

Mental Health Issues of Hispanics (Psyc 551)  
Spring 2011  
Montclair State University

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Wednesdays 4:00-5:30; or by appointment

**COURSE DESCRIPTION:**

This course will familiarize the student with the personal, social, cultural and institutional forces that affect the mental health of Hispanics and how these factors influence treatment issues. The course will explore the heterogeneity of the Hispanic groups in the United States and how these groups respond in a unique way to the various services offered in the community mental health setting.

**REQUIRED READINGS:**

Falicov, C. J. (1998). *Latino families in therapy*. New York: Guilford Press

Fuentes, M.A. (1998). *A program evaluation of a home-based family therapy program*. Unpublished doctoral dissertation. Rutgers University: Piscataway, New Jersey.

Guarnaccia, P., & Martinez, I. (2002). *Comprehensive in-depth literature review and analysis of Hispanic mental health issues*. New Jersey: New Jersey Mental Health Institute.

Hays, P. (2001). *Addressing cultural complexities in practice: a framework for clinicians and counselors*. Washington, DC: American Psychological Association.

Hispanic Advisory Council (2003). *Latinos and the state of New Jersey: a promising partnership for a better future*. Trenton, NJ: State of New Jersey.

Jacobsen, F. M. (1988). Ethnocultural assessment. In L. Comas-Diaz & E. E. H. Griffith (Eds.), *Clinical guidelines in cross-cultural mental health (pp. 135 - 147)*. New York: John Wiley & Sons.

Mental Health Issues and Platform Committee. (2004). *Final committee report for the National Hispanic-Latino Agenda Summit*.

Tatum, B. T. (1997). *Why are all the black kids sitting together in the cafeteria?*. New York: Basic Books.

**REQUIRED VIDEOS:**

**EVALUATION:**

⇒ Attendance/Participation: Due to the nature of the course and the class format, students are expected to attend all classes. Students are allowed one absence. Absences beyond one may result in an incomplete and require remediation. Students are expected to read and **REVIEW** the assigned readings for the week and contribute to class discussions with comments, questions, etc. Students are expected to be on time, stay for the full class, listen attentively, actively discuss the course material, actively participate in classroom activities and be respectful. Please turn off all beepers, cell phones, etc. before the class starts.

⇒ Quizzes : At the beginning of each class, students will be expected to answer questions drawn from the readings of the week. (25%)

⇒ Video Analysis: Oral Exam. See Appendix A. (20%)

- ⇒ Ethnocultural Interview and Presentation (25%) Students are expected to conduct an ethnocultural interview with an individual, who has translocated from Latin America and has a different ethnic background. Using Falicov and Jacobsen’s models, students will verbally explain the individual’s functioning using the relevant theoretical constructs (e.g., MECA) and provide a clinical formulation summary. Students will discuss culturally-relevant techniques they may use to treat the individual. Students should select and play audio clips which illustrate/support their interpretations and formulations.
- ⇒ Literature Review (30%) 7 pages (not including references), double spaced, one inch margins, Times New Roman Font and 12 Font size, no cover page, assignment description on the upper right hand corner (e.g., Literature review), include subheadings, name on the back of the last page. **APA style required.**

WEEK	DATE	READINGS	ASSIGNMENT DUE/NOTES
1	1/25	Introduction/Overview	
2	2/1	Tatum Part 1 & 2; MHIPC; Hispanic Advisory Committee	
3	2/8	Falicov Ch. 1-4	
4	2/15	Falicov 5; Tatum Part 3; Jacobsen	
5	2/22	Falicov 6; Tatum Part 4 & 5	
6	3/1	Fuentes; Guarnaccia & Martinez	
7	3/8	Falicov Ch. 7; Hays Ch. 1-3	
	3/15	Spring Break	
8	3/22	Falicov Ch. 8 ; Hays Ch. 4	
9	3/29	Falicov Ch. 9; Hays Ch. 5	
10	4/5	Falicov Ch. 10; Hays Ch. 6	
11	4/12	Falicov Ch. 11; Hays Ch. 7	
12	4/19	Falicov Ch. 12; Hays Ch. 8	
13	4/26	Falicov Ch. 13; Hays Ch. 9	
14	5/3	Hays Ch. 10-11	
15	5/10	Final: Integration, Summary and Evaluation 5:30-7:30	

- ⇒ Blackboard: The professor will be utilizing Blackboard 6.0. It can be accessed through the URL <http://montclair.blackboard.com>. Students are expected to access this site regularly to review important course information (e.g., documents, announcements, etc.). The primary mode of communication will be email. Students are expected to check their MSU email accounts regularly.
- ⇒ Weather-related cancellations: Please check your MSU email account an hour before class to determine if the class has been cancelled due to inclement weather. Do not call the professor’s extension to determine if the class has been cancelled. This procedure is only for this course. Follow university procedures for all your other courses.
- ⇒ Grades: Due to confidentiality regulations, grades can not be emailed to students. Grades will be available through WESS in mid-May.

Literature Review  
**DUE: May 3, 2011**

- Identify a topic of interest related to Latino Psychology
- Discuss why this topic is of interest to you
- Incorporate the relevant Background Literature. When discussing the related studies be sure to include:
  - Who did the study
  - When the study was done
  - How the study was conducted
  - What the primary results?
  - Why is this important?
- Integrate effectively Falicov's MECA model
- Operationally define the primary topic of interest and related topics
- Close with your final informed opinion
- APA style required.
- Note issues related to sexism, subject-pronoun agreement, and citations.
- You are allowed up to three brief quotes. The rest of the paper must be paraphrased.

Description: 7 pages (not including references), double spaced, one inch margins, Times New Roman Font and 12 Font size, no cover page, assignment description on the upper right hand corner (e.g., Literature Review), name on the back of the last page.

Video Analysis: Oral Exam  
**DUE: TBA**

Students will be expected to analyze one of the required videos. Using a theoretical approach and/or concepts from the required readings, students will:

- ⇒ Create a socio-cultural profile for the primary character (protagonist).
- ⇒ Integrate effectively Falicov's MECA model.
- ⇒ Identify socio-cultural factors from the course the readings and discuss how they influence, enhance or compromise the character's functioning.
- ⇒ Discuss techniques they would use to treat the character.
- ⇒ Select and show video clips which illustrate/support their interpretations and formulations. Be sure to bring the DVD to class.
- ⇒ Provide a power point presentation (30 minutes) in class, illustrating the bullets above.

Presentation Guidelines

- Each dyad is expected to create and present a power point presentation.
- Rule of thumb: one minute per slide.
- Subheading font 24 or larger.
- I must receive the power point file via email before 5 PM on the day before the presentation.
- You are expected to present the material, not read it.

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