

A CULMINATING PROJECT: INFORMING HISPANIC/LATINX
STUDENTS ON THE IMPORTANCE OF MENTAL HEALTH
AND ADDRESSING CULTURAL STIGMA

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of
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By
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CERTIFICATION OF APPROVAL

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DEDICATION

Este proyecto es dedicado a mi Apa. Gracias a su esfurezo y sus sacrificos, no fueron en vano. Gracias por siempre apoyarme en todo y ¡por siempre echarme poras! Gracias por todos sus consejos y por todo lo que me inculco. Sin usted no seria la mujer que soy hoy, ¡gracias!

Este proyecto tambien es dedicado a mi Ama. Gracias por cuidarme desde el cielo; espero y este orgullosa de mi.

I also want to dedicate this project to all the Hispanic/Latinx students out there struggling with their mental health. Sigam perseverando, siempre habra alguien para ayudar. Que no se les olvide que ¡si se puede! Nosotros somos el ejemplo!

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ABSTRACT

This graduate project focused on developing and implementing a mental health workshop at California State University, Stanislaus to help inform and educate Hispanic/Latinx students on the importance of mental health and connect them to different mental health resources. The objectives of this project were accomplished through collaborations with the Diversity Center and members of the Psychological Counseling department. With their collaboration, the workshop was made possible and a safe space for dialogue on the topic of mental health in the Hispanic/Latinx community. This project was centered around the importance of mental health in college students, particularly those in the Hispanic/Latinx community, due to the mental health disparities that are clearly articulated in the literature. This workshop was facilitated by two LCSWs from the Psychological Counseling Department, and it allowed participants to have a safe space in which to discuss topics that affect students' mental health. The major topics covered consisted of negative cultural stigma, legal status, language barriers, first generation students, and financial issues. Feedback from participants revealed that the objectives of the graduate project were achieved. Implications and strategies for improving the even and for next steps are discussed.

DESCRIPTION OF THE PROJECT

The purpose of this graduate project was to create space for dialogue among Hispanic/Latinx students surrounding issues of mental health connected to their college experience. Additionally, the graduate project was intended to offer a safe environment in which potential negative cultural stigmas could be explored. Finally, information on resources where mental health services can be received were shared with those who attended the workshop. Through the workshop, the goal of the graduate project was to engage Hispanic/Latinx college students in an educational and supportive examination of mental health related to the college experience, while providing them with knowledge about an assortment of resources that they can access as the need arises or that they can share with their peers who may be in need. This workshop was held in partnership with The Diversity Center at California State University, Stanislaus and it tapped into the expertise of guest speakers who are knowledgeable about the content area.

The mental well-being of college students is important in order for them to have ensured academic success. Research shows that depression and anxiety are amongst the most prominent mental health issues reported by college students (Brittian et al., 2013). Concerns of mental health issues have substantial negative effects on college students, such as poor educational achievement, problems with employment and efficiency, and troubles in their personal relationships (Byrd & McKinney, 2012). Hispanic/Latinx college students face the same stressors as their

peers when it comes to their educational endeavors, but many also face the stressors of being first generation college students and it being their first time on a college campus. Furthermore, according to Aguilar-Gaxiola et al. (2012), a high percentage face issues like poor housing and food insecurity, trauma, discrimination, and abuse, issues which all contribute to the deterioration of their mental health when these stressors are not addressed or treated. These traumas and stressors along with the lack of cultural, ethnic, and linguistically diverse suitable mental health services, and negative mental health stigma, keep several Hispanic/Latinx students with mental health issues from seeking services.

It is estimated that by 2050, Latinos will make up 24% of the population in the United States (Alegria, Mulvaney-Day, Torres, et al., 2007). However, a prominent gap exists between the necessity and the accessibility of mental health services for Latinos, specifically immigrants and those who are not well versed in the English language. Discrepancies in mental health care services for Hispanic/ Latinx individuals is ongoing, severe, and well observed by researchers (Aguilar-Gaxiola, Loera, Mendez, & Sala, 2012). These issues in the broader population have significant impacts on the university population of Latinx students, as the experiences and views of their family members, relatives, and peer groups will be passed along to them. Providing an outlet to hold dialogue about mental health and its importance, addressing negative stigma, and giving information about where to receive services was the drive behind this workshop being held here at California State University, Stanislaus.

OBJECTIVES OF THE PROJECT

This graduate project was organized around six objectives. These objectives ensured that the goal of the project was able to be achieved. The first objective was to collaborate with the Diversity Center at California State University, Stanislaus to construct the workshop plan and focus. Doing so ensured the workshop had all the necessary topics that need to be addressed and that viable resources and information were able to be shared. The Diversity Center at California State University, Stanislaus, is committed to advocating for an inclusive and respectful space for students of all backgrounds, including but not limited to: race, ethnicity, nationality, sex, sexual orientation, gender, gender identity, creed, religion, age, social class, socioeconomic status, physical and cognitive differences, political views, immigration status, and veteran status (Diversity Center, 2019). Working in partnership with the Diversity Center ensured that the workshop was inclusive and respectful for all those that attended.

The second objective focused on the construction of the curriculum map that organized the project as a whole. Additionally, this curriculum map became a sustained document that can be shared with others who might be interested in developing a similar project on their university campus. Also, one of the goals of this objective was to prepare materials for the workshop, which included the program plan, handouts, presentation material, and an ensured space where the workshop was held.

The third objective was to identify guest speakers who were willing and helped engage the students in a deeper exploration of mental health and wellbeing. This work included a partnership with two members of the counseling faculty at California State University, Stanislaus, Jennifer Staffero, LCSW, and Edward Colorado, LCSW. Ms. Staffero and Mr. Colorado were the guest speakers who attended and presented at the workshop and gave their professional opinion on mental health. Ms. Staffero and Mr. Colorado are discipline experts who brought their expertise on mental health and Latinx students and ensured that the information that was provided fit the needs of the Hispanic/Latinx students. Additionally, other individual speakers were considered based on their knowledge of the subject and willingness to participate; however, Ms. Staffero and Mr. Colorado were the two speakers chosen to participate.

The fourth objective was to develop an advertising plan to recruit Hispanic/Latinx students. This work entailed creating handouts, flyers, and social media posts. It was important to do this to make sure we were reaching the targeted audience, and this way Hispanic/Latinx students knew that the workshop was occurring and where it was scheduled to be held in order to be able to attend.

The fifth objective was to implement the workshop. Applying the workshop and providing a safe space for dialogue to be had and resources to be shared was important to do so in order for Hispanic/Latinx students to be well informed on mental health and know where they can find resources if needed.

The sixth and last objective was to receive feedback on the students' experiences. Providing a feedback survey informed us of whether or not the goal of the project was met, or for participants to provide feedback on where things could be improved if needed. Therefore, a paper survey for those participants who attended the workshop was handed out at the end of the workshop for them to provide feedback. Achieving these objectives required approaching and collaborating with the Diversity Center at California State University, Stanislaus, and Jennifer Staffero, LCSW, Edward Colorado, LCSW, and other potential guest speakers.

SIGNIFICANCE OF THE PROJECT

The lack of adequate mental health services for the Hispanic/Latinx community, specifically college students belonging to this community, is deeply concerning. This project is significant because it aims to help inform and connect Hispanic/Latinx students at California State University, Stanislaus, on the importance of mental health and services that are available to them.

It is well documented in the literature that Hispanic/Latinx students face potential barriers to their academic success related to mental health issues. It is also well documented in the literature that stigma and concerns related to traditional mental health services might keep Hispanic/Latinx students from utilizing campus resources. This project was intended to help address these concerns. The purpose of this project was intended to create a space to explore solutions to overcome barriers, disparities, and lack of resources. This project is important to the academic success of students at California State University, Stanislaus. This project is bigger than just the group of Hispanic/ Latinx students here at this university. This project is in line with the pursuit of social justice so much so that all university campuses should be considering holding something similar to this event.

In Dean Spade's *Normal Life*, Spade lays out the framework for nonprofits and other service organizations for how service providers can better meet the needs of those seeking assistance, in the pursuit of social justice. One of the core pillars to the pursuit of social justice that aligns with this project is the Pillar of Consciousness.

The Pillar of Consciousness is described by Spade as the pillar that is meant to change standards and modify public opinions and awareness. This encompasses the work done by the media, the work done by the public educational system, and the formation of independent media (Spade, 2015). This project attempts to meet the standards of this pillar by bringing awareness of the disparities in mental health in the Hispanic/Latinx community. This project is set to bring consciousness and attempt to change standards and public opinion and awareness, by providing Hispanic/Latinx students with information on mental health and connecting them to resources for services. Spade's Pillar of Power aims to accomplish a self-ruling community that holds their power by constructing a base and building leadership. According to Spade, this is done by developing organizations on a broad scale and influence, and by developing a quality in-depth leadership (Spade, 2015). How this project attempts to meet the standards enlisted by this pillar is by bringing people together and creating a space for those who are facing this issue and showing them that they are not alone. This allows for people like the Hispanic/Latinx students at California State University, Stanislaus, to come together and allows them to have unity over the same concerns that they face. Creating a safe space where a group of people who share similar discrepancies that they are facing, and having somewhere to discuss these disparities is what the Pillar of Power is about.

LITERATURE REVIEW

The existing knowledge base reveals that a variety of issues prevent Hispanic/Latinx individuals from seeking services. Problems like language barriers, legal status, financial matters, and lack of knowledge, are a few of the difficulties that hinder Hispanic/Latinx persons from seeking mental health services. Various strategies have contributed to trying to rectify this issue; the mental health workshop in this graduate project is one such effort. The mental health workshop aims at informing Hispanic/Latinx students of the importance of mental health and seeking services, and this is just one example of a strategy attempting to address this issue. Research shows others efforts at trying to speak to this issue and attempting to connect Hispanic/Latinx people to mental health services. But, the literature also shows that although there are a variety of workshops, groups, and information in place that assist the Hispanic/Latinx population in informing them about mental health, there are still the issues of success rates, how many people actually receive services, and the disparities and issues they face when they do seek out services.

The literature highlights prominent barriers to service utilization by Hispanic/Latinx students, including issues related to the therapeutic alliance (language and cultural fit between worker and client), availability of services, social stigma, and cultural issues. Furthermore, discussion of where and how services can be received and what may keep individuals from seeking these services are also topics touched upon.

Mental Health Research & Hispanic/Latinx Community

According to Polo, Alegria, Sirkin (2012), it is recognized in multiple studies in mental health settings that a vast quantity of patients do not attend their arranged appointments consistently, prematurely opt out, or fail to follow their proposed treatment. Issues like interactions between the patient and provider, communication, and making decisions, all affect the involvement in care and can result in poor health results (Polo et al., 2012). In a study conducted from the Commonwealth Fund's Health Care Quality Survey, Saha, Arbelaez, and Cooper (2003) state that Latinos were less satisfied with their care, and that ethnic differences in relation to services were primarily due to the patient's perception of their provider's listening skills, respect, and the hands-on approach. Research has shown that the benefits of treatment are reduced for ethnic minorities, and Latinos in treatment attend fewer sessions and are more likely to stop their medication use early, and more probable to remain this way over time in contrast to European American equivalents (Polo et al., 2012). A variety of obstacles can cause disadvantages for the Latinx community, and many of these obstacles are in relation to language barriers and cultural norms. Cabassa, Zayas, and Hansen (2006), observed the outcomes of sixteen studies that covered a time period of three decades, and they found that Latinos consistently do not utilize mental health services in comparison to European Americans and are also less probable to receive mental health care.

According to a conceptual framework by Ashton et al. (2003), it is proposed that the communication style and actions of the clientele and the providers are

predisposed by the client's demographic characteristics whether it be their race or ethnicity, their education, and or language. Furthermore, operational and universal influences like the eligibility for services, efficiency demands, and sociopolitical framework, also influence the client-provider interactions (Ashton et al., 2003). Ashton and colleagues (2003) stress that clients can sway providers in four ways: by (a) providing a health history, (b) asking inquiring questions, (c) voicing apprehensions, and (d) being assertive. This can help providers and clients by ensuring there is communication and establishing a more concrete relationship between client and provider. A relationship where clients are more open to pursuing different treatment recommendations from the provider. Moreover, it is advised that those who receive care and services can be trained and informed on each of these techniques which would result in reduced disparities and improved health outcomes for ethnic minorities (Ashton et al., 2003).

Campuses and Mental Health

College campuses throughout the U.S have in recent periods have begun to pay attention to the deteriorating mental health and well-being of the students that attend their schools. When the 2010 National College Health Assessment survey was administered to 30,000 students throughout 39 college campuses by The American College Health Association, the results showed a substantial surge in psychological problems across college campuses. Specifically, 15.4% of college students were diagnosed with depression and 28.4% of students whether diagnosed or not, reported feeling depressed to the point where they were not able to function (Castillo &

Schwartz, 2013). The question however is how are colleges and universities prioritizing the mental health of the students on their campus and addressing their mental health needs? Although the demand for college student's mental health service needs are high, the literature states that little is known as to how universities are responding to these high demands (Watkins, Hunt, & Eisenberg, 2011).

In a study conducted by Watkins, Hunt, and Eisenberg (2011), student mental health service needs and institutional challenges were among the topics that researchers sought out to identify. These themes were identified by interviewing a group of campus mental health administrators. Researchers found that the needs of modern-day college students were different from previous ones. Students today exhibited more severe and complex mental health disorders which therefore increased the demand for mental health services in universities campuses (Watkins, Hunt, & Eisenberg, 2011). Watkins et al. (2011), suggests that because of the distinctive individualities of modern-day college students, along with their parents, mental health stigma, minority students, and technology, there are significant psychosocial aspects in today's college students in comparison to those of past generations. When seeking to find how university counseling centers handle the increase in demand, administrators were asked how their counseling centers have navigated the high demand, and many stated that funding and training programs involving graduate student interns helped with caseloads (Watkins et al., 2011). Watkins et al. (2011) concluded that administrators found changes in their campus mental health services

significant, especially the shifts of the focus now being on outreach and on creating groups to expand services based on specific mental health needs.

In conclusion of their study, Watkins et al. (2011) shed light on how an upsurge in mental health concerns has led to increase in demand as well as in the types of services offered. Administrators shared having to require more trainings for staff in order to increase their competence in order to handle multifaceted cases. Administrators also shared having a growing demand for their services but not receiving added staffing nor physical space as a shortcoming. As a result, administrators stated feeling overwhelmed and not prepared along with their staff when having to handle the students' mental health concerns (Watkins et al., 2011). Watkins et al. (2011), states that a mutual major challenge (revealed in comparable studies) has been that of a surge in demand for services without the ensuing increase in resources for mental health administrators. Universities main focus should be that of expanding the services available for their students and making sure they are offering high quality services. In the study of Watkins, many themes presented negatively affected the services given to students. Issues like the lack of action by universities in providing adequate and quality services for students, and providing mental health administrators with the proper resources in order for them to do their job thoroughly and effectively, were some of the common themes observed.

It is reported that nearly 17% or more of college students have a mental health problem and about two thirds of students with mental health difficulties do not use mental health assistances even when services are available to them on their college

campus (Dunbar, Padilla, Kase, Seelam, & Stein, 2018). Dunbar and colleagues (2018) state that mental health issues, when untreated, can lead to long term concerns like the decrease of academic achievement and underemployment/unemployment. In a survey conducted by Dunbar and colleagues (2018), they observed the use of online mental health services among community college students as well as their attitude towards this service. Online mental health services are different programs that allow treatment to be conveyed through a computer or mobile device, and this may increase access to and use of treatments for a variety of psychological problems and client populations (Dunbar, Padilla, Kase, Seelam, & Stein, 2018). The survey was provided to a variety of community college students of different ethnicities.

The study found that whether they had previously sought out mental health services or not, many community college students who participated in the survey reported being open to using online mental health services, but very few had actually used the service available to them (Dunbar, Padilla, Kase, Seelam, & Stein, 2018). Disparities focused on in Dunbar and colleagues' (2018) survey looked at the availability of community college students' time while on campus and how their schedule affected them whether they were part time or full time and if employment influenced their decision to seek out in person services. In knowing this, it is stressed in the findings of this study that colleges should consider online services to address the mental health needs of their students. Also, it may help to have pointed outreach to involve students in using these services and should reflect on how online services are consistent with that of in person therapy (Dunbar, Padilla, Kase, Seelam, & Stein,

2018). It is common for college students whether they attend a university or community college, to have extremely busy schedules, and more often than not, working a job(s) while they attend school. As such, it might be difficult for students to find the time to be able to attend therapy. But, services like that of online therapy via a mobile device or computer can be very beneficial and can reach a variety of different ethnic and racial groups.

This chapter provided an overview of existing literature regarding what is known about the mental health needs of Hispanic/Latinx students. In addition to highlighting the concerns facing this vulnerable populations, this chapter identified strategies that are being employed to help address the concerns. Additionally, the chapter emphasized the use (or lack of) mental health services by students when available at their college campuses, as well as the use of online services.

METHODOLOGY

In order for this project to accomplish its goals and objectives, there were a variety of steps that needed to be taken to bring it to fruition. The first step was to collaborate with the Diversity Center here on campus. An application for co-sponsorship was submitted to request partnership. Having a partnership with the Diversity Center required having regular meetings with the Director to discuss objectives and make sure what I wanted to do with the workshop happened.

The second step required continuous meetings with the Diversity Center Director where we collaborated to develop the curriculum map. In partnership with the Diversity Center, we developed the design of what the steps throughout the workshop were and what material we presented. Much of the material that was presented in the workshop was primarily dependent on the guest speakers and what they presented and shared throughout the workshop. The guest speakers helped identify the content that was presented and the handouts that were developed for advertising.

The third step required brainstorming with the Diversity Center's Director to identify potential guest speakers to reach out to and ask for their participation. The potential guest speakers were sought out and informed of what the workshop was about and sought their participation. The pool of participants was narrowed, and interviews were set up. During the interview the goals and objectives of the project were shared with the potential speakers in order to see if they could aid in meeting the

project goals. When the final speakers were selected, meetings were held where we were able to collaborate and map out what was to be presented at the workshop.

The fourth step required an advertising plan to be developed in partnership with the Director of the Diversity Center. The plan for advertising and reaching the Hispanic/Latinx student body was developed by creating a welcoming flyer that was distributed throughout campus announcing the event and what it is about.

Furthermore, the plan required creating posters, flyers, social media posts, and advertising the event on the university calendar and the Diversity Center website. In this step, we also discussed details of the workshop, such as how many people were expected to attend, how many handouts, how much food was needed, and how many stress balls and other items were distributed.

The fifth step entailed the implementation of the workshop. The workshop date and time were selected with the Director in order for the workshop to be held in one of the rooms reserved by the Diversity Center. The goal of this step was to provide a safe space for the workshop to be held and for dialogue and resources to be shared.

The sixth and final step was to provide a survey in order to receive feedback. Receiving feedback from those that attended the workshop can aid to see where the workshop could be improved, or to see what worked well. The survey held questions in regards to the workshop and rating how informative it was, rating the material presented, and overall rating of the workshop to see if it is something they would

recommend to peers. Also, to observe if what was shared during the workshop was insightful and helpful.

CONCLUSION

Overview of Experience

This project was implemented by holding a workshop where guest speakers, who were discipline experts on the topic, facilitated the group discussion on mental health in the Hispanic/Latinx community. The workshop began with an introduction. I explained to attendees that I set out to hold a workshop of this nature due to my own mental health hardships and being a part of the Hispanic/Latinx community. I shared that due to the many stressors of being a first-generation Chicana woman trying to navigate the education system and professional world, along with other life complications, I found myself unable to cope with my mental health issues and unable to find help for myself. I expressed how I was scared and embarrassed to be dealing with mental health issues and how I do not want others to feel the same, and I want to help inform and educate Hispanic/Latinx persons on mental health. I informed attendees that I searched for and found two guest speakers who work in the mental health field to engage everyone attending on the topic. Ms. Jennifer Staffero, LCSW, and Mr. Edward Colorado, LCSW, both introduced themselves and informed everyone that they are licensed therapists who work at the University's Psychological Counseling Services Department. All participants also went around and introduced themselves, and many shared the education they are seeking or from what agency they were sent to attend the workshop.

The two guest speakers facilitated the workshop by presenting different topics focused on education, first generation issues, cultural stigma, financial matters, language barriers, legal status, mixed family status, families and mental health, and where to find services. The guest speakers presented the different topics one at a time, informed the attendees how these different topics can also affect our mental health, and then opened up the group for discussion. Everyone attending was very respectful of each other and waited their turn to speak. For each topic, a broad conversation was had, and some if not every attendee participated in at least one topic discussion. The entire group appeared to agree on various issues, and laughs were also shared when everyone found relatable common ground. Many participants agreed that their families do not fully understand the importance of mental health, as well as the Hispanic/Latinx community as a whole, but it is something many want to help change.

A feeling and sense of community could be felt throughout the workshop. Once the workshop was coming to an end, many people shared that they enjoyed the experience and looked forward to attending other meetings if this workshop were to be an ongoing occurrence. I respectfully requested those who attended to please fill out the evaluation form they picked up at the beginning of the workshop and place it in the envelope provided. The two guest speakers also used this time to pass out multiple handouts with information on the Psychological Counseling Department, as well as flyers for mental health workshops that were happening soon. I thanked everyone who attended, especially the two guest speakers who made the time to be a

part of the event, and I expressed how this workshop occurred exactly as I envisioned it. I thanked everyone for attending and making this a possibility.

Lessons Learned

Holding this workshop at my University's campus was an immense learning experience that was very insightful and educational. I believe everyone who attended left with a positive feeling from having just experienced this workshop and gained a sense of community in knowing that other people are also experiencing the same hurdles and difficulties as one's own. Many of the issues presented and discussed in the literature, were also subjects and concerns that arose during the workshop discussions, including cultural stigma, financial difficulties, legal status implications, and lack of knowledge on the matter. One major takeaway from this experience was the high need for safe spaces to be created in order to have open dialogue, and how workshops of this nature are required in order for people to be exposed to new information and learn that they are not the only individuals experiencing these issues, thoughts, and feelings.

Like in everything that is being done for the first time, there are areas that can be improved. One modification I recommend for future events of this nature is to hold the workshop at a different time. This workshop was held in the morning when many students were in class or needed to be in class at some point in time while the workshop was being held. Many participants who attended had to leave mid workshop or were unable to stay until the end of it and shared that they needed to go to class but were happy to attend for a small amount of time. Future events of this

nature might be better attended if they are held later in the afternoon when people are more likely to have free time.

The content of the event could also be improved. A small presentation focused on information about the Hispanic/Latinx community and mental health needs to be shared with everyone attending. Having this information validated by research, would create a deeper understanding of the issues that are impacting the Hispanic/Latinx community and factors that negatively impact service utilization. This content could also be used to set the foundation for a deeper discussion among the participants and their lived experiences. A final lesson learned is that the event could have been stronger with a more guided interactive activity. Such an activity would help stimulate conversation and participation of the group. Having activities would make the experience more hands on and increase engagement.

Feedback

The total number of people who attended the workshop was 21. Many of those who attended the workshop were either University students, students from other colleges, and mental health professionals. From the evaluation forms, very positive reviews were gathered. Many of the comments given by participants called for the workshop to have more research-based information with visuals to help better understand how the Hispanic/Latinx community and mental health align (or don't). Also, others suggested having more interactive activities to stimulate peer participation. Many participants appreciated the fact that the two guest speakers were there to give their professional opinions and that they were from the University's

Psychological Counseling Department. Some participants in their evaluation expressed not knowing that the University had psychological counseling services available on campus and were very happy to find out they were available. A common comment found on the majority of the evaluations was participants agreeing with the fact that this was a very positive experience that they would like to see happen more often. Multiple participants expressed that they hoped this would be an ongoing workshop that could possibly meet up monthly. Participants also asked on their evaluations if it is possible to have one on one questions with the LCSW's during the next workshop. All these comments and suggestions will be taken into consideration for any future workshop being held.

Implications

The future of this graduate project and the implementation of this workshop look very positive. The Director of the Diversity Center was very pleased with the outcome of this workshop and expressed that this would be something that they can look into continuing through the Diversity Center. A student who attended the workshop and is in the Master of Social Work program also expressed wanting to continue this graduate project when it is time for her to begin her own.

This project has multiple implications for social work practice and policy. As stated in the literature, students in universities who identify with the Hispanic/Latinx community tend to be under informed about services available to them on their college campus, and many of these students do not utilize the services available to them because of issues related to stigma and culture. Universities need a clear

understanding on why they are not reaching and aiding this population of students. Universities need to take action and better plan to ensure the Hispanic/Latinx community is being informed of the counseling series available to them on campus.

This graduate project glaringly reveals that as part of the increasing awareness of mental health services and needs and in engaging Latinx students, universities need to commit to having an ethnically diverse counseling faculty. Employing faculty that are of diverse racial and ethnic groups and representative of the student population, should be a goal of all college campuses. This promotes inclusivity in both the faculty and student body.

Furthermore, this project also highlights the reality that universities need to be more inclusive of students who hold undocumented status as well as finding ways in which they can address negative cultural stigma surrounding mental health. Institutions need to recognize that there is a population of students on their campus who do not hold legal status, and they need to ensure that they are being inclusive of this population of students. Mental health and the negative stigma that surround mental health, need to be addressed, and one way universities can do this is by prioritizing mental health services and supports on their campuses and place mental health in a positive light. It is the university's responsibility to promote the student body's wellbeing and be inclusive of all groups when doing so. This is particularly important for Hispanic Service Institutions (HSIs). These institutions have a specific responsibility to meet the needs of the Hispanic population. Their actions need to be consistent with their rhetoric: they need to guarantee that HSI is simply not a label to

make them appear to be more inclusive, but something they stand behind and fully enforce.

Consistent with this graduate project, a way in which universities can show commitment to the vulnerable populations of students, like those in the Hispanic/Latinx community, is by ensuring those that help students navigate the educational system and who offer them support are being hired and supported themselves. Those individuals who help vulnerable populations of students and are their guides and advocates, are counseling faculty professionals (including social workers, LCSW, and MFTs) on campus. This project would not have been possible without the expertise of Counseling faculty for Psychological Counseling Services. Yet, these discipline experts are not tenured by this university nor do they have access to tenure lines. How are students to rely on a university and trust that they care about their health and well-being if those assigned to do just that and be advocates for students have little to no permanent job security or comparable faculty rights? Students, faculty, staff, and administrators rely on these counseling experts because not only do they offer counseling support, but they also help students, faculty, and staff with any other academic struggles to help students navigate the educational system. Social workers and helping professionals have an important role to play on university campuses, especially when dealing with a vulnerable population of students like those in the Hispanic/Latinx community. In order for universities to start building a healthy community, they can start by providing tenure opportunities to

those that advocate for the smaller communities who, more often than not, don't have the adequate representation.

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APPENDICES

APPENDIX A

WORKSHOP ANNOUNCEMENT



Don't Be Self Conchas



Love Your Conchas Instead

LET'S TALK ABOUT MENTAL HEALTH

March 11, 2020

Diversity Center LX 7

10:00 a.m. - 11:30 a.m.

This workshop is designed to educate and promote the importance of mental health in the Latinx community.

Join MSW Student Deice Martinez, Jennifer Staffero, LCSW, Edward Colorado, LCSW, and the Diversity Center for Conchitas and Cafecito!!



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Persons with disabilities who anticipate needing special accommodations or who have questions about physical access may email diversitycenter@csustan.edu or call (209) 667-3511 in advance.

APPENDIX B

WORKSHOP EVALUATION

Let's Talk About Mental Health -Workshop

Please take a moment to complete the evaluation and let us know if this workshop was beneficial. We encourage you to leave comments and recommendations. Rate the training on a scale of 1-5.

Questions	Strongly Disagree	Disagree	Neutral/Not Sure	Agree	Strongly Agree
The workshop was useful and informative	1	2	3	4	5
The presentation materials were relevant	1	2	3	4	5
The content of the workshop was organized and easy to follow	1	2	3	4	5
The facilitators were well prepared and able to answer any questions	1	2	3	4	5
The workshop length was appropriate	1	2	3	4	5
The pace of the workshop was appropriate to the content and attendees	1	2	3	4	5
The topics discussed were helpful and relevant	1	2	3	4	5
Overall, how satisfied are you with the workshop?	1	2	3	4	5

What was most useful?

What was least useful?

What else would you like to see included in this workshop? Are there any other topics that you would like to be discussed in this workshop?

Would you recommend this workshop to fellow students? Yes No Why?

Other comments/feedback

Thank you for completing this evaluation form. Feedback received will be used for improvements to future workshops. Evaluation forms should be handed to the MSW Student at the end of the workshop. Alternatively, forms can be submitted to dmaritnez21@csustan.edu

APPENDIX C
RESOURCES FLYER



ON CAMPUS:

- **Psychological Counseling Service at Stan State**
T: 209-667-3381
Call to make an appointment!

COMMUNITY RESOURCES:

- | | |
|--|--|
| ● Sierra Vista Child & Family Services
T: 209-669-6771 | ● El Concilio
T: 209-523-2860 |
| ● Center for Human Services
T: 209-526-1476 | ● Haven Women's Center- Stan.
T: 209-524-4331 |
| ● CERT- Community Emergency Response Team
T: 209-558-4600 | ● Jessica's House
T: 209-250-5395 |
| ● High Risk Health & Senior Access Team
T: 209-525-4920 | ● Immigrants Rising's Mental Health Connector
www. immigrantsrising.org/mental-health-connector/ |