

ALLIANT INTERNATIONAL UNIVERSITY
CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY, SAN DIEGO

Course Title: Cultural Seminar: Latino Youth Development
Course #: PSY 7610
Section: S1; Units: 3

Semester/Year: Spring 2011
Class Location: Scripps Ranch Campus, Library 208
Day/Time: Tue 11:30am -2:20pm

Instructor: Anabel Bejarano, Ph.D.
Office Phone:
Office hours: Tu. 2:30pm -3:30pm and by appt.

Office Location: DH 301
Office Email:

I. Course Rationale and Description:

Pre-requisites: Lifespan Developmental Psychology

This multicultural elective course will focus on the Latino family life cycle with emphasis on the development of Latino youth. Given the growing Latino population in the U.S., and California in particular, it is critical as future psychologists to be well versed in the unique developmental trajectories of this youth group. The following social and cultural contexts and their impact on child and adolescent development will be addressed: cultural values; parenting; religious belief systems; poverty and chronic stressors; immigration and acculturation; gender roles; ethnic identity; bilingualism and intelligence; suicidality; resiliency; sexual orientation; and academic barriers. Latino youth development will be described within an ecological or contextual approach. Recommendations for culturally responsive clinical interventions and case examples will be discussed throughout.

II. Course Description, Purpose, Student Learning Outcomes and Assessment:

- A. Course Description:** This is a multicultural elective. A pre-requisite course is Lifespan Developmental Psychology. Latino Youth Development DOES NOT meet the requirement for Lifespan Developmental Psychology. As such, this course will re-introduce you to the area of developmental psychology incorporating cultural and contextual issues that mediate development for Latino youth in the U.S. The foundations of this course are interdisciplinary, with readings that integrate anthropology, psychology, and sociology. The course will include assigned readings, lectures, class discussion, videos, and exams to facilitate and assess an understanding and assimilation of the material presented.
- B. Purpose of the Course:** The primary purpose of this course is to familiarize students with an ecological perspective that situates Latino families in various contexts, which directly influence the developmental of their youth. This contextual approach is in contrast to mainstream developmental theories that fail to fully integrate culture in the coming of age of children and adolescents. Topics will span the developmental trajectory from infancy, early and middle childhood, and adolescence.
- C. Specific Learning Outcomes/Objectives:** Upon successful completion of the course, students will be able to:

1. Demonstrate a working knowledge of contextual theories regarding the physical, cognitive, and psychosocial development of Latino youth
2. Identify specific cultural values and practices that shape the development of Latino youth, in contrast to their Caucasian counterparts
3. Acquire basic knowledge about the impact of sociocultural factors (gender, social class, race, ethnicity, immigration, sexual orientation) and family influences that contribute to the development of Latino youth
4. Demonstrate an appreciation for culturally responsive assessment and intervention strategies for Latino youth and their families

D. Instructional Strategy: The course will rely on instructor didactic lectures using PowerPoint slides based on assigned readings, classroom discussions, and films. Students are expected to have read assigned reading prior to class. Input, questions, and lively discussions stimulated by class members is critical and encouraged. Not all material presented in class will be covered in tests, and not all of the material in the tests will be covered in the lectures. Yet, all material and discussions will compose the pool of information that will be sampled on tests.

E. Description of Course Requirements and Assessment Methods: The course evaluation will be based on the instructor's assessment of the student's performance on all course requirements. The evaluation criteria consist of (1) class participation, (2) midterm exam, and (3) final exam. These will total 100 percent, which will then be converted to a letter grade including plus and minus. No extra credit is available. Letter grades will be assigned as follows:

A = 94 –100	C = 68- 71
A- = 89 – 93	C- = 64- 67
B+ = 84 – 88	D+ = 60- 63
B = 80 – 83	D = 56- 59
B- = 76 -79	D- = 52- 55
C+ = 72- 75	F = 51 and below

Class attendance and participation will comprise 20% of your grade. You are expected to attend each class and be prepared to actively participate in class discussion. Your thoughtful participation should reflect your knowledge of the required reading, critical evaluation of topics discussed, and professional and ethical behavior in class. Challenging oneself to debate topics in the classroom is an active form of learning.

A mid-term exam will comprise 40% of your grade, and a final exam will comprise 40% of your grade. Mastery of the course objectives will be assessed by two in-class exams (total of 80% of the final grade). The final exam **will not** be cumulative (only material reviewed after the mid-term exam). Exams will be based on assigned readings, and information presented and discussed during class. Exams will consist of multiple choice and essay questions. No makeup exams will be given without a valid university excuse. If an in-class exam will be a significant challenge for you, please see me immediately so that I have sufficient time to make appropriate accommodations.

A reminder about requests for INC grade: As stated in the Alliant Catalog, an Incomplete (I) grade can only be given, when “illness, family tragedy, or similar difficulty” makes it impossible for a student

to complete course requirements on time. Students requesting an Incomplete based on hardship cases must arrange for an incomplete grade with their instructor prior to the end of the course. Please note that incomplete grades **are not given solely because a student did not attend class or complete coursework**. Students do not re-register to finish incomplete coursework. However, they are required to finish their incomplete coursework by the date specified by the instructor, but no later than the end of the following semester. Thus, Spring and Summer incomplete grades must be resolved no later than the end of the Fall Semester, and Fall semester incomplete grades must be resolved no later than the end of the Spring semester. In the event the instructor awards a student a grade of Incomplete, a Report of Incomplete Grade form must be filled out. The forms are available from the Registrar's Office. Please note that if requirements are not completed within the stated time period or end of the following term, the Incomplete grade is automatically turned into an F by the registrar's office.

III. Course Readings and Materials:

Koss-Chioino, J. D. and Vargas, L. A. (1999). *Working with Latino Youth: Culture, Development, and Context*. San Francisco: Jossey-Bass Publishers. ISBN: 0-7879-4325-8.

Villarruel, F.A., Carlo, G., Grau, J.M., Azmitia, M., Cabrera, N.J., and Chahin, T.J. (Eds.). (2009). *Handbook of U.S. Latino Psychology: Developmental and Community-based Perspectives*. Los Angeles: Sage Publications, Inc. ISBN: 978-1-4129-5761-8.

Additional readings will be assigned and provided by the instructor from:

Falicov, C. J. (1998). *Latino families in therapy: A guide to multicultural practice*. Guilford Press: New York.

IV. POLICIES AND PROCEDURES

- A. RIGHT TO ALTER SYLLABUS:** This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements.
- B. Class Attendance, Lateness, Missed Exams or Assignments** The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy and to check for assignments. Each student is responsible for all academic work missed during absences. If a student misses more than 2 class meetings for any reason he or she must schedule an appointment with the instructor to develop a plan for remediating the missed material. If the student fails to schedule the appointment and/or misses a third class the instructor reserves the right to give the student a failing grade for the course irrespective of the student's work to that point. See the University Catalog for the complete policy on attendance.
- C. Policy on Course Requirements During Religious Holidays** Alliant International University does not officially observe any religious holidays. However, in keeping with the institution's commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students' religious observances by not penalizing them when they are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members' right to observe religious days.

- D. Respectful Speech and Actions** Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern. As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.
- E. Academic Code of Conduct and Ethics** The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the Alliant Catalog. The University reserves the right to use plagiarism detection software.
- F. Student Disclosure of Personal Information.** Students may be asked to participate in learning activities that require different levels of self-disclosure. These multiple evaluative areas include but are not limited to, demonstration of sufficient: 1) interpersonal and professional competence; b) self-awareness, self-reflection and self-evaluation; and c) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner. The complete CSPP policy on disclosure of personal information is contained in the Alliant catalogue.
- G. Academic Standing:** Within CSPP students remain in Good Academic Standing unless they meet one of the following criteria. Students are placed on Warning if they receive one grade of C or lower. Students are placed on Probation if they receive two Cs, or one C and one D/F in the first 60 units of their program OR three Cs or two D/Fs and one C. Students will be terminated from the program if their GPA falls below a 3.0 or they remain on Probation for two consecutive semesters. The complete CSPP Academic Standing policy is contained in the Alliant catalogue.

VI. ACCOMODATIONS AND RESOURCES

- A. Disability Accommodations** If you need disability-related accommodations in this class, please see me privately and early in the semester. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant's Office of Disability Services at 858 635-4471. If you have questions about accommodations, please contact the Office of Disability Services.
- B. Obtaining Tutoring or Other Student Support Services** Tutors are available to help students with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring – or other student support services. The Writing Lab is available with writing tutors, contact Todd Havert at 858 635-4437.
- C. Problem Solving Resources** If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures located on the web at <http://www.alliant.edu/academic/studentproblemsolving/StudentGrievancePolicy.pdf> or contact the University Ombudsperson.

*Indicates copies will be provided		
Week 1 Jan 25	Introduction	Overview
Week 2 Feb 1	Latinos: A Profile	*Population Bulletin Update (On Moodle) Vargas Ch 1: Arenas for therapeutic intervention Handbook Ch 2: Conceptual issues in Latino mental health
Week 3 Feb 8	Contextual Approach	Vargas Ch 2: A contextual theory Vargas Ch 3: Latino youth in personal contexts
Week 4 Feb 15	Migration	*Falicov Ch 4: Journeys of Migration Handbook Ch 8: Acculturation, enculturation & psychosocial adaptation of Latino youth Vargas Ch 4: Intervening in personal contexts
Week 5 Feb 22	Latino Parenting	*Falicov Ch 9: Family organization *Calzada et al.: Incorporating the cultural value of respeto (On Moodle)
Week 6 March 1	Latino Parenting	*Falicov Ch 11: Childhood & adolescence p. 215-226 *Cervantes: Mexican-American fatherhood
Week 7 March 8	Environmental Stressors	*Poverty & the well being of children (On Moodle) *Socioeconomic health disparities (On Moodle)
Week 8 March 15	Environmental Stressors	*Falicov Ch 6: Impact of racism & discrimination Vargas Ch 5: Social contexts & daily activities
Week 9 March 22		Midterm Exam in Class
Week 10 March 29	Ethnic Identity	Handbook Ch 6: Latino ethnic identity *Language article TBD
Week 11 April 5	No class	Spring Break!!
Week 12 April 12	Interventions	Vargas Ch 6: Intervening in linked contexts Vargas Ch 7: Intervening in community contexts
Week 13 April 19	Sexual Development	Handbook Ch 23: Sexuality & sexual risk behaviors LGBT Youth article TBD *Zayas et al: Why do so many Latina teens attempt suicide? (On Moodle)
Week 14 April 26	Resiliency	Handbook Ch 12: Theories & research on prosocial competencies Handbook Ch 13: Risk, resilience, and positive dev't Film: "Papers"
Week 15 May 3	Interventions	*Falicov Ch 11: Adolescence p. 226-238 Handbook Ch 18: Evidence-based approaches
Week 16 May 10	Interventions	Vargas Ch 8: Culture: the pervasive context *Sue & Sue Ch 17: Counseling Hispanic/Latino Americans
Week 17 May 17		Final Exam in Class