

**University of Florida**  
**Department of Psychology**  
**PCO 4930 Section: 22261**  
**Latinx Psychology (Seminar in Counseling Psychology)**  
**Spring 2023**

Instructor: Jules P. Sostre, M.S.  
Phone: (352)392-0601  
Class Days/Times: MCCA G186; Tuesdays, 4:05 – 7:05  
Office Hours: Tuesdays, 3:00PM – 4:00PM (In person; Location TBD)  
Email: jsostre@ufl.edu

**Required Text and Readings**

- 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- Reader Sections
  - a. Weekly reader sections are listed in the course schedule and are available on canvas

**Course Description**

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 largest ethnic minority in the United States.

This course provides a general overview of Latinx mental health concerns in the United States using a strength-based, empowerment approach (as a contrast to a deficit approach). 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 State including the personal, cultural, institutional, and political; and how these different aspects affect the well-being of Latinx people.

Latinx people will be presented in context with attention to circumstance 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 that focuses on how societal structures (e.g., education, politics, justice system) serve to either facilitate or hinder social justice.

**Course Outcomes**

At the end of the course, students will demonstrate:

1. General knowledge of the history of U.S. Latinx people, including immigration history, generational status, relationship with Latin America and the Caribbean, traditional settlement areas, and other relevant demographic information.
2. Awareness of the relevant research, practice, and training literature concerning Latinx mental health
3. Critical awareness of the limitations of Latinx focused research and training as well as future directions
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

## **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. Cristalís Capielo Rosario, Nayeli Y. Chavez-Dueñas, Hector Adames, and Edward Delgado-Romero. Their collective knowledge, wisdom, and consejos (advice), has helped built and strengthened this course. I also invite students to bring and share their ideas and cultural experiences throughout the semester. It is my hope that we will learn and growth as a collective throughout this course! Please share topics and resources that may expand our discussion in areas you believe our class needs to be strengthened.

## **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, it is important for us 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 encouraging you to respect one another’s contributions; this does not mean you have to agree with all positions or that you cannot voice opposition; it simply means letting others voice their opinions without interruptions or without fear of being attacked personally.

## **Learning Process and Teaching Philosophy**

I believe that learning occurs when students are able to make meaningful connections to the material presented. I believe that the meaning-making process occurs through relationships with: 1) the instructor, 2) the course content, 3) peers and 4) self. The assignments, expectations, tasks, and goals of this course are created as a way to facilitate one or more of these relationships. If students are to benefit and learn from this course, then it will take a collaborative effort in which each student and the instructor is fully engaged in a collaborative 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 to the course and our relationship. My hope is that you will afford me the same and that you will engage meaningfully in all aspects of the course.

## **Attendance**

Given the nature of this course, active class participation by everyone is essential; and punctual class attendance 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, from extreme acts of anti-Blackness being displayed in the media consistently to xenophobic and transphobic policies being passed locally, statewide, and nationally (to just name a few oppressive acts), 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>

## **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

## **Use of APA style**

All papers must use APA formatting and style, including references, citations, use of non-biased language, etc. Students must refer to the APA Publication Manual, 7th edition, for all questions related to APA style.

You can purchase a copy of the APA manual (7th edition) here. You can also find an online overview of the APA manual (7th edition) here.

### **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/](http://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>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. 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/](http://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 before the semester ends. That is, I will seek your feedback halfway through the semester via an anonymous link. 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>

### **Campus Resources**

#### **Health and Wellness**

**U Matter, We Care:** if you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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](mailto: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>.

### **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/>.

### **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. **Midterm and Final Exam (100 points each exam; total of 200 points).** You will complete an online (through Canvas) midterm and a final exam. They will be given during mid-term and finals week and will cover ALL information presented up to that point. That is, the midterm exam will cover information from the beginning of the semester up until the material covered before midterm week and the final will cover information covered from the week after the midterm exam up to the week before finals. Exams will consist of multiple-choice items, short responses, and essay questions. Exam will be open for one week and the student will have 2 hours to complete it. You should plan to take the exam when you know you will have uninterrupted 2 hours to take the exam, as you will not be able to come back after you have started the exam. Test materials include but are not limited to class lectures, exercises, activities, readings, discussions, presentations and video information. The specific date and time for each exam is specified in the course schedule provided in this syllabus. Make-up exams will be given only in extreme circumstances (in accordance with UF policies) and only with advance notice to the instructor. If you miss an exam and fail to contact me prior to missing it, you will receive a zero for that exam.
2. **Weekly Reflections/Discussion (25 points each week; 325 points total).** Each student will be responsible for completing the assigned readings by Tuesday, 4:00pm EST- right before class. Class readings will come from the assigned textbook and assigned articles (detailed in reader section). See the course Reader below course schedule.

#### **Weekly reflections/discussion will be graded as follows:**

1. Each week, the instructor will post on the "Discussion" tab in Canvas 3-4 comprehensive questions. **You will select two (2) questions and provide a response encompassing 2-3 comprehensive, clear, and in-depth paragraphs. These discussion questions are posted by Friday (latest) and are due by Tuesday, 4:00pm EST each week, as indicated in the course schedule.** You will not have discussion questions to answer during the first week of class and the midterm and finals week. This means there are a total of 13 weekly discussions, starting with the second week of class.
3. **Current Issues Class Group Presentation (100 points).** Groups of students are expected to prepare an power-point presentation on a current issue(s)/topic(s) related to Latinx people in the United States and their well-being. Topics will overlap with areas covered in class (e.g., immigration, gender norms, LGBTQ issues, family, etc.). Because the assigned readings only provide an overview of the topic at hand, this assignment provides an opportunity for students to dive-in and thoroughly explore an area related to Latinx psychology they are most interested. Students' presentation will go deeper than the readings provided in class in order to provide a more nuanced picture about the topic at hand.

**The presentation must cover 35-45 minutes. See course schedule for weekly issues presentation dates.**

In preparing for their presentation, students will make sure to keep in mind the following:

- A) See course schedule for weekly issues presentation topic (for example, week 7 is on immigration) and select ONE (1) date you want to present on the topic being covered that date.
- B) Your presentation must include at least 4 current resources (e.g., book chapters, journal articles) about the topics at hand; not including the readings already assigned by the instructor.
- C) When presenting the material, you must be engaging and involve members of the class including but not limited to asking open-ended questions, show a video relevant to your topic, and other creative ideas. Consider any additional background information your colleagues will need to help understand the information you are covering. Besides preparing a power-point presentation, you can be as creative as would like with this assignment. For example, you may create a game about the information you are sharing, etc. There is no minimum or maximum amount of slides as long as you cover the information in a creative, organized, and comprehensive manner. For example, you may use a poem to highlight a specific concept or include samples of artwork from Latinx artists and activists that showcases the topic you are covering. **The presentation aspect of the assignment is worth 70 points.**
- D) You need to create a **1-2 page handout** that describes the main concepts of your presentation. **Please upload this handout to the folder on Canvas so that your classmates have access to it. You do not need to distribute any hardcopies to the instructor or students in class.** Please make sure to read and edit your handout for spelling and grammatical errors. As with all assignments, the handout must be typed, double-spaced with 1" margins, 12 point font. **This part of the assignment is worth 30 points. The handout is due by 11:59PM EST the date of your presentation.**

### Grading System

Assignment	Points
Midterm	100
Final	100
Weekly Reflections/Discussion	325
Current Issues Presentation	100
<b>TOTAL Points</b>	<b>625</b>

### 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. And, yes, I do consider being exposed to daily experiences of oppression (e.g., racial trauma; the effects of xenophobic and transphobic policies) an emergency and I will work with you to make sure you are successful in this course while prioritizing your emotional well-being.

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	Topic	Readings	Assignments
1	January 10	Introduction to Latinx Psychology	<ul style="list-style-type: none"> <li>Review Syllabus</li> <li>Introduction to class</li> </ul>	
2	January 17	Who are Latinx People in America?	<ul style="list-style-type: none"> <li>Chapter 1</li> </ul>	Week 2 Questions
3	January 24	Coloniality, Post-coloniality, Expulsion, Migration, and Adaption	<ul style="list-style-type: none"> <li>Chapter 5</li> <li>Aguilar (2019)</li> <li>Comas-Diaz et al (1998)</li> <li>Gonzalez Capielo Rosario et al., (2020)</li> <li>Maldonado-Torres (2007)</li> </ul>	Week 3 Questions
4	January 31	Latinx Critical Race Theory (LatCrit)	<ul style="list-style-type: none"> <li>Aoki &amp; Johnson (2008)</li> <li>Montoya (1999)</li> <li>Valdes (2005)</li> </ul>	Week 4 Questions  <b>Current Issues Presentation</b>  <b>Presenters: TBD</b>
5	February 7	Latinx Cultural Values	<ul style="list-style-type: none"> <li>Chapter 8</li> </ul>	Week 5 Questions  <b>Current Issues Presentation</b>  <b>Presenters: TBD</b>
6	February 14	Ethnic and Racial Ideologies and Skin Color Differences	<ul style="list-style-type: none"> <li>Chapter 2</li> <li>Adames et al., (2020)</li> <li>Chavez-Dueñas et al., (2014)</li> </ul>	Week 6 Questions  <b>Current Issues Presentation</b>  <b>Presenters: TBD</b>
7	February 21	Immigration	<ul style="list-style-type: none"> <li>Chapter 3 (pp. 63-73)</li> <li>Cadenas et al., (2018)</li> <li>Chavez-Dueñas et al., (2019)</li> <li>Ramos-Sánchez (2020)</li> </ul>	Week 7 Questions  <b>Current Issues Presentation</b>

				<b>Presenters: TBD</b>
8	February 28	<b>MIDTERM EXAM</b>	<b>MIDTERM EXAM</b>	<b>MIDTERM EXAM</b>
9	March 7	Gender Ideologies and Sexuality	<ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• Abreu et al., (2020a)</li> <li>• Abreu et al., (2020b)</li> </ul>	Week 9 Questions  <b>Current Issues Presentation</b>  <b>Presenters: TBD</b>
10	March 14	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
11	March 21	Latinx Multidimensional Identity	<ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Cerezo et al., (2020)</li> </ul>	Week 11 Questions  <b>Current Issues Presentation</b>  <b>Presenters: TBD</b>
12	March 28	Education and Employment	<ul style="list-style-type: none"> <li>• Krogstad (2016)</li> <li>• Krogstad &amp; Lopez (2020)</li> <li>• Following Their Dreams in an Inequitable System: Latino Students Share Their College Experience (2020)</li> <li>• Noe-Bustamante (2020)</li> </ul>	Week 12 Questions  <b>Current Issues Presentation</b>  <b>Presenters: TBD</b>
13	April 4	Health Service Utilization	<ul style="list-style-type: none"> <li>• Chapter 7</li> </ul>	Week 13 Questions  <b>Current Issues Presentation</b>  <b>Presenters: TBD</b>
14	April 11	Mental Health Outcomes and Needs	<ul style="list-style-type: none"> <li>• Aldarondo &amp; Becker (2011)</li> <li>• Perez et al., (2011)</li> <li>• Piedra et al., (2011)</li> </ul>	Week 14 Questions  <b>Current Issues Presentation</b>  <b>Presenters: TBD</b>
15	April 18	Ethical Practice with Latinx Populations	<ul style="list-style-type: none"> <li>• NLPA (2018)</li> <li>• Domenech Rodríguez (2020)</li> </ul>	Week 15 Questions  <b>Current Issues Presentation</b>  <b>Presenters: TBD</b>
16	April 25	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>

## Reader Section

### Week 1

None

### Week 2

None

### Week 3

Aguilar, C. (2019). Undocumented critical theory. *Cultural Studies↔ Critical Methodologies*, 19, 152-160.

Comas-Díaz, L., Lykes, M. B., & Alarcón, R. D. (1998). Ethnic conflict and the psychology of liberation in Guatemala, Peru, and Puerto Rico. *American Psychologist*, 53, 778.

Gonzalez, K. A., Capielo Rosario, C., Abreu, R. L., & Cardenas Bautista, E. (2020). "It hurts but it's the thing we have to do": Puerto Rican colonial migration. *Journal of Latinx Psychology*.

Maldonado-Torres, N. (2007). On the coloniality of being: Contributions to the development of a concept. *Cultural studies*, 21, 240-270.

### Week 4

Aoki, K., & Johnson, K. R. (2008). An assessment of LatCrit theory ten years after. *Indiana Law Journal*, 83, 1151-1195

Montoya, M. E. (1998). Mapping intellectual/political foundations and future self critical directions-introduction: LatCrit theory: Mapping its intellectual and political foundations and future self-critical directions. *University of Miami Law Review*, 53, 1119-1142.

Valdes, F. (2005). Legal reform and social justice: An introduction to LatCrit theory, praxis and community. *Griffith Law Review*, 14, 148-173.

### Week 5

None

### Week 6

Adames, H. Y., Chavez-Dueñas, N. Y., & Jernigan, M. M. (2020, advanced publication). The fallacy of a raceless Latinidad: Action guidelines for centering Blackness in Latinx psychology. *Journal of Latinx Psychology*.

Chavez-Dueñas, N. Y., Adames, H. Y., & Organista, K. C. (2014). Skin-color prejudice and within-group racial discrimination: Historical and current impact on Latino/a populations. *Hispanic Journal of Behavioral Sciences*, 36, 3-26.

### Week 7

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.

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.

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 8**

None

## **Week 9**

Abreu, R. L., Gonzalez, K. A., Capielo Rosario, 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*.

Abreu, R. L., Gonzalez, K. A., Capielo Rosario, C., Pulice-Farrow, L. \*, & Domenech-Rodriguez, M. (2020). "Latinos have a stronger attachment to the family": Latinx fathers' parental acceptance of their sexual minority children. *Journal of GLBT Family Studies*, 16, 192-210.

## **Week 10**

None

## **Week 11**

Cerezo, A., Cummings, M., Holmes, M., & Williams, C. (2020). Identity as resistance: Identity formation at the intersection of race, gender identity, and sexual orientation. *Psychology of women quarterly*, 44, 67-83.

## **Week 12**

Krogstad, J. M. (2016). Five facts about Latinos and education. Washington, DC: Pew Research Center. Retrieved from <http://www.pewresearch.org/fact-tank/2016/07/28/5-facts-aboutlatinos-and-education>.

Krogstad, J. M., & Lopez, M. H. (2020). Coronavirus economic downturn has hit Latinos especially hard. Pew research Center, 1-19.

Neo-Bustamante, L. (2020). Education levels of recent Latino immigrants in the U.S. reached new highs as of 2018. Pew research Center, 1-5.

UnidosUS Policy & Advocacy (2020). Following their dreams in an inequitable system: Latino Students Share Their College Experience. UnidosUS Policy & Advocacy. <http://publications.unidosus.org/handle/123456789/2078>.

### **Week 13**

None

### **Week 14**

Aldarondo, E., & Becker, R. (2011). Promoting the well-being of unaccompanied immigrant minors. In *Creating infrastructures for Latino mental health* (pp. 195-214). Springer.

Perez, R. M. (2011). Latino mental health: Acculturation challenges in service provision. In *Creating infrastructures for Latino mental health* (pp. 31-54). Springer.

Piedra, L. M., Andrade, F. C., & Larrison, C. R. (2011). Building response capacity: The need for universally available language services. In *Creating infrastructures for Latino mental health* (pp. 55-75). Springer.

### **Week 15**

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.

National Latinx Psychological Association (2018). Ethical guidelines National Latina/o Psychological Association. Retrieved from <https://www.nlpa.ws/publications>