FACILITATING THE ACCULTURATION PROCESS TO LATINO FAMILIES IN ORDER TO BECOME BI-CULTURAL INDIVIDUALS

A graduate project submitted in partial fulfillment of the requirements For the Degree of Master of Science in Counseling, Marriage and Family Therapy

By

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DEDICATION

This project is dedicated to my dear father Ramon Guerra who is resting in peace, and who was my inspiration to keep pursuing my dreams and to never give up on them. His wisdom and teachings about life taught me that human beings deserve to be treated with respect, dignity, tolerance, compassion and sensitivity disregarding of their color, race or religious beliefs.

To my lovely sister Maria Leonor Guerra “Noi” that gave me all of her love and compassion during the time that she and I were growing up.

To my sister Gloria Guerra, who has been such a wonderful angel by being there when I needed her the most, and to her beautiful daughters for the love and happiness they shared with me and to my two little angels Brando and Keira.

To my dear friends, Carlos Godinez, Jaime Leiva, Hernan Herrera, Baltazar “El Chele” Soriano, Luis Herrera “ferrari”, and Lesly “El Nene” whom they have been supporting and helping me to understand my ups and downs as a human being.

And to all those immigrants who are coming to this great country and are going to be part of the acculturation process, I dedicate this project with love and respect…
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Being part of this Marriage and Family Therapist program helped me to realize that we as human beings still have a lot of things to learn from ourselves and each other in order to live in harmony. That’s why I would like to acknowledge the guidance, support, and teachings of the following professors.

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ABSTRACT

FACILITATING THE ACCULTURATION PROCESS TO LATINO FAMILIES IN ORDER TO BECOME BI-CULTURAL INDIVIDUALS

By

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Master of Science in Counseling

Marriage and Family Therapy

The purpose of doing this project is to facilitate the acculturation process for the Latino families who are migrating to the United States, especially since Latinos represent the fastest growing demographic population in California and in many other states. The acculturation process for all emigrants is not an easy task, therefore this project will help them to learn how to cope with acculturation stress and how to integrate their collectivistic family world views into the United States individualistic family world views by using a psycho-education methodology and by striking on the concepts of language barrier, Latino culture values and acculturation stress. In short this methodology will educate the Latino family members about the new culture, and it will help them to deal with depression, anxiety, emotional distraction and the feeling of hopelessness that is created by the acculturation process. In addition, this project will assist and guide foreign born facilitators who are required as part of their field of work to teach Latino families how to cope with the acculturation process and how to become Bi-cultural individuals in the United States.
CHAPTER 1
INTRODUCTION

The United States is a country that has been built on immigration from the moment the British set foot on this land in the late 1500’s. Many other ethnic groups have followed since then. Lately it has experienced one of the largest waves of immigration in its history. Data provided by the U.S. census of previous years has revealed that compare to other countries, Latin American countries immigration has grown in a disproportional way, making the Latinos the fastest growing sociodemographic group in the nation. This can be seen in California and Texas where the majority of immigrants are Hispanics or Latinos.

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Hispanic Population

Data from the 2010 Census provide insights to our ethnically diverse nation. According to the 2010 Census, 308.7 million people resided in the United States on April 1, 2010, of which 50.5 million (or 16 percent) were of Hispanic or Latino origin (see Table 1, Census Brief). The Hispanic population increased from 35.3 million in 2000 when this group made up 13 percent of the total population. The majority of the growth in the total population came from increases in those who reported their ethnicity as Hispanic or Latino.

The Hispanic population increased by 15.2 million between 2000 and 2010, accounting for over half of the 27.3 million increases in the total population of the United States. Between
2000 and 2010, the Hispanic population grew by 43 percent, which was four times the growth in the total population at 10 percent (U.S. Census Bureau -2010)

In 2010, the United States Census Bureau reported the following Latino growth by region between 2000 and 2010:

a) Northeast region 33.1% growth
b) Midwest region 49.2% growth
c) South region 57.3% growth
d) West region 34.3% growth

While approximately 48% of Latinos live in the Western states the impact of Latin American immigration is becoming more widespread, as it can be seen the population growth between 2000 and 2010 in the Midwest and South regions 49.2% and 57.3% respectively . From 1990 to 2000, the Latino population exploded in different states: California, New Mexico; Texas, Arizona, Georgia, Chicago and New York. And by 2010 according to the U.S. Census Bureau, new states have been added to this Latino demographic explosion, states such as Alabama, Kentucky, Maryland, Mississippi, N. Carolina, S. Carolina, S. Dakota and Tennessee had a demographic growth above 100%. New immigrants represent a significant proportion of the growing Latino population. These statistics show that a large segment of the Latino population has recently arrived, and is adjusting to live in many different regions in the U.S. As a consequence of this phenomenal growth, the Latino population is likely to face many sociocultural stressors (i.e. Racism, unemployment, and acculturation stress). In addition, and from a socioeconomic perspective, compared to non-Latino Whites, Latinos are more likely to be unemployed, reside in large family households, and live in poverty. According to Jeffrey S. Nevid, “along with experiencing socioeconomic disadvantages, and the erosion of traditional family networks and traditional family values as a result of acculturation, the Latino families might increase the risk of psychological problems among themselves “(p.152). These sociocultural
stressors are experienced by many Latino families while trying to adjust a new country that is opposed to their collectivist orientation.

Statement of Need

Because a majority of Latino families are forced to leave their countries for a variety of reasons, such as poverty, lack of education opportunities, and political persecution; it is important to understand how the acculturation process affects their family structure and individual well-being. Thus, a formal training on the acculturation process for Latino families in the form of psycho-educational workshops is essentially needed, for several reasons which are listed below.

First, the primary sources of stress imposed on Latino immigrants that are living in the larger mainstream culture is the need to adapt to a new culture. Acculturation has been defined as, "the process of adaptation by which immigrants, native groups, and ethnic minority groups adjust to the new culture or majority culture through making behavioral and attitudinal changes” (Nevid, p.150). As a result of these behavioral and attitudinal changes the hierarchal Latino family structure is affected. Latino immigrants have a traditional hierarchal family structure in which the male (husband and father) is considered the authority figure and the mother is considered the nurturer. As a result of acculturation, traditional Latino parenting styles are challenged, potentially creating stress and strain between mother and father, as well as between parents and children. In the Latino culture, it is customary and accepted for men to be the most influential person in the family (Mendez-Villarrubia, & LaBruzza, 1994). Therefore, Latino men feel the pressure that they must be in charge of controlling their children and wives life decisions. For this reason, often Latino men are perceived to be authoritarian and macho by the dominant culture, which in this case is the United States culture.

On the contrary, as Mendez-Villarrubia and LaBruzza, (1994) explained that the traditional role of the Latino women focuses on child rearing, attending to the primary needs of
the family and home, and meeting the needs of the husband or partner. Acculturation forces a change in the gender roles of both Latino men and women. According to Mendez-Villarrubia and LaBruzza (1994) acculturation increases the way in which a Latino woman exercises autonomy and independence. This behavioral change from the Latino woman created by the acculturation process has affected the hierarchal Latino family structure. As a result of this change, a traditional Latino man might perceive a woman’s increase in independence and autonomy as a threat to his authority over the family (Zuniga, 1988).

Another behavior and attitudinal change that has affected the Latino family hierarchal structure is the expectations that their children will respect and obey the family traditions and culture norms here in the U.S. Families of Latino immigrants tend to foster close loving relationships with their children, and expect their children to consider the family as the central source of support and loyalty (Hancok, 2005; Zayas & Solori, 1994). Children are expected to obey their parents, respect their elders, and conform to established rules. Therefore, tensions may occur as children experience conflict between those parental expectations and the values of the majority culture, which emphasize autonomy and independence (Falicov, 1998; Fontes, 2002). These differences show that the Latino hierarchal family structure is being affected by the acculturation process. In addition, this cultural challenge to the traditional and hierarchal family structure can lead to generational tension concerning the expectations at home and the norms children learn in school and through watching television. When children in Latino culture disobey, their parents often respond harshly, resulting in corporal punishment (Zayas, & Solory, 1994). In order to stop this child abuse, I believe that we must assist Latino families in becoming more educated to the dominant cultural rules and expectations. Thus, according to Diaz (1999), the more educated and acculturated the family is, the closer their child discipline norms are to those of the dominant culture.
However, according to J. W. Berry (1997) acculturative stress refers to stress that has its roots on the process of acculturation and has particular sets of stress behaviors such as anxiety, confusion, depression, feelings of marginality and alienation, and identity confusion. Furthermore, Berry (1997) states that mental health problems arise during the process of acculturation. For these reasons explained above, the need to offer psycho-educational workshops to Latino families is important because they will assist Latino families in the integration of their collectivistic family views into the United States individualistic family views. Therefore, the needs described above must be the core goals of this project.

**The Purpose of the Project**

The objective of this project is to provide information, guidance and support to Latino families who are newcomers and currently living in this country and are experiencing many psychosocial stressors inherent in the acculturation process. For example, according to Portes (1997) and Sluzki (1979) Latino Parents tend to acculturate and adapt to the dominant-host culture at a slower rate in comparison to their children. These children brought up in the U.S. have a higher acculturation level and have adopted White American cultural norms by dominating the English Language. These cultural differences may lead to family conflict. This family conflict according to R. M. Lee and Liu (2001) may occur when low acculturated parents expect their children to continue following their heritage culture’s values and traditions, and also expect their children to follow the hierarchal family structure.

Basically, as stated by Coatsworth, Pantin, & Szapocznik (2002) normative conflicts between parents and adolescents can be exacerbated by acculturation stress, creating intercultural as well as intergenerational difficulties between family members. For instance, less acculturated parents have a more authoritarian parenting style and adhere to stricter discipline strategies as compared to their more acculturated counterparts. Since children commonly acculturate faster
than adults, this creates an acculturation gap between generations that precipitates family stress, for which the traditional Latino parenting styles are challenged, and subjected to change (Coastworth, & Patin, & Szapocznik, 2002). Because of this cultural clash, Latino families’ external boundaries often become rigid to preserve the culture of origin beliefs and norms. At the same time, this conflict can fuel adolescent rebellion, alienate parents and adolescents, and contribute to the development of adolescent behavioral problems.

This project will also focus on the need to teach Latino families how to deal constructively with the acculturation gap between them and their children. Thus, according to Roccas, Horenczyk, & Schawartz (2000) the acculturation gap can be experienced as a stressful process when the two cultural group’s norms and values are incompatible. For example, White American culture values individualism and cultural group members are expected to become independent from their families; whereas Latino cultural norms tend to be more collectivistic in nature and family interdependence is expected regardless of age. As a result of this, Latino family members tend to stick to their rules of cultural traditions because they feel more comfortable.

The final goal of this project will be to educate Latinos on how to integrate both traditional Latino family values and the host cultural family values with the hope that Latino family members will become Bi-cultural individuals. This integration of both cultural values may act as a buffer effect to foster a psychosocial adjustment by identification with both traditional and host culture (Nevid, p.151). For instance, Miranda, Estrada and Firpo- Jimenez (2000) found that bicultural families experienced less conflict compared to low and high-acculturated families. In addition, other minimally acculturated cases showed higher levels of depression than did those who were either acculturated or bicultural. However, as Nevid stated people with a bicultural identity in which they maintained identification with their original culture, while also adapting to the new one, experienced no greater vulnerability to depression (p.151).
Limitations

The project is limited to Latino families that have different levels of acculturation and a difficult time integrating their collectivistic world family views into the U.S. individualistic family world view. In addition, this project promotes the idea that psycho-education workshop will help Latino families to keep their traditional cultural family values, while integrating the host culture family value’s into their own. There are various limitations to this study. The counselor or the adult facilitator must speak fluent Spanish, have a basic knowledge of the acculturation process, and be an immigrant, foreign born, himself or herself, and have a diverse cultural awareness of Latino American’s cultural background and demographics. Since seeing a psychologist is a negative stigma among Latino immigrants, it is very important to approach this misconception in the best positive way. By listening and talking about this negative misunderstanding with the Latino immigrant before the therapeutic sessions starts.

Terminology:

The following are some terms and definitions that are connected with the process of acculturation. These term and definitions need to be understood to further assist the Latino family that is living in this country.


*Acculturation:* is the process of adaptation by which immigrants, native groups, and ethnic minority groups adjust to the new culture or majority culture through making behavioral and attitudinal changes (Nevid, p.150).
**Acculturative Stress:** is a pressure that results from the demands placed on immigrants, natives and ethnic minority groups to adjust to life in the mainstream culture (Nevid, p.150).

**Acculturation Gap:** a set of different levels of acculturation that creates conflicts among the family members such as: adolescents strive to be more independent and autonomous from the rules of his or her family (Portes, 1997).

**Immigrant:** A person or a group of people that are born in one country and that move to a new country by choice, necessity or coercion, during their lifetime.

**Latino:** is a generic term that identifies a culture shared by several ethnic groups in the United States—Mexicans, Cubans, Puerto Ricans, as well as other ethnic groups from Central and South America.

**Hispanic:** The label used by the U.S. Census to track population growth, as well as trends in education and socioeconomic levels. For the purpose of this project the term “Hispanic” will only be used in reference to the literature.

**Immigrant Family:** a group of people who share ancestral ties and were born in one country and relocated to another country. (The American Heritage College Dictionary, 4 editions).

**Familism:** is more pronounced as cultural value among Latino than among Anglos, and also suggesting that the family is an important source of social support in the Latino culture (Rothstein-Fisch, Greenfield, & Trumbull, 1999).

**Collectivistic Culture:** focus on the group, which may be family, neighborhood, or tribe. At this group people are valued to the extent that they are able to support the group, provide loyalty of, and the contribution of, the group—as opposed to focusing on a particular individual (Rothstein-Fisch, Greenfield, & Trumbull, 1999).
**Individualistic Culture:** focus on the separateness and unique strengths of a person. Also individualism emphasizes standing out from the crowd, independent enterprise, and personal accomplishments (Rothstein-Fisch, Greenfield, & Trumbull, 1999).

**Integration:** involves a strong identification and involvement with one’s traditional ethnic culture, as well as that of the larger host society (Mena & Padilla & Maldo, 1987).

**Bi-cultural:** holds that psychosocial adjustment is fostered by identification with both traditional and host cultures. That is, the ability to adapt to the ways of the new society, combined with the supportive cultural tradition and a sense of ethnic identity, may predict good adjustment (Nevid, p.151).

**Overview of the Project**

The following chapter will explain the literature about culture, acculturation, acculturation stress, acculturation gap, Latino cultural values and the collectivistic vs. individualistic family view and its implication and its impact on Latino family members. This chapter’s main purpose will be to stress the importance of the psycho education workshops that are built for newcomers or current Latino families living in this country.

On the other hand, chapter three and four will explain the process in how these psycho-education workshops will educate, guide, and support each Latino family member to become aware of their stages of acculturation and how this difference of acculturation is affecting their family hierarchal family structural. In addition, chapters three and four will also emphasize the need to becoming Bi-cultural individual here in the United States.

The final chapter will be chapter five which include the summary, recommendations and the conclusion of the six psycho-educational workshops. This chapter will also have some opinions and some ideas in how to improve the psycho-educational workshops for future
facilitators that are also interested in assisting the Latino families to become Bi-cultural individual, and to facilitate their acculturation process
CHAPTER 2

REVIEW OF THE LITERATURE

Acculturation is the process that affects any immigrant that decides to move to another country. Latino immigrants that are coming over to the United States will face behavior changes and psychosocial stressors that will impact their family structure and function. This chapter will examine the literature that focuses on issues related to the main factors influencing why Latino immigrants decide to immigrate, the Latino culture, the gender and roles into the Latino families, the acculturation process and the integration of both traditional and host culture beliefs. In addition, this chapter will also examine importance of becoming a bi-cultural individual here in the U.S.

The Main Factor of Immigration

Families migrate to the United States for different reasons. While circumstances leading to migration vary among families, most families choose to migrate because the financial or political situation in their own country has left them with no other options. Other reasons Latino families immigrate to the United States, as explained by Kandel & Massey (2002) is cultivated by the frequency of migration from one’s country of origin, that lies on that idea that U.S is the land of opportunities, relative economic, political stability, and some freedoms that may not exists in their own land.

The Acculturation Process

As a Latino immigrant myself, I feel that Latino families who emigrated from different parts of Mexico, Central America and South America must immerse themselves into a new country with unfamiliar and often confusing customs and values. Therefore, family members must grasp new social and behavioral norms, and must use new and appropriate verbal and
nonverbal skills (Coello & Stein, 1980). In addition, according to Mena, Padilla and Maldo, (1987) their integration into their new environment requires significant adjustment, change, and adaptation to the new social, cultural, and linguistic norms. Consequently, acculturation refers to the transformation of one’s behaviors, social and work activities, thinking patterns, values, attitudes, feelings, and self-identity that lead to a successful and effective adjustment in the new culture (Coelho & Stein, 1980). There are several models of acculturation and its phases but the focus of this project will be on a model of acculturation that divides the process into five phases of acculturation formulated by Berry (1980). Berry (1980) identified the following five phases of the acculturation process: (1) Pre-contact. Members of each ethnic or cultural group bring their own system of beliefs and live within their insular community, (2) Contact. Members of ethnic or cultural groups begin to interact with members of other groups, (3) Conflict. Members are struggling with relinquishing their culture in order to accommodate to the new culture, (4) Crisis. Members experience conflict and stress from acculturation, and (5) Adaptation. Members adapt to the new culture and develop effective coping skills. Based on this model of acculturation process, we can see how difficult and how stressful it is for Latino immigrants to adapt, change, and become acculturated here in the United States.

**Acculturation Stress**

Psychological stress caused by the acculturation process is a normal part of the immigration experience. Therefore, the psychosocial changes that accompany the acculturation process are complex because acculturation poses a significant influence on psychological functioning. The relationship between acculturation and acculturative stress originates from the acculturation process and may result in psychological dysfunction. As Berry and Kim (1988) stated, when an individual encounters a dominant culture and engages in the process of acculturation within that culture, the tension experienced is known as acculturative stress. One of the most significant aspects of acculturative stress for Latino immigrants is the loss of social
support in the form of family ties and close interpersonal relationship. This is because Latinos emphasize a collectivist family view, which draws attention to loyalty, fidelity and respect to family members and close friends. According to Falicov and Lum (1982, 1986) this loss may be experienced as actual separation when friends and family are left behind in other countries or when employment or education dictates a move from one location to the next within the new host country. Therefore, the loss of identity and social support and the acculturative stress become stronger factors that can easily destroy one’s will and the ability to cope with life’s challenges. As a result of this stress, immigrants often feel vulnerable from the loss of their social support when moving to the United States. As explained by Rumbau (1977), the loss of social support and kinship structures and relational ties lead immigrant to feel uncared for and undervalued, may result in feelings of hopelessness and depression due to such significant loss of social support.

The acculturation stress is cumulative and long lasting and filled with psychological pain and distress. Immigrants may begin to feel lonely and isolated, as a result of not fulfilling the social and cultural expectations that American culture demands from them. For example, when immigrants need to start thinking and behaving more individualistic, when Latino culture stresses cooperation, collectiveness, and strong intergeneration family ties, acculturation stress may ensue (Comas-Diaz & Mirath, 1987; Smart, 1991). This collectivism orientation creates an internal conflict by not knowing how to adapt to these new social expectations that the American individualistic system is requiring them to conform. Also, they may start feeling guilty and shameful for not knowing how to cope with this acculturative stress. As Saldana stated (1994), for Latinos, the family has been portrayed as an effective buffer against acculturative stress. However, some empirical evidence has indicated that the effectiveness of the family to lessen the acculturative stress of its members depends on the similarity in the acculturation stage of each individual family member and the quality of the coping resources the family possesses.
Acculturation Gap (Cultural Differences)

The acculturation gap is manifested in the unequal and uneven acculturation process between parents and children. For example, parents who are immigrants, tend to acculturate and adapt to the dominant host cultural at a slower rate than their children (Portes, 1997; Sluzki, 1979). As children acculturate and embrace what are culturally incongruous, and divergent cognitions, this acculturation process affects the behaviors of the parents, whom functional rules and values are violated. Therefore, the family who was once a homogeneous cultural unit becomes torn apart. These changes are explained by dissimilar acculturation phases between parents and children, and have been associated with indicators of family dysfunction (Sciarra & Ponterotto, 1991). These changes occurred when children commonly become involved in the U.S. culture faster than adults, creating an acculturation gap between generations that is thought to foster parent–adolescent conflict. For instance, as children learned to communicate in English faster than their parents created a culturally incongruent generational difference in power and control within Latino families (Roizblatt and Pilowski, 1996). This power and control from their children in dominating the mainstream language (English), disrupted the hierarchical power structure common in Latino families because children exercised control in the communication from and to the parents.

Latino Culture Values

Latino cultural values play a significant role in the acculturation process. According to Pinzon and Perez (2000) some of those cultural values are:

1) Familismo –is the preference for maintaining a close connection to the family.

Latinos/Hispanics, in general, are socialized to value close relationships, cohesiveness, and cooperativeness with other family members. These close relationships are typically
developed across immediate and extended family members, as well as close friends of the family.

2) *Simpatia* – (kindness) emphasizes the importance of being polite and pleasant, even in the face of stress and adversity. Avoidance of hostile confrontation is an important component of simpatia. Because of simpatia, some Latinos/Hispanics may not feel comfortable openly expressing disagreement with a service provider or treatment plan. This can lead to decreased satisfaction with care, non-adherence to therapy, and poor follow-up.

3) *Marianismo* – is a gender-specific value that applies to Latinas. Marianismo encourages Latinas to use the Virgin Mary as a role model of the ideal woman. Thus, Latinas are encouraged to be spiritually strong, morally superior, nurturing, and self-sacrificing. Also, Latina youth must remain virgins until they marry.

4) *Machismo* – is a gender-specific value that applies to Latinos. Machismo refers to a man’s responsibility to provide for, protect, and defend his family. The service providers should be aware that there is currently some debate surrounding the negative connotation, and arrogance.

5) *Personalismo* – is the valuing and building of interpersonal relationships. Personalismo encourages the development of warm and friendly relationships, as opposed to impersonal or overly formal relationships.

6) *Respeto (respect)* – implies deference to authority or a more hierarchical relationship orientation. Respeto emphasizes the importance of setting clear boundaries and knowing one’s place of respect in hierarchical relationships. This may be displayed through the family’s relationship with the provider and in their openness to discussing family relationships. This dynamic may create a situation where the relationship is not seen as a partnership. Rather, the family may defer to the professional and not express disagreement.
7) **Religion and Spiritually** – refers to the critical role that faith plays in the everyday life of most Latinos/Hispanics. Most Latinos/Hispanics are Christian, with the majority belonging to the Roman Catholic Church. However, different groups may have different faith affiliation. As it does for many people, religion offers Latinos/Hispanics a sense of direction in their lives and guidance in the education and raising of their children. Depending on where they are from, they may also seek medical or mental health care from alternative healthcare providers, such as curanderos, sobadores, and espiritistas.

8) **The Spanish Language** – is the most important way of communication between Latino Families. Because for Latino immigrants Spanish language is a powerful vehicle for communicating their culture. And also, it is the glue that holds their cultural group together.

The degree to which Latinos endorse these values is highly influenced by their acculturation level and generational status. Therefore, research suggests that counselors and therapists should become aware of the Latino cultural traditions and beliefs before they can see future Latino clients. This is because for Latinos, family values, and cultural traditions are part of their living decisions, and ways that they perceive their future.

**Gender and Roles in Latino Families**

Culture influences gender roles. According to Mendez-Villarrubia and LaBruza, (1994) it is common and usual for men to be the most important individual in the family. In fact, Latino men are expected to exercise control over decisions that affect the family, including those pertaining to their wives or partners. Thus, Latino men are perceived to be authoritarian and dominating. In addition, as husbands or partners, Latino men must provide for the needs of the family. On the other hand, Mendez-Villarrubia and LaBruza, (1994) described the traditional role of the Latino women which entails child rearing, attending to the primary needs of the family and
home, and meeting the needs of the husband or partner. In other words, as Monica McGoldrick explained, “The Mexican father disciplines and controls while the mother provides nurturance and support, this creates a complementary parental functioning into the Latino families” (p.140). These hierarchal structures are affected by the acculturation process that begins to take place as soon as the Latino family immigrates to another country.

**Traditional Gender Roles Expectations**

There are also other gender roles by which Latino or Latina immigrants identify themselves based on their family traditions. For example, Machismo and marianismo are significant roles by which Latinos develop a sense of identity. The American Heritage Dictionary (2000) defines machismo as “A strong or exaggerated sense of masculinity stressing attributes such as physical courage, virility, domination of women, and aggressiveness” (p.1341).

Marianismo, as a construct, has its roots in religion and Latino female identity formation. Marianismo originates from the admiration for the virtues of the Virgin Mary. In addition, marianismo connotes women’s spiritual superiority over men (Lee, 2003). Machismo and marianismo are culturally role sanctioned expectations that blend ideals and virtues attributed to the genders. That is why Latinos feel that they have to respect their moral values and traditions, in order to feel that they are doing the right thing.

**Collectivism Latino Family Views**

As a Latino, I was raised with the mentality that my family was, is and always will be the most important part of my life. Thus, Latinos main concern is their family. As Miranda described (1998), family is at the center of the Latin culture and Latinos’ sense of self. This sense of self is formed in Latino family members by a close family bond which they rely on the family to formulate an identity toward making family decisions. Strong family values are characteristic of a deeply collectivistic family view. As Alvirez and Bean stated (1976), It has been suggested that
the loyalty of the family, familialism, is one of Latinos’ most important values; because familism involves a deeply ingrained sense of the individual being inextricably rooted in the family. Therefore, this term familism encompasses attitudes, behaviors, and family structures within an extended family system and is believed to be one of the most important factors influencing the lives of Latinos (Alvirez, & Bean, 1976). Essentially, this strong sense of collectivism creates a sense of pride between the Latino family members that helps form family cohesion resulting in significant protective effects toward the acculturation process.

**Individualistic U.S. Family Views**

Different cultural groups have different values and goals. In the United States, this often results in conflict between the Latino collectivistic family views vs. the U.S. individualistic family views. According to Rothstein-Fisch and Greenfield and Trumbull (1999) the U.S. individualism focuses on the separateness and unique strengths of a person. As Yamauchi stated (1998), the U.S individualism emphasizes standing out from the crowd, independent enterprise, personal accomplishments, value individual rights and opportunities, pursuing personal interests, and setting and achieving personal goals. For example in the individualistic cultures, self-reliance is based on people being true to their own values and beliefs. In contrast, collectivistic cultures focus on the group, which may be family or neighborhood.

**Biculturalism**

Weaver (1993) stated that biculturalism represents the ability to retain cultural components of the native culture as cultural components from a host culture (Miranda, Estrada and Firpo-Jimenez, 2000). As a result of retaining their family traditions in the host culture, Latino families are allowing biculturalism to function as a useful protective factor to buffer the stress of the acculturation process (Smokowski, Rose, & Bacallao, 2008). For instance, as Latino families congregate and share their culture values together by speaking Spanish, listening to
Spanish music and keep eating the same Spanish traditions dishes, all of this helps each member of the family to feel more close to home than far away. On the other hand, as Latino families adding some components of the U.S. individualistic family values into their collectivistic family views creates a buffer that help the Latino family members to relieve their stress and cope with the acculturation process. For example, as Latino families added some components from the U. S. individualistic family view such as learning to communicate in English, listening more music in English and started eating more American dishes, all of these creates a tremendous desire to keep living in the U.S. and help each Latino family member to become more open-minded toward their acculturation process and becoming a Bicultural individual.
CHAPTER 3

THE PSYCHO EDUCATION WORSHOPS

This psycho-education workshop has been designed to assist Latino families in understanding how their different levels of acculturation are affecting their family dynamics. The main goal is to increase the Latino parent’s awareness regarding the impact of the acculturation gap on their hierarchal family structure. The second goal is to provide Latino families the opportunity to become more acquainted with the acculturation process and how this process of adaptation and psychosocial adjustment is impacting their family cohesion to decrease. The third goal will be to explain to Latino families how important their parenting styles may influence the present and future behavior of their children in accepting their traditional family values or to stick with only the host culture family values. This explanation will develop an understanding of the stages of the acculturation gap that may exist among each family member, and will also work in a proactive way to solve the cultural differences that each family member may have been dealing at this precise moment.

Target Population

These psycho-educational workshops are meant to be for Latino families that are having a difficult time in going through the acculturation process. These Latino families may consist from to six family members, both males and females from different ages, and personalities. However, these psycho-educational workshops are for those Latino families that are interested in learning how to cope with the acculturation process.

Qualifications of the Leader and the Adult Facilitator of the Group

The leader or the adult facilitator for these psycho-educational workshops has to be fluent in Spanish and English, and be able and willing to spend from 1 to 6 sessions; each session will
last for a total of 1 hour 30 minutes. This individual is not required to be a certified licensed therapist, but will be required to be under the supervision of a licensed therapist. It is expected that the leader or adult facilitator will promote acceptance, support, and empathy. In addition, good organizational skills are recommended so that the group can keep on task. The leader or adult facilitator can be either female or male and preferably a foreign born individual. This leader or adult facilitator should follow the ethical and legal guidelines that Marriage and Family Therapist associations have already established.

**Environment and Materials**

These psycho-educational workshops will be provided in different clinical agencies, such as; the Valley Trauma Center, Valley Family Center, Centro de Amistad, El Centro de Ayuda and the San Fernando Family Center. These therapeutic sessions should take place in a private place away from any distractions, such as a quiet room away from clients and staff members that may have an individual, couple, and con-joint therapeutic session. These places will be the ideal setting for the sessions. We will also have to provide paper, pencils, pens and enough time for each member of the group to participate in the session.

**Outline of the Project**

The psycho-educational workshops consist of 1 hour and 30 minutes sessions that aim to facilitate to the Latino family members a way to learn how to cope with the psychosocial adjustments that the acculturation process is demanding from them. In addition, these psycho educational workshops will also assist the Latino parents in understanding the importance of parental support to their child’s acculturation process, so their children will experience less cultural conflicts and trauma.

The following is an outline of the psycho-educational workshop sessions and its topics:
SESSION 1: Welcoming and Understanding what each member of the Latino family knows about the culture, acculturation and acculturation stress.

SESSION 2: Explaining the concepts of Culture, Latino Culture values, and the reasons of immigrating to the United States.

SESSION 3: Explaining the acculturation process and Learning how to cope with the acculturation stress.

SESSION 4: Teaching and assisting the Latino families how to integrate their Collectivistic family views into the United States individualistic family views.

SESSION 5: Explaining and supporting the benefits of becoming a Bi-culture individual here in the U.S.

SESSION 6: Evaluation of the psycho education workshops, provide a certification of completion for participating in the psycho-education workshop, and closing words of congratulations and potluck.
CHAPTER 4

LIVING AS A BI-CULTURE INDIVIDUAL

This chapter presents each one of the six sessions that constitute the psycho-education workshops. I am an immigrant myself, and I have experienced firsthand all of the acculturative stress symptoms. Therefore, I’m choosing this opportunity to provide to Latino families these psycho-education workshops to help them cope with the acculturation process. The whole idea is to facilitate the acculturation process to the Latino family members, in order for them to integrate the concepts of collectivistic vs. individualistic family values and becoming a Bi-cultural individual. I believe that these psycho-education workshops will have a positive impact into the Latino families that are struggling to adjust to the dominant cultural system. As acculturative stress and the associated anxiety is the first topic to cover in order to bring an effective change into the Latino family members.

These psycho-education workshops will also inform Latino families that need to build a new social support group, similar to which they used to have in their home town. According to Denner (2003) social support group has been shown to reduce stress and provide the protective factors that are necessary to minimize the negative effects of the migration and acculturation experience. In addition, the psycho-education workshops will provide plenty of information about where to find community resources, in which the Latino families will be able to take English classes, vocational educational classes, and parenting aides programs, that has been shown to reduce family conflict and strengthen resiliency. I believe that psycho-education workshops may be more effective than individual therapy to the Latino families, due to the establishment of supportive relationships and the ability to learn from other Latino families who have experienced similar issues of acculturative stress that have affected their family hierarchal structure.
Since I was part of the acculturation process myself and I became a Bi-cultural individual here in the U.S, I would like to share with the rest of my Latino community the benefits of being a Bi-cultural individual. I know by experience that by being Bi-cultural, the acculturative stress will decrease and eventually disappear. There were times that I became frustrated about not knowing how to express myself in English, and also angry because I didn’t understand any word in English. Therefore, I would like to provide all the sessions of the psycho-education workshops in Spanish. And I will provide a translation of the psycho-education workshops in English for those interested in learning how Latino families cope with the acculturation process.

As mentioned above, all the sessions will be in Spanish with the whole idea of helping the Latino families’ members to express their feelings toward the acculturation process. This process of using their main language, which is Spanish, will provide an idea to the leader or to the adult facilitator, how to interact and how to approach the issues of the acculturation process with each member of the group.

In addition, the leader or the adult facilitator will take time in explaining to the other members of the group, the kind of activities that will be provide during the psycho-education workshop session. During the session, the leader or the adult facilitator will explain to the rest of the group that it will be plenty of time for them to participate in expressing their feelings and their ideas about the topic that is being discussed. This participation will be the most important part of the group session, because it will be a chance for the leader or the adult facilitator and the rest of the members of the group to know more about each other, and to realize how the group is growing as one unit. This realization will take place from part of the leader or the adult facilitator by listening, summarizing, clarifying, providing feedback, and encouragement to participate in a group discussion to the rest of the group members.
SESSION 1

Objectives

The leader will first introduce himself/herself to the members of the group. Then, the leader will explain to the members of the group the goals and objectives of each session. The leader will then take his/her time explaining to the members of the group, the rules of confidentiality and conduct within the group. Finally, the leader will explain to the members of the group, the importance of these psycho-education sessions.

Session 1, time selected

1. Agenda (objective explanation) 30 minutes
2. Activity (answering questionnaires) 15 minutes
3. Group discussion (group participation) 40 minutes
4. Closure (session summary) 5 minutes

Estimated Session time 1 hour and 30 minutes

Agenda

A. Introduction of the Leader or the Adult facilitator, who is in charge of the group.

B. Introduction of each member of the group.

C. Explanation of the rules of conduct and confidentiality within and outside the group.

D. Free time to talk about the goals of the group, participants must share a brief summary of their own challenges.

E. To explain that in each session participants must feel that they are in a safe place and everything is kept confidential. Also, for participants to understand that these psycho-education workshops require active participation.

The activity of today is:

A. To write down three words that describes you and the country where you came from.
B. To choose one member of the group, and have him/her discuss the three words that you have chosen that represent your country and describes who you are.

C. Each member of the group will then select which words represent the majority of the group.

D. Group discussion

Material of work:

A. Questionnaires

B. Black or Blue pen

The beginning of the first Session:

The leader will introduce himself/herself one by one, and will welcome each member of the group. The leader will then share his or her own acculturation experience. Also, the leader will tell the group, what education level that he/she had before coming to U.S., and what level of education that he/she posses now. After that, the leader will ask each member of the group to introduce himself/herself, and to explain when, and why they came to United States. The leader will then ask the members how long they had lived in the U.S., and what their experience and challenges has been like. After this, the leader will explain to the rest of the group the rules of conduct and confidentiality that is expected within and outside the group. Also, the leader will explain to the rest of the group the goals and the results that will be expected after each session. The leader will then explain to the members of the group that these psycho-education sessions are built with the idea of supporting and helping each member of the group to understand what acculturation process is all about, not to see if they have any mental problems.

The leader will explain to the members of the group that there will be plenty of time to participate in each psycho-education session. Therefore, each member of the group should feel free to express and to participate at some point during the session. The leader will also take
his/her time explaining to the rest of the group that there will be a more activities after each session. The objective of this activity is to recognize how to integrate this activity into our daily living experience. The leader will then clearly explain that his/her role is to support and to guide each member of the group through the acculturation process.

The activity for today is:

The leader will provide a questionnaire and a black or blue pen, so the members of the group can have a chance to participate in this work activity. For this activity, the leader will ask to the rest of the group to write down three words that describe them and their home country. The leader will then provide with one example to the rest of the group. For example, in Guatemala the word *patojo* means child, the word *cucha* means an alcoholic drink, made from a combination of fruits, and the word *fiambre* describes a meal made of beef, chicken, and jam. The goal of this work activity is to give to each member of the group a chance get to know each other, and to learn where they came from.

Then each member of the group will choose a partner within the group to discuss their selected cultural words. Each member of the group will have a chance to explain the meaning of the word and how these words represent their country. After this brief contact, the leader will invite all members of the group to form a group discussion, and to choose which cultural words they share in common. The main objective of this activity is to allow each member of the group to recognize that each member of the group have something in common and to feel more related to each other.

At the end of the activity, the leader will take a few minutes to summarize the session, and to say thank you to all the members of the group for their participation. The leader will also explain to the group that “As Latinos, we have a lot of things in common and through the sessions we are going to find more things that will make us proud of who we are. And, we need to focus
on finding out a better future for our families, that’s why we are here now learning how to cope with the decision that we made long time ago. Therefore, as Latinos we should feel proud of being here in these sessions trying to learn and to comprehend that we are part of the acculturation process, and through these sessions and working together as a group, we are going to accept the changes and adaptations that this American system is demanding in us.

Finally, the leader will allow each member of the group to share their opinions of the first session by having a group discussion. The leader will remind to all the members of the group that whatever is said in these sessions is confidential. To conclude the first session, the leader will summarize the session. For example, In order for us to feel a part of this country (U.S.), we need to accept that we are no longer living in our countries; physically or mentally. We need to begin to accept that we are living in this country that we have chosen to find better opportunities for us and for our families. This way of thinking will give us a better chance to feel part of this country, and we are going to start behaving like one. As a result, this process of thinking is going to help us to find our cultural identity, which at the same time will help us to integrate our collectivist family values into the American system in a positive way.
1.1 Activity

Name: ____________________________________________________________________________

Date and time: _____________________________________________________________________

A. Write down three words that describe you and your country.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

B. What kind of cultural identity the three words described above represent to you.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Select one word from the ones described above that represents you and the rest of the group members.

________________________________________________________________________________

C. Which country did you come from?

________________________________________________________________________________

D. How long have you been living in the United States?

________________________________________________________________________________
1.2 Group Discussion

1. How did you feel about this activity?

2. What did you learn from this activity?

3. How can you use what you have learned in becoming more acquainted with your group members and family members?
SESSION 2

Objectives

The leader will begin explaining the reasons or the factors that motivate Latinos to immigrate to the United States. These motives might be: (1) Political beliefs, (2) Religious beliefs, (3) Economic reasons, (4) better education opportunities, and (5) a safer place to live. The goal is to understand why the members of the group decided to immigrate to the United States.

At the same time, the leader will explain to the members of the group the meaning of each term that identify the Latino values, which are: (1) Family, (2) Personalismo, (3) Respect, (4) Simpatia, (5) Marianismo, (6) Machismo, (7) The Spanish Language and (8) Religion. The goal of this explanation is to assess the cultural background of each group member and their present level of acculturation.

Session 2, time selected

1. Agenda (objective explanation) 30 minutes
2. Activity (answering questionnaires) 15 minutes
3. Group discussion (group Participation) 40 minutes
4. Closure (session summary) 5 minutes
Estimated Session time 1 hour and 30 minutes

Agenda

A. To explain why participants decided to immigrate to the United States

B. To explore the meanings of our Latino Values within our culture norms

The activity of today is:

A. To express how important the decision of leaving the home country was and still is
B. To examine the importance of Latino moral values and spiritual beliefs play into their family function

C. To analyze and recognize the gains and losses encountered from leaving the home country was, and explore how they feel about having immigrated

D. Group discussion

Work material

A. Questionnaire

B. Black or Blue pen

The beginning of the Second session:

The leader will welcome the group and also what they thought about the first session. After this brief introduction, the leader will remind the members of the group about the rules of confidentiality, and will explain the importance of the second session.

Next, the leader will begin to work on the second session. This part explores, how difficult and how important the reasons that push the group to decide to leave their country, and immigrate to the United States. The leader will then provide some basic reasons why Latinos are choosing to immigrate to the United States. For example, (1) The poor economic system in Latino countries, (2) Lack of education opportunities, (3) no freedom of speech, (4) corrupt governments officials, and (6) Violence.

Then the leaders will explain the concepts of Latino cultural values, and emphasize that these are core values and are not likely to erode as they acculturate to the dominant culture. The leader will then explain that these concepts will help the group to identify the level of cultural understanding that everyone possesses. For example: (1) Familism, (2) Respect, (3) Simpatia, (4) Machismo, (5) Marianismo, (6)Personalismo, (7) The Spanish Language and (8) Religion. The
leader will explain to the members of the group that these moral values and spiritual beliefs are part of their family system, and it is how they behave as parents. In other words, the leader will assist the members of the group in understanding that these cultural values are very important part of their Latin culture. In addition, the leader will encourage the rest of the group to participate in expressing themselves without any fear of being criticized. The leader will also remind the rest of the group that participation is voluntary. However, the leader will explain to the group that by participating they will gain knowledge of the acculturation process.

The leader will explain to the rest of the group that the goal of this session is to identify which level of acculturation each member of the group possesses. Again, the leader will show appreciation for the group, and will encourage them to start implementing these new concepts into their daily lives.
2.1 Activity

Name: ____________________________________________________________

Date and time: ____________________________________________________

Instructions: To understand ourselves as parents or future parents, it is important for us to look at how our parents functioned in that role and to explore how their Latino culture values, are influencing or will influence our parenting styles now.

These questions will help you to clarify how your Latin culture values are playing a role into your parenting style.

1. Three words that best describe each of my parents.
   Mom: _____________________, _____________________, _____________________
   Dad: _____________________, _____________________, _____________________

2. List three of their strengths as parents.
   Mom: _____________________, _____________________, _____________________
   Dad: _____________________, _____________________, _____________________

   What were three of their weakness as parents?
   Mon: _____________________, _____________________, _____________________
   Dad: _____________________, _____________________, _____________________


   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. What were your parents’ basic rules and how did they back them up?
5. In what ways did they praise (compliment) and encourage you?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. How did they each show affection towards you?
   
   Mom: _______________________________________________________________
   
   Dad: _______________________________________________________________

7. What did you like best about how your parents parented?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. One thing I wish they did differently?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

9. One thing I said I’d never do like them is:

________________________________________________________________________
________________________________________________________________________
2.2 **Group discussion**

A. Why did you decide to come to the United States?

B. What did you know or hear about United States before deciding to immigrate?

C. Did you have any family support when you arrived to the United States?

D. Has it been difficult or easy to live in the United States?

2.3 **Discussion of values**

A. Were you aware of all the values associated with your cultural background?

B. What personal insights did you gain from learning about your cultural values?

C. How did this activity affect or benefit the way you look at your family members from now on?

D. How can you use what you have learned to improve your relationship with the members of the group and with your family?
SESSION 3

Objectives

The leader will begin by explaining the following concepts: (1) Culture, (2) Acculturation, (3) Acculturation stress, (4) and how to cope with the acculturation process. This explanation will take place with the idea to educate each member of the group under which concepts we as Latinos perceive the world where we are living now.

Session 3, time selected

1. Agenda (objective explanation) 30 minutes
2. Activity (answering questionnaires) 15 minutes
3. Group discussion (group Participation) 40 minutes
4. Closure (Session summary) 5 minutes
   Estimated Session time 1 hour and 30 minutes

Agenda

A. Explain the meaning of culture
B. Explain the meaning of acculturation
C. Explain the negative and positive effects of the acculturation process
D. Teach how to cope with the acculturation process

The activity of today is:

A. To write down in your own words the meaning of culture
B. To write down in your own words the meaning of acculturation
C. To write down in your own words the meaning of the negative or positive effects of the acculturation process
D. To express to the rest of the group, how you are coping with the acculturation process, and how you would like to cope with it
E. Group discussion

Material of work:

A. Questionnaires

B. Black or Blue pen

The beginning of the third session:

The leader will begin the third session by thanking the group for their continued participation in the sessions. Also, the leader will remind the group of the rules of confidentiality and conduct within the group.

The leader will explain to the group the goal expected by the end of this session. The goal of this third session is to find out how knowledgeable each member of the group is about the meaning of the terms culture, acculturation and acculturation stress. The leader will explain in simple words the meaning of culture to the group. For example, Culture is a combination of social structures, religious beliefs, and family traditions. Moreover, the leader will explain the concept of Acculturation, which is a change and the adaption from one culture to another. Also, the leader will explain the meaning of Acculturation stress, which is when an individual encounters a dominant culture and engages in the process of acculturation within that culture.

The leader will then explain to the group the acculturation process that immigrants go through. The acculturation process is based on four strategies: (1) Separation, (2) Marginalization, (3) Assimilation, (4) and Integration.

1. Separation: is the result of not wanting to know anything from the country that you are living now, just from the country that you came from.

2. Marginalization: is the result of not wanting to join neither the country that you came from not even that country that you are living right now.
3. Assimilation: is the result of wanting to be part of the dominant country, and not wanting to know anything about the country that you came from.

4. Integration: is the result of mixing two cultures, in order to be capable of communicating and mingle in both cultures without having any cultural misunderstandings.

Then, the leader will explain to the group that there might be a possibility that each member of the group may feel that he or she belongs to one of these four strategies of acculturation explained above, which is normal. The leader will also explain to the group that by learning the concepts of the four strategies of the acculturation process, each member of the group will have a good chance to decrease the negative feelings of acculturation. In addition, the leader will present to the group members the importance of the goals of the activity.

**Goals of the activity**

1. Reduce social anxiety and excessive shrinking away from other.
2. Develop conversational skills that will help to improve the quality of family member’s relationships.
3. Increase frequency of social interactions with the same-aged peers or acquaintances.
4. Begin to take steps toward building a strong sense of integration into the U.S. culture.

Then, the leader will help each member of the group work toward identifying more positive coping thoughts that can help them to replace the negative ones. Because, by learning to cope with negative thoughts, each member of the group will have a better chance to handle their acculturation process more efficiently. Then, the leader will explain to the members of the group that this learning will take place by using two kinds of activities such as group discussion and a questionnaire.

Finally, the leader will explain to the group that the goal of this session is to identify the level of acculturation, and how to handle in a more positive way the acculturation stress. Also,
the leader will thank the group for their participation and will encourage them to begin implementing these new concepts and therapeutic techniques into their daily lives.
3.1 Activity

Name: ________________________________________________________________

Date and Time: __________________________________________________________

1 Write down on your own words the meaning of culture:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2 Write down on your own words the meaning of acculturation:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3 Write down on your own words the positive effects of the acculturation process:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4 Write down on your own words the negative effects of the acculturation process:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
3.2 Group discussion

A. How did you feel about the information previously discussed?

B. What did you learn from this activity?

C. When would you like to start practicing this new way of thinking?

D. How could you use the information you have learned to facilitate your acculturation process?
SESSION 4

Objectives

The leader will begin the session by explaining the concepts of Collectivism vs. Individualistic family views, in order to assist each member of the group to comprehend the importance of integrating both cultural norms into their daily living.

Session 4, time selected

1. Agenda (Objective explanation) 30 minutes
2. Activity (Answering questionnaires) 15 minutes
3. Group discussion (Group Participation) 40 minutes
4. Closure (Session summary) 5 minutes
Estimated Session time 1 hour and 30 minutes

Agenda

A. Explain the meaning of Collectivism
B. Explain the meaning of Individualism
C. Explain how to integrate both family views into our daily living

The Activity of today is:

A. To write down in your own words what you understand about Collectivism
B. To write down in your own words what you understand about Individualism
C. To express to the rest of the group, which parts of the collectivism you are planning to modify, and which parts of the individualism you are planning to add to your own daily living.
D. Group discussion
Material of work:

A. Questionnaires
B. Blue or Black pen

The beginning of the four sessions:

The leader will begin the session by greeting and saying thank you to all the members of the group for this participation in the group sessions. At the same time, the leader will remind the group of the rules of confidentiality and conduct expected within the group. Then, the leader will start explaining the concepts of the two main family values systems: individualism and collectivism. The difference between them has to do with the relative emphasis on supporting independence and success of the individual versus interdependence and success of the group.

The collectivistic culture focuses on the group, which may be a family, a neighborhood or a tribe. People are valued to the extent that they are able to support the group, provide loyalty, and the contribution of, the group- as opposed to focusing on a particular individual (Rothstein-Fisch, 1999). For example, Latinos were raised and taught in this collectivistic way of thinking and behaving, that’s why the family is the most important aspect of Latino life. According to Miranda, Frevert and Kern (1998) the family is at the center of the Latin culture and the Latino’s sense of self.

Next, the leader will explain the concept of individualism to the rest of the group, for them to have an idea of both concepts and to understand why acculturation is never easy. Individualistic Culture focus on the separateness and unique strengths of a person, also individualism emphasizes standing out from the crowd, independent enterprise, and personal accomplishments (Rothstein-Fisch, 1999). The leader will take his/her time to let to the rest of the group know that here in the United States the individualistic culture plays an important role into their family structure. Because, individualistic cultures like the United States emphasizes
individual rights, individual opportunities, pursuing personal interests, and setting and achieving personal goals (Yamauchi, 1998). As a result all of this, the leader will explain to the rest of the group that from these extensive family values systems come notions of people’s rights and responsibilities, concepts of roles people may take within societies, norms of communication, and ideas of how to rear and educate our children. And then, the leader will take his/her time to inform to the rest of the group the difference characteristics between the individualism vs. collectivism family values.

TABLE 1
Salient Features of Individualism and Collectivism

<table>
<thead>
<tr>
<th>Features of Individualism</th>
<th>Features of Collectivism</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a. Foster independence and individual achievement</td>
<td>2. a. Foster interdependence and group success</td>
</tr>
<tr>
<td>b. Promote self-expression, individual thinking, personal choice</td>
<td>b. Promotes adherence to norms, respect for authority/elders, group consensus</td>
</tr>
<tr>
<td>c. Is associated with egalitarian relationships and flexibility in roles</td>
<td>c. Is associated with stable, hierarchical (dependent on gender, family background, age)</td>
</tr>
<tr>
<td>d. Promotes cognitive development through interaction with the physical world and objects out of social context (cognitive development somewhat separate from social development)</td>
<td>d. Promotes interactions with the physical world in social context; physical and objects meaningful as they enhance or reflect human relationships (social and cognitive development intertwined)</td>
</tr>
<tr>
<td>e. Associated with private property, individual ownership</td>
<td>e. Is associated with shared property, group ownership</td>
</tr>
</tbody>
</table>

Source: Bridging cultures with a parent teacher conference.

The leader will explain to the group that the promotion of individualistic values at school may conflict with their own collectivistic orientation. These conflicting values orientations often produce distance from their own children.
TABLE 2

Sources of Conflict between Home and School

1. Individualism Emphasizes
   a. Child as individual
   b. Independence
   c. Praise (for positive self-esteem)
   d. Cognitive skills
   e. Oral expression
   f. Parents’ role is to teach
   g. Personal property

2. Collectivism Emphasis:
   a. Child as part of the group
   b. Helpfulness
   c. Criticism (for normative behavior)
   d. Social skills
   e. Listening to authority
   f. Teacher’s role is to educate
   g. Shared group property

Source: Bridging cultures with a parent teacher conference.

Based on these explanations, the leader will ask to the members of the group to write down in their own words what sense they made of their experience with the dominant individualistic culture. And also, to write down how they felt about learning these new concepts of collectivistic vs. individualism family view. These answers will help to the leader to find out how far the group is in understanding where their ideas and ways of thinking are coming from. Then, the leader will let the group know that there will be a group discussion related to both family world views, which are collectivistic and individualistic.

The leader will allow the members of the group to participate in providing their own opinions and ways of integrating both the collectivistic and the individualistic cultural orientation. Finally, the leader will thank the group for their participation and encourage them to start implementing the new ideas and concepts into their daily lives.
4.1 Activity

Name: __________________________________________________________

Date and Time: __________________________________________________

A. Write down in your own words what you understood about collectivism:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

B. Write down in your own words what you understood about individualism:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

C. Write down in your own words which part of your collectivistic family view you feel you would like to modify:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

D. Write down in your own words which part of the individualism family view you feel you might like to add to your family system:

________________________________________________________________________
________________________________________________________________________
4.2 Group discussion

A. How did you feel about this activity?

B. What did you learn from this activity?

C. How might holding similar or dissimilar family values affect your communication with your family members?

D. Will having done this activity shape future communication within your family members in any way? Is this positive or negative?

E. How can you use what you have learned to improve yourself and your family members in becoming bi-cultural individuals?
SESSION 5

Objectives

The leader will begin the session by explaining the benefits of becoming a Bi-culture individual here in the United States. In order to facilitate the process of integration of both a collectivistic vs. individualistic family view for each member of the group into their daily living.

Session 5, time selected

1. Agenda (Objective explanation) 30 minutes
2. Activity (Answering questionnaires) 15 minutes
3. Group discussion (Group Participation) 40 minutes
4. Closure (Session summary) 5 minutes

Estimated Session time 1 hour and 30 minutes

Agenda

A. Explain the benefit of applying both concepts of collectivistic vs. individualistic family views into their daily living

B. Support each member of the group in becoming open-minded in learning how to apply these new concepts of collectivistic and individualistic family views into their daily living.

C. Explain and share with the rest of the members of the group my own opinion and ideas in me becoming a Bi-cultural individual here in the United States

The activity of today is:

A. To write down in your own words what kind of benefits you think you will gain by integrating both concepts of collectivistic vs. individualistic family views into your daily living here in the United States.
B. To participate in the group discussion by providing your own opinions and ideas about these new concepts of collectivistic vs. individualistic family views.

C. Provide and suggest new ways to handle these ideas and thoughts in becoming a Bi-culture individual here in the United States.

D. Group discussion

Material of work:

A. Questionnaires
B. Blue or Black pen

The beginning of the five sessions

The leader will begin the session by greeting and saying thank you to all members of the group for keep coming and participating into these sessions. Then, the leader briefly will remind the group of the rules of confidentially and the conduct expected within the group setting. Next, the leader will start explaining the benefits of becoming a Bi-culture individual here in the United States. And then, the leader will also manifest his/her support to each member of the group. For instance, one of the benefits in becoming a Bi-cultural individual is that immigrants can keep their traditional family values and also can integrate into their family views the host culture family views. Another benefit in becoming Bi-culture is that Bi-cultural individuals are capable of dealing with depression and will develop a higher social interest into the host culture.

Next, the leader will provide a questionnaire and black or blue pen to the members of the group, for the members to write down their own opinions and ideas in how to apply these concepts of collectivistic vs. individualistic family views into their daily living. By integrating these concepts of collectivistic and individualistic family views into their daily living, each member of the group will provide to himself/herself a new way of seeing things different here in the United States.
And then, the leader will ask the members of the group to participate in expressing themselves openly in how they are feeling about becoming a Bi-cultural individual here in the United States. Also, the leader will provide a couple of questions related to the topic of becoming a Bi-cultural individual here in the United States in order to find out how difficult or how to comprehend the concept of becoming a Bi-cultural individual is for each member of the group.

Finally, the leader will express his/her appreciation to the group for their participation and cooperation in the session, and the leader or adult facilitator will also encourage to each member of the group to integrate these two value orientations.
5.1 Activity

Name: ________________________________

Date and time: __________________________

A. Write down in your own words what kind of benefits you and your family will gain by integrating both concepts of collectivistic and individualistic family views.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

B. Write down in your own words your opinion about these new concepts of collectivistic and individualistic family views.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

C. Please provide us some new ways in how to handle these ideas and thoughts in becoming a Bi-cultural individual here in the United States.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

5.2 Group discussion

A. How did you feel about this activity?

B. What did you learn from this activity?
C. How can you use what you have learned to facilitate your acculturation process and becoming a bi-cultural individual?

D. What kind of problems might you and your family encounter when adding these new individualism family beliefs into your collectivism family views?
SESSION 6

Objective

The leader will begin the session by asking for the group’s opinions and thoughts about the psycho education workshops that they participated in. The goal is to find ways to improve these psycho-education workshops for future Latino Family members.

Session 6, time selected

1. Agenda (Objective explanation) 30 minutes
2. Activity (Answering questionnaires) 15 minutes
3. Group discussion (Group Participation) 40 minutes
4. Closure (Session summary) 5 minutes

Estimated Session time 1 hour and 30 minutes

Agenda

A. Obtain opinions and thoughts from each member of the group about the psycho-education workshops that they participated in order to improve future psycho-educational workshops.

B. Ask the members of the group, what kind of suggestions they might have to improve these psycho-education workshops for future members.

C. Provide a certification to each member of the group for their participation and collaboration in completing these psycho-education workshops and for providing new ideas in how to develop these psycho-education workshops in the near future.

D. Give some words of congratulations and saying thank you for having been so generous in participating and providing new ideas for the better of these psycho-education workshops for future Latino family members.

The activity of today is:
A. To allow each member of the group to express his/her opinions about the psycho-education workshops that they participated in.

B. To ask to each member of the group if there is something that they might think we should improve from the psycho-education workshops, or if they there is something that we should eliminate from these psycho-education workshops.

C. To provide a certification of completion to each member of the group, and to provide some words of thankfulness for having accomplished the psycho-education workshops.

D. And then, the leader or the adult facilitator will begin the potluck celebration with the whole group.

E. Group discussion

Material of work:

A. Questionnaire

B. Black or Blue pen

C. Certifications of Completion

The beginning of the six sessions:

The leader will begin the session by greeting and saying thank you to the all members of the group for having accomplished the six psycho-education workshops. After this brief beginning, the leader will still emphasize the rules and confidentiality within and outside the group, and explain the importance of this last session.

And then, the leader will begin the session by asking to each member of the group to participate in proving their opinions about the psycho-educations workshops that they participated in. Then, the leader will ask the group what kind of suggestions they might provide in order to improve these psycho-education workshops. Then, the leader will provide some time for each member of the group to express themselves about this experience. Then, the leader will
provide the last questionnaire and black or blue pen to the group and also will explain to the
group that it will be also the last group discussion. In addition, the leader will explain to the
group the goals of the last activity is to increase each family member’s awareness of where he/she
is at in terms of integrating the new concepts of individualistic family views into their own
collectivistic family views. At the same time, the leader will explain to the group that by
identifying where each family member is or would like to move in terms of becoming a Bi-
cultural individual; it is going to help the family to start working on connecting themselves as one
unit instead of becoming two unites. Then, the leader will explain that by identifying what each
member could do to assist bringing the family along the path to become a Bi-cultural individual,
it will help each family member to support and to comprehend each other in this acculturation
process and the integration of their collectivistic family views into the individualistic family
views.

Then, the leader will also provide some words of congratulations to all the members of
the group for their time and participation in these psycho-education workshops. To conclude, the
leader will give each group member a certificate of completion and thank them for all their hard
work in these psycho-education workshops.
6.1 Activity

Name: __________________________________________________________

Date and time: __________________________________________________

Instructions: Please rate your new Bi-cultural family values in each of the following areas by placing an X next to the response that is most fitting to your feelings now and then use an O to show where you would like it to be. Be as honest as you can. Give a comment or brief explanation for your rating.

A. Closeness

<table>
<thead>
<tr>
<th>Tight</th>
<th>Very Close</th>
<th>Close</th>
<th>Co-Exist</th>
<th>Distant</th>
</tr>
</thead>
</table>

Explanation/Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

B. Caring

<table>
<thead>
<tr>
<th>Care Deeply</th>
<th>Care</th>
<th>Concerned</th>
<th>Care a Little</th>
<th>Could Care Less</th>
</tr>
</thead>
</table>

Explanation/Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

C. Respect (for each other)
Very ( )  Quite Respectful ( )  Polite ( )  Some Respect ( )  No Respect/Rude ( )

Explanation/ Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

D. Time Spent Together
A lot ( )  Quite a Bit ( )  some ( )  A Little ( )  none ( )

Explanation/ Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

E. Solving Problems or Disagreements
Always ( )  Most of the time ( )  Sometimes ( )  rarely ( )  none ( )

Explanation/Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

F. What are things you like about the individualistic and the collectivistic family values?
(Identify at least two of each family world views.)
________________________________________________________________________
________________________________________________________________________
G. What are the things you find difficult to handle or adjust from the Individualistic family view into your own family values?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

H. Identify things that could be done to help you feel more as a part of the Bi-cultural family.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I. In your opinion, what does the family need to work on in order to become more aware of the benefits of becoming Bi-cultural?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

J. What would you be willing to do to help your family to become more Bi-cultural?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
6.2 Group Discussion

1. How did you feel about this activity?
2. What did you learn from this activity?
3. How can you use what you have learned to become more aware of the benefits of becoming a Bi-cultural individual?
CHAPTER 5

PROJECT SUMMARY, RECOMMENDATIONS AND CONCLUSION

The purpose of this project is to create a psycho-education workshop to educate, support and facilitate Latino families in the acculturation process. The vital aspect of the proposed project is also to assist the integration of the Latino collectivistic family view into the U.S. individualistic family view.

The review of the literature provided an overview of Latino culture and the acculturation stress. The literature also provided information about Latino culture values in general, and examines the differences between the Latino collectivistic family views vs. the U.S. individualistic family view. This project is presented in the form of psycho-education workshops, conducted by facilitators that were born and raised in Latino countries.

Recommendations

The proposed project is only one way to address the acculturation process issues among Latino family members. This project proposes six psycho-educational workshops sessions addressing issues that evolve around the acculturation process. This project should not be seen as a complete program to resolve the acculturation process. These psycho-education workshops may be seen as a first step toward helping the Latino family members to come out with the right solutions to their acculturation process. While the acculturation process may constitute a long process for some Latino family members, it is therefore necessary that more psycho-education workshops need to be developed in order to facilitate the development of a bi-cultural identity to each Latino family member here in the U.S.

The literature reveals the advantages of learning the concepts of culture, acculturation, acculturation stress, collectivistic vs. individualistic family world views and the benefits of
becoming a Bi-cultural individual. It is hypothesized that the understanding of these critical cultural issues will make the acculturation process less painful for Latino family members.

Furthermore, it is critical that the leader or the adult facilitator keep the following process goals in mind: (1) To obtain information about the family’s problems and how their functioning relates to the acculturation process, (2) Engage Latino family members in the very first session by coming across as friendly, warm, and genuinely concerned about their welfare, by demonstrating that the leader or the adult facilitator is simpatico (a), and personable in interacting with the Latino family members, this will foster trust in the early stages of the psycho-education workshops, (3) Educate the Latino family about the process of psycho-education workshops, what to expect and the issues of confidentiality, and (4) to assist Latino family members to understand that their level of acculturation can be modify, adjust and integrate into the U.S. system.

Conclusion

The inclusion of psycho-education workshops on the issues of acculturation and the benefits of becoming a Bi-cultural individual for Latino families will make it possible to heal the erosion that frequently occur between Latino family members at various stages of acculturation. These psycho-education workshops, therefore explore the various risk, factors and behaviors that affect the Latino hierarchical family structure due to the acculturation process. In addition, these psycho-education workshops are designed to assist each Latino family member to learn how to cope with issues of acculturation and how to integrate concepts of collectivism and individualism into their family functioning. Moreover, similar psycho-education workshops may also serve as an open forum for Latino families to express their emotions and ideas about their acculturation process and share their collectivistic struggles in dealing with the dominant individualistic Anglo culture. At the same time, in order to make future psycho-education workshops more culturally sensitive toward Latino families, the leader or the adult facilitator need to become more familiar
with the support systems that is available to Latinos, in order to provide an informative and appropriate service to each Latino family member.
Certificate of Completion

This is to certify that
JUAN RAMON GUERRA
Has successfully completed the six Psycho-Education Workshops
For Latino Families on this ____ day of ____, 2012.

Clinical Director

Facilitator/ Instructor
References


The American Heritage College Dictionary (4th ed.). Houghton Company


