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 readings materials will be posted in Canvas.

Students are expected to read all assigned readings. Discussion of currents 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 January 26th. 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 11th, 2022

Assignment of points
Case Study 75 points
Attendance and Participation 25 points
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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
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<tr>
<td>93-96</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<td>87-89</td>
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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* related to academic dishonesty, including plagiarism, and information about procedures for ethical and correct citations.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic Areas (some adjustment will occur based on “flow” of session discussions)</th>
<th>Assigned readings Assignment due date in red</th>
</tr>
</thead>
</table>
| January 15 9:00 AM-5:00 PM | Introduction to the course and each other  
Presentation: Latino Diversity and its implications for Social Work and Community Organizing  
Question and Answer period  
Processing of presentation in Breakout Sections  
Back to General Session  
Lunch Break  
Considerations from NASW Cultural Standards  
Acculturation Scale  
Multicultural Immersion Booklet  
NASW Cultural Standards  
Canvas articles may be added:  
Submission for approval of individual assignment topic and format. January 26th |
| February 5 9:00 AM-5:00 PM | Presentation: Why consider an Acculturation Scale?  
Round table discussion re: Diversity Considerations among Latino sub-groups  
Lunch Break  
Breakout Sections: Guided questions  
Back to General Session- Dialogue re: processing information presented during course | Canvas articles may be added: |
| March 11th, 2022 | Assignment Due |