

SYLLABUS FOR COURSE NAME (SWRK 271-T)	
Fall 2019	California State University, Fresno
Course Information: Bilingual/Bicultural Mental Health	Instructor Name : Dr. Irán Barrera
Units:3	Office Number : PHS 149
Time: 6:00-8:50 PM	E-Mail: IrBarrera@csufresno.edu
Location: PHS 213	Telephone : 559.278.0398
Website:	Office Hours: TBD

Catalog Statement:

Analysis and application of the theories, principles and techniques of social work practice with individuals, families, groups, organizations, and communities

Course Description:

The Latino Mental Health Project for Central California will offer a distinctive opportunity for graduate Social Work students (MSW) who want to provide effective cultural and linguistic prevention, intervention and treatment in mental health and substance abuse for Latino children, adolescent and transitional youth. Spanish curriculum coupled with Spanish practice will prepare students with the necessary skills to apply culturally sensitive techniques to assist in providing quality mental health care to a fast growing population. This unique training project will examine cultural and systemic barriers which limit access to mental health and substance abuse services by Latinos. This course will be conducted mostly in Spanish and will expose students to the language utilized by social workers and other human service providers in a variety of settings. While the focus will be on language and cultural development, students should expect to learn about the social/cultural principles of social work practice with Latinos, develop competence in developing professional relationships with Latinos, and learn about social work services delivery systems across all our concentrations, and how they affect Latinos and their families.

Prerequisite:

Must be in the MSW program with a STRONG interest in learning best practices in working with Latinos.

Required Materials:

Articles Pending: This will be included as they are accepted for publication.

Barrera, I. (2011). *An Ecological Systems Theory Approach in Looking at Mental Health Care Barriers in the Latino Community*. ProQuest, Umi Dissertation Publishing.

Barrera, I., Schulz, C. H., Rodriguez, S. A., Gonzalez, C. J., & Acosta, C. A. (2013). *Mexican-American Perceptions of the Causes of Mental Distress*. *Social Work in Mental Health*, 11:3, 223-248.

Barrera, I. Gonzalez, J., & Jordan, C. (2013). *Perceptions of Mental Illness amongst Mexican-Americans in the RGV*, *Journal of Ethnic & Cultural Diversity in Social Work*, 22:1, 1-16.

Barrera, I. (2012). *A Micro Systems Examination of Barriers to Mental Health Care for Latinos*. In Acevedo, J. Trujillo, M., & M. Lopez. (Eds.). *Problematica de los grupos vulnerables: visiones de la realidad TOMO III (pp. 133-147)*. Saltillo, Coahuila, Mexico: Universidad Autónoma de Coahuila-CGEPI.

Barrera, I. & Jordan, C. (2011). *Potentially Harmful Practices: using the DSM With People of Color*, *Social Work in Mental Health*, 9:4, 272-286

Catheleen Jordan, Ski Hunter, Vikki Vandiver, **Iran Barrera**, & Joan Rycraft.
Assessing families who are multistressed. Chapter 9 in Clinical assessment for social workers: Qualitative and quantitative methods. Chicago: Lyceum. 3rd edition (2011).

Cabello, M., **Barrera, I.,** (2010). *Del estrés al desapego...una alerta a las instituciones de salud. Nuevas enfermedades mentales y Salud pública*. De la fundamentación teórica a la contingencia de la enfermedades mentales y Salud pública. Toluca, México: Universidad Autónoma del Estado de México.

Barrera, I. (2009). *Salud mental en Nuevo León: retos y desafíos de la sociedad Industrial (Nº 2)*. Coahuila, México: Universidad autónoma de Coahuila, Facultad de Trabajo Social. *Convergencia*, 45-53.

Recommended Texts

Chase, Robert O., & Medina de Chase, Clarisa B. (2010). *An Introduction to Spanish for Health Care Workers* (3rd edition). Yale University Press.

Burke, David. (1998). *Street Spanish - The best of Spanish Idioms*. John Wiley and Sons, Inc.

Teaching Method:

A seminar format will be used with a strong emphasis on conversation and discussion of the readings. The course will be offered in Spanish and English. Cases from student's internships will also be used for instruction and class discussion. Teaching includes attention to the context of the class and the learning needs of students—as individuals and as a group. To accomplish this, I reserve (and sometimes exercise) my right to change planned activities, readings, and assignments for the course. Where possible, I will give advance notice. I am aware that for those who plan ahead changes can be frustrating.

Assignments:

Palabras: (50)

Each student/trainee will upload two words (blackboard) that are used in their daily lives or have been used by their Hispanic clients to describe something and give their meaning. These words are to be in Spanish or Spanglish.

Platicas: (50)

Each student/trainee will facilitate a *platica* in Spanish (try your best). The *platica* should cover behavioral health care issues Hispanic clients are experiencing in their experiential training. The facilitator will present the issue(s), what's being done to assist with the issue (if applicable), facilitator's feelings, and probe other students for their input for possible solutions. This is not an exhaustive list of what might come out of a *platica*. *Platicas* should be no longer than 30 minutes. We will use the list in alphabetical order from reverse.

Workshop: (100)

Each student/trainee will prepare a 45-60 minute workshop using power point or other means to critically discuss their topic (see course calendar) of choice surrounding Latinismos. Each presentation should highlight the importance and significance to Hispanic health. Each student will send the professor articles used to generate the discussion at least one day prior to the discussion. Articles must be from peer reviewed journal articles or other credible sources. A grading rubric will be given out before discussions are made.

Midterm: (100 points)

You will identify one or more barriers that contribute to:

- Mental health care disparities among Hispanics in Central California
- Ineffective engagement of Hispanics in Central California
- Ineffective assessment of Hispanics in Central California

You will then propose a solution to:

- The barrier (s)
- Ineffective engagement
- Ineffective assessment

You must delineate how your proposed solutions will alleviate mental health care disparities among Hispanics, allow for effective engagement and effective assessments for Hispanics in central California (Identify strategies to support culturally and linguistically appropriate practice in agency settings). Your work must reflect readings from this course along with your own supplemental research. A clear description of this assignment will be given to you three weeks before it is due (see course calendar). Utilizing visual methods such as social media, YouTube is strongly encouraged for this assignment; especially culturally sensitive methods such as *Novelas*.

Final: Oral Presentation: (100 total points)

Trainees will be expected to present their midterm that includes assessment (identification of barriers that contribute to mental health care disparities, ineffective engagement and ineffective assessments of Hispanic clients in central California and proposed solutions). Trainees must clearly explain and demonstrate how the proposed solutions will enhance the experiences of mental health care for Latinos. This presentation must have some element of Spanish language included. A clear description of this oral presentation will be given out three weeks before being conducted (see course calendar). Utilizing visual methods such as social media, YouTube is strongly encouraged for this assignment; especially culturally sensitive methods such as *Novelas*.

Course Policies & Safety Issues:

Make-up/Late Paper Policy: Assignments must be submitted on time. Essays and Final paper must be submitted via safe assign. *Late assignments will be deducted 5 points for each day late.* I will not accept any work left in the social work department or my mailbox. Your work must be given to me.

is defined as being present for the entire class period. Chronic tardiness or early departures will result in a loss of points (3 late/leaving early = minus 5 points). **50 points. Class Attendance:** Attendance will be taken during the beginning of each class. You will be allowed two (2) absences no questions asked. After you miss two classes your participation grade will be lowered five (5) points for each absence. Attendance

Class Participation:

Your class participation grade will be based on the amount and quality of your contributions to class discussions and exercises. *There will be supplemental exercises or activities that will enhance the student learning and failure to complete these will result in the loss of points.* Class participation is defined as attentiveness and active involvement in group exercises and class discussions. **Monopolizing discussion will not contribute to a higher grade.** Social work is a verbal profession, thus being verbally involved in class discussions, activities, and your ability to share how your personal learning experience is evolving is vital to the learning process.

Therefore students should strive to demonstrate the following in class:

1. Respecting and encouraging the opinions of your peers, even if they do not represent your own.
2. Ability to read carefully and think critically.
3. Ability to speak up when you have a point to make, a question to pose, or an

alternative perspective to present.

4. Being prepared to give and accept feedback; being prepared to work with your colleagues.

Note: Please respect the instructor and your colleagues - turn off ringers on cell phones, pagers, etc., before class begins.

Class participation is defined as active, respectful participation in all skill practice exercises, providing constructive feedback to student peers, receiving feedback from peers, and engaging in thoughtful reflection on theories and practices discussed in class. **50 points.**

Grading

Activity	Points	Weight	Point Spread
			360-400=A
Midterm	100	.25	320-359=B
Oral Presentation-Final	100	.25	280-319=C
Workshop	100	.25	240-279=D
<i>Platica</i>	50	.125	239 below=F
<i>Palabras</i>	50	.125	
GRAND TOTAL	400		

Course Goals and Primary Learning Outcomes:

Course Goals

1. This course will provide students with the knowledge and skills to communicate with monolingual Spanish speaking client and perform effective and responsible social work practice assessments and interventions (EP2.1.10a-m) (EP2.1.1a-f) (EP2.1.2a-d) (EP2.1.3a-c) (EP2.1.4a-d) (EP2.1.5a-c).
2. Students will gain an understanding of the strengths and weaknesses of commonly used interventions with an eye towards their cultural relevancy and effectiveness (EP2.1.6a-b) (EP2.1.8a-b).
3. Students taking the course will increase their vocabulary and will become familiar with a wide range of colloquial expressions used in Spanish speaking countries (EP2.1.7a-b).
4. On completing this course students will be able to communicate with monolingual Spanish speaking clients more effectively using a variety of social work interventions (EP2.1.9)

Description of Writing Requirements:

Assignments involve both content and writing quality. Completion of assignments requires the student to give careful thought and consideration to each response. Equally important is the quality of the writing of the assignment.

A well done work product should include one's ability to critically think about the assignment and to effectively apply one's knowledge of the major concepts taught in this course. It should also be a well written product that clearly conveys the content.

All assignments must follow APA guidelines; contain proper grammar, spelling, punctuation and sentence structure. Assignments will be graded on both content and writing, with **20%** of the grade being based on quality writing.

If, during the course of grading an assignment, there are a significant number of writing errors, grading will be suspended. The paper will be returned to the student, who will be given a timeframe in which to re-write the assignment in an effort to correct the errors. No penalty will be given in this situation. The attached Grading Checklist will be used to identify writing criteria on which assignments will be graded.

It is not uncommon for students to face difficulties with writing skills. Students who find themselves in this situation would benefit from scheduling a conference with this instructor as soon as possible to discuss concerns and to offer strategies and suggestions for improvement in writing skills. Resources for assistance are also available.

GRADING CHECKLIST

Dear Student:

Due to the errors identified below, I am returning your paper without a grade. You have _____ (specify time period) to rewrite your paper and correct these errors. You can access the Learning Resource Center (<http://studentaffairs.csufresno.edu/lrc/main.html>), Writing Center (<http://www.csufresno.edu/writingcenter/>), or Bee Yang at 559-278-6489 or beey@csufresno.edu for assistance in revising your paper and correcting the grammatical and spelling errors.

	Sentences are not started with capital letters
	Sentences have incorrect ending punctuation
	Sentences are incomplete
	Paragraphs are not indented
	Misplaced commas
	Run-on sentences
	Commas/numbering incorrect when listing items in a series
	Misuse of quotation marks
	Apostrophes are not used appropriately for contractions
	Spelling errors
	Unnecessary words
	Poor grammar choices (unnecessary words can be eliminated)

	Poor transitions between sentences
	Poor transitions between paragraphs
	Misuse of common homonyms (there, they're, their; to, too, two; your, you're)
	Incorrect verb tense
	Lack of agreement between subjects and predicates
	Pronouns do not agree with nouns they replace
	Incorrect use of colons
	Incorrect use of semi-colons
	Incorrect levels of headings
	Underlining (italics) used incorrectly
	Parentheses used incorrectly
	Dashed used incorrectly
	Other: Explain

Subject to Change Statement:

This syllabus and schedule are subject to change. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Use of electronic devices (pagers, cell phones, etc.): You will be asked to leave the classroom if you are caught using your cell phone. Only under the instructor's permission will you be allowed to use laptops or any other digital devices.

University Policies:

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code:

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

Cheating and Plagiarism:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.fresnostate.edu/adminserv/technology/) (<http://www.fresnostate.edu/adminserv/technology/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

**Tentative Course Schedule
Spring 2018
(Thursdays @6:00-8:50pm)**

Week	Date	Topic	Reading Assignment
1		INTRODUCTION OF COURSE-Syllabus Review	
2		Hispanic demographics in the United States	
3		Health Disparities: Hispanic Illness (Physical/Mental)	
4		Health Disparities: Hispanic mental health care utilization	
5		Barriers to accessing mental health care: Using ecological systems perspective- Micro Level	
6		Barriers to accessing mental health care: Using ecological systems perspective-Mezzo Level	
7		Barriers to accessing mental health care: Using ecological systems perspective-Macro Level	
8		Exploring Latinismos: Personalismo, Respeto,	
9		Exploring Latinismos: Familismo, Confianza.	
10		Exploring Latinismos: Dichos, Colectivisimo, Fatalismo,	
11		Exploring Latinismos: Contralarse, Aguantarse, Sobreponerse.	

12		Engaging the Hispanic client: Culturally sensitive techniques.	
13		Assessing the Hispanic client: Culturally grounded perspective.	
14		Understanding cultural perceptions of mental illness/distress and substance abuse in Hispanics.	
15		Identifying culturally sensitive instruments for Hispanic clients. Submit Final Exam	

****THIS SYLLABUS IS SUBJECT TO CHANGE THROUGHOUT THE SEMESTER****

EPAS Policy:	Competency:	MSW Advanced Practice Behaviors:	Learning Objectives:	National Health
2.1.10(a)	Engagement Social Workers	Demonstrate effective engagement with consumers/stakeholders at multi systems levels utilizing advanced strengths based approaches. Facilitate mutual learning at multi systems levels in planning interventions	Identify culturally sensitive techniques for engaging Latino clients Assess Spanish language proficiency of Latino clients	Principles Provide underserved quality responsive health care preferences and literacy needs.
2.1.10(b)	Assessment Social Workers	Demonstrate the ability to systematically assemble and interpret assessment data, using multi systems level assessment tools. Demonstrate continuous assessment and collaboration at relevant systems levels for the development of specific practice outcomes.	Develop proficiency in assessing client needs from a culturally grounded perspective Develop the ability to gather client centered information from multi systems levels that informs a comprehensive culturally grounded assessment Demonstrate advanced understanding of cultural perceptions of mental illness/distress and substance abuse in Latinos	Principles
2.1.4	Engage diversity and difference in practice. Knowledge/values: Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may	Identify and critically evaluate, select, and apply best practices and evidence-based interventions at multi systems levels. Demonstrate collaboration with consumers/stakeholders and/or professionals to address complexities and facilitate sustainable interventions.	Critically evaluate the current rates of mental illness and utilization of mental health care amongst Latinos, particularly in Central California Critically evaluate mental health care barriers using a systems theory and ecological perspective	Principles

	include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.			
2.1.2	<p>Apply social work ethical principles to guide professional practice.</p> <p>Knowledge/values: Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</p>	<p>Employ strategies of ethical decision-making to multi systems practice and research.</p> <p>Manage personal biases as they intersect with professional knowledge, values and laws in social work practice</p>	<p>Utilize advanced models for ethical decision making that are culturally sensitive and relevant.</p> <p>Demonstrate advanced awareness of personal biases and their influence on ethical and culturally appropriate social work practice.</p> <p>Identify strategies to support culturally and linguistically appropriate practice in agency settings.</p>	<p>Standards organizational leadership health practice</p>

References

- Barrera, I.** (2011). *An Ecological Systems Theory Approach in Looking at Mental Health Care Barriers in the Latino Community*. ProQuest, Umi Dissertation Publishing.
- Barrera, I.,** Schulz, C. H., Rodriguez, S. A., Gonzalez, C. J., & Acosta, C. A. (2013). *Mexican-American Perceptions of the Causes of Mental Distress*. *Social Work in Mental Health*, 11:3, 223-248.
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- Burke, David. (1998). *Street Spanish - The best of Spanish Idioms*. John Wiley and Sons, Inc.
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- Barrera, I.** (2009). *Salud mental en Nuevo León: retos y desafíos de la sociedad Industrial (Nº 2)*. Coahuila, México: Universidad autónoma de Coahuila, Facultad de Trabajo Social. *Convergencia*, 45-53.
- Chase, Robert O., & Medina de Chase, Clarisa B. (2010). *An Introduction to Spanish for Health Care Workers* (3rd edition). Yale University Press.
- Catheleen Jordan, Ski Hunter, Vikki Vandiver, **Iran Barrera**, & Joan Rycraft. *Assessing families who are multistressed. Chapter 9 in Clinical assessment for social workers: Qualitative and quantitative methods*. Chicago: Lyceum. 3rd edition (2011).
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