

University of Florida
Department of Psychology
PCO 4270 Section: 29548
Latinx Psychology (Seminar in Counseling Psychology)
Spring 2024

Instructor: Julio A. Martin, M.S.Ed., M.S.
Phone: (352) 273-3503
Class Days/Times: LIT 0101; Thursdays, 4:05 – 7:05
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Course Description

According to 2020 Census data, 62.1 million Latinx people live in the United States. This group represents 18.9 percent of the U.S. population, the nation's second-largest racial or ethnic group after non-Hispanic whites. As of July 2021, Latinx people comprise 26.8% of the population in Florida (compared to 18.9% of Latinx people in the United States). The information and experiences provided in this course will better prepare you to engage in culturally responsive services with the most significant ethnic minority in the United States.

This course is made of three parts, starting with a historical understanding of the ancestry of Latinx people, followed by a study of the postcolonial trends in Latin America, and concluding with a deep dive into the impact of immigration and subsequent contemporary mental health topics for Latinx people in the U.S. currently. Taking a historical approach to understanding the current mental health difficulties of Latinx people allows for a more nuanced understanding of the characteristics that make up Latinx communities to comprehend their behavior presentation. Discussing the impact of immigration will further allude to the hardships of Latinx communities as they transition from their country of birth to the United States. Lastly, we will discuss the Latinx mental health concerns in the United States using a strength-based empowerment approach (in contrast to a deficit approach) while concluding the information we gathered throughout the course. Specifically, this course will examine the strengths and resilience of Latinx people and critically examine structural and societal barriers in the United States that result in psychological distress for members of this group. Students in this course will become familiar with different aspects relevant to Latinx people in the United States, including the personal, cultural, institutional, and political, and how these various aspects affect the well-being of Latinx people.

Latinx people will be presented in context with attention to the circumstances of immigration, United States relations with Latin America, discrimination (both within and from outside the Latinx group), cultural values, intersectionality, and ethnic and racial identity development. The concepts introduced in this course will be examined from a critical, decolonial perspective focusing on how societal structures (e.g., education, politics, justice system) facilitate or hinder social justice.

Course Outcomes

At the end of the course, students will demonstrate:

1. General knowledge of the history of Latinx people, including ancestry, colonization, immigration, cultural values and practices, relationship with Latin America and the Caribbean, and other relevant demographic information.
2. The impact of immigration and acculturation on Latinx people as it relates to mental health and family functioning.
3. Awareness of the status of mental health of Latinx people in the United States currently.

4. Understanding of strengths of Latinx people and Latinx culture.
5. Awareness of societal and systemic barriers (e.g., education, immigration, mental health infrastructure) that negatively impact U.S. Latinx people.
6. Approaches to the treatment of mental health for Latinx communities.

Collective Knowledge

This course has been built and influenced by different mentors and scholars who teach Latinx psychology and related courses at other universities across the United States, including Drs. Roberto L. Abreu, Cristalís Capielo Rosario, Nayeli Y. Chavez-Dueñas, Hector Adames, and Edward Delgado-Romero. Their collective knowledge, wisdom, and consejos (advice) helped build and strengthen this course. I also invite students to bring and share their ideas and cultural experiences throughout the semester. I hope we will learn and grow as a collective throughout this course! Please share topics and resources that may expand our discussion in areas you believe our class needs strengthening.

Creating a “safe space”

I believe it is critical to develop a safe “space” in which the sensitive issues of race and intersectionality can be addressed. Thus, we need to explore our reactions (both cognitive and affective) to the readings and class discussions. Creating space involves providing a safe, nonthreatening environment. To accomplish this, I am asking you to respect one another’s contributions; this does not mean you have to agree with all positions; it simply means letting others voice their opinions without interruptions or fear of being attacked personally.

Learning Process and Teaching Philosophy

Learning occurs when students can make meaningful connections to the material presented. The meaning-making process occurs through relationships with 1) the readings, 2) participation, 3) the instructor and peers, and 4) the self. This course's assignments, expectations, tasks, and goals are created to facilitate the interaction of these relationships. Suppose students are to benefit and learn from this course. In that case, it will take a collaborative effort in which each student and the instructor are fully engaged in a joint effort to understand and make relevant the material that is to be learned. This includes challenging each other! I will practice clarity, transparency, authenticity, humility, and genuineness in the course and our relationship. I hope that you will afford me the same and that you will engage meaningfully in all aspects of the course.

Provision of Changes to the Syllabus

The included schedule, policies, and assignments are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and class participants.

Email Communication

I will respond regularly to email between 8:00am and 4:00pm Monday –Friday. If I have not responded to your email after two (2) business day, please resend the email. **I will communicate all course related materials and announcements to your UF email account and/or Canvas.** You are encouraged to either check your UF email at least once a day or forward your account email to your preferred email provider

University Honesty Policy

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." This applies, but is not limited, to cheating and plagiarism.

If you do a paper for this class, write it in your own words. It is possible to plagiarize a source even if no full sentences are copied word-for-word. In writing papers, please consult with APA style (7th edition). Reference your sources and write in your own words. According to the Academic Dishonesty guide and the University's Student code of Conduct, "Plagiarism, cheating, or other forms of academic dishonesty" may lead to grade penalty, "formal disciplinary probation, suspension, or dismissal."

Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

I strive to make this course accessible to students with diverse needs, strengths, and abilities. Please talk with me about any concerns you may have regarding accessibility and this course. If you think you may need accommodations, please contact the Disability Resource Center (DRC) as early as possible in the semester so that I can make any necessary adjustments to the course. You can call the DRC at (352) 392-8565 or visit www.dso.ufl.edu/drc/ for more information. They are dedicated to making sure students with various abilities have success at the university. Usually, you'll talk with someone and may do additional assessments in order to develop the best plan possible. After you register with them, you'll get a letter that you show to me so that I can make the appropriate accommodations. It's okay to call them with any questions you might have. I am also more than happy to talk with you as well. If anything happens during the semester that may necessitate accommodations, please reach out to me and the DRC as soon as possible to make sure you have what you need to learn and be successful in the course.

Evaluation of this Course

I appreciate and value your feedback so that I can continue to improve upon this course and my teaching skills. You can complete the evaluation online at <https://evaluations.ufl.edu>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Because I believe that student feedback is crucial for the success of a course, I will seek your feedback throughout the course. We will discuss patterns about what is working and not working for you and we will make reasonable changes for the rest of the semester accordingly.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Sexual Harassment

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a

violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/formspolicies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. For more information about UF's Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.

Campus Resources

Health and Wellness

U Matter, We Care: if you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161

Academic Resources

E-learning technical support: 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center: Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support: <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio: 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.

Assignment Requirements and Evaluation Criteria

All assignments will be submitted via Canvas on the date indicated by each assignment, not through email or hard copies. Course assignments and grades are as follow:

1. **Attendance and Participation (20% of overall course grade):** Given the nature of this course, attendance, being punctual to class time, and actively class participation by everyone is mandatory. I expect that you will have completed the readings for each week prior to class in order to be ready to

participate in class discussions. With that said, I understand that we are living through unprecedented times. Therefore, please do not hesitate to reach out if you need accommodations and/or need to be absent.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

2. **Weekly Reflections Papers (50% of overall course grade).** Each student will be responsible for completing the assigned readings and submitting a brief, one-to-two-page double-spaced reflection paper (APA format) by Wednesday, midnight EST, on designated weeks (10 short reflection papers total). Keep in mind the following questions while completing readings:

- What stood out from the text?
- What reactions am I having to the information?
- How does this information help me understand Latinx people?
- How can I use this information to understand the mental health of Latinx people?

Please refer to the class schedule and class reader for assigned readings and assignments.

3. **Psychology Research Experience (10% of overall course grade):**

Option 1: Participate in Research Experiments

Taking part in the Department of Psychology Participant Pool allows students to directly experience ongoing psychological research. For this option, **you will complete 10 credits (4 hours)** of participation in psychological research studies.

When you complete the research experience, you will receive 10 points that are added into your final grade. If you do NOT complete the full number of credits by the deadline, you will receive points at a rate of 1 point per credit completed.

You must be at least 18 years old to complete Option 1. If you are not 18 years old you must complete Option 2. Students who will turn 18 during the semester may choose to complete Option 1 after their birthday but are strongly encouraged to complete Option 2 to ensure they complete the research requirement.

Option 2: Critical Analysis Papers

Participating in research is a valuable component of understanding the science of psychology. However, students who prefer not to participate in research or do not meet the requirements for selecting Option 1 can select Option 2 as an alternative.

For this option, you must read two scientific research articles from the approved list of articles provided to you by your professor. You must submit 1 critical analysis paper per scientific article (2 papers total).

4. **Final Reflection Paper (20% of overall course grade as detailed below):** This semester, you will complete a final reflection paper in which you will write about your understanding of Latinx topics before and after completing this course. You will write a one-to-two-page double-spaced (APA format) essay on 1. How has your knowledge of Latinx people changed since completing this course? 2. What part of the course stood out the most, and how does it relate to how you view Latinx people? And 3. What do you believe you can do to positively impact the understanding and treatment of mental health

for Latinx people? Remember to incorporate class readings, theoretical frameworks, and personal experiences in your thinking. Grading will be based on your ability to answer the three prompts, sharing your learnings from the course and how you would like to apply these to real-life contexts.

Grading System

Assignment	Points
Attendance & Participation	20
Reflection Papers	50
Research Participation	10
Final Reflection Paper	20
TOTAL Points	100

Grading Scale

A	> 92%	C	72%-77%
A-	90%-91%	C-	70%-71%
B+	88%-89%	D+	68%-69%
B	82%-87%	D	62%-67%
B-	80%-81%	D-	60%-61%
C+	78%-79%	E	< 59%

A minimum grade of C is required for General Education Credit, A C- will not be considered passing for this course. <https://archive.catalog.ufl.edu/ugrad/1213//advising/info/general-education-requirement.aspx>

Late Assignments

It is my intent that all assignments will be turned in on time (see dates on course schedule below). Assignments cannot be made-up except in the case of extreme circumstances that meet the criteria of the University of Florida policy for an excused absence. Make-ups are only given for illnesses that require medical treatment, valid emergencies, and valid scheduling conflicts. With this said, as described earlier in the syllabus, we are living through unprecedented times. Therefore, please do not hesitate to reach out if you need accommodations.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Course Schedule

Week	Date	Class Topic	Week's Reading	Assignments
1	January 11	Introduction to Latinx Psychology Class		
2	January 18	African Ancestry	Sweet, James. <i>Recreating Africa</i>	Reflection Paper due 01/17 by 12 am
3	January 25	Indigenous Ancestry	Adames & Chavez-Dueñas- The Diverse Historical Roots of Today's Latinos/as	Reflection Paper due 01/24 by 12 am
4	February 1	<i>Mestizaje</i> Colorism	Adames & Chavez-Dueñas- Skin-Color Differences Within Latinos/as	Reflection Paper due 01/31 by 12 am
5	February 8	Impact of National Identity period	Ferrer, Ada. Insurgent Cuba- Introduction ONLY	Reflection Paper due 02/07 by 12 am
6	February 15	Impact of colorism on Latinx families	Hordge-Freeman, Elizabeth. The Color of Love- Introduction and Chapter 3 ONLY	Reflection Paper due 02/14 by 12 am
7	February 22	Complexities of Latinx culture	Hernández, Racial Innocence- Chapters 1 & 3 ONLY	Reflection Paper due 02/21 by 12 am
8	February 29	Immigration	<ul style="list-style-type: none"> Ramos-Sánchez, L. (2020) Cadenas, G. A., Bernstein, B. L., & Tracey, T. J. (2018). Santisteban, D. A., Mena, M. P., & Abalo, C. (2013) 	Reflection Paper due 02/28 by 12 am
9	March 7	Latinx people in the U.S.	<ul style="list-style-type: none"> Adames & Chavez-Dueñas- The History of Latinos/as in the United States Valdes, F. (2005). Legal reform and social justice: An 	Reflection Paper due 03/06 by 12 am

			introduction to LatCrit theory, praxis and community	
10	March 14	SPRING BREAK	SPRING BREAK	SPRING BREAK
11	March 21	Mental Health of Latinx people Health Disparities & Health Service Utilization	<ul style="list-style-type: none"> • TBD • Abreu et al., 2023 	
12	March 28	Strengths of Latinx communities	<ul style="list-style-type: none"> • Abreu papers • Chavez-Dueñas, N. Y., Adames, H. Y., Perez-Chavez, J. G., & Salas, S. P. (2019). 	Reflection Paper due 03/27 by 12 am
13	April 4	Western and non-Western Approaches	<ul style="list-style-type: none"> • CBT • Liberation Psychology 	Reflection Paper due 04/03 by 12 am
14	April 11	Culturally Adapted Interventions	<ul style="list-style-type: none"> • CIFFTA • Familias Unidas 	
15	April 18	Ethical Considerations and next directions	<ul style="list-style-type: none"> • NLPA (2018) • Domenech Rodríguez (2020) 	
16	April 25	Class Reflections		Final Reflection Paper 04/24 by 12 am

The schedule is subject to change

Required Readings

- 1- Sweet, James. *Recreating Africa: Culture, Kinship, and Religion in the African-Portuguese World, 1441-1770*. University of North Carolina Press, 2003
- 2- Ferrer, Ada. *Insurgent Cuba: Race, Nation, and Revolution, 1868-1898*. Chapel Hill: University of North Carolina Press, 1999.
- 3- Hordge-Freeman, Elizabeth. *The Color of Love: Racial Features, Stigma, and Socialization in Black Brazilian Families*. University of Texas Press, 2015.
- 4- Hernández, Tanya Katerí. *Racial Innocence: Unmasking Latino Anti-Black Bias and the Struggle for Equality*. Beacon Press, 2022.
- 5- Adames, H. Y., & Chaves-Dueñas, N.Y. (2017). *Cultural Foundations and Interventions in Latino/a Mental Health: History, Theory and within Group Differences (Explorations in Mental Health)*. Routledge.
- 6- Ramos-Sánchez, L. (2020). The psychological impact of immigration status on undocumented Latinx women: Recommendations for mental health providers. *Peace and Conflict: Journal of Peace Psychology*, 26, 149-161.

- 7- Cadenas, G. A., Bernstein, B. L., & Tracey, T. J. (2018). Critical consciousness and intent to persist through college in DACA and US citizen students: The role of immigration status, race, and ethnicity. *Cultural Diversity and Ethnic Minority Psychology*, 24, 564-575.
- 8- Santisteban, D. A., Mena, M. P., & Abalo, C. (2013). Bridging diversity and family systems: Culturally informed and flexible family-based treatment for Hispanic adolescents. *Couple and Family Psychology: Research and Practice*, 2(4), 246.
- 9- Adames, H. Y., & Chaves-Dueñas, N.Y. (2017). *Cultural Foundations and Interventions in Latino/a Mental Health: History, Theory and within Group Differences (Explorations in Mental Health)*. Routledge.
- 10- Valdes, F. (2005). Legal reform and social justice: An introduction to LatCrit theory, praxis and community. *Griffith Law Review*, 14, 148-173.
- 11- Abreu, R. L., Barrita, A. M., Martin, J. A., Sostre, J., & Gonzalez, K. A. (2023). Latinx LGBTQ youth, COVID-19, and psychological well-being: A systematic review. *Journal of Clinical Child & Adolescent Psychology*, 1-16.
- 12- Abreu, R. L., Gonzalez, K. A., Capielo Rosairo, C., Lockett, G. M., Lindley, L., & Lane, S. (in press). "We are our own community": Immigrant Latinx transgender people community experiences. *Journal of Counseling Psychology*.
- 13- Abreu, R. L., Martin, J. A., & Badio, K. S. (2023). Latinx LGBTQ People and Their Families: The Role of Latinx Cultural Values, Beliefs, and Traditions. In *Identity as Resilience in Minoritized Communities: Strengths-Based Approaches to Research and Practice* (pp. 47-58). Cham: Springer Nature Switzerland.
- 14- Chavez-Dueñas, N. Y., Adames, H. Y., Perez-Chavez, J. G., & Salas, S. P. (2019). Healing ethno-racial trauma in Latinx immigrant communities: Cultivating hope, resistance, and action. *American Psychologist*, 74, 49-62.
- 15- Mena, M. P., Lazarus, R. A., Otero, K. A., & Santisteban, D. A. (2023). Evaluation of Culturally Informed and Flexible Family-Based Treatment for Adolescents (CIFFTA) implemented in community-based settings. *Journal of Community Psychology*.
- 16- Domenech Rodríguez, M. M., Gallardo, M. E., Capielo Rosario, C., Delgado-Romero, E. A., & Field, L. D. (2020). Ethical guidelines of the National Latinx Psychological Association: Background. *Journal of Latinx Psychology*, 8, 95-100.
- 17- National Latinx Psychological Association (2018). Ethical guidelines National Latina/o Psychological Association. Retrieved from <https://www.nlpa.ws/publications>

Reader Section by week:

Week 2

- 1- Sweet, James. *Recreating Africa: Culture, Kinship, and Religion in the African-Portuguese World, 1441-1770*. University of North Carolina Press, 2003

Week 3

- 1- Adames, H. Y., & Chaves-Dueñas, N.Y. (2017). *Cultural Foundations and Interventions in Latino/a Mental Health: History, Theory and within Group Differences (Explorations in Mental Health)*. Routledge.

Week 4

- 1- Adames, H. Y., & Chaves-Dueñas, N.Y. (2017). *Cultural Foundations and Interventions in Latino/a Mental Health: History, Theory and within Group Differences (Explorations in Mental Health)*. Routledge.

Week 5

- 1- Ferrer, Ada. *Insurgent Cuba: Race, Nation, and Revolution, 1868-1898*. Chapel Hill: University of North Carolina Press, 1999.

Week 6

- 1- Hordge-Freeman, Elizabeth. *The Color of Love: Racial Features, Stigma, and Socialization in Black Brazilian Families*. University of Texas Press, 2015.

Week 7

- 1- Hernández, Tanya Katerí. *Racial Innocence: Unmasking Latino Anti-Black Bias and the Struggle for Equality*. Beacon Press, 2022.

Week 8

- 1- Ramos-Sánchez, L. (2020). The psychological impact of immigration status on undocumented Latinx women: Recommendations for mental health providers. *Peace and Conflict: Journal of Peace Psychology*, 26, 149-161.
- 2- Cadenas, G. A., Bernstein, B. L., & Tracey, T. J. (2018). Critical consciousness and intent to persist through college in DACA and US citizen students: The role of immigration status, race, and ethnicity. *Cultural Diversity and Ethnic Minority Psychology*, 24, 564-575.
- 3- Santisteban, D. A., Mena, M. P., & Abalo, C. (2013). Bridging diversity and family systems: Culturally informed and flexible family-based treatment for Hispanic adolescents. *Couple and Family Psychology: Research and Practice*, 2(4), 246.

Week 9

- 1- Adames, H. Y., & Chaves-Dueñas, N.Y. (2017). *Cultural Foundations and Interventions in Latino/a Mental Health: History, Theory and within Group Differences (Explorations in Mental Health)*. Routledge.
- 2- Valdes, F. (2005). Legal reform and social justice: An introduction to LatCrit theory, praxis and community. *Griffith Law Review*, 14, 148-173.

Week 10

Spring Break

Week 11

- 1- Abreu, R. L., Barrita, A. M., Martin, J. A., Sostre, J., & Gonzalez, K. A. (2023). Latinx LGBTQ youth, COVID-19, and psychological well-being: A systematic review. *Journal of Clinical Child & Adolescent Psychology*, 1-16.

Week 12

- 1- Abreu, R. L., Gonzalez, K. A., Capielo Rosairo, C., Lockett, G. M., Lindley, L., & Lane, S. (in press). "We are our own community": Immigrant Latinx transgender people community experiences. *Journal of Counseling Psychology*.
- 2- Abreu, R. L., Martin, J. A., & Badio, K. S. (2023). Latinx LGBTQ People and Their Families: The Role of Latinx Cultural Values, Beliefs, and Traditions. In *Identity as Resilience in Minoritized Communities: Strengths-Based Approaches to Research and Practice* (pp. 47-58). Cham: Springer Nature Switzerland.
- 3- Chavez-Dueñas, N. Y., Adames, H. Y., Perez-Chavez, J. G., & Salas, S. P. (2019). Healing ethno-racial trauma in Latinx immigrant communities: Cultivating hope, resistance, and action. *American Psychologist*, 74, 49-62.

Week 13

TBD

Week 14

- 1- Mena, M. P., Lazarus, R. A., Otero, K. A., & Santisteban, D. A. (2023). Evaluation of Culturally Informed and Flexible Family-Based Treatment for Adolescents (CIFFTA) implemented in community-based settings. *Journal of Community Psychology*.
- 2- Coatsworth, J. D., Pantin, H., & Szapocznik, J. (2002). Familias Unidas: A family-centered ecodevelopmental intervention to reduce risk for problem behavior among Hispanic adolescents. *Clinical child and family psychology review*, 5, 113-132.

Week 15

- 1- Domenech Rodríguez, M. M., Gallardo, M. E., Capielo Rosario, C., Delgado-Romero, E. A., & Field, L. D. (2020). Ethical guidelines of the National Latinx Psychological Association: Background. *Journal of Latinx Psychology*, 8, 95-100.
- 2- National Latinx Psychological Association (2018). Ethical guidelines National Latina/o Psychological Association. Retrieved from <https://www.nlpa.ws/publications>