



<b>Course title:</b>	Working with Latinx Families	
<b>Course #/term:</b>	SW 711, 801, Winter, 2023	
<b>Course Website:</b>	<a href="https://umich.instructure.com/courses/535865">https://umich.instructure.com/courses/535865</a>	
<b>Live Class Meeting:</b>	Thursday, 6:00PM via Zoom in Canvas	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	N/A	
<b>Instructor:</b>	David Cordova, PhD	
<b>Pronouns:</b>	He, El	
<b>Contact info:</b>	<b>Email:</b> <a href="mailto:cordovad@umich.edu">cordovad@umich.edu</a>	<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	

## 1. Course Statement

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### a. Course description

Latinxs 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. The 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 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 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) clinical aspects when working with Latinx families in the United States.

**b. Course objectives and competencies**

By the end of this course, you will be able to:

- Compare the demographic trends of the Latinx population with the general U.S. population
- Apply theoretical frameworks to inform approaches to working with Latinx families
- Choose culturally specific screening and assessment tools when working with Latinx families
- Analyze effective strategies for preventive intervention when working with Latinx families
- Analyze the socio-political policy challenges of the Latinx population in the United States

**c. Course design**

This course is designed in five modules. 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.

**d. Intensive focus on 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.

## **2. Class Requirements**

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**a. Text and class materials**

- All required materials for this course will be posted within Canvas.

- Expectations about required resources: To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that you will review all required resources.
- Required readings will be discussed/debriefed via small group and large group discussions.
- Additional (supplemental) readings are also 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.

b. Class schedule

Date/Time of Live Meeting	Module	Required Resources & Assignments
Jan 26/6:00PM	Module 1: The Latinx Community	<p><b>Required Resources:</b></p> <p>Torres, L. (2018). Latinx? <i>Latino Studies</i>, 16(3), 283–285. doi: 10.1057/s41276-018-0142-y</p> <p>Morales, E. (2018). Why I embrace the term Latinx. <i>The Guardian</i>. <a href="https://www.theguardian.com/commentisfree/2018/jan/08/why-i-embrace-the-term-latinx">https://www.theguardian.com/commentisfree/2018/jan/08/why-i-embrace-the-term-latinx</a></p> <p>Cadena, H. (2021). Is Latinx being inclusive or cancelling our culture? <i>Mano</i>. <a href="https://manomagazine.com/latinx-inclusive-canceling-culture/">https://manomagazine.com/latinx-inclusive-canceling-culture/</a></p> <p>Videos contained in Canvas shell for this Module</p> <p><b>Assignments:</b></p> <p>Introduction Discussion</p> <p>Module 1 Discussion</p>

Feb 2/6:00PM	Module 2: Latinx Families	<p><b>Required Resources:</b></p> <p>United States Census Bureau. (2020). <i>2019 population estimates by age, sex, race and Hispanic origin</i>.  <a href="https://www.census.gov/newsroom/press-kits/2020/population-estimates-detailed.html">https://www.census.gov/newsroom/press-kits/2020/population-estimates-detailed.html</a></p> <p>Zapata Roblyer, M. I., Grzywacz, J. G., Cervantes, R. C., &amp; Merten, M. J. (2016). Stress and alcohol, cigarette, and marijuana use among Latino adolescents in families with undocumented immigrants. <i>Journal of Child and Family Studies, 25</i>(2), 475–487. <a href="https://doi-org.proxy.lib.umich.edu/10.1007/s10826-015-0249-9">https://doi-org.proxy.lib.umich.edu/10.1007/s10826-015-0249-9</a></p> <p>Mass, A., Cohen, J., McCarthy, S., Dahnweih, G., &amp; Franklin, M. (2016). The impact of living in a mixed-status family on PK-12 students. <i>Association of Mexican-American Educators Journal, 10</i>(1).  <a href="https://amaejournal.utsa.edu/index.php/AMAE/article/view/189/180">https://amaejournal.utsa.edu/index.php/AMAE/article/view/189/180</a></p> <p>Ceballo, R. (2004). From barrios to Yale: The role of parenting strategies in Latino families. <i>Hispanic Journal of Behavioral Sciences, 26</i>(2), 171–186.  <a href="https://doi-org.proxy.lib.umich.edu/10.1177/0739986304264572">https://doi-org.proxy.lib.umich.edu/10.1177/0739986304264572</a></p> <p>Videos contained in Canvas shell for this Module</p> <p><b>Assignments:</b>  Module 2 Discussion</p> <p>Group Project Milestone 1: Work Plan</p>
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Feb 9/6:00PM	Module 3: Culturally Congruent Screening and Assessment	<p><b>Required Resources:</b></p> <p>Project Implicit. (n.d.). Preliminary information.  <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a></p> <p>Minuchin, S. (1974). <i>Families and family therapy</i>. Harvard University Press.  <a href="http://proxy.lib.umich.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=e000xna&amp;AN=282844&amp;site=ehost-live&amp;scope=site&amp;ebv=EB&amp;ppid=pp_1">http://proxy.lib.umich.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=e000xna&amp;AN=282844&amp;site=ehost-live&amp;scope=site&amp;ebv=EB&amp;ppid=pp_1</a></p> <p>Cervantes, R. C, Fisher, D. G., Córdova, D., &amp; Napper, L. E. (2012). The Hispanic stress inventory—adolescent version: A culturally informed psychosocial assessment. <i>Psychological Assessment, 24</i>(1), 187–96. <a href="https://doi-org.proxy.lib.umich.edu/10.1037/a0025280">https://doi-org.proxy.lib.umich.edu/10.1037/a0025280</a></p> <p>Seipel, A., &amp; Way, I. (n.d.). Culturally competent social work practice with Latino clients. <i>The Social Work Careers Magazine</i>.  <a href="https://www.socialworker.com/features/articles/ethics-articles/Culturally_Compentent_Social_Work_Practice_With_Latino_Clients/">https://www.socialworker.com/features/articles/ethics-articles/Culturally_Compentent_Social_Work_Practice_With_Latino_Clients/</a></p> <p>Bernalm G., &amp; Flores-Ortiz, Y. (1982). Latino families in therapy: Engagement and evaluation. <i>Journal of Marital and Family Therapy, 8</i>(3): 357-365. <a href="https://onlinelibrary-wiley-com.proxy.lib.umich.edu/doi/abs/10.1111/j.1752-0606.1982.tb01458.x">https://onlinelibrary-wiley-com.proxy.lib.umich.edu/doi/abs/10.1111/j.1752-0606.1982.tb01458.x</a></p> <p>Videos contained in Canvas shell for this Module</p>
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		<p><b>Assignments:</b> Module 3 Discussion</p> <p>Reflection Paper</p>
Feb 16/6:00PM	Module 4: Preventive Intervention with Latinx Families	<p><b>Required Resources:</b></p> <p>Chapman, M. V., &amp; Stein, G. L. (2014). How do new immigrant Latino parents interpret problem behavior in adolescents? <i>Qualitative social work: Research and practice</i>, 13(2), 270–287. <a href="https://doi-0.1177/1473325012468478">https://doi-0.1177/1473325012468478</a></p> <p>Falicov, C. J. (2007). Working with transnational immigrants: Expanding meanings of family, community, and culture. <i>Family Process</i>, 46(2), 157–171. <a href="https://doi.org/10.1111/j.1545-5300.2007.00201.x">https://doi.org/10.1111/j.1545-5300.2007.00201.x</a></p> <p>Lawton, K. E., &amp; Gerdes, A. C. (2014). Acculturation and Latino adolescent mental health: Integration of individual, environmental, and family influences. <i>Clinical Child and Family Psychology Review</i>, 17(4), 385–398. <a href="https://doi.org/10.1007/s10567-014-0168">https://doi.org/10.1007/s10567-014-0168</a></p> <p>Miranda, A. O., Estrada, D., &amp; Firpo-Jimenez, M. (2000). Differences in family cohesion, adaptability, and environment among Latino families in dissimilar stages of acculturation. <i>The Family Journal</i>, 8(4), 341–350. <a href="https://doi.org/10.1177/1066480700084003">https://doi.org/10.1177/1066480700084003</a></p> <p>Videos contained in Canvas shell for this Module</p> <p><b>Assignments:</b> Module 4 Discussion</p>

Feb 23/6:00PM	Module 5: The Impact of Public Policy on Latinx Families	<p><b>Required Resources:</b></p> <p>MSW Careers. (n.d.). Social workers and Latino clients: Building a bridge of cultural understanding. <a href="https://mswcareers.com/social-work-latino-cultural-understanding/">https://mswcareers.com/social-work-latino-cultural-understanding/</a></p> <p>Furman, R. (2014). The rise of anti-immigrant policies: An analysis of three state laws and implications for social work. <i>Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice</i>, 3, 39–61. <a href="https://www.academia.edu/9254233/The_Rise_of_Anti-immigrant_Policies_An_Analysis_of_Three_State_Laws_and_Implications_for_Social_Work">https://www.academia.edu/9254233/The_Rise_of_Anti-immigrant_Policies_An_Analysis_of_Three_State_Laws_and_Implications_for_Social_Work</a></p> <p>Videos contained in Canvas shell for this Module</p> <p><b>Assignments:</b></p> <p>Module 5 Discussion</p> <p>Group Project: Case Conceptualization</p>
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c. Assignments

Class Participation	Weekly	50%
Reflection Paper	Feb 9	10%
Case Conceptualization	Feb 17	40%

#### Reflection Paper, 10 Points, Th Feb 9

- In this assignment, you will complete an online exercise to assess your own potential biases, then write a 1-page reflection paper on the activity and what you've learned from it that can be applied to your social work practice with Latinx families.
- CLO associated with this assignment: 1

#### Case Conceptualization, 40 points, Th Feb 17

- In this assignment, you will work with a group to produce a 3-4 page case conceptualization from a social work practice setting.
- CLOs associated with this assignment: 1, 2, 4

#### d. Attendance Policy

Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. Absences are counted from the first scheduled live class meeting. The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% (3 live, synchronous sessions) are at risk of a grade reduction, including receiving a non-passing grade.

#### e. Live class participation

As a graduate level course, it is expected that you attend each class session. In fact, class participation constitutes 20% of your final grade. The class sessions involve interactive experiences that go beyond course readings. This course will be very participatory, including the use of small discussion groups that require your regular participation during class sessions. Missing class sessions will lower your grade since your participation as a co-teacher and co-learner is essential to meet our shared learning goals. If you are not able to attend a particular class session, please notify the instructor prior to the class session so that arrangements can be made for you to address the material that you missed. If more than two class sessions are missed – whatever the reason- the final grade at the end of the term will be lowered by 5 points for each session over two.

#### f. Grading

This course is graded on a Pass/Fail basis.



Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade.

The criteria for Passing or Failing are as follows:

80-100% = Pass

0-79% = Faile

g. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

h. 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.

a. 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*