



## 2017 Antioch University Santa Barbara Symposium on Latino Mental Health, Education, and Community Engagement

Integrating Research, Education, and Cultural Competence  
to Reduce Mental Health and Education Disparities in  
Latino Communities

“We cannot seek achievement for ourselves and forget about  
progress and prosperity for our community . . . . Our ambitions  
must be broad enough to include the aspirations and needs of  
others, for their sake and for our own.”

≈ Cesar E. Chavez, Community Activist  
Founder United Farmworkers of America

Community Hall • Antioch University Santa Barbara, California

### PROGRAM

June 10, 2017

8:30 AM – 9:00 AM

Registration

9:00 AM – 9:50 AM

Salvador Treviño, PhD, AUSB Doctoral Program in Clinical Psychology

Title of Presentation: *Clinical Challenges: When a Latino Psychologist Treats a Latino in Psychotherapy*

This interactive presentation discusses the challenges of being a Mexican-American psychologist treating Spanish speaking Latinos in psychotherapy. Accepting the premise that speaking the same language as the patient empowers the therapeutic relationship by establishing powerful cultural links, what happens to the therapeutic alliance when the Latino clinician is not fluent in Spanish? Are there other cultural links that facilitate the therapeutic alliance and thus promote positive change in our patients? Dr. Treviño will discuss the lived experiences of conducting family therapy in Spanish, English, and sometimes Spanglish.

### Learning Objectives:

1. Participants will learn to describe the challenges of establishing therapeutic alliances with Spanish speaking Latinos in psychotherapy.
2. Participants will learn two culturally informed interventions that promote therapeutic alliances with Spanish speaking patients in psychotherapy.

### 10:00 AM - 10:50 AM

Caryn Whitacre, AUSB Doctoral Candidate

**Title of Presentation:** *Culture and Corrections: An Exploration of How Cultural Traditions Inform Clinical Work with the Incarcerated Population*

This phenomenological presentation will examine the lived experience of a Caucasian, female clinician providing mental health treatment to incarcerated men of color. I will share the ways in which the messages I received growing up as a European American female have informed and guided my work with incarcerated Latinos and African American men. During this presentation, we will discuss the cultural conflicts that can occur within a prison setting, and we will examine how one's cultural traditions inform the interventions utilized in clinical practice.

This challenging population represents the shadow side of culture and as culturally competent clinicians, it is important to identify how one begins to engage the collective emotions of different cultures within a complicated setting such as a prison. I will share my experience of managing conflicts that manifest within the setting, while discussing the family values that guide me through this conflict management. I look forward to sharing my journey and experiences with symposium participants.

### Learning Objectives:

1. Participants will be able to identify 2 culturally informed clinical interventions.
2. Participants will develop an understanding of cultural conflicts between non-Latinos working with Latinos in the correction setting, and how to address said conflicts.

### 11:00 AM - 11:50 AM

Emily Maynard, PhD, UCSB Hosford Clinic

**Title of Presentation:** *Communication in Bilingual Families: When Language Divides*

Bilingual clinicians may assume that they will be able to easily communicate with Latino families in which Spanish and English are spoken. However, while the bilingual clinician may be able to speak to parents and children in the language of their choice, parents and children may differ markedly in their expressive and receptive abilities in Spanish and English. A parent may understand Spanish and English, but prefer to speak to their child in Spanish; the child, on the other hand, may understand both English and Spanish, and prefer to speak in English. These families are communicating with each other, albeit in different languages. However, the most extreme example

of this discrepancy is when a bilingual clinician ends up translating in session between a parent and their own child because the parent does not speak or understand sufficient English and the child does not speak or understand sufficient Spanish.

How do we understand a situation that produces parents who cannot understand their own children, and children who cannot speak with their parents? How else does this family communicate, if not in language? How can this family best participate in psychotherapy?

Societal and political factors that contribute to this extreme situation, as well as interpersonal and intrapersonal factors that maintain it and give it meaning, will be discussed in this presentation. Cases examples of families whose members have various levels of language ability in English and Spanish will be used to illustrate these phenomena.

### Learning Objectives:

1. Participants will describe two factors related to bilingual (English-Spanish) family communication that impacts functioning in Latino families.
2. Participants will learn at least two clinical interventions to facilitate impaired communication in Latino families in treatment.

### 12:00 PM - 1:00 PM

**Special Guest: Ana Kwong, MBA Chair AUSB MBA Program**

**Title of Presentation: *Pedagogical Challenges: When Asian American Meets Latino American***

Today, social and demographic changes demand a stronger connection between education and the real world. As our country becomes increasingly racially and ethnically diverse, it is essential for the higher learning institutions to maintain a similar presence of diversity in the classroom. According to the National Center for Education Statistic (NCES), minority students are the fastest growing segment of the student body in higher education. While minority faculty remains at an all time low, there is a strong sense of urgency for all college instructors to learn how to reach out to students of diverse backgrounds. This presentation addresses the pedagogical challenges of today's higher learning institution when ethnic diversity creates cultural conflict within the classroom arena.

### Learning Objectives:

1. Participants will learn how cultural background may enhance or impede classroom effectiveness.
2. Participants will learn the Asian approach in teaching and in what ways it is different from other ethnic groups.
3. Participants will learn the effective ways to reach out to Latino students and how to guide them through their path of education.

For More Information and Registration: 805-962-8179 or [sholland@antioch.edu](mailto:sholland@antioch.edu). Continuing Education (4 hours) for MFTs and psychologists available for \$30. In order to receive CE credit, participants must attend all 4 hours of the program.

Antioch University Santa Barbara (AUSB) is approved by the California Psychological Association (CPA) to provide continuing professional education for psychologists. The California Board of Behavioral Sciences (BBS) now recognizes CPA continuing education credit for renewal of all of their licenses. AUSB maintains responsibility for this program and its contents.

