



Course title:	Working with Latinx Families
Course #/term:	SW 711 [Winter 2021]
Time and place:	Saturdays, February 13 and March 6, 2021 9:00 AM - 5:00 PM
Credit hours:	1
Prerequisites:	none
Instructor:	Osvaldo Rivera
Contact info:	Email: orivera@umich.edu Phone 313-689-3011
Office hours:	You may expect a response within 24 hours by appointment

1. Course Statement

Latinx constitute the largest ethnic minority group in the United States. The United States Latinx population is immensely diverse, with members originating from over twenty countries. Latinx sub-populations tend to reside in different areas of the United States, have different cultural practices/norms, immigration experiences, and varying levels of economic attainment. These sources of internal variation are important, as they have implications for many social outcomes and social work practice with Latinx families. This mini course focuses on the theoretical, empirical and practice literature on Latinx families in the United States. The mini course will allow for students to become familiar with demographic trends, health disparities, acculturation and acculturative stress, and the current debates surrounding the immigrant health paradox. Additionally, this mini course will cover key methodological approaches aimed at engaging Latinx families in mental health and health care services, as well as barriers and facilitators to mental health and health care utilization. Furthermore, the course focuses on the clinical aspects of working with Latinx families, including but not limited to, culturally congruent assessment, and prevention and treatment models. Students in this course will acquire a general understanding of (1) the demographic, social and political background of Latinx families in the United States, (2) key theoretical frameworks to consider (e.g., acculturative stress) when working with Latinx families, (3) culturally congruent assessment, prevention and treatment approaches for health and well-being, and (3) acquire a general understanding of clinical aspects when working with Latinx families in the United States.

Objectives

- Describe the prevalence and risk and protective factors associated with general behavioral and mental health conditions among Latinx families.
- Identify theoretical frameworks to inform approaches to working with Latinx families
- Identify culturally specific screening and assessment tools when working with Latinx families
- Describe prevention and treatment approaches when working with Latinx families.
- Identify and describe the political landscape of Latinx in the United States.
- Demonstrate skills to conceptualize a treatment plan when working with Latinx families

Design

This course is designed to meet for two eight-hour sessions. In person and web-based participation will be required. In person sessions are devoted to integrating materials from readings and other sources with the practice framework. Application to practice and policy through cases and discussion will be utilized.

Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS)

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Above is the course description approved by the faculty last spring. This is a new course, being piloted this fall, so we may have some trial and error, and need to adjust some thing

COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face

covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*

Electronic Devices

In consideration of your classmates and your own learning, please turn off all cell phones during class. I prefer that you receive no messages during class time. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If so, please set it to vibrate only.

Religious Observances

Please let the instructor know of your religious observances that may conflict with class attendance or assignment due dates so that appropriate arrangements can be made. It would make the instructor(s) (and possibly of your fellow team members') lives easier if you bring this up during the first week of the semester.

2. Class Requirements

No texts are required. Required materials will be posted in Canvas.

Students are expected to read all assigned readings. Discussion of current events will be a component of the class so please stay up to date on local, state, and federal issues. Relevant articles, which will be posted in Canvas under "Files" in "Current Events", will be discussed in class.

Class schedule and attendance:

Topics may be modified throughout the course, but ample notice will be provided. Refer to Canvas for any changes in class schedule, usually entered under “Announcements”. Students are expected to participate in both sessions.

Assignment: Case Study

You are to write a 5-page paper or develop a comparable alternative medium presentation e.g. PowerPoint, infographic etc. that will explore one of the following topics:

1. A review of treatment considerations for a Latino sub-group (ethnic group etc.) You will detail some basic historical and cultural factors that require unique treatment considerations and approaches in dealing with this sub-group (ethnicity). You will present what those unique approaches should be and why.
2. A current social justice and/or “movement” that specifically impacts Latinos/Hispanics. You will detail the selection’s historical foundations, lessons learned from “past practice”, any ideological underpinnings, and an analysis of its current character and potential for long term duration.
3. Comparative analysis of treatment considerations for at least two different Latino sub-groups. You will detail some historical and cultural factors that require differentiated treatment considerations and approaches in dealing with these sub-groups (ethnicities). You will present what and why those unique approaches should be and why.

I ask that you let me know which of these proposed topics and proposed format no later than March 6th. This will provide me an opportunity to provide feedback on your selection, appropriate length of alternative presentation format if requested, its appropriateness for the final assignment etc.

Assignment Due Date: **March 26, 2021**

Assignment of points

Case Study	75 points
Attendance and Participation	<u>25 points</u>
Total	100 points

Evaluation Criteria and Procedures

General evaluation criteria (special elements will also be delineated for particular assignments):

- Systematic & logical presentation of materail, with appropriate documentation;
- Appropriate use of evidence, use of relevant literature and concepts, with citations;
- Scope of concepts used; degree of integration across topics, levels, and different readings;
- Clarity of presentation.

Grading:

Letter grades will be allocated as follows:

97-100	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
		<60	E

There is information on grading in the *Student Guide to the Master's in Social Work Degree Program* and other appropriate University publications for policies and penalties. There are also policies in the student guide about [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#). Here are some resources around [testing and grading from CRLT](#) ties related to academic dishonesty, including plagiarism, and information about procedures for ethical and correct citations.

Schedule for SW 711: Working with Latinx Families

Date	Topic Areas <i>(some adjustment will occur based on “flow” of session discussions)</i>	Assigned readings Assignment due date in red
<p>February 13 9:00 AM-5:00 PM</p>	<p>Introduction to the course and each other</p> <p>Presentation: Latino Diversity and its implications for Social Work and Community Organizing</p> <p>Question and Answer period</p> <p>Processing of presentation in Breakout Sections</p> <p>Back to General Session</p> <p>Lunch Break</p> <p>Considerations from NASW Cultural Standards</p> <p>Highlights from <u>Multicultural Immersion Booklet</u></p>	<p><u>Latino Families Parts 1 & 2</u> from Ethnicity and Family Therapy. E. McGoldrick, Monica, Giordano, Joe and Garcia-Prieto, Nydia. 3rd Edition. 2005 Guilford Press New York</p> <p>Acculturation Scale</p> <p>Multicultural Immersion Booklet</p> <p>NASW Cultural Standards</p> <p><u>Canvas articles may be added:</u></p>
<p>March 6 9:00 AM-5:00 PM</p>	<p>Presentation: Why consider an Acculturation Scale?</p> <p>Round table discussion re: Diversity Considerations among Latino sub-groups</p> <p>Lunch Break</p> <p>Breakout Sections: Guided questions</p> <p>Back to General Session- Dialogue re: processing information presented during course</p>	<p><u>Canvas articles may be added:</u></p> <p>Submission for approval of individual assignment topic and format.</p>
<p>March 26th</p>		<p>Assignment Due</p>