. Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology: An International Review*, 46(1), 5-33.

4. \*Cabassa, L. J. (2003). Measuring acculturation: Where we are and where we need to go. *Hispanic Journal of Behavioral Sciences*, 25 (2), 127-146.
5. Furman, R., & Negi, N. (2010). *Social Work Practice with Latinos: Key Issues and Emerging Themes*. Chicago: Lyceum Press: Chapters 5 (Family and Community as Strengths in the Latino Community), 6 (Spirituality as Strength in the Latino Community), and 7 (Art as a Source of Strength in the Latino Community).
6. Gonzalez, J. (2000). *Harvest of Empire: A History of Latinos in America*. New York, Penguin Group. Chapters 11 (Immigrants Old and New: Closing Borders of the Mind); 12 (Speak Spanish You're In America: El Huracán Over Language and Trade); and 13 (Free Trade: The Final Conquest of Latin America).
7. Thomson, M. D., & Hoffman-Goetz, L. (2009). Defining and Measuring Acculturation: A Systematic Review of Public Health Studies with Hispanic Populations in the United States. *Social Science and Medicine*, doi:10.1016/j.socscimed.2009.05.011.

**Week 4: June 26, 2012.** Integration of Theory into Practice: Cultural and Linguistic Adaptations of Intervention (*Course Competencies 4, 5, 6, 8, 9, 10, 11, 12*).

### ***Reading Assignments.***

1. \*Zayas, L. H. (2011). *Latinas Attempting Suicide: When Cultures, Families, and Daughters Collide*. New York: Oxford University Press: Chapter 4 (Daughters, Familism, and Adulthood).
2. \*Furman, R., & Negi, N. (2010). *Social Work Practice with Latinos: Key Issues and Emerging Themes*. Chicago: Lyceum Press: Chapter 12 (Child Welfare Practice and the use of Family Conferencing: A Culturally Responsive Intervention with Hispanic Children and Families) and 16 (Latinos and Spanish: The Awkwardness of Language in Social Work Practice).
3. \*Barrera, J., Manuel, & González Castro, F. (2006). A Heuristic Framework for the Cultural Adaptation of Interventions. *Clinical Psychology Science and Practice*, 13, 311–316.
4. \*Lau, A. (2006). Making the case for selective and directed cultural adaptations of evidenced-based treatments: Examples from parent training. *Clinical Psychology: Science and Practice*, 13(4), 295-310.

### ***Additional Recommended Readings:***

1. Bernal, G., Bonilla, J., & Bellido, C. (1995). Ecological validity and cultural sensitivity for outcome research: Issues for the Cultural Adaptation and Development of Psychosocial Treatments with Hispanics. *Journal of Abnormal Child Psychology*, 23(1), 67-82.
2. Comas-Díaz, L. (2006). Latino Healing: The Integration of Ethnic Psychology into Psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 43(4), 436-453.
3. Fuertes, J. A., Stracuzzi, T. I., Bennett, J., Scheinholtz, J., Mislouack, A., Hersh, M., et al. (2006). Therapist Multicultural Competency: A Study of Therapy Dyads. *Psychotherapy: Theory, Research, Practice, Training*, 43(4), 480-490.
4. Griner, D., & Smith, T. B. (2006). Culturally Adapted Mental Health Interventions: A Meta-Analytic Review. *Psychotherapy: Theory, Research, Practice, Training*, 43(4), 531-548.
5. Jani, J. S., Ortiz, L., & Aranda, M. P. (2008). Latino Outcome Studies in Social Work: A Review of the Literature. *Research on Social Work Practice*, 19 (2), 179-194).

6. La Roche, M. J., Gualdron, L., D'Angelo, E., & Leavell, J. (2006). Culturally Sensitive Guided Imagery for Allocentric Latinos: A Pilot Study. *Psychotherapy: Theory, Research, Practice, Training*, 43(4), 555-560.
7. \*Miranda, J., Bernal, G., Lau, A., Kohn, L., Hwang, W., & LaFromboise, T. (2005). State of the Science on Psychosocial Interventions for Ethnic Minorities. *Annual Review of Clinical Psychology*, 1, 113-142.
8. Neufeldt, S. A., Moleiro, C. M., Yang, P. H., Pinterits, E. J., Lee, T. E., Brodie, R. E., et al. (2006). How do Graduate Student Therapists Incorporate Diversity Factors in Case Conceptualization? *Psychotherapy: Theory, Research, Practice, Training* 43(4), 464-479.
9. Rogler, L. H., Malgady, R. G., Constantino, G., & Blumenthal, R. (1987). What do culturally sensitive mental health services means? The case of Hispanics. *American Psychologist*, 42 (6), 565-570.
10. \*Zayas, L. H., & Torres, L. R. (2009). Culture and Masculinity: When Therapist and Patient are Latino Men. *Clinical Social Work Journal*, DOI 10.1007/s10615-009-0232-2.

### **Module III: Bio-Psycho-Social Issues and Evidence-Based Practices**

**Week 5: July 3, 2012.** Psychosocial Issues and Evidence-Based Practices: Health (*Course Competencies 3, 4, 5, 6, 8, 9, 10, 11, 12*) & Mental Health (*Course Competencies 3, 4, 5, 6, 8, 9, 10, 11, 12*).

#### ***Reading Assignments.***

1. \*Organista, K. C. (2007). *Solving Latino Psychosocial and Health Problems: Theory, Practice, and Population*. New Jersey: John Wiley & Sons. Chapters 9 (Latino Health) and 8 (Latino Mental Health).
2. \*Zayas, L. H. (2011). *Latinas Attempting Suicide: When Cultures, Families, and Daughters Collide*. New York: Oxford University Press: Chapters 5 (New Findings) and 6 (Anatomy of the Suicide Attempt).
3. \*Delgado, Melvin. (2007). *Social Work with Latinos: A Cultural Assets Paradigm*. New York: Oxford University Press. Chapters 3 (Profile of Latino's Health) and 5 (Access Challenges to Service Delivery).
4. \*Interian, A., & Diaz-Martinez, A. M. (2007). Considerations of Culturally Competent Cognitive-Behavioral Therapy for Depression with Hispanic Patients. *Cognitive and Behavioral Practice*, 14, 84-97.

#### ***Additional Recommended Readings:***

1. Alegría, M., Canino, G., Stinson, F. S., & Grant, B. F. (2006). Nativity and DSM-IV Psychiatric Disorders Among Puerto Ricans, Cuban Americans, and Non-Latino Whites in the United States: Results from the National Epidemiologic Survey on Alcohol and Related Conditions. *Journal of Clinical Psychiatry*, 67(1), 56-65.
2. Alegría, M., Mulvaney-Day, N., Torres, M., Polo, A., Cao, Z., & Canino, G. (2007). Prevalence of psychiatric disorders across Latino subgroups in the United States. *American Journal of Public Health*, 97(1), 68-75.
3. Cabassa, L. J. & Hansen, M. (2007). A Systematic Review of Depression Treatments in Primary Care for Latino Adults. *Research on Social Work Practice*, 17 (4), 494-503.



4. Furman, R., & Negi, N. (2010). *Social Work Practice with Latinos: Key Issues and Emerging Themes*. Chicago: Lyceum Press: Chapter 8 (Barriers to Health Care Utilization Among Latinos in the United States: Recommendations for Social Workers).
5. Flores, G. (2006). Language barriers to health care in the United States. *New England Journal of Medicine*, 355(3), 229-231.
6. Livingston, G., Minushkin, S., & Cohn, D. V. (2008, August). *Hispanics and Health Care in the United States: Access, Information and Knowledge*. A Joint Pew Hispanic Center and Robert Wood Johnson Foundation Research Report.
7. Lorig, K. R. , Ritter, P. L. , & González, V. M. (2003). Hispanic Chronic Disease Self-Management: A Randomized Community-based Outcome Trial. *Nursing Research*, 52 (6), 361-369.
8. Wendler, D., Kington, R., Madans, J., Van Wye, G., Christ-Schmidt, H., Pratt, L. A., et al. (2006). Are Racial and Ethnic Minorities Less Willing to Participate in Health Research? *PLoS Med*, 3(2), e19.
9. Vega, W. A. & Alegría, M. (2001). Latino Mental Health and Treatment in the United States. In M. Aguirre-Molina, C. W. Molina, & R. E. Zambrana (Editors), *Health Issues in the Latino Community*. San Francisco: Jossey-Bass.
10. Vega, W. A. & Amaro, H. (1994). Latino Outlook: Good health, uncertain prognosis. *Annual Review of Public Health*, 15, 39-67.
11. Vega, W. A., & Lopez, S. R. (2001). Priority issues in Latino mental health services research. *Mental Health Services Research*, 3(4), 189-200.

**Week 6: July 10, 2012.** Psychosocial Issues and Evidence-Based Practices: Latino Children and Youth  
(Course Competencies 3, 4, 5, 6, 8, 9, 10, 11, 12).

### ***Reading Assignments.***

1. \*Organista, K. C. (2007). *Solving Latino psychosocial and health problems: Theory, practice, and population*. New Jersey: John Wiley & Sons. Chapter 7 (Latino Youth).
2. \*Zayas, L. H. (2011). *Latinas Attempting Suicide: When Cultures, Families, and Daughters Collide*. New York: Oxford University Press: Chapters 7 (Explanations) and 8 (Saving Young Latinas).
3. \*Costantino, G., Malgady, R. G., & Rogler, L. H. (1986). Cuento Therapy: A Culturally Sensitive Modality for Puerto Rican Children. *Journal of Consulting and Clinical Psychology*, 54(5), 639-645.
4. \*Kulis, S., Marsiglia, F.F., Elek-Fisk, E. Wastak, D., Hecht, M.L. (2005). Mexican/Mexican American adolescents and *Keepin'it REAL*: An evidence-based substance abuse prevention program. *Children & Schools*, 27, 3,133-145.

### ***Additional Recommended Readings:***

1. \*Furman, R., & Negi, N. (2010). *Social Work Practice with Latinos: Key Issues and Emerging Themes*. Chicago: Lyceum Press: Chapter 13 (Substance Abuse Prevention and Latino Youth).
2. Arya, N., Villarruel, F., Villanueva, C., & Augarten, I. (2009). *America's Invisible Children: Latino Youth and the Failure of Justice*. Washington, D.C.: National Council of La Raza and the Campaign for Youth Justice.

3. Birman, D., & Chan, W. Y. (2008, May). *Screening and Assessing Immigrant and Refugee Youth in School-Based Mental Health Programs. Center for Health and Health Care in Schools Issue Brief Number 1*. Washington, D.C.: George Washington University, The Center for Health and Health Care in Schools.
4. Canino, G. (2004). Are Somatic Symptoms and Related Distress More Prevalent in Hispanic/Latino Youth? Some Methodological Considerations. *Journal of Clinical Child & Adolescent Psychology*, 33(2), 272.
5. Cespedes, Y. M., & Huey Jr., S. J. (2008). Depression in Latino Adolescents: A Cultural Discrepancy Perspective. *Cultural Diversity and Ethnic Minority Psychology*, 14(2), 168-172.
6. \*Fry, R., & Gonzales, F. (2008, August). One-in-Five and Growing Fast: A Profile of Hispanic Public School Students. Washington, DC: Pew Hispanic Center.
7. Prado, G., Schwartz, S. J., Pattatucci-Aragon, A., Clatts, M., Pantin, H., Fernandez, M. I., et al. (2006). The prevention of HIV transmission in Hispanic adolescents. *Drug and Alcohol Dependence*, 84(Supplement 1), S43-S53.
8. Springer, A., Kelder, S., Orpinas, P., & Baumler, E. (2007). A Cross-National Comparison of Youth Risk Behaviors in Latino Secondary School Students Living in El Salvador and the USA. *Ethnicity & Health*, 12(1), 69.
9. \*Zayas, L. H., Lester, R. J., Cabassa, L. J., & Fortuna, L. R. (2005). Why do many Latina teens attempt suicide? A conceptual model. *American Journal of Orthopsychiatry*, 75(2), 275-287.

**Week 7: July 17, 2012.** Psychosocial Issues and Evidence-Based Practices: Latino Elders (*Course Competencies 3, 4, 5, 6, 8, 9, 10, 11, 12*).

### ***Reading Assignments.***

1. \*Organista, K. C. (2007). *Solving Latino psychosocial and health problems: Theory, practice, and population*. New Jersey: John Wiley & Sons. Chapter 6 (Latino Family).
2. \*Furman, R., & Negi, N. (2010). *Social Work Practice with Latinos: Key Issues and Emerging Themes*. Chicago: Lyceum Press: Chapter 14 (Social Work Practice with Older Latinos).
3. \*Aranda, M. P., Villa, Valentine M., Trejo, Laura, Ramirez, Rosa, & Ranney, Martha. (2003). El Portal Latino Alzheimer's Project: Model program for Latino caregivers of Alzheimer's disease-affected people. *Social Work*, 48(2), 259-271.
4. \*Gonzalez, J. M. (2006). Older Latinos and mental health services: Understanding access barriers. *Contemporary Issues of Care*, 14 (1), 73-93.

### ***Additional Recommended Readings:***

1. \*Villa, V. M. & Torres-Gill, F. M. (2001). The later years: The health of elderly Latinos. In M. Aguirre-Molina, C. Molina, & R. E. Zambrana (Eds.), *Health issues in the Latino community* (pp. 179-208). San Francisco: Jossey-Bass.

**Week 8: July 24, 2012.** Community & Political Participation (*Course Competencies 7, 8, 9, 10, 11, 12*).

***Reading Assignments.***

1. \*Organista, K. C. (2007). *Solving Latino psychosocial and health problems: Theory, practice, and population*. New Jersey: John Wiley & Sons. Chapter 10 (Latino Power: Political Participation, Policy Benefit and the Role of Service Providers.)
2. \* Furman, R., & Negi, N. (2010). *Social Work Practice with Latinos: Key Issues and Emerging Themes*. Chicago: Lyceum Press: Chapter 4 (Si se Puede: Latina/o Workers in the United States), 9 (Violence and Latino Communities), and 17 ("Solidaridad y Justicia": Latinas, Community Organizing, and Empowerment).

***Additional Recommended Readings:***

1. Gonzalez, J. (2000). *Harvest of Empire: A History of Latinos in America*. New York, Penguin Group: Chapter 10 (The Return of Juan Seguin: Latinos and the Remaking of American Politics.)
2. Delgado, Melvin. (2007). *Social Work with Latinos: A Cultural Assets Paradigm*. New York: Oxford University Press. Chapter 9 (Epilogue).
3. Alvarez, R. A., Vasquez, E., Mayorga, C. C., Feaster, D. J., & Mitrani, V. B. (2006). Increasing Minority Research Participation Through Community Organization Outreach. *Western Journal of Nursing Research*, 28(5), 541-563.
4. Crowe, J. L., Keifer, M. C., & Salazar, M. K. (2008). Striving to provide opportunities for farm worker community participation in research. *Journal of Agricultural Safety and Health*, 14(2), 205-219.
5. Kochhar, R., Gonzalez-Barrera, A., & Dockterman, D. (2009). *Through Boom and Bust: Minorities, Immigrants and Homeownership*. Washington, D.C.: Pew Hispanic Center.

**Week 9: July 31, 2012.** Implementing Evidence-Based Practices in the Latino Communities (*Course Competencies 4, 5, 6, 8, 9, 10, 11, 12*).

***Reading Assignments.***

1. \* Furman, R., & Negi, N. (2010). *Social Work Practice with Latinos: Key Issues and Emerging Themes*. Chicago: Lyceum Press: Chapter 15 (A Tale of Two Groups: Culturally Sensitive Group Therapy for Latinos).
2. \*Santisteban, D. A., Coatsworth, J. D., Perez-Vidal, A., Kurtines, W. M., Schwartz, S. J., LaPerriere, A., et al. (2003). Efficacy of brief strategic family therapy in modifying Hispanic adolescent behavior problems and substance use. *Journal of Family Psychology*, 17(1), 121-133.

***Additional Recommended Readings:***

1. Brekke, J. S., Ell, K., & Palinkas, L. A. (2007). Translational Science at the National Institute of Mental Health: Can Social Work Take Its Rightful Place? *Research on Social Work Practice*, 17(1), 123-133.
2. Santisteban, D. A., Vega, R. R., & Suarez-Morales, L. (2006). Utilizing dissemination findings to help understand and bridge the research and practice gap in the treatment of substance abuse disorders in Hispanic populations. *Drug and Alcohol Dependence*, 84S, S94-S101.

3. Schoenwald, S. K., & Hoagwood, K. (2001). Effectiveness, Transportability, and Dissemination of Interventions: What Matters When? *Psychiatric Services*, 52(9), 1190-1197.
4. Sobieszcyk, M. E., Xu, G., Goodman, K., Lucy, D., & Koblin, B. A. (2009). Engaging members of African American and Latino communities in preventive HIV vaccine trials. *Journal of Acquired Immune Deficiency Syndrome*, 51(2), 194-201.

**IX. Americans with Disabilities Statement.** Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

## **X. Bibliography.**

These are additional recommended texts. Students planning to pursue a clinical practice career will want to add some of these their personal library (or start building one). These texts will also be useful resources for class assignments. Copies of most are available in the library. The list is sorted by assessment, diagnosis and treatment; evidence-based practice; practice with diverse populations; mental illness and the media; and recommended websites.

In addition, the Practice Planner Series at [www.practiceplanners.wiley.com](http://www.practiceplanners.wiley.com) is highly recommended. The *Treatment Planners* “contain over 1,000 pre-written treatment goals, objectives, and interventions organized around main presenting problems for quick reference and easy adaptation,” while the *Progress Notes Planners* “cover a comprehensive array of treatment approaches and provide pre-written progress notes for the behavioral problems and DSM categories found in each corresponding Treatment Planner.” They also have *Homework Planners*, *Complete Planners*, and *Client Education Handout Planners*. All are especially useful for beginning clinicians.

### ***Assessment, Diagnosis & Treatment:***

1. American Psychiatric Association. (2000). *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision*. Washington, D.C.: American Psychiatric Press.
2. Ashenberg Straussner, Shulamith Lala. (Editor, 2004). *Clinical Work with Substance-Abusing Clients*. New York: The Guilford Press.
3. Baker, A. & Velleman, R. (Editors, 2007). *Clinical Handbook of Co-Existing Mental Health and Drug and Alcohol Problems*. London: Routledge/Taylor & Francis Group.
4. Barlow, D. (Editor, 2008). *Clinical Handbook of Psychological Disorders: A Step-by-step Treatment Manual, Fourth Edition*. New York: The Guilford Press.
5. Bentley, K. & Walsh, J. (2006). *The Social Worker and Psychotropic Medication: Toward Effective Collaboration with Mental Health Clients, Families, and Providers*, Third Edition. Brooks/Cole Publishing.
6. Connors, G., Donovan, D. & DiClemente, C. (2001) *Substance Abuse Treatment and the Stages of Change*. New York: Guilford. ISBN: 1-57230-657-2.
7. Corrigan, P. W. (Editor, 2005). *On the Stigma of Mental Illness: Practical Strategies for Research & Social Change*. American Psychological Association Press: Washington DC.

8. Dziegielewska, S. F. (2002). *DSM-IV-TR in action*. New York: Wiley & Sons, Inc.
9. Dziegielewska, Sophia F. (2005). *Understanding Substance Addictions: Assessment and Intervention*. Chicago: Lyceum Books, Inc.
10. First, M. B. & Tasman, A. (2006). *Clinical Guide to the Diagnosis and Treatment of Mental Disorders*. West Sussex, England: John Wiley & Sons, Ltd.
11. Frances, R. J., Miller, S. I., & Mack, Avram, H. (Editors, 2005). *Clinical Textbook of Addictive Disorders, Third Edition*. New York: The Guilford Press.
12. Glick, M. (2004). *Using the Strengths Perspective in Social Work Practice*. New York: Pearson (Allyn & Bacon).
13. Gray, S. W., & Zide, M. R. (2008). *Psychopathology: A Competency-Based Model for Social Workers*. Belmont, CA: Brooks/Cole CENGAGE Learning.
14. Hepworth, Dean H., Rooney, Ronald H., Rooney, Glenda Dewberry, Strom-Gottfried, Kimberly, & Larsen, JoAnne. (2010). *Direct Social Work Practice: Theory and Skills, Eighth Edition*. Brooks/Cole CENGAGE Learning.
15. Hersen, M. & Turner, S. M. (2003). *Diagnostic Interviewing, Third Edition*. New York: Kluwer Academic/Plenum Publishers.
16. Hersen, M., Turner, S. M., & Beidel, D. C. (Editors, 2007). *Adult Psychopathology and Diagnosis, Fifth Edition*. New Jersey: John Wiley & Sons.
17. Kupfer, D., First, M., & Reiger, D. (Editors, 2002). *A Research Agenda for DSM-V*. American Psychiatric Press: Washington DC.
18. Lambert, M. J. (Editor, 2004). *Bergin & Garfield's Handbook of Psychotherapy and Behavior Change (5<sup>th</sup> Ed)*. New York: Wiley & Sons.
19. Miller, W. R. & Rollnick, S. (2002). *Motivational Interviewing: Preparing People for Change, Second Edition*. New York: The Guilford Press.
20. Millon, T., Grossman, S, Millon, C., Meagher, S., & Ramnath, R. (2004). *Personality Disorders in Modern Life, Second Edition*. New Jersey: John Wiley & Sons, Inc.
21. Morrison, J. (2006). *DSM-IV Made Easy: The Clinician's Guide to Diagnosis*. New York: Guilford Press.
22. Munson, C. E. (2001). *The Mental Health Diagnostic Desk Reference: Visual Guides and More for Learning to Use the Diagnostic and Statistical Manual (DSM -IV-TR), Second Edition*. New York: Haworth Press, Inc.
23. Norcross, J. C. & Goldfried, M. R. (Editors, 2003). *Handbook of Psychotherapy Integration*. New York: Oxford University Press.
24. Othmer, E. & Othmer, S. C. (2002). *The Clinical Interview Using DSM-IV-TR, Volume 1: Fundamentals*. Arlington, VA: American Psychiatric Press, Inc.
25. Othmer, E. & Othmer, S. C. (2002). *The Clinical Interview Using DSM-IV-TR, Volume 2: The Difficult Patient*. Arlington, VA: American Psychiatric Press, Inc.



26. Patterson, J., Albala, A. A., McCahill, M. E., & Edwards, T. M. (2010). *The Therapist's Guide to Psychopharmacology: Working with Patients, Families, and Physicians to Optimize Care (Revised Edition)*. N. Y.: The Guilford Press.
27. Saleebey, D. (Editor, 2006). *The Strengths Perspective in Social Work Practice, Fourth Edition*. Boston: Allyn and Bacon.
28. Satcher, D. (December 1999). *Mental Health: A Report of the Surgeon General*.
29. Sperry, L. (2003). *Handbook of Diagnosis & Treatment of DSM-IV-TR Personality Disorders, Second Edition*. New York: Brunner/Mazel.
30. Wachtel, P. L. (1997). *Psychoanalysis, Behavior Therapy, and the Relational World*. Washington, DC: American Psychological Association Press.

### ***Evidence-Based Practice:***

31. Barrett, P. M. & Ollendick, T. H. (Editors, 2004). *Handbook of Interventions that Work with Children and Adolescents: Prevention and Treatment*. West Sussex, England: John Wiley & Sons Ltd.
32. Fischer, J. (2009). *Toward Evidence-Based Practice: Variations on a Theme*. Chicago: Lyceum Books.
33. Freeman, C. & Power, M. (Editors, 2007). *Handbook of Evidence-Based Psychotherapies: A Guide for Research and Practice*. West Sussex, England: John Wiley & Sons Ltd.
34. Hubble, M., Duncan, B. L., and Miller, S. D., (Editors, 1999). *The Heart and Soul of Change: What Works in Therapy*. Washington: DC: APA Press.
35. Nathan, P. E. & Gorman, J. M. (Editors, 2002). *A Guide to Treatments that Work, Second Edition*. New York: Oxford University Press.
36. Norcross, J. C. (Editor, 2002). *Psychotherapy Relationships That Work: Therapist Contributions and Contributions and Responsiveness to Patients*. New York: Oxford University Press.
37. Norcross, J., Beutler, L., & Levant, R. (2006) *Evidence-Based Practices in Mental Health: Debate & Dialogue on the Fundamental Questions*. Washington, DC: APA Press. ISBN (paperback):1-591-47-310-1.
38. O'Donohue, W., Fisher, J. E. & Hayes, S. C. (2003). *Cognitive Behavior Therapy: Applying Empirically Supported Techniques in Your Practice*. New Jersey: John Wiley & Sons, Inc.
39. O'Hare, T. (2005). *Evidence-Based Practices for Social Workers: An Interdisciplinary Approach*. Chicago: Lyceum Books.
40. Roberts, A. R. & Yeager, K. R. (Editors, 2004). *Evidence-Based Practice Manual: Research and Outcome Measures in Health and Human Services*. New York: Oxford University Press.
41. Roth, A. & Fonagy, P. (2005). *What Works for Whom?: A Critical Review of Psychotherapy Research, Second Edition*. New York: The Guilford Press.
42. Stout, C. E. & Hayes, R. A. (Editors, 2005). *The Evidence-Based Practice: Methods, Models, and*

***Practice with Diverse Populations:***

43. Aguirre-Molina, Marilyn, Molina, Carlos W., & Zambrana, Ruth E. (Editors, 2001). *Health Issues in the Latino Community.* San Francisco: Jossey-Bass.
44. Cheung, M. & Leung, P. (2008). *Multicultural Practice & Evaluation: A Case Approach to Evidence-Based Practice.* Denver, CO: Love Publishing.
45. Delgado, Melvin. (2007). *Social Work with Latinos: A Cultural Assets Paradigm.* New York: Oxford University Press.
46. Diller, Jerry V. (2007). *Cultural Diversity: A Primer for the Human Services, Third Edition.* Belmont, CA: Brooks/Cole CENGAGE Learning.
47. Falicov, Celia Jaes. (2000). *Latino Families in Therapy: A Guide to Multicultural Practice.* New York: Guilford Press.
48. Furman, R., & Negi, N. (Editors, 2010). *Social Work Practice with Latinos.* Chicago: Lyceum Books.
49. Gonzalez, Juan. (2000). *Harvest of Empire: A History of Latinos in America.* New York: Penguin Group.
50. Hogan, Mikel. (2007). *The Four Skills of Cultural Diversity Competence: A Process for Understanding and Practice, Third Edition.* Belmont, CA: Brooks/Cole CENGAGE Learning.
51. Lum, Doman. (2007). *Culturally Competent Practice: A Framework for Understanding Diverse Groups and Justice Issues, Third Edition.* Belmont, CA: Thomson Brooks/Cole.
52. McGoldrick, Monica, Giordano, Joe, & Garcia-Preto, Nydia. (Editors, 2005). *Ethnicity and Family Therapy, Third Edition.* New York: Guilford Press.
53. Organista, Kurt C. (2007). *Solving Latino Psychosocial and Health Problems: Theory, Practice, and Population.* New Jersey: John Wiley & Sons.
54. Sue, Derald Wing, & Sue, David. (2008). *Counseling the Culturally Diverse: Theory and Practice, Fifth Edition.* New Jersey: John Wiley & Sons.
55. Telles, Edward E. & Ortiz, Vilma. (2008). *Generations of Exclusion: Mexican Americans, Assimilation, and Race.* New York: Russell Sage Foundation.

***Mental Illness and the Media:***

56. Gabbard, G. O. & Gabbard, K. (1999). *Psychiatry and the Cinema, Second Edition.* Arlington, VA: American Psychiatric Publishing, Inc.
57. Hesley, J. W. & Hesley, J. G. (2001). *Rent Two Films and Let's Talk in the Morning: Using Popular Films in Psychotherapy, Second Edition.* New York: John Wiley & Sons.
58. Noriega, Chon (2000). *Shot in America: Television, the State, and the Rise of Chicano Cinema.* Minneapolis, MN: University of Minnesota Press.
59. Robinson, D. J. (2003). *Reel Psychology: Movie Portrayals of Psychiatric Conditions.* Port Huron,

Michigan: Rapid Psychler Press.

60. Wedding, D., Boyd, M. A., & Niemiec, R. M. (2005). *Movies And Mental Illness: Using Films To Understand Psychopathology*, Second Revised and Expanded Edition. Cambridge, MA: Hogrefe.

### ***Recommended Websites.***

#### *General*

Center for Disease Control and Prevention (CDC): <http://www.cdc.gov/>  
CIA World Fact Book: <https://www.cia.gov/library/publications/the-world-factbook/>  
Dept. of Health & Human Services, Office of Minority Health: <http://www.omhrc.gov/>  
Health Information and the Law <http://www.healthinfolaw.org/>  
Houston Arts Alliance <http://www.cachh.org/>  
Migration Integration Policy Index <http://www.mipex.eu/>  
National Center on Minority Health and Health Disparities <http://ncmhd.nih.gov/>  
Southwest Alternate Media Project <http://www.swamp.org/>  
Southwest Voter Registration Education Project (SVREP) [www.svrep.org](http://www.svrep.org)  
US Census Bureau: <http://www.census.gov/>  
US Census Bureau American FactFinder: [www.factfinder.census.gov/home/saff/main.html?\\_lang=en](http://www.factfinder.census.gov/home/saff/main.html?_lang=en) US

#### *Latino-Focused*

Congressional Hispanic Caucus Institute (CHCI): <http://www.chci.org/>  
Hispanic Federation (HF) [www.hispanicfederation.org](http://www.hispanicfederation.org)  
Labor Council for Latin American Advancement (LCLAA) [www.lclaa.org](http://www.lclaa.org)  
Latino Public Broadcasting <http://www.lpbp.org>  
Latinoteca: The World of Latino Culture and Arts: <http://www.latinoteca.com/>  
League of United Latin American Citizens (LULAC) [www.lulac.org](http://www.lulac.org)  
Mexican American Legal Defense and Educational Fund: <http://www.maldef.org/>  
National Alliance of Latin American and Caribbean Communities (NALACC) [www.nalacc.org](http://www.nalacc.org)  
National Association of Hispanic Journalists <http://www.nahj.org/home/home.shtml>  
National Association of Latino Elected and Appointed Officials Educational Fund <http://www.naleo.org/>  
National Council of La Raza: <http://www.nclr.org/>  
National Hispanic Council on Aging: <http://www.nhcoa.org/>  
National Latina Institute for Reproductive Health <http://latinainstitute.org/>  
Pew Hispanic Center: <http://pewhispanic.org/>  
Society for the Advancement of Chicano and Native Americans in Science: <http://www.sacnas.org/>  
Tomas Rivera Policy Institute: <http://www.trpi.org/>  
William C. Velasquez Institute (WCVI) [www.wcvi.org](http://www.wcvi.org)

#### *Writing Resources*

American Psychological Association (APA) Style <http://www.apastyle.org/>  
Purdue Online Writing Lab <http://owl.english.purdue.edu/owl/resource/560/10/>

## Hispanic-Focused Research Centers

### **The Center for Latino Policy Research**

University of California, Berkeley  
Lisa Garcia Bedolla, PhD, Chair  
2420 Bowditch, #5670  
Berkeley, CA 94720-5670  
[clpr@berkeley.edu](mailto:clpr@berkeley.edu)  
510.642.6903  
Fax: 510.643.8844  
[www.clpr.berkeley.edu](http://www.clpr.berkeley.edu)

### **Center for Latino Research**

DePaul University  
Elizabeth C. Martínez, PhD, Director  
[emarti71@depaul.edu](mailto:emarti71@depaul.edu)  
Schmitt Academic Center (SAC), 5A-H  
2320 N. Kenmore Avenue  
Chicago, Illinois 60614  
773.325.7316  
Fax: 773.325-7166  
[clr@depaul.edu](mailto:clr@depaul.edu)  
<http://las.depaul.edu/latinoresearch/>

### **Center for Mexican American Studies**

University of Texas at Austin  
Domino Renee Perez, Ph.D., Director  
[drperez@austin.utexas.edu](mailto:drperez@austin.utexas.edu)  
208 W 21st Street, B5000  
Austin, Texas 78712-1040  
(512) 471-4557  
fax: (512) 471-9639  
[cmas@austin.utexas.edu](mailto:cmas@austin.utexas.edu)  
<http://www.utexas.edu/cola/centers/cmas/>

### **César E. Chávez Institute**

San Francisco State University  
**Belinda I. Reyes**, PhD, Director  
[reyesb@sfsu.edu](mailto:reyesb@sfsu.edu)  
College of Ethnic Studies  
1600 Holloway Avenue, EP 103  
San Francisco, CA 94132  
[reyesb@sfsu.edu](mailto:reyesb@sfsu.edu)  
415-405-7586  
<http://cci.sfsu.edu>

### **El Centro: Center for the Study of Latino Media & Markets**

Federico Subervi, PhD, Director  
[subervi@txstate.edu](mailto:subervi@txstate.edu)  
School of Journalism  
& Mass Communication  
Texas State University-San Marcos  
601 University Drive  
San Marcos, TX 78759  
512-245-4710  
512-245-5557  
<http://www.masscomm.txstate.edu/cslmm.html>

### **El Instituto: Institute of Latina/o, Caribbean and Latin American Studies**

Mark Overmyer-Velázquez, PhD, Director  
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University of Connecticut  
2006 Hillside Road, Unit 1161  
Storrs, CT 06269-1161  
860-486-4964  
Fax: 860-486-3794

### **Julian Samora Research Institute**

Michigan State University  
Rubén Martinez, PhD, Director  
301 Nisbet Building  
1407 South Harrison Road  
East Lansing, MI 48823-5286  
Phone: (517) 432-1317  
Fax: (517) 432-2221  
<http://www.jsri.msu.edu>

### **Latino Research Initiative (LRI)**

University of Nebraska-Lincoln  
Rodrigo Cantarero, Ph.D., Director  
1400 R Street  
Lincoln, NE 68588  
402-472-9278  
[rcantarero1@unl.edu](mailto:rcantarero1@unl.edu)  
<http://lri.unl.edu>

### **UCLA Chicano Studies Research Center**

**Chon A. Noriega**, PhD, Director  
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193 Haines Hall, Box 951544  
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<http://www.chicano.ucla.edu>

**UTSA Mexico Center**

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210.458.2849

Fax: 210.458.2569

<http://utsa.edu/mexicocenter>



## **Historical and Socio-demographic Profile of a Latino Group**

The purpose of this written assignment is for students to formulate a comprehensive historical and socio-demographic profile of a Latino group (e.g., Mexican immigrants, Salvadorian refugees, Dominicans, Puerto Ricans) in order to deepen their understanding of the U. S. Latino population and subgroups. This **group assignment** (2-3 students per group) is worth **20%** of the final grade. Students are required to use the latest information that they can find from an array of sources (e.g., U. S. Census and other Government Reports, peer-reviewed articles, Private Foundations, and Community-Based Agencies Reports) to complete this assignment.

The assignment has a **written component and an oral component**. The written component will be a 2-3 page “Fact Sheet” (APA style, references must be included) to be distributed to the class. Students are also encouraged to develop a brief PowerPoint presentation for the oral component. The oral component will consist of a 15-20 minute presentation to the class, as per the presentation schedule, of the groups’ key findings regarding their assigned group.

The assignment includes four main sections:

1. A brief historical background of the targeted Latino group in the U.S. This brief discussion can include major historical events, social movement, and/or immigration patterns that characterize the history of targeted Latino groups.
2. A comprehensive description of the main socio-demographic indicators for the targeted Latino group (e.g., population size, age distribution, family structures, residency status, educational attainments, employment indicators, economic indicators, geographic residence). Use latest U. S. Census and other government reports to compile this information. Tables and figure are a great way to present this information.
3. A brief analysis of the adaptation and integration of the targeted Latino group to U. S. society (e.g., political participation, community integration, economic stability, residence status).
4. A list of **local resources** for your particular group.

### **List of Groups for Assignment** (List is not all-inclusive; Professor will make assignments):

1. Mexicans/Mexican Americans
2. Puerto Ricans
3. Cubans
4. Salvadorans
5. Dominicans
6. Guatemalans
7. Colombians
8. Hondurans
9. Ecuadorian
10. Peruvians
11. Nicaraguans
12. Panamanians
13. Venezuelans
14. Argentineans
15. Chileans
16. Brazilians

### **Book or Film Review**

The purpose for this **oral and written assignment** is for students to review and analyze a popular fiction or non-fiction book or film that portrays the experiences of Latinos living in the U.S. This paper is worth **15%** of the final grade and can only be completed as **an individual paper**. The instructor will provide students a list of books and films to choose from. Students are encouraged to go beyond this list and review other references.

Students have a **3-page limit** for this assignment (doubled-spaced, APA format), not including title page and references. References should conform to APA guidelines.

This paper should be written as a reflective and creative essay that includes the following information:

- A brief summary of the book or film review, describing main characters, themes and plot.
- Critical analysis of how the Latino socio-ecological concepts (e.g., acculturation, adaptation, racial and ethnic identity), and cultural constructs (*familismo*, *respeto*) discussed in the course are presented in this book or film. Use specific examples from the book or film to substantiate this analysis.

Students can use the format and structure used in book or film reviews commonly employed in the LA Times, the New York Times or the New York Times Book Reviews.

Students will also be asked to make a 10-minute presentation to the class of the key points in their paper. During the presentation, they can read an excerpt from the book or present a short clip from the movie and then discuss it.

Overall, this assignment will enable students to critically examine how these concepts, theories and cultural constructs are used to represent the Latino experience in literature, film, and art.

## Evidence-Based Practices with Latinos: Group Presentation

This assignment consists of a small group (2-3 students) presentation (20%) on evidence-based practices **for a specific psychosocial issue** (e.g., health disparities, mental health care, youth violence, social welfare) impacting the Latino population. The **oral presentation** should use Power Point and last 15-20 minutes followed by 5 minutes of questions and discussion. Each group is required to bring copies of their power point presentations for the class. If the group needs help getting their copies, please see the instructor before the designated presentation date. The presentation should include reference slide(s) and conform to APA guidelines. The **written paper** should be about 5 pages and follow APA format.

This assignment should include the following

- Presentation Outline: An overview of the major topics to be covered.
  - What is the psychosocial problem? Describe a major psychosocial problem impacting the Latino population. In this section you need to specify the public health significance of this psychosocial problem and how it impacts the Latino population. Figures are a helpful tool to present the significance and impact of the problem.
  - Evidence- Base Practice: Describe and critically examine the best available evidence for effective social work practices for the specified problem. If possible, pick a specific social work intervention for your psychosocial problem (e.g., cognitive behavioral therapy, multisystemic therapy, assertive community treatment, substance abuse prevention programs, multifamily psychoeducation groups, self-care management, motivational interviewing). An important point in this section is to critically analyze the validity of the existing evidence supporting this evidence-based practice for the Latino population. Are there randomized controlled trials (RCT) supporting the efficacy or effectiveness of this intervention in the Latino population?
  - Practice and Socio-cultural Frameworks: Analyze how practice frameworks, socio-ecological construct or theories and key cultural constructs informed these effective practices. Students need to describe the theories that inform this evidence-based practice and how it incorporates and/or excludes salient cultural constructs and issues.
  - Professional and Personal Values and Ethics: Briefly discuss the professional and personal values and ethics involved in working with the Latinos confronting your particular psychosocial issue.
  - Future Research: Discuss unmet knowledge needs and trends for future research in this area. Specifically what do we still need to know about how to do effective practice with Latino clients or families with this psychosocial issue?

**List of Issues** (the list is not all-inclusive; professor will make assignments):

1. Mental Health
2. Substance Abuse
3. School Drop-Out
4. Metabolic Syndrome (Obesity-Diabetes-High Blood Pressure)
5. Youth Gang Involvement
6. Day Laborers
7. HIV/AIDS
8. Access to Services by Undocumented Latinos