

Module 5:

Promoting Cross-Cultural and Intergenerational Relationships with Diverse Young People

Objectives

1. To appreciate the diversities within the Hispanic or Latino community and the immigration experience.
2. To be aware of mental health disparities affecting Hispanic or Latino youth and young adults and their families.
3. To understand ethnic and cultural identity development, bicultural development, and intergenerational relationships in Hispanic or Latino families.
4. To address oppression and trauma with Hispanic or Latino youth and families.
5. To gain skills for working cross-culturally and building support for Hispanic or Latino young people and their families.
6. To consider the implications of this learning for work with immigrants of other cultures.

Scenario for Team Discussion

Cultural Definitions of Mental Illness ~ Juanita

Juanita is a 23-year-old Mexican American female. She lives with her parents and until recently had been attending the local college. Juanita went in for a routine visit to see her primary care doctor and ended up sharing with an advocate who works with the clinic that she has been seeing very unusual images and hearing sounds that scare her. She also shared that her family had recently taken her to a *curandero* to have these experiences addressed. Juanita tells the advocate that the meeting with the healer did not make the experiences go away. Her family does not know she is afraid of the experiences. Juanita is terrified that if her family learns that she feels afraid of the experiences she is having they will either make her leave their home or send her back to the *curandero* for an exorcism or another form of a healing ritual. You are meeting with Juanita for the first time with the advocate. She has told Juanita you are someone she trusts who might be able to help her with her experiences. Juanita has never spoken to a counselor and does not know anyone in her family that shares her experiences. She tells you she has to be home in 2 hours to take care of her household chores or her family will be suspicious of where she has been while she was out of the house.

Questions for Team Discussion

After reading and thinking about the scenario above, engage in a staff discussion of the following questions:

1. Given your cultural background, how would you approach your work with Juanita?
 2. The advocate is present in the session, so how might you work together, to avoid giving Juanita confusing messages?
 3. What is your initial impression/perception about Juanita's family?
 4. What does Juanita want to achieve?
 5. In this first (and potentially only) session with Juanita, how would you work with her to come up with goals for today and the future?
 6. What else would you do to support Juanita?
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Debriefing

After discussing the scenario, it may be useful to reflect on what staff members learned from each other, using the following questions to guide the conversation:

1. What ideas about assisting Juanita seem to be most useful?
2. What assumptions emerge in the discussion and how do team members communicate about them?
3. Where are the areas of agreement and disagreement regarding the cultural dimensions?
4. In what ways do team members' responses help you to think differently about how to proceed with Juanita?

Module 5 Discussion Questions

Here we offer questions to guide discussion of how module 5 content could be applied in your team's work in the local area and with the young people you serve:

1. How important is it to the Hispanic or Latino youth and families you work with to have an ethnically and culturally similar service provider?
2. What preparation have you done to work cross-culturally with Hispanic or Latino youth and families?
3. How have you handled language differences? How did that work out? What could you have done differently?
4. What strategies have you found to be effective in managing intergenerational conflict in Hispanic or Latino families? Give an example.
5. What have you done to increase community support for Hispanic or Latino youth and families?
6. What have you done to prepare to work effectively with immigrants from other cultures and their families?