I. Course

A. Catalog Description. Cr. 3 (3-0). This course focuses on development of awareness, knowledge, understanding, and culturally competent skills for clinical social work practice with Latinos and Latinas.

B. Purpose. See Course Structure, “Course Rationale” Subsection below.

II. Course Objectives

A. Upon completion of this course, students will be able to:

1. Explicate an understanding of the culturally relevant factors influencing Latino and Latina attitudes and perceptions about life experiences (respeto, spirituality/faith, familismo, personalismo, language commitment).

2. Examine traditional cultural values and beliefs of Latinos and Latinas about healers (e.g., curanderos, sobadores, and promotoras).

3. Identify barriers contributing to service delivery of Latinos and Latinas (e.g., availability, accessibility, and acceptability).

4. Demonstrate culturally competent skills for building rapport, engagement, assessment, and intervention with Latinos and Latinas across diverse practice settings.

5. Explore and examine ethnic sensitive approaches for working with Latinos and Latinas.

6. Identify appropriate, evidenced-based therapeutic approaches with Latino children, youth, adults, elders, and families.

B. Addendum to Course Objectives.

1. Understand and explain the historical, social, economic, and political context of the diverse U.S. Hispanic/Latino/Chicano populations, including the use of various terms and its implications, and issues of self-identification.

2. Articulate the professional and personal values and ethics involved in working with the Latino population.
3. Describe the variety of practice frameworks, socio-ecological concepts (e.g., acculturation, adaptation, social stratification, racial and ethnic identity), and cultural constructs (familismo, respeto) across the life-span that inform culturally-competent social work practices with different Latino groups.

4. Critically assess the major biopsychosocial problems impacting the Latino population across the life-span and identify promising solutions to these issues.

5. Critically assess and identify evidence-based practices and approaches for working with the Latino population in major social work practice areas (e.g., mental health, health children, youth and families).

6. Identify the contributions research has made to social work practice with the Latino population.

III. Course Structure

A. Course Content

1. Clinical Social Work Practice with Latinos/as is an elective course in the Clinical Practice Track curriculum and one of the Trabajo Social Certificate courses. Prerequisite: Completion of Foundation. Recommended Pre-requisites: Transtheoretical Clinical Practice and Clinical Applications of DSM-IV-TR.

2. The primary emphasis of the course is on increasing knowledge and skills for working clinically with Latinos/as or Hispanics, now the largest minority group in the U.S.

B. Course Rationale. Latinos/Hispanics are the largest minority group in the U.S. at 16% of the population and are expected to grow to 30% by 2050 (U.S. Census, 2010). Moreover, Latinos are growing at record rates due to high birth rates and steady immigration: to date they have thwarted all growth projections and are rapidly expanding into non-Latino communities that lack the resources to quickly and efficiently incorporate new immigrants. While 60% of Latinos are U.S.-born, 40% of Latinos are foreign-born (Pew Hispanic Center, 2008) and have come to the U.S. fleeing economic and political oppression and hardships in their countries of origin. Both foreign and U.S.-born Hispanics experience high rates or poverty, high school dropouts, crime, experiences of discrimination, and higher rates of many chronic conditions, including a disproportionate burden of hypertension, diabetes, HIV infection, cervical cancer, unintentional injuries, homicide and obesity. Latinos are also a young group at the peak of their productive years, with a median age of 27 (Callahan, Hickson and Cooper, 2006; Pew Hispanic Center, 2008).

The detrimental impact of numerous biopsychosocial problems faced by Latinos is thus devastating for Latino communities and for our broader U.S. society. As a growing and vibrant segment of the U.S. population, Latinos contribute enormously to the social, economic and political progress of our nation. Yet, high levels of poverty, low levels of educational attainment, language barriers, exposure to environmental stressors (e.g., crime, violence, discrimination) as well as the lack of health insurance and resources place many Latino groups at elevated risk for developing an array of psychosocial and health problems and prevent many from accessing and receiving high quality social, health and mental health services in times of need (Vega & López, 2001). The development, testing and implementation of effective social work practices and policies that intend to eliminate the burden of unmet needs among Latinos and improve quality of life must be informed by evidence-based approaches that take into consideration the social, political and economic forces that shape the lives of these diverse individuals.
This course is designed to provide students with a comprehensive understanding of social work practices with the Latino population and subgroups across the life-span. The course seeks to deepen students’ awareness and understanding of the historical, political, economic, social, and cultural contexts of Latinos. Students will gain practice-based knowledge by critically examining the variety of practice frameworks, socio-ecological concepts and theories (e.g., acculturation social stratification, racial and ethnic identity), and cultural constructs (e.g., *familismo*) that inform culturally-competent social work practices with different Latino groups. Students will also examine the research literature on sociodemographic correlates of Latino biopsychosocial problems; outreach, prevention, and treatment interventions across Latino subgroups and service settings; health disparities; and cultural competency and other evidence-based interventions aimed at reducing and eliminating health disparities.

This knowledge will then be applied to understanding and effectively intervening in the array of biopsychosocial issues (e.g., poverty, health and mental health disparities, violence, discrimination) impacting the Latino population across the life span. Given the importance of understanding and developing evidence-based practices in ethnic minority communities, the course focuses upon identifying and critically evaluating evidence-based practices and approaches for working with the Latino population in major social work practice areas (e.g., mental health, health, children, youth and families, gerontology). The value of research and community-based approaches for developing, testing and implementing evidence-based practices will be discussed.

This course assumes that students have already acquired a strong knowledge base in the basic concepts of diversity, human behaviors, populations at risk and social and economic justice, social work practice and basic research methods. Concepts, issues, and methodologies learned through the foundation’s practice, human behavior, and research provide a solid foundation and will now be applied to critically analyze empirically based practice with a diverse population. In addition, students that have already taken Transtheoretical Clinical Practice and Applications of the DSM-IV-TR will be in a better position to succeed in this course.

Finally, the ways of life of different groups of people—e.g., arts, literature, culture, media, and cuisine, among others—afford us wonderful opportunities to glimpse into the world views, customs and beliefs of culturally distinct groups. Students in this class will be expected to take personal journeys into the world of Latinos and Latino subgroups through formal and informal class activities and assignments. These activities will include, among others, reading non-research (e.g., fiction) literature by Latino and Latin American authors; watching movies that depict predominantly Latino and Latin American themes; visits to museums exhibiting Latino or Latin American exhibits; and outings to sample cuisines of diverse Latino and Latin American groups. Students will report on these experiences in class discussions and brief written assignments, and will be asked to document their experiences in a personal journal.

C. Course Structure

1. The summer 2012 course will consist of 10 three-hour classes, plus online activities and outside readings and assignments.

2. The course combines lectures, classroom activities and discussion, small group activities, and personal journeys of exploration.

3. The online teaching and learning environment provided by the University of Houston’s Blackboard application will support and facilitate some class activities and enhance faculty-to-student and student-to-student communication.

4. Students are encouraged to share emails, cell phone numbers, and other contact information to facilitate their interaction outside of class. A class directory will be
completed and circulated to all students to facilitate communication. Any student can opt out of having their contact information (email address and cell phone) included in the directory.

IV. Textbooks

A. **Required Texts.** There are two required texts; they have been ordered through the campus bookstore and are also be available in the M. D. Anderson library. The required texts are:


B. **Recommended Texts.** In addition to the required textbooks, there are three recommended texts. Some assigned readings will come from these three texts. The first two should be available in the library, and the third is inexpensive.


C. **Additional/Supplemental References.** In addition to the required and recommended texts, there are additional supplemental texts from which some assigned readings and class activities will be drawn. Students who are able to are encouraged to add some of these titles to their personal library, but every effort will be made to make these readings available to the students. Those with asterisks (*) will have reading assignments in class; they are available in the library.


D. **Journal Articles and Materials on Blackboard.** There will be weekly folders (one per week) in the course’s Blackboard page. Each folder will contain journal articles, reading materials, PowerPoint slides, foundation and government reports, and additional materials for each class. **Students are expected to read these materials before each class.**

E. **Literature by Latino/a and Latin American Writers and Movies Depicting Latino/a and Latin American Themes.** One expectation of this class is that students will immerse themselves in literature by Latino/a and Latin American writers and other media depicting Latino/a and Latin American themes. Popular literature and fiction are often able to capture the values, beliefs, customs, and ways of life of groups of people in much richer detail than research studies can. One of the class assignments will involve selecting a work of fiction (e.g., a novel or short story) to read and making a brief presentation to class following guidelines available at the
end of this syllabus. Please refer to the syllabus attachments “Torres Literature by Latino and Latin American Authors” and “Torres Movies Depicting Latino Themes”.

F. Additional recommended texts/supplemental references. See section IV: Textbooks (above) and section X: Bibliography (below).

V. Course Requirements.

A. Reading Assignments. Students are required to complete all readings from the assigned textbooks as well as supplemental readings, and be prepared to engage in class discussion and activities. (Please refer to section VIII: Course Schedule and Assignments for a week-by-week breakdown of reading assignment.)

1. Attendance and class participation (10% of grade). Attendance and class participation will be critical components for your effective learning, will be factored into the final grade at 10% of the grade, and may also be taken into consideration should a student’s grade be marginal. If a student misses a quiz due to an absence or lateness, the quiz cannot be made up because quizzes are discussed immediately after they are given. In addition, each absence will result in a 5 point loss, unless the absence was cleared a priori with the professor and excused. Students are expected to call/email ahead of time, whenever possible, to notify of lateness or absence. More than 3 absences may automatically result in a lower letter grade, and the professor reserves the right to ask the student to withdraw. Attendance will be recorded at the start of each class, so students are encouraged to be on time to avoid being marked absent.

B. Written Assignments (see “Projects” below).


D. Projects.

1. In-Class presentation: Historical and Sociodemographic Profile of a Latino Sub-Group; guidelines will be provided (20% of grade). The purpose of this written assignment/oral presentation is for an individual student or a small group of students (2-3) to research and present a comprehensive, up-to-date, historical and sociodemographic profile of a Latino subgroup (e.g., Mexicans, Salvadorans, Dominicans, Puerto Ricans, etc.) in order to deepen their understanding of the diversity of the U. S. Latino population. This assignment will include a brief class presentation and a written product (a Fact Sheet and/or a PowerPoint presentation to be distributed to the class). Guidelines will be provided.

2. Book or Film Review (Brief written and oral review of a work of fiction (literature or movie) depicting Latino/a and/or Latin American themes; guidelines will be provided (15% of grade). The purpose of this individual, brief, oral and written assignment is for students to review and analyze a work of fiction/literature that portrays the experiences of Latinos living in the U.S. or Latin Americans in their countries of origin. The professor will provide students a list of books and films to choose from. This assignment will enable students to critically examine how these concepts, theories and cultural constructs are used to represent the Latino experience in literature, film, and art.
3. **Evidence-Based Practices with Latinos Group Presentation**: guidelines will be provided (20% of grade). This assignment consists of a **group presentation** on evidence-based practices for a specific psychosocial issue (e.g., health disparities, mental health care, youth violence, social welfare) and a **written report**. The purpose of this assignment is for students to:

   i. Describe a major psychosocial problem impacting the Latino population.
   
   ii. Critically examine the best available evidence for effective practice for the specified issue.
   
   iii. Analyze how practice frameworks, socio-ecological construct or theories or cultural constructs informed these effective practices.
   
   iv. Discuss the professional and personal values and ethics involved in working with the Latinos confronting your particular psychosocial issue.
   
   v. Discuss unmet knowledge needs and trends for future research in this area; specifically what do we still need to know about how to do effective practice with Latino clients or families with this psychosocial issue?

E. **Exams.**

   1. In-class (unannounced) or Blackboard quizzes on assigned readings. There will be 6–8 quizzes based on assigned readings and class discussions, and only the 5 highest will be counted (15% of grade);

   2. Final examination, as per university schedule. Will cover all material covered in class and include 60 to 75 multiple choice items (20% of grade).

VI. **Evaluation and Grading.** The final grade distribution will be as follows:

   - A = 96 to 100%
   - A- = 92 to 95.9
   - B+ = 88 to 91.9
   - B = 84 to 87.9
   - B- = 80 to 83.9
   - C+ = 76 to 79.9
   - C = 72 to 75.9
   - C- = 68 to 71.9
   - D = 64 to 67.9
   - F = below 64%

Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being evaluated in the assignment. A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. A grade of B- will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

A grade of C would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement. Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.
VII. Policy on grades of I (Incomplete).

The grade of "I" (Incomplete) is a conditional and temporary grade given a student is either (a) passing a course or (b) still has a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond his/her control has not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an “I” grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of W.

VIII. Course Schedule and Assignments

A. Assignments: As per section V above.

B. Course Schedule. During the summer 2012 semester our class will meet on Tuesday afternoons from 1:00 PM until 4:00 PM, with a 10-minute break around 2:30 am. The class begins June 5th and ends August July 31st, giving us 9 weeks of face-to-face time. Other assignments will be online.

C. A note on technology. As clinical social workers, you would not answer your cell phone or pager, check your email, or surf the web while meeting with your client. Since this class is part of your professional preparation, the same level of professionalism is expected of all students. Students are encouraged to turn off cell phones, smart phones, I-phones, I-pads, pagers, laptops, and any other technology that might interfere with focusing on the class. Dr. Torres expects students to monitor themselves on this point, but reserves the right to ask a student to put away or disengage from their technology.

D. Consultation. I am available to speak with students before/after class, during office hours, or by appointment.

E. Policy on Academic Dishonesty and Plagiarism.

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one’s own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an “I” for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.
Academic dishonesty includes using any other person’s work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

F. **Statement on changes to syllabus.** Dr. Torres reserves the right to revise the syllabus content and/or schedule for time management or topical reasons.

G. **Week-by-Week Schedule.**

### CLASS SCHEDULE OVERVIEW

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<td>Presentations: Historical and Socio-demographic Profile of a Latino Group</td>
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<td>Psychosocial Issues and Evidence-Based Practices: Health &amp; Mental Health Presentations: Book/Film Review</td>
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**Week-by-Week Class Schedule**

**Note:** Reading assignments preceded by an asterisk (*) will be the primary material for discussion each week. These are required reading, will be covered in quizzes and in the final exam, and should be cited in all oral and written presentations. All additional reading assignments are recommended reading or listed as references. Check Blackboard for non-textbook readings.

### Module I: Historical, Social and Political Context of the Latino Population

**Week 1: June 5, 2012.** Introduction and Course Overview (review of syllabus and assignments; review of student presentation guidelines and schedule); Latinos in the U.S.: The Historical and Social Landscape (*Course Competencies 1, 7, 8, 10, 12*)

**Reading Assignments.**


**Additional Recommended Readings:**


**Week 2: June 12, 2012.** Racial and Ethnic Identity and Diversity within the Latino Population (**Course Competencies 1, 2, 7, 8, 9, 10, 12**).

**Reading Assignments.**


**Additional Recommended Readings:**

2. Gonzalez, J. (2000). *Harvest of Empire: A History of Latinos in America*. New York, Penguin Group. Chapters 4 (Puerto Ricans: Citizens yet Foreigners); 5 (Mexicans: Pioneers of a Different Type); 6 (Cubans: Special Refugees); 7 (Dominicans: From the Duarte to the George Washington Bridge); 8 (Central Americans: Intervention Comes Home to Roost); and 9 (Colombians and Panamanians: Overcoming Division and Disdain).


4. McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Editors, 2005). *Ethnicity and Family Therapy*, Third Edition. New York: The Guilford Press. Section III (pp. 153-268): Latino Families; Chapters 11 (Latino Families: An Overview); 12 (Brazilian Families); 13 (Central American Families); 14 (Colombian Families); 15 (Cuban Families); 16 (Dominican Families); 17 (Mexican Families); 18 (Puerto Rican Families); and 19 (Salvadoran Families).


**Module II: Practice Frameworks, socio-ecological concepts and Cultural Constructs**

**Week 3: June 19, 2012.** Acculturation and Adaptation (*Course Competencies 3, 4, 5, 8, 9, 11, 12*); Practice Frameworks (*Course Competencies 4, 5, 8, 9, 11, 12*).

**Reading Assignments.**


**Additional Recommended Readings:**


**Week 4: June 26, 2012.** Integration of Theory into Practice: Cultural and Linguistic Adaptations of Intervention (Course Competencies 4, 5, 6, 8, 9, 10, 11, 12).

**Reading Assignments.**


**Additional Recommended Readings:**


Module III: Bio-Psycho-Social Issues and Evidence-Based Practices

Week 5: July 3, 2012. Psychosocial Issues and Evidence-Based Practices: Health (Course Competencies 3, 4, 5, 6, 8, 9, 10, 11, 12) & Mental Health (Course Competencies 3, 4, 5, 6, 8, 9, 10, 11, 12).

Reading Assignments.


Additional Recommended Readings:


**Week 6: July 10, 2012.** Psychosocial Issues and Evidence-Based Practices: Latino Children and Youth *(Course Competencies 3, 4, 5, 6, 8, 9, 10, 11, 12).*

**Reading Assignments.**


**Additional Recommended Readings:**


**Week 7: July 17, 2012.** Psychosocial Issues and Evidence-Based Practices: Latino Elders (Course Competencies 3, 4, 5, 6, 8, 9, 10, 11, 12).

**Reading Assignments.**


**Additional Recommended Readings:**

**Week 8: July 24, 2012.** Community & Political Participation (*Course Competencies 7, 8, 9, 10, 11, 12*).

**Reading Assignments.**


**Additional Recommended Readings:**


**Week 9: July 31, 2012.** Implementing Evidence-Based Practices in the Latino Communities (*Course Competencies 4, 5, 6, 8, 9, 10, 11, 12*).

**Reading Assignments.**


**Additional Recommended Readings:**


IX. **Americans with Disabilities Statement.** Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

X. **Bibliography.**

These are additional recommended texts. Students planning to pursue a clinical practice career will want to add some of these their personal library (or start building one). These texts will also be useful resources for class assignments. Copies of most are available in the library. The list is sorted by assessment, diagnosis and treatment; evidence-based practice; practice with diverse populations; mental illness and the media; and recommended websites.

In addition, the Practice Planner Series at [www.practiceplanners.wiley.com](http://www.practiceplanners.wiley.com) is highly recommended. The *Treatment Planners* “contain over 1,000 pre-written treatment goals, objectives, and interventions organized around main presenting problems for quick reference and easy adaptation,” while the *Progress Notes Planners* “cover a comprehensive array of treatment approaches and provide pre-written progress notes for the behavioral problems and DSM categories found in each corresponding Treatment Planner.” They also have *Homework Planners*, *Complete Planners*, and *Client Education Handout Planners*. All are especially useful for beginning clinicians.

**Assessment, Diagnosis & Treatment:**


**Evidence-Based Practice:**


42. Stout, C. E. & Hayes, R. A. (Editors, 2005). *The Evidence-Based Practice: Methods, Models, and
Tools for Mental Health Professionals. Hoboken, New Jersey: John Wiley & Sons, Inc.

Practice with Diverse Populations:


Mental Illness and the Media:


**Recommended Websites.**

**General**
- Dept. of Health & Human Services, Office of Minority Health: [http://www.omhrc.gov/](http://www.omhrc.gov/)
- Southwest Voter Registration Education Project (SVREP) [www.svrep.org](http://www.svrep.org)

**Latino-Focused**
- Hispanic Federation (HF) [www.hispanicfederation.org](http://www.hispanicfederation.org)
- Labor Council for Latin American Advancement (LCLAA) [www.lclaa.org](http://www.lclaa.org)
- Latino Public Broadcasting [http://www.lpbp.org](http://www.lpbp.org)
- League of United Latin American Citizens (LULAC) [www.lulac.org](http://www.lulac.org)
- National Alliance of Latin American and Caribbean Communities (NALACC) [www.nalacc.org](http://www.nalacc.org)
- Pew Hispanic Center: [http://pewhispanic.org/](http://pewhispanic.org/)
- Society for the Advancement of Chicano and Native Americans in Science: [http://www.sacnas.org/](http://www.sacnas.org/)
- William C. Velasquez Institute (WCVI) [www.wcvi.org](http://www.wcvi.org)

**Writing Resources**
- Purdue Online Writing Lab [http://owl.english.purdue.edu/owl/resource/560/10/](http://owl.english.purdue.edu/owl/resource/560/10/)
Hispanic-Focused Research Centers

The Center for Latino Policy Research
University of California, Berkeley
Lisa Garcia Bedolla, PhD, Chair
2420 Bowditch, #5670
Berkeley, CA 94720-5670
cmpr@berkeley.edu
510.642.6903
Fax: 510.643.8844
www.clpr.berkeley.edu

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http://www.masscomm.txstate.edu/cslmm.html

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http://las.depaul.edu/latinoresearch/

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http://www.utexas.edu/cola/centers/cmas/

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310-825-2363
Fax: 310-206-1784
http://www.chicano.ucla.edu
Historical and Socio-demographic Profile of a Latino Group

The purpose of this written assignment is for students to formulate a comprehensive historical and socio-demographic profile of a Latino group (e.g., Mexican immigrants, Salvadorian refugees, Dominicans, Puerto Ricans) in order to deepen their understanding of the U. S. Latino population and subgroups. This group assignment (2-3 students per group) is worth 20% of the final grade. Students are required to use the latest information that they can find from an array of sources (e.g., U. S. Census and other Government Reports, peer-reviewed articles, Private Foundations, and Community-Based Agencies Reports) to complete this assignment.

The assignment has a written component and an oral component. The written component will be a 2-3 page “Fact Sheet” (APA style, references must be included) to be distributed to the class. Students are also encouraged to develop a brief PowerPoint presentation for the oral component. The oral component will consist of a 15-20 minute presentation to the class, as per the presentation schedule, of the groups’ key findings regarding their assigned group.

The assignment includes four main sections:

1. A brief historical background of the targeted Latino group in the U.S. This brief discussion can include major historical events, social movement, and/or immigration patterns that characterize the history of targeted Latino groups.

2. A comprehensive description of the main socio-demographic indicators for the targeted Latino group (e.g., population size, age distribution, family structures, residency status, educational attainments, employment indicators, economic indicators, geographic residence). Use latest U. S. Census and other government reports to compile this information. Tables and figure are a great way to present this information.

3. A brief analysis of the adaptation and integration of the targeted Latino group to U. S. society (e.g., political participation, community integration, economic stability, residence status).

4. A list of local resources for your particular group.

List of Groups for Assignment (List is not all-inclusive; Professor will make assignments):

1. Mexicans/Mexican Americans
2. Puerto Ricans
3. Cubans
4. Salvadorans
5. Dominicans
6. Guatemalans
7. Colombians
8. Hondurans
9. Ecuadorian
10. Peruvians
11. Nicaraguans
12. Panamanians
13. Venezuelans
14. Argentineans
15. Chileans
16. Brazilians
**Book or Film Review**

The purpose for this **oral and written assignment** is for students to review and analyze a popular fiction or non-fiction book or film that portrays the experiences of Latinos living in the U.S. This paper is worth 15% of the final grade and can only be completed as an individual paper. The instructor will provide students a list of books and films to choose from. Students are encouraged to go beyond this list and review other references.

Students have a **3-page limit** for this assignment (doubled-spaced, APA format), not including title page and references. References should conform to APA guidelines.

This paper should be written as a reflective and creative essay that includes the following information:

- A brief summary of the book or film review, describing main characters, themes and plot.

- Critical analysis of how the Latino socio-ecological concepts (e.g., acculturation, adaptation, racial and ethnic identity), and cultural constructs (**familismo, respeto**) discussed in the course are presented in this book or film. Use specific examples from the book or film to substantiate this analysis.

Students can use the format and structure used in book or film reviews commonly employed in the LA Times, the New York Times or the New York Times Book Reviews.

Students will also be asked to make a 10-minute presentation to the class of the key points in their paper. During the presentation, they can read an excerpt from the book or present a short clip from the movie and then discuss it.

Overall, this assignment will enable students to critically examine how these concepts, theories and cultural constructs are used to represent the Latino experience in literature, film, and art.
Evidence-Based Practices with Latinos: Group Presentation

This assignment consists of a small group (2-3 students) presentation (20%) on evidence-based practices for a specific psychosocial issue (e.g., health disparities, mental health care, youth violence, social welfare) impacting the Latino population. The oral presentation should use Power Point and last 15-20 minutes followed by 5 minutes of questions and discussion. Each group is required to bring copies of their power point presentations for the class. If the group needs help getting their copies, please see the instructor before the designated presentation date. The presentation should include reference slide(s) and conform to APA guidelines. The written paper should be about 5 pages and follow APA format.

This assignment should include the following

• Presentation Outline: An overview of the major topics to be covered.
  
  • What is the psychosocial problem? Describe a major psychosocial problem impacting the Latino population. In this section you need to specify the public health significance of this psychosocial problem and how it impacts the Latino population. Figures are a helpful tool to present the significance and impact of the problem.

  • Evidence-Base Practice: Describe and critically examine the best available evidence for effective social work practices for the specified problem. If possible, pick a specific social work intervention for your psychosocial problem (e.g., cognitive behavioral therapy, multisystemic therapy, assertive community treatment, substance abuse prevention programs, multifamily psychoeducation groups, self-care management, motivational interviewing). An important point in this section is to critically analyze the validity of the existing evidence supporting this evidence-based practice for the Latino population. Are there randomized controlled trials (RCT) supporting the efficacy or effectiveness of this intervention in the Latino population?

  • Practice and Socio-cultural Frameworks: Analyze how practice frameworks, socio-ecological construct or theories and key cultural constructs informed these effective practices. Students need to describe the theories that inform this evidence-based practice and how it incorporates and/or excludes salient cultural constructs and issues.

  • Professional and Personal Values and Ethics: Briefly discuss the professional and personal values and ethics involved in working with the Latinos confronting your particular psychosocial issue.

  • Future Research: Discuss unmet knowledge needs and trends for future research in this area. Specifically what do we still need to know about how to do effective practice with Latino clients or families with this psychosocial issue?

List of Issues (the list is not all-inclusive; professor will make assignments):
1. Mental Health
2. Substance Abuse
3. School Drop-Out
4. Metabolic Syndrome (Obesity-Diabetes-High Blood Pressure)
5. Youth Gang Involvement
6. Day Laborers
7. HIV/AIDS
8. Access to Services by Undocumented Latinos