

**LATINX PSYCHOLOGY**  
Department of Counseling Psychology  
CPSY 360  
Winter Quarter 2020

**Professor:** Lucila Ramos-Sánchez, Ph.D.  
**Course:** CPSY 360  
**Class Time:** Tuesday 5:30pm – 8:30pm  
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**Required Texts**

Falicov, C. J. (2014, 2<sup>nd</sup> Edition). *Latino Families in Therapy: A Guide to Multicultural Practice*. NY: Guilford.

**Required Readings on Camino**

- Chao, R. C., Wei, M., & Good, G. E., & Flores, L. Y. (2011). Race/ethnicity, color-blind racial attitudes, and multicultural counseling competence: The moderating effects of multicultural counseling training. *Journal of Counseling Psychology, 58* (1), 72-82.
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- Alegria, M., Canino, G., Shrout, P. E. et al., (2008). Prevalence of mental illness in immigrant and non-immigrant U.S. Latino groups. *American Journal of Psychiatry, 165*, 359-369.
- Sullivan, M., & Rehm, R. (2005). Mental health of undocumented Mexican immigrants. *Advances in Nursing Science, 28*, 240-251.
- Yosso, T. J., Smith, W. A., Ceja, M., & Solórzano, D. G. (2009). Critical race theory, racial microaggressions, and campus racial climate for Latina/o undergraduates. *Harvard Educational Review, 79*, 659-690.
- Mason, P. L. (2004). Annual income, hourly wages, and identity among Mexican-Americans and other Latinos. *Industrial Relations, 43*, 817-834.
- Espino, R., & Franz, M. M. (2002). Latino phenotypic discrimination revisited : The impact of skin color on occupational status. *Social Science Quarterly, 83*, 612-623.
- Sue, D.W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, D. L. et al. (2007). Racial Microaggressions in everyday life. *American Psychologist, 62*, 271-286.
- Morrison, G. M., Cosden, M. A., O'Farrel., & Campos. E. (2003). Changes in Latino student's perceptions of school belonging over time. Impact of language proficiency, self-perceptions and teacher evaluations. *The California School Psychologist, 8*, 87-98.
- Reid, L. D. & Radhakrishnan, P. (2003). Race matters: The relations between race and general campus climate. *Cultural Diversity and Ethnic Minority Psychology, 9*(3), 263-275.
- Gloria, A. M., Castellanos, J., Lopez, A. G., & Rosales, R. (2005). An examination of academic nonpersistence decisions of Latino undergraduates. *Hispanic Journal of Behavioral Sciences, 27*, 202-223.

- Flores, E., Tschann, J. M., Dimas, J. M., Pasch, L. A. & de Groat, C. L. (2010). Perceived Racial/Ethnic Discrimination, posttraumatic stress symptoms, and health risk behaviors among Mexican American adolescents. *Journal of Counseling Psychology, 57*, 264-273.
- Ojeda, L. & Flores, L. Y. (2008). The influence of gender, generation level, parents' education level, and perceived barriers on the educational aspirations of Mexican American high school students. *The Career Development Quarterly, 57*, 84-95.
- Schwartz, S. J., & Mason, C. A., & Pantin, H., & Szapocznik, J. (2008). Effects of family functioning and identity confusion on substance use and sexual behavior in Hispanic immigrant early adolescents. *Identity: An International Journal of Theory and Research, 8*, 107-124.
- Castillo, L. G., Conoley, C. W., Choi-Pearson, C., Archuleta, D. J., Phoummarath, M. J., Langingham, A. V. (2006). University environment as a mediator of Latino ethnic identity and persistence attitudes. *Journal of Counseling Psychology, 53*, 267-271.
- Hurtado, S., & Carter, D. F. (1997). Effects of college transition and perceptions of the campus racial climate on Latino college students' sense of belonging. *Sociology of Education, 70*, 324-345.
- Llamas, J. & Ramos-Sánchez, L. (2013). Role of peer support on intragroup marginalization for Latino undergraduates. *Journal of Multicultural Counseling and Development, 41*, 158-168.
- Kim, B. S. K., Soliz, A., Orellana, B., & Alamilla, S. G. (2009). Latino/a values scale. *Measurement and Evaluation in Counseling and Development, 42*, 71-91.
- Edwards, L. M. & Cardemil, E. V. (2015). Clinical approaches to assessing cultural values among Latinos. In K. F. Geisinger (Ed.), *Psychological Testing of Hispanics, Second Edition: Clinical Cultural, and Intellectual Issues*, (pp. 215-236). Washington, DC, US: American Psychological Association.
- Fischer, C., Harvey, E. A., & Driscoll, P. (2009). Parent-centered parenting values among Latino immigrant mothers. *Journal of Family Studies, 15*, 296-308.
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- Raffaelli, M. & Ontai, L. L. (2004). Gender socialization in Latino/a families: Results from two restrospective studies. *Sex Roles, 50*(5/6), 287-299.
- Santiago-Rivera, A. L., & Altarriba, J. (2002). The role of language in therapy with the Spanish-English bilingual client. *Professional Psychology: Research and Practice, 33*, 30-38.
- Ramos-Sánchez, L. (2009). Counselor bilingual ability, counselor ethnicity, acculturation, and Mexican Americans' perceived counselor credibility. *Journal of Counseling and Development, 87*, 311-318.
- Diaz-Martinez, A. M., Interian, A., & Waters, D. M. (2010). The integration of CBT, multicultural and feminist psychotherapies with Latinas. *Journal of Psychotherapy Integration, 20*, 312-326.
- Santiago, Rivera, A., Kanter, J., Benson, G., Derose, T., Illes, R., & Reyes, W. (2008). Behavioral activation as an alternative treatment approach for Latinos with depression. *Psychotherapy Theory, Research, Practice, Training, 45*, 173-185.
- Cervantes, J. M., & Ramirez, O. (1992). Spirituality and family dynamics in psychotherapy with Latino children. In Luis Vargas & Joan Koss-Chioino (Eds.), *Working with culture: Psychotherapeutic interventions with ethnic minority children and adolescents*. San Francisco: Jossey-Bass.

- Harris, M., Velásquez, R. J., White, J., & Renteria, T. (1999). In J. D. Koss–Chioino & L. Vargas (Eds.), *Working With Latino Youth*. San Francisco: Jossey-Bass Publisher.
- Brabeck, K. & Xu, Q. (2010) The impact of detention and deportation on Latino immigrant children and families: A quantitative exploration. *Hispanic Journal of Behavioral Sciences*, 32(3), 341-361.
- Hacker, K., Chu, J., Leung, C. et al., (2011). The impact of immigration and customs enforcement on immigrant health; Perceptions of immigrants in Everett, Massachusetts, USA. *Social Science & Medicine*, 73, 586-594.
- Barnhardt, C. L., Phillips, C. W., Young, R. L., & Sheets, J. E. (2017). The administration of diversity and equity on campuses and its relationships to serving undocumented immigrant students. *Journal of Diversity in Higher Education*, 10(1), 1-10.

## Course Description

The purpose of this course is to examine issues regarding Latinx population within a cultural context. This includes focusing on the psycho-socio-political context Latinx face and how that affects their psychosocial development. The course also aims to develop knowledge and understanding of literature regarding interventions and research with Latinx. Topics covered include: culture, acculturation, ethnic identity development and self-identification, gender role socialization, family and values, educational achievement, religion and spirituality, therapy, and research. The course will follow a seminar and lecture format. Students are encouraged to bring their knowledge and experience to integrate into the class.

## Course Objectives

- a. Learn the historical experience of Latinx in the U.S.;
- b. Learn about the ethical issues and competency guidelines for working with Latinx;
- c. Learn the current state of knowledge in Latino Psychology research and practice;
- d. Address psychosocial issues encountered by Latinx;
- e. Demonstrate the ability to conceptualize an approach to counseling Latinx.

## Course Requirements

**Class participation:** Attendance to every class is required. More than one absence will result in a one grade reduction. Participation includes being timely to class, reading all the assignments of the week before class, and being prepared to discuss the weekly readings.

**Psychosocial Research Paper:** Each student will write a 8-10 page paper on a special topic regarding a psycho-social issue experienced by the Latinx population. Examples of this would be health care access, trauma, familial separation education, bilingual education, immigration, or discrimination. The paper should include history, statistics, what the current literatures says with regard to this population, and suggestions for intervention as indicated by the research. The paper should end with a concluding

paragraph/s that incorporates your opinion regarding the issues based on the research you've done. The idea is to develop a literature review that covers material above and beyond material in class. Paper length is 8-10 pages and will be due February 25<sup>th</sup>. Students will be asked to present their psycho-social issue to the class on the second to the last or last day of class. Presentation will be approximately 15 minutes.

### **Psychoeducation Group/Presentation – group project**

Pláticas, a culturally informed method of group therapy, can be an effective method of service delivery. In an effort to engage the Latinx community, some pláticas are thematic and provide psychoeducation in addition to being therapeutic. Each group of 4-5 students will develop a 6-week psychoeducation unit that could be used to run a pláticas group. The psychoeducation topic can address anything the Latinx community would find helpful and that could be used to facilitate discussion in the group. Groups should choose a topic 5-6 subsection of the topic that would be covered each week. Each subsection should include a didactic component. Think of what would the goal be each week? I encourage groups to be creative, such as incorporating an activity after the didactic component to jump start the group discussion. For example, an overarching topic could be learning to parent in this society/country. One week, the didactic component could address what usually influences parenting practices (their parents, culture, etc). This could include an overview general parenting practice that traditionally may have occurred in traditional families. The didactic component would be only 10-15 minutes long. Then have parents talk about parenting practices they learned from their parents. Week two the didactic component could address the cultural difference between the US and their Latinx culture of origin. The discussion portion could have parents address the parenting practices they use with their kids now and raising their kids in a different culture. Week 3 through 6 could address strategies to address differences, parenting strategies, culturally informed interventions etc. The psychoeducation component should be written-up and include what will be addressed in each week, the goal of each week, activity/exercise for each week, and the an open-ended to start the group discussion. **Presentation.** Each group will present their psychoeducation topic to the class. The presentation should cover the intended audience, the didactic portion of the group, the goal of each week, activity, and open-ended questions. The presentation will be 1 hour in length.

**Resource Research Paper:** From the list of possible clients, select one and research the available resources in the area that would be available to this “client.” The services should go beyond mental health services (although these should be included), and should include social services, means programs, school programs preventions etc. Your paper should include a description of the services/resources, how you think they would aid in working with this client, and how they will help the client. Of the different services you find in the area you will be required to visit one in the Silicon Valley (primarily San Jose) that works with the Latinx community. When you visit the agency some questions to keep in mind are what types of services are offered, how easily accessible are they to the target population, and what accommodations are made to make them more culturally friendly (translated brochures or cultural representations). Other relevant questions will be addressed in class. Make a list of the agencies and services they offer for each

member of the class including the professor. The paper should be approximately 5 pages in length (not including the list), typed and double-spaced. February 4<sup>th</sup> .

## **Course Outline**

### **Week 1**

January 7<sup>th</sup>  
Introduction and Overview of Class  
Immigration Policy

### **Week 2**

January 14<sup>th</sup>  
Acculturation and Adaptation  
Familial Separation

### **Week 3**

January 21<sup>st</sup>  
Power, Oppression and Discrimination  
Mental health implications

### **Week 4**

January 28<sup>th</sup>  
Adolescents, Academic Achievement,  
And Education

### **Week 5**

February 4<sup>th</sup>  
Theories of Identity Development  
**Resource Paper Due**

### **Week 6**

February 11<sup>th</sup>

## **Reading for the Week**

### **Falicov, Ch. 1 & 2**

Chao, et al., (2011)

### **Falicov, Ch. 3, 4 & 5**

Castillo et al. (2008)  
Alegria, Canino, & Shrout, (2008)  
Sullivan, & Rehm, (2005)

### **Falicov, Ch. 6 & 8**

Yosso, et al., (2009)  
Mason, (2004)  
Espino & Franz, (2002)  
Sue et al., (2007)

### **Falicov 9**

Morrison et al. (2003)  
Reid & Radhaskrishnan, (2003)  
Gloria et al., (2005)  
Flores et al., (2010)  
Ojeda & Flores, (2008)

Schwartz et al. (2008)  
Castillo et al., (2006)  
Hurtado & Carter (1997)  
Llamas & Ramos-Sánchez, (2013)

### **Falicov, Ch. 10 & 13**

The Latinx Family: Culture Bound Values

Kim et al., (2009)  
Edwards & Cardemil, (2015)  
Fischer, Harvey, & Driscoll, (2009)

**Week 7**

February 18<sup>th</sup>

Gender Socialization and Gender Issues

**Falicov, Ch. 12**

Abreu et al. (2000)  
Vega et al. (1998)  
Raffaelli & Ontai, (2004)

**Week 8**

February 25<sup>th</sup>

Culturally Responsive Therapy with Latinx  
Conceptualization

**Research paper due**

**Falicov 7 & 14**

Santiago-Rivera & Altaribba (2002)  
Ramos-Sánchez, (2009)  
Diaz-Martinez et al., (2010)

**Week 9**

March 3<sup>rd</sup>

Culturally Responsive Therapy continued  
And **presentations**

**Falicov 11**

Santiago-Rivera et al., (2008)  
Cervantes & Ramírez (1992)  
Harris, et al (1999) in  
Koss-Chioino & Vargas, Ch. 6

**Week 10**

March 10<sup>th</sup>

**Presentations and Wrap-up**  
**Psychoeducation group Write-up**

Brabeck et al., (2010)  
Hacker et al., (2014)  
Barnhardt, (2017)

**Grade Breakdown**

Participation	20 Points
Resource Research	25 Points
Psycho-social Research Paper	25 Points
Psychoeducation write-up/Presentation	30 points

Total 100 Points

**Potential Clients**

Latina with two children at a battered women's shelter

Depressed Latina, married with three children. Sharing apartment with two other families.

Single-parent Latinx male, has a 5 year old son. Uncertain about raising a child on his own.

Eleven-year old boy living in area where gangs reside, not involved, yet. Parents holding down a couple of jobs to make a living.

Depressed 17-year old girl, excelling academically. She is unsure if she will be able to move away to college.

Twenty-year old college male exhibiting signs of anxiety and lack of belonging.

Latinx family recently immigrated undocumented.

Latinx family recently immigrated documented.

Fourteen year-old Latinx boy involved in delinquent behavior. Not listening or respecting parents, starting experimenting with drugs.

Second generation sixteen year-old girl brought in by parents. Problem behaviors, sneaking out at night, thinks parents are too controlling and she is rebelling, engaged in high risk behavior, grades slipping and drug experimentation. Parents don't let her out of their sight.