



<b>Course title:</b>	<b>Working with Latinx Families</b>	
<b>Course #/term:</b>	SW711, 001, Fall, 2021	
<b>Time and place:</b>	Saturday October 2 and Saturday October 9, 9:00AM-5:00PM	
<b>Credit hours:</b>	1	
<b>Prerequisites:</b>		
<b>Instructor:</b>	David Cordova, Ph.D	
<b>Pronouns:</b>	He, El	
<b>Contact info:</b>	<b>Email:</b> cordovad@umich.edu	<b>Phone:</b> 734-763-6201
	You may expect a response within 2 business days	
<b>Office:</b>	2772 SSW	
<b>Office hours:</b>	By Appointment	

## **Accommodations for Students with Disabilities**

*If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in class activities, and the way we teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. SSD (734-763- 3000 or [ssd.umich.edu](http://ssd.umich.edu)) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information you provide as private and confidential.*

### **1. Course Statement**

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#### **a. Course description**

Latinos constitute the largest ethnic minority group in the United States. The United States Latino population is immensely diverse, with members originating from over twenty

countries. 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 Latino 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 clinical aspects of working with Latino families, including but not limited to, culturally congruent assessment, and prevention and treatment models.

**b. Course content**

This course presents advanced topics in interpersonal practice. The topics may include emerging practice methods, advanced application of methods covered in other required methods courses, and applications of methods in specific populations.

**c. Course objectives and competencies**

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

**d. Course design**

Two day Summer Mini Course

**e. Curricular themes**

Students in this course will acquire a general understanding of (1) the demographic, social and political background of Latino families in the United States, (2) key theoretical frameworks to consider (e.g., acculturative stress) when working with Latino families, (3) culturally-specific assessment, prevention and treatment approaches for health and wellbeing, and (3) acquire a general understanding of clinical aspects when working with Latino families in the United States.

**f. Relationship to social work ethics and values**

Latino 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 Latino families. This mini course focuses on the theoretical, empirical and practice literature on Latino families in the United States.

## 2. Class Requirements

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### a. Text and class materials

See Resource List (Below)

- All materials will be posted to Canvas
- Expectations around completing readings: To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.
- Required readings will be discussed/debriefed in class via small group and large group discussions.
- Additional (supplemental) readings are available in Canvas. Although these readings are not required, they may be helpful in developing a fuller understanding of the content and process related to the course.
- All readings will be posted on Canvas at the beginning of the course.

### b. Class schedule

<b>Date/Time</b>	<b>Agenda &amp; Assignments</b>	<b>Required Readings &amp; Supplemental Readings</b>
DAY 1: Oct 2		
9:00-12:00	Asynchronous (see Canvas Modules)	Exercise: <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a>
12:00-3:00	Synchronous	
	Introduction and Overview	
	Guest Speaker, John Garcia, PhD, Professor Emeritus, University of Michigan, University of Arizona 4 Toward Understanding Biases	Class Video: <a href="https://www.youtube.com/watch?v=AhdZOsBps5o">https://www.youtube.com/watch?v=AhdZOsBps5o</a>
	Screening and Assessment	

	Guest Speaker, Esther Ayers, LMSW, Chicano/Latino Studies, School of Social Sciences, Michigan State University	
3:00-5:00	Individual Consultation/Group Work	
Day 2: Oct 9		
	Guest Speaker Alejandro Gradilla, MA, Central Michigan University	
	Hispanic-specific Interventions	<a href="https://www.samhsa.gov/resource-search/ebp">https://www.samhsa.gov/resource-search/ebp</a>
	Guest Speaker Edwardo Vargas, PhD, Assistant Professor, Arizona State University	
	Summary of Working with Latino Families	
3:00-5:00	Individual Consultation and Group Work	

c. Assignments

Group Case Conceptualization Description: Students will turn in a ~3-4 page group case conceptualization based on case studies 1-4 (located in Canvas). You only need to work on one case study. Consider the following: (a) PODS, (b) identified patient (IP)/client, (c) diagnosis, (d) who will you work with and engage in your practice, (e) assessment, (f) treatment planning, (g) potential interventions, and (h) anything else you would like to incorporate. Alternatively, you may use a real case from your current practice, which I encourage you to do.

<b>Assignment</b>	<b>Due date</b>	<b>Required for Academic Credit</b>
Group Case Conceptualization	Oct 24, 5:00PM This assignment should be APA format. Assignment may be emailed or shared as Google Doc (please allow editing permissions) to cordovad@umich.edu	Yes
Attendance/Participation	Oct 2 and 9	Yes

d. Attendance and class participation

Students are expected to attend and participate in class

e. Grading

The course is graded on an S (Satisfactory) / U(Unsatisfactory) dichotomy.

- Late assignments will not be accepted, unless arranged in advance.

f. Resources

Annual Estimates of the Resident Population by Sex, Age, Race, and Hispanic Origin for the United States and States: April 1, 2010 to July 1, 2013 Source: U.S. Census Bureau, Population Division

Bernal, G., & Flores-Ortiz, Y. (1982). LATINO FAMILIES IN THERAPY: ENGAGEMENT AND EVALUATION\*. *Journal of Marital and Family Therapy*, 8(3), 357–365.

<http://doi.org/10.1111/j.1752-0606.1982.tb01458.x>

Ceballo, R. (2004). From Barrios to Yale: The Role of Parenting Strategies in Latino Families. *Hispanic Journal of Behavioral Sciences*. <http://doi.org/10.1177/0739986304264572>

Chapman, M. V., & Stein, G. L. (2012). How do new immigrant Latino parents interpret problem behavior in adolescents? *Qualitative Social Work*, 13(2), 270–287.

<http://doi.org/10.1177/1473325012468478>

Denton, N. A., & Massey, D. S. (1989). Racial Identity Among Caribbean Hispanics: The Effect of Double Minority Status on Residential Segregation. *American Sociological Review*.

<http://doi.org/10.2307/2117754>

Falicov, C. J. (2013). *Latino families in therapy*. Guilford Publications.

Falicov, C. J. (2007). Working with transnational immigrants: Expanding meanings of family, community, and culture. *Family Process*, 46(2), 157–171. [http://doi.org/10.1111/j.1545-](http://doi.org/10.1111/j.1545-5300.2007.00201.x)

[5300.2007.00201.x](http://doi.org/10.1111/j.1545-5300.2007.00201.x)

Falicov, C. J. (1982). Mexican families. *Ethnicity and family therapy*, 1, 134-161.

Garcia-Preto, N. (2005). Latino Families: An Overview. In *Ethnicity and Family Therapy*, Third Edition (pp. 153–165). Retrieved from <http://stbb.nichd.nih.gov/pdf/Mattiello97.pdf>

Gonzalez, D. (1992, November 15). What’s the Problem with “Hispanic”? Just Ask a Latino. *The New York Times*. New York. Retrieved from <http://www.nytimes.com/1992/11/15/weekinreview/ideas-trends-what-s-the-problem-withhispanic-just-ask-a-latino.html?pagewanted=print>

Lawton, K. E., & Gerdes, A. C. (2014). Acculturation and Latino Adolescent Mental Health: Integration of Individual, Environmental, and Family Influences. *Clinical Child and Family Psychology Review*, 17(4), 385–398. <http://doi.org/10.1007/s10567-014-0168-0>

Miranda, A. O., Bilot, J. M., Peluso, P. R., Berman, K., & Van Meek, L. G. (2006). Latino Families: The Relevance of the Connection Among Acculturation, Family Dynamics, and Health for Family Counseling Research and Practice. *The Family Journal*. <http://doi.org/10.1177/1066480706287805>

Miranda, A. O., Estrada, D., & Firpo-Jimenez, M. (2000). Differences in family cohesion, adaptability, and environment among Latino families in dissimilar stages of acculturation. *The Family Journal*, 8(4), 341-350.

Zapata Roblyer, M. I., Grzywacz, J. G., Cervantes, R. C., & Merten, M. J. (2015). Stress and Alcohol, Cigarette, and Marijuana Use Among Latino Adolescents in Families with Undocumented Immigrants. *Journal of Child and Family Studies*. <http://doi.org/10.1007/s10826-015-0249-9>

#### g. 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). 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](#).

#### h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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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*