

# COTEXTUAL INTERVENTIONS FOR ETHNIC MINORITY YOUTH: STRESS, COPING, AND SOCIAL SUPPORT

*Presenters: Diana Formoso, Ph.D., Josie A.  
Augustin, & Sohani Barrientos*

**Friday, April 10, 2015 ♦ 9:00 a.m. – 12:00 p.m.**  
**Fort Lauderdale, Florida**

South Florida is home to many ethnic minority and immigrant communities, and much of our clinical work will need to address their diverse and ever changing needs. Bronfenbrenner's (1986) developmental-ecological model suggests that multiple, complex factors impact children and families and many of these go beyond the individual strengths and needs of children and their caregivers. Nonetheless, existing evidence-based practices are aimed primarily at remedying problematic parent and child behaviors without addressing the stressors that cause and exacerbate them. This presentation will focus on contextual issues to consider when working with low-income, ethnic minority youth and their families, including: the impact of multiple, chronic and uncontrollable stressors on family life (e.g., poverty, neighborhood disadvantage, acculturative stress); the importance of "fit" when choosing coping strategies, especially for uncontrollable stressors; the importance of helping families build, re-build, and seek social support during times of stress and transition; and the potential role of culturally-valued strategies, such as faith-based coping and faith-based social support.

## ABOUT THE PRESENTERS

**Diana Formoso, Ph.D.** is an assistant professor at Nova Southeastern University's Center for Psychological Studies. She received her doctorate in clinical psychology from Arizona State University and completed a post-doctoral fellowship in prevention science at the University of Illinois at Chicago. She uses community-based participatory research methods to better understand risk and protective factors that shape youth development across settings (e.g., families, schools, neighborhoods), and especially seeks to understand how poverty, acculturation, and cultural values shape child mental health. Ultimately, this work informs the development of culturally-competent and contextually-relevant mental health interventions for low-income, ethnic minority and immigrant families.

**Josie A. Augustin, M.S.** is a doctoral student at Nova Southeastern University's Center for Psychological Studies. Her clinical and research interests include working with young adult populations and studying ethnic minority issues, particularly among Haitians. She is interested in the relations between social support and mental health among Haitians and in barriers to help-seeking from professionals when existing sources of support fall short. She is currently a practicum student at Henderson Student Counseling Services.

**Sohani Barrientos, M.S.** is a doctoral student at Nova Southeastern University's Center for Psychological Studies. A graduate of Florida International University, her clinical interests include children with developmental disabilities, anxiety disorders, and the potential role of spirituality in mental health among Latinos. She is currently a practicum student at the University of Miami's Autism Spectrum Assessment Clinic.

## PROGRAM OBJECTIVES

Participants will be able to:

- Identify three cultural or contextual factors that impact parenting and child mental health for low-income, ethnic minority families
- Distinguish between solvable and unsolvable problems faced by low-income, ethnic minority families and name one coping strategy that can be used for each
- Identify two issues one must consider when implementing coping interventions with ethnic minority families
- Identify two issues one must consider when implementing social support interventions with ethnic minority families

## PROGRAM AGENDA

- 8:30 a.m. – 9:00 a.m. Registrations and refreshment
- 9:00 a.m. – 9:30 a.m. The developmental-ecological model and interventions beyond children and families
- 9:30 a.m. – 10:00 a.m. Stress, solvable and unsolvable problems, and the family
- 10:00 a.m. – 10:45 a.m. Coping with stress and the importance of fit
- 10:45 a.m. – 11:30 a.m. Social support: Advantages, disadvantages and the importance of not going it alone
- 11:30 a.m. – 12:00 p.m. Interventions beyond children and families

## PROGRAM LOCATION

Nova Southeastern University  
Center for Psychological Studies  
Maltz Psychology Building, Room 2057  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796

For maps and directions to Nova Southeastern University's main campus, please visit our web site at <http://www.nova.edu/cwis/campusmaps/maincampus.html>. Telephone directions to the main campus are available 24 hours a day by calling (954) 262-1563.

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## CONTINUING EDUCATION INFORMATION

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**Clinical social workers, mental health counselors, and marriage and family therapists:** Nova Southeastern University's Center for Psychological Studies is approved by the state of Florida's Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling to offer continuing education. Provider number: BAP# 330, Exp. 03/31/15.

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**Professional counselors:** Nova Southeastern University's Center for Psychological Studies is an NBCC-Approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. Provider #4548, Exp. 04/30/15.

**All mental health professionals will receive 3 continuing education credits for the workshop. Full attendance is required. No partial credit will be awarded. Check your licensing state's rules and regulations for more information regarding your continuing education requirements.**

Nova Southeastern University is committed to making its programs accessible to all prospective attendees. Let us know if you have specific requirements due to a disability.

## ABOUT THE SPONSOR

Nova Southeastern University's **Center for Psychological Studies** is dedicated to providing the highest quality education to its students, superior mental health care services to the community, and research contributions to the mental health sciences. The center offers two doctoral programs (Ph.D. and Psy.D.) in clinical psychology and two predoctoral internship programs. The center offers master's programs in mental health counseling, school counseling, counseling (online), forensic psychology (online), and general psychology (online). The center also offers a specialist (Psy.S.) program and doctoral (Psy.D.) program in school psychology.

## NOTICES OF ACCREDITATION, MEMBERSHIP, AND NONDISCRIMINATION

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The Center for Psychological Studies Doctor of Philosophy (Ph.D.) program is accredited by the Commission on Accreditation of the American Psychological Association. The Center for Psychological Studies Doctor of Psychology (Psy.D.) program is accredited by the Commission on Accreditation of the American Psychological Association. The Center for Psychological Studies Psychology Services Center Predoctoral Internship Program is accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the programs' accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, D.C., 20002-4242, Phone: (202) 336-5979, Email: [apaaccred@apa.org](mailto:apaaccred@apa.org), Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation). Additionally, the Center for Psychological Studies sponsors the South Florida Consortium Internship Program, which is a member in good standing of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The center's master's degree program in school counseling and specialist and doctoral programs in school psychology are approved by the Florida Department of Education. In addition, the specialist program in school psychology holds the designation of National Recognition by the National Association of School Psychologists (NASP). The Center for Psychological Studies offers two programs, (1) the M.S. in School Counseling and (2) the Psy.S. in School Psychology, for practitioners in P-12 schools that have been accredited by the National Council for Accreditation of Teacher Education (NCATE). The accreditation for these programs is awarded to the university through the Fischler School of Education as follows: The Fischler School of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

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