

**SYLLABUS
SUL ROSS STATE UNIVERSITY
RIO GRANDE COLLEGE**

ED 6316 Seminar: BILINGUAL AND BICULTURAL COUNSELING

**SEMESTER: I Summer Session 2015
Jun 2 – Jul 7**

PROFESSOR: Dr. Samuel Garcia, LPC
PHONE: (830)708-4823 Cell: (830)734-7732
EMAIL: samuel.garcia@sulross.edu

Suggested Texts:

Counseling Latinos and La Familia (1st ed.). Patricia Arredondo, Maritza Gallardo-Cooper, Edward A. Delgado-Romero, Angela L. Zapata. ISBN-13: 978-0761923305
ISBN-10: 0761923306

Culturally Responsive Counseling with Latinas/os
Patricia Arredondo, Maritza Gallardo-Cooper, Edward A. Delgado-Romero, Angela L. Zapata. ASIN: B00QYU81TW

Latino Families in Therapy. Celia Jaes Falicov. ASIN: B00FW49D16

Counseling and Family Therapy with Latino Populations: Strategies that Work.
Robert L. Smith, R. Esteban Montilla. ASIN: B00B9KCLFM

Video In-class Viewing:

Counseling Latina/Latino clients by Patricia Arredondo, PhD.
Testimonios of Mexican Immigrant Daughters
Adlerian Therapy by Jon Carlson, PsyD, EdD
Structural Family Therapy by Salvador Minuchin

Course Prerequisites: ED 5314 Personality and counseling Theories and ED 6318 Multiculturalism and Diversity in Counseling. Students must earn a final grade of B or better in both 5314 and 6318 in order to enroll in ED 6340

Course Purpose: In compliance with the mandates of the grant, as well as the recent additions to the state licensing rules, the Masters of Education in Counseling will move to a 60 hr. program by 2017. Therefore, there is an urgent need to add new courses to our inventory, and this will be a required course. This concentration is offered to students seeking advance competency development in bilingual and bicultural counseling skills. The premise for this advance study is to enhance the knowledge base and application approaches learned in the multicultural course. The purpose of this sequence is to have

the counseling student comprehend the distinctive interchange of language and culture from two languages in the counseling setting. Emphasis will be placed on developing competency skills to work with clients of Mexican Descent, Mexican origin, or Mexican Americans of the border culture.

Course Description: This course offers a comprehensive and in-depth examination of current theories, research, and strategies in bilingual and bicultural counseling with clients of all ages. Bilingual and bicultural individuals can effectively employ two different languages and successfully navigate in two different cultures. Subsequently, language choice is a therapeutic strategy the counseling student will learn to employ with proficiency. The student will learn specific cultural characteristics, terminology, ethnic origins, historical migrations and racial subjugation and the implications on communication skills. Special emphasis is placed on the linguistic and cultural characteristics of the Texas-Mexico border region and the supportive use of language and culture in counseling.

Competency Component: This course and the following competency outline are informed by the Multicultural counseling Competencies (MCC) (Sue, Arredondo & Mc Davis, 1992, Arredondo et al. (1996), and Multicultural Guidelines of the American Psychological Association (APA, 2002). However, competency education and evaluation will be based on bilingual and bicultural competencies (BLBCC) specific to the interaction between the Spanish-English language and Mexican-American culture. That is, the competencies and guidelines will be referenced throughout the course, helping individuals to increase awareness, knowledge and skills in three domains:

- (a) Counselor Awareness of Own Values and Biases.
- (b) Counselor Awareness of Client's Worldview.
- (c) Culturally Appropriate Intervention Strategies.

Dimensions of Personal Identity and Racial Identity models will also be referenced throughout the course simultaneously with BLBCCs, helping individuals to increase awareness, knowledge and skills in three models. Consequently, risk-levels of individual activities will be categorized into low, medium and high-risk classifications. Fawcett and Evans (2013) define the word *risk* as the effort and courage needed to complete the activity, and not intended to mean *dangerous*. Arrendondo et al. (1996) describe three dimensions of personality that will be underlined in this course:

- (a) Category A - Characteristic Human Traits.
- (b) Category B - Consequences of Identity Factors.
- (c) Category C - Peripheral Social Influences.

The Competencies, Dimensions and Guidelines will be operationalized through a number of learning experiences. There are:

- Individual competency activities assessments to establish personal benchmarks and areas in need of attention.

- Group competency activity assessments to establish personal benchmarks and areas in need of attention.
- The development and discussion of Genograms.
- Individual journal upkeep.
- Required and ancillary readings.
- Small and whole group discussions.
- The use of contemporary films.

Orientations: Culture-specific literature, and of course, opportunities to learn from one's peers is essential to apprehend cultural inferences that enlighten a person's interactive perspective and conceptual resolution strategy(s). There will be readings, activities and discussions about the culture-specific population of Mexican Descent, Mexican origin, or Mexican Americans of the border culture. The individual and group competency activities are essential to better equip a counselor with the education and skills to appropriate the most effective therapeutic modality that ultimately benefit the Texas-Mexico border client. We will consider how culture impacts client-counselor interactive dynamics in order to minimize actions that might inhibit a conducive client-counselor relationship. The resulting conceptual integration serves a dual purpose of learning individual and social influential dynamics, *and* acquiring a useful schema for guiding information and managing bi-lingual and bi-cultural encounters. Students in the class will experience the delicate interplay of learning to identify one's own culture and understanding how it operates in others' behavior. The professor will provide time in and out of class to assist students in the conduct of three projects: Individual and group activity assessments, the design and development of an individual genogram and an outline/diagram of the Mexican origin. We will explore what bi-cultural philosophy might contribute to resolving "hot" personal issues such as family dynamic breakdown, socio-economical dilemmas, inter-ethnic violence, demographic change resulting from immigration, and the residual impact of colonialism and American "melting pot" traditions. Students will be introduced to key concepts of the design of the bilingual and bicultural counseling program.

Course Objectives:

1. To acquaint students with the most important and recent theoretical and research developments in bilingual and bicultural counseling and particularly of people from Mexican descent, Mexican origin, or Mexican American of the border culture.
2. To integrate history, religion, theory and lessons from current research into a coherent schema of effective therapeutic approaches for this particular regional population.
3. To review and demonstrate the three multicultural domains and three dimensions from a bicultural perspective and solidify a counseling student's conception of bicultural and bilingual specific particulars.
4. To review conditions and factors such as acculturation, generational differences, ethnic identity, phenotypes, language use and preference, and several other relevant

dimensions of the Mexican Descent Dimensions of Family and Personal Identity Model that render each individual and family as unique.

5. To develop competent fieldwork, research and interventions for a population that is demonstrating vast regional growth patterns.
6. To illustrate ways to use course material in a variety of applied settings.
7. To help students integrate course material into their educational and career plans.

Readings and Resources:

- Brodie, M., Steffenson, A., Valdez, J. & Levin, R. (2002). *2002 national survey of latinos*. Washington D.C.: Pew Research Center.
<http://www.pewhispanic.org/2002/12/17/pew-hispanic-centerkaiser-family-foundation-2002-national-survey-of-latinos/>
- Chung, R. C., Bemak, F. Ortiz, D. P., Sandoval-Perez, P. A. (2008). *Journal of Counseling & Development*, 86: 310-317.
- Cooperman, A., Lopez, M. H., Funk, C., Martinez, J. H. & Ritchey, K. (2014). *The shifting religious identity of latinos in the united states*. Washington D.C.: The Pew Research Center. <http://www.pewforum.org/2014/05/07/the-shifting-religious-identity-of-latinos-in-the-united-states/>
- Duarte-Velez, Y. M. & Bernal, G. (2007). Suicide behavior among latino and latina adolescents: Conceptual and methodological issues. *Death Studies*, 31: 435-455.
- Frie, R. (2013). Culture and language: Biligualism in the german-jewish experience and across contexts. *Clin Soc Work J*, 41: 11-19.
- Fry, R. (2007). *The changing racial and ethnic composition of u.s. public schools*. Washington D.C.: the Pew Center. <http://www.pewhispanic.org/2007/08/30/iii-growing-minority-isolation-largely-reflects-changing-student-demographics/>
- Fukuyama, M. A. (1994). Critical incidents in multicultural counseling supervision: A phenomenological approach to supervision research. *Counselor Education and Supervision*, 34(2): 142-151.
- Perry, S. (2013). The bilingual brain. *Society For Neuroscience*. Retrieved 04/28/15
<http://www.brainfacts.org/sensing-thinking-behaving/language/articles/2008/the-bilingual-brain>
- Pew Research Center. (2004). *Generational differences*. Washington D.C.: Pew Research Center. <http://www.pewhispanic.org/2004/03/19/generational-differences/>

- Hakimzadeh, S. & Cohn, D. (2007). *English usage among Hispanics in the united states*. Washington D.C.: Pew Research Center.
<http://www.pewhispanic.org/2007/11/29/english-usage-among-hispanics-in-the-united-states/>
- Ramirez, A., & Wooten, R. (2007). Spirituality and well-being. *Journal of Professional Counseling: Practice, Theory, and Research*, 35(2): 46-61.
- Ramos-Sanchez, L., Atkinson, D. R. & Fraga, E. D. (1999) Mexican americans' bilingual ability, counselor biligualism cues, counselor ethnicity, and perceived counselor credibility. *Journal of counseling Psychology*, 46(1): 125-131.
- Rollins, J. (2006). Border culture counseling. *Counseling Today*, Alexandria, VA.: American Counseling Association. <http://ct.counseling.org/2006/09/border-culture-counseling/>
- Rontu, H. (2007). Codeswitching in triadic conversational situations in early bilingualism. *International Journal of Bilingualism*. 11(4): 337-358.
- Suro, R. Fry, R., Kochhar, R., Passel, J., Tafoya,, S., Benavides, D. C., Seaborn, M. & Luben A. F. (2005). *Hispanics: a people in motion*. Washington D.C.: The Pew Research Center. <http://www.pewhispanic.org/2005/01/24/hispanic-trends/>
- Suro, R. & Passel, J.S (2003). *The rise of the second generation: changing patterns in hispanic population growth*. (Washington D.C.: The Pew Research Center. <http://www.pewhispanic.org/2003/10/14/the-rise-of-the-second-generation/>
- Taylor, P., Lopez, M.H., Mart, J. H. & Velasco, G. (2012). *When labels don't fit*. Washington D.C.: Pew Research Center.
<http://www.pewhispanic.org/2012/04/04/when-labels-dont-fit-hispanics-and-their-views-of-identity/>
- Waldinger, R. (2007). *Between to worlds: How young latinos come of age in america*. Washington D.C.: Pew Center. <http://www.pewhispanic.org/2007/10/25/v-national-identity-and-attachment/>
- Zong, J, & Batalova, J. (2014, October 9). Mexican immigrants in the united states. Retrieved from <http://www.migrationpolicy.org/print/15092#.VNmKaLDF-7E>

Methods of Evaluation:

- Class Participation: 10%
- Latino Specific Competency Assessment: 10%
- Competency Quizzes: 10%
- Bilingual and Bicultural Discussion Board 10%
- Oral Presentation (5mins): 10%

Individual Genogram: 10%
Final Exam: 40%

Class participation:

As your instructor, I place a heavy emphasis on Individual competency assessments and class participation. Class attendance is critical; as your professor I go far beyond material in your assigned readings. Also, the effectiveness of our work together depends on you drawing on your own experiences to comment on ideas presented in class. The intercultural experiences of students add tremendously to everyone's learning in class. I encourage students to meet with me during office hours, or before after class especially for help with the projects and for assistance in seeing the connection between the class and future work and study plan. In grading, I will hold graduate students to higher standards than those applied to undergraduates.

I believe evaluation should flow in both directions in the classroom. While I evaluate your work, I would like to maintain a steady flow of feedback from you about the course and my teaching. I will ask you to evaluate me at least twice during, as well as at the close of the semester. I would also like to ask that we have two graduate consultants to help maintain a steady flow of feedback about student experiences in class. I will ask all students to report their concerns to the consultants, who, in turn will relay them *anonymously* to me. I will also ask these consultants to keep me posted about typical workloads, grading resolutions, and student needs.

Latino Specific Competency Assessment:
Each Class Session

Individual competencies will be administered and evaluated at the end of each class experience. Students will complete an assessment form. All assessment entries will be based on the student's outlook on the material provided that will reflect the three BLBCC domains and three dimensions mentioned above. Each student will be considered the class content and will elaborate on his or her self-awareness, worldview and skill development of that experience.

Competency Quizzes:
Each Class session

Each student will download each section quiz a day before class is held. Students will make every effort to complete each question prior to coming to class. Students will then bring their quiz to class and use as a study guideline. Each student will then take the quiz using blackboard no later than 11:59 pm the next day. Only the quiz taken through blackboard will be used for grading purposes.

Genogram

Due: June 18th

A genogram is a family map or history that uses special symbols to describe relationships, major events, and the dynamics of a family over multiple generations. Mental health and medical professionals often use genograms to identify family patterns of mental, physical health and ancestral patterns that are critical for the counseling student to know. The student will benefit greatly from developing a historical diagram of his or her family origin; greater emphasis will be placed on the cultural, racial and ethnic background. Having a genuine understanding of the familial historical background enhances a greater appreciation of the student's perceptive development. Moreover, the student's experience generating a genogram will help to appreciate his or her client's perspective. Sometimes historical backgrounds have a hurtful experience that result in disruption of family and individual functioning dynamics and ultimately necessitates a person to seek counseling services. The student will develop his or her unique genogram and turn in the diagram at the designated due date. The development of a genogram will be an insightful and a rewarding activity. Access blackboard and retrieve the symbol chart to help you develop your own genogram. There exist countless of symbol for various indicators. However, you will only need to include identifiers that identify: Gender, D.O.B./Age, marital status, siblings, addiction, physical or mental illness, Interactional patterns, income, Household living arrangement, immigrant status, race/ethnic group.

Oral Presentation

Due: July 2nd

I have listed optional reading material that will help to further solidify the knowledge base of the Latino population. Reading additional information demonstrates a detail passion for comprehending the Latino population and facilitates the competency developmental process. Counseling students desiring to read any article and orally share with the class his or her own experience of reading the article will not have to complete the Latino Origin Diagram. He or she will earn the 10 points allocated for the diagram. The oral presentation will be limited to five-minutes and will include three points. The first will consist of a personal view of the article. The second point will include the student's perceptive articulation of how the worldview might view the information in the article. The third will consist of the speaker describing how the new found information can be useful when counseling a client of Latino racial composition.

Bilingual and Bicultural Discussion Board

Due: July 7th

The Association for Multicultural Counseling and Development has recently placed emphasis on schools and programs to develop counseling competencies to ensure effective therapeutic outcomes. Arredondo (1996) explains that experiential learning in nine competency areas is critical in order to deliver effectual counseling to clients. Fawcett and Evans and Smith (2013) emphasize that an experiential approach helps to (a) put the student into the learning, (b) solidifies what has been learned (c) enables a person to retain what has been learned.

Each student will reflect and construct a mindfulness journal entry after each class session. Please limit your journal entry to 150 to 300 words. The objective is not to inhibit any thought or feeling. The student will be encouraged to write freely. Your entry should include at least an awareness about your perception and emotions stirred during class interactions and discussion. You will also write about how others might interpret the content of what you have learned in class. Your skill development is critical; therefore, please write about how you can apply what you have learned in class with future clients.

PROPOSED COURSE OUTLINE

DATE	TOPIC, ASSIGNMENT DUE AND READINGS
June 2	<p style="text-align: center;">Introduction: Assignments explained, Group selection and Terms Defined</p> <p>Article - “Mexican Immigrants in the United States” by Jie Zong and Jenne Batalova</p> <p>Activity: Video Presentation; Counseling Latinas/os By Dr. Patricia Arredondo</p>
June 4	<p>Reading Discussion– Bicultural</p> <p>Book - Ch. 2 Understanding Latino Families: Historical and Sociopolitical Multicultural Contexts” by A. L. Santiago-Rivera, P. Arredondo, M. Gallardo-Cooper</p> <p>Article – “Border culture counseling” by Jonathan Rollins</p> <p>Latino Specific Competency Assessment Competency Quiz & Journal Entry (Due: June 5th 11:59 pm)</p>
June 9	<p>Reading Discussion– Bilingual/Bicultural Counseling</p> <p>Book - Ch. 3 Understanding Latino Families From Multiple Contexts: Essential Frames of Reference</p>

	<p>Article - Migration and Father Absence: Shifting Family Structure in Mexico</p> <p>Latino Specific Competency Assessment Competency Quiz & Journal Entry (Due : June 10 11:59 pm)</p>
<p>June 11</p>	<p>Reading Discussion: Bilingualism</p> <p>Article - “The Bilingual Brain” by Susan Perry</p> <p>Article – Bilingualism alters brain functional connectivity between “control” regions and “language” regions: Evidence from bimodal bilinguals. by Li, L., et al.</p> <p>Article – Bilinguals use language-control brain areas more than monolinguals to perform non-linguistic switching tasks” by Rodriguez-Pujades, A., et al.</p> <p>Article – “How does the bilingual experience sculpt the brain?” by Costa, A. & Sebastián-Galles, N.</p> <p>Article – “Codeswitching in triadic conversational situations in early bilingualism” by Rontu, H.</p> <p>Article – “Exploring the Nuances of Code-switching” by Sarah McCauley</p> <p>Article – “Counselor bilingual ability, counselor ethnicity, acculturation, and Mexican americans’ perceived counselor credibility” by Ramos-Sanchez, L.</p> <p>Article - “Mexican Americans’ Bilingual Ability, Counselor Bilingualism Cues, Counselor Ethnicity, and Perceived Counselor Credibility.”</p> <p>Article – Culture and Language: Bilingualism in the German-Jewish Experience and Across Contexts</p> <p>Genogram Review <u>NO</u> Latino Specific Competency Assessment Competency Quiz & Journal Entry (Due: <u>June 15th</u> 11:59 pm)</p>
<p>June 16</p>	<p>Reading Discussion– Bicultural</p>

	<p>Book - Ch. 4 “Understanding Latino Families: Redefining Their Diversity” by A. L. Santiago-Rivera, P. Arredondo, M. Gallardo-Cooper</p> <p><u>NO</u> Latino Specific Competency Assessment <u>NO</u> Competency Quiz & Journal Entry</p> <p>Activity - Genogram DUE.</p>
June 18	<p>Reading Discussion– Acculturation and Spirituality</p> <p>Book - Ch. 5 Understanding Latino Families in Transition by A. L. Santiago-Rivera, P. Arredondo, M. Gallardo-Cooper</p> <p>Article – “Generational differences” by the Pew Research Center.</p> <p>Article – “Spirituality in Mexican Americans” by A. Ramirez and R. Wooten.</p> <p>Latino Specific Competency Assessment Competency Quiz & Journal Entry (Due: June 24th 11:59 pm)</p>
June 23	<p>Reading Discussion– Counseling Strategies</p> <p>Book - Ch. 6 Initial Stage of the Counseling Process: Issues and Alternative Strategies</p> <p>Article – “Adlerian Counseling with Hispanic Clients and Families” by J. Bornsheuer and M. A. Polonyi</p> <p>Video: Adlerian Therapy by Dr. Aaron Beck</p> <p>Latino Specific Competency Assessment Competency Quiz & Journal Entry (Due: June 24th 11:59 pm)</p>
June 25	<p>Reading Discussion– Counseling Strategies</p> <p>Book - Ch. 7 The Middle and Last Stages of Counseling</p> <p>Video: Structural Family Therapy by Salvador Minuchin</p>

	Competency Quiz & Journal Entry (Due by June 26th 11:59 pm)
June 30	Reading Discussion – Counseling Strategies Ch. 8 Latino Family Counseling: Models of Helping Competency Quiz & Journal Entry (Due by July 1st 11:59 pm)
July 2	Reading Discussion– Counseling Strategies Ch. 9 Future Direction Competency Quiz & Journal Entry (Due: July 1st 11:59 pm) Activity –Oral Presentations DUE. Final Exam Review
July 7	Final Exam