



SYLLABUS

EDUC 6340 Bilingual and Bicultural Counseling

SEMESTER: Spring 2017

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Required Texts:

Counseling Latinos and La Familia (1st ed.). Patricia Arredondo, Maritza Gallardo-Cooper, Edward A. Delgado-Romero, Angela L. Zapata.

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Course Prerequisites: Student must have earned a grade of B or higher in EDUC 5307, EDUC6315 & EDUC 6308 and have permission of the Instructor.

Course Purpose: 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.

Student Learning Expectations / Outcome for this Course

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*. Arredondo 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.

Course Structure and Methods of Evaluation:

This course will be taught as a graduate course, with lecture and group collaborative discussion, small group exercises, video reflections, oral presentations and reflective writing. It is expected that students will have read all readings and be prepared to engage in a conversation regarding main points and application of the readings. Students are expected to be respectful of others' opinions, share perspectives and engage in critical thought, integrate information and theories from other disciplines and course work in your writings and discussions; and engage in ethical practices.

Grading System: The final grade will be determined on the basis of achievement of student learning outcomes and fulfillment of course expectations.

A = 100-90 points B = 80-89 points C = 70-79 points D = 60-69 points F = below 60 points

Group Collaborative Discussion: 10 points

Small Group Exercise: 10 points

Oral Presentations (Genogram): 10 points

Video Reflections: 20 points

Weekly Quizzes: 20 points

Movie Reflection Paper: 30 points

Group Enhanced Collaborative Streaming Interaction (10- points):

As your instructor, I place heavy emphasis on Individual class participation. The interactive component to this course is critical; it will enhance your critical thinking/reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich experience(s). The experiences communicated by students add tremendously to everyone's learning in class. Our live *Enhanced Collaborative Streaming* interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. You will need to have high-speed Internet service, and the *Adobe Flash Player* loaded into your personal computer. *The IT department has suggested that you use Google Chrome or FireFox as your web browser to alleviate technical difficulties.* I have placed a quick link to *Adobe Flash Player* for quick download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the Collaborate interactive weekly meetings.

Class attendance and active participation in class discussions is expected and essential to promoting student learning (yours and your classmates). Keep in mind that participation is creatively influenced; not everyone participates verbally; please be aware of your own participation style, and share air time with other students. You are expected to attend all class meetings. Also, since this course requires your active participation and is group oriented, please do not enter late or depart early.

This class meets once per week. **Missing more than two classes will reduce your grade by a full letter grade.** As a graduate level class, your preparation for class, attentiveness, reflection, integration of readings into class discussions, and quality of participation in class discussion and group activities through sharing experiences, issues, questions from the readings, and new learning is expected. Please bring to each class period questions or issues from the reading, the literature, or your professional experiences which you would like to raise in class. You will also be asked to work in a group and to co-facilitate part of one class with your group.

To maintain an ideal learning environment for yourself and your colleagues, please keep background activity minimal to minimize distractions and noise interference.

You will be asked to assess your own engagement via attendance, reflection, discussion in class and out, and through your immersion experience.

Deadlines for presentations and projects are firm. However, life is sometimes unpredictable; please communicate with me before the project due date if you expect to have a late assignment and we will

work out a new deadline.

Small Group Exercise (10-points):

Each student shall participate in a small group discussion and collaboratively prepare the exercise on his or her own personal time. Each group shall consist of evenly allocated group members. Each group will collectively review the Reading Chapter and (a) discuss the authors intention, b) identify the developmental stage process.

The purpose of this assignment is to consider how to create effective formal assessment skills while simultaneously bring-about evidence-based therapeutic counseling to the older adult. The assignment addresses the complexity, comprehensiveness, and intentionality needed for effective counseling. The goal is for you to engage in critical thinking and analysis about older age cognitive schemes and the outcomes of current practices and about creating more effectual conclusions.

Oral Presentations (10-points):

Delivering effective oral presentations involves three components: what you say (*verbal*), how you say it with your voice (*vocal*), and everything the audience can see about you (*visual*). For all three components, maximize the signal-to-noise ratio: Amplify what helps, filter out what distresses.

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, behaviors and family dynamic function. 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.

CATEGORY	4	3	2	1
Collaboration with Peers	Almost always listens to, shares with, and supports/challenges the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports/challenges the efforts of others in the group.	Often listens to, shares with, and supports/challenges the efforts of others in the group but sometimes is not a reliable team member.	Rarely listens to, shares with, and supports/challenges the efforts of others in the group. Often is not a reliable team member.
Comprehension	Student is able to accurately answer almost all questions posed by colleagues about the topic, or offers follow-up to colleagues.	Student is able to accurately answer most questions posed by colleagues about the topic, or offers follow-up to colleagues.	Student is able to accurately answer a few questions posed by colleagues about the topic, and offers little follow-up.	Student is unable to accurately answer questions posed by classmates about the topic, and offers no follow-up.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Well, Creates Interest	Speaks clearly and creates significant interest by engaging the audience well.	Speaks clearly and creates some interest in the topic.	Speaks clearly some of the time, and creates some interest in the topic.	Does not speak clearly and creates little interest in the topic.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Pauses	Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact.	Pauses were effectively used once to improve meaning and/or dramatic impact.	Pauses were intentionally used but were not effective in improving meaning or dramatic impact.	Pauses were not intentionally used.
Listens to and Participates in Others' Presentations	Listens intently. Asks good questions and makes relevant comments.	Listens intently but has no or little contributions.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and is sometimes distracting.

Video Reflections (20-points):

Students will access the *Video Reflections* tab and review the assignment and enter a 1 to 2 paragraph reflective comment regarding the assignment. The comment must include your version of what theme or message the author is attempting to convey to his or her audience. Include any rationality, as perceived by the descriptive content; include your thoughts and emotion(s) you experienced while viewing the video, and perceptions of how the information might impact future activities. You are welcome to enter a personal experience(s) recalled while viewing the video. **However, please consider any confidential or sensitive information before elaborating in a public setting.**

The assignments mostly consist of short video clips, but may consist an article, or a guest person presentation. You will have **ten Video Reflection activities**, and each event is worth 2-points of a possible 20 points. You will see the link to the video clip embedded in the thread menu.

Weekly Quizzes (20-points)

Please complete, and thoughtfully analyze, all readings **prior** to class. You should come to class prepared to engage in both all class and small group discussions. Not all readings will be addressed directly during class time, but the texts will be helpful to you for other classes, setting the context of the profession, and your continuing professional development.

Each student will complete a quiz on a weekly basis. The quizzes are intended to ensure you can grasp the content of the assigned reading. There is a total of **ten quizzes**, and each quiz is worth 2-points of the possible 20 points.

Movie Reflection Paper (30-points)

Reflection papers are intended to move a student from passive learning to Active learning. Active learning enhances reasoning skills that are very important to a counselor. Like your forum entries, this assignment is meant to enhance your counseling skills by grasping certain content while assessing your intrinsic processes. The paper has a grade value of 30 points. I have provided students with a brief video that explains reflective learning and how to write a reflective paper. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use an APA format to write this paper. The writing lab can assist you in understanding the mechanics involved in writing a reflective paper. All written assignments should be completed on time and with academic integrity. All written assignments should follow APA Guidelines (as detailed in the APA Manual, 6th edition).

Criteria	Superior (30 pnts.)	Sufficient (20 pnts.)	Minimal (10 pnts.)	Unacceptable (0 pnts.)
Depth of Reflection ___ of 10 points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components ___ of 10 points	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure ___ of 5 points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling,	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

	spelling, grammar, or syntax errors per page of writing.	grammar, or syntax errors per page of writing.		
Evidence and Practice ___ of 5 points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

PROPOSED COURSE OUTLINE

DATE	TOPIC. ASSIGNMENT DUE AND READINGS
Jan. 17	<p>Introduction: Assignments explained, Group selection and Terms Defined</p> <p>Reading: Ch. 1 Understanding Latino Perspectives The Multicultural Counseling Competencies (Dimensions of Personal Identity Model)</p> <p>Article 1 - “Mexican Immigrants in the United States” by Jie Zong and Jenne Batalova</p> <p>Quiz 1: Ch. 1 Understanding Latino Perspectives The Multicultural Counseling Competencies (Dimensions of Personal Identity Model)</p> <p align="center">Article 1 - “Mexican Immigrants in the United States” by Jie Zong and Jenne Batalova</p> <p>Video Reflection 1: Video Presentation; Counseling Latinas/os By Dr. Patricia Arredondo</p> <p>Collaborative Discussion: Tuesday, 6:00 pm</p>
Jan. 24	<p>Book - Ch. 2 Understanding Latino Families: Historical and Sociopolitical Multicultural</p> <p>Quiz :2: Understanding Latino Families: Historical and Sociopolitical Multicultural</p> <p>Video Reflection 2:</p> <p>Collaborative Discussion: Tuesday, 6:00 pm</p>

<p>Jan. 31</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>Quiz 3: 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>Video Reflection 3:</p> <p>Collaborative Discussion: Tuesday, 6:00 pm</p>
<p>Feb. 7</p>	<p>Reading Assignment: 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>Quiz 4: Over all Articles</p> <p>Collaborative Discussion: Tuesday, 6:00 pm</p>

<p>Feb. 14</p>	<p>Reading Assignment: Ch. 4 “Understanding Latino Families: Redefining Their Diversity”</p> <p>Quiz 5: Ch. 4 “Understanding Latino Families: Redefining Their Diversity”</p> <p>Video Reflection 4:</p> <p>Collaborative Discussion: Tuesday, 6:00 pm</p>
<p>Feb. 21</p>	<p>Reading Assignment: Ch. 5 Understanding Latino Families in Transition</p> <p>Article – “<i>Generational differences</i>” by the Pew Research Center.</p> <p>Quiz 6: Ch. 5 Understanding Latino Families in Transition</p> <p>Video Reflection 5:</p> <p>Collaborative Discussion: Tuesday, 6:00 pm</p>
<p>Feb. 28</p>	<p>Reading Assignment: 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>Quiz 7: Ch. 6 Initial Stage of the Counseling Process: Issues and Alternative Strategies</p> <p>Video Reflection 6: Adlerian Therapy by Dr. Aaron Beck</p> <p>Group Collaborative Discussion: Tuesday, 6:00 pm</p>
<p>Mar. 7</p>	<p>Reading Assignment: Ch. 7 The Middle and Last Stages of Counseling</p> <p>Quiz 8: Ch. 7 The Middle and Last Stages of Counseling</p> <p>Video Reflection 7: Structural Family Therapy by Salvador Minuchin</p> <p>Collaborative Discussion: Tuesday, 6:00 pm</p>

Mar. 13-17	Spring Break
Mar. 21	<p>Reading Assignment: Ch. 8 Latino Family Counseling: Models of Helping</p> <p>Quiz 9: Ch. 8 Latino Family Counseling: Models of Helping</p> <p>Video Reflection 8:</p> <p>Collaborative Discussion: Tuesday, 6:00 pm</p>
Mar. 28	<p>Reading Assignment: Ch. 9 Future Direction</p> <p>Video Reflection 9:</p> <p>Collaborative Discussion: Tuesday, 6:00 pm</p>
Apr. 4	<p>Reading Assignment:</p> <p>Weekly Quiz 9: MHS- Ch. 15 Specialty Hospitals and Psychiatric Units</p> <p>Video Reflection: VR9 Bellevue: Inside Out Psychiatric Hospital Documentary</p> <p>Group Collaborative Discussion: Thursday, 7:00 pm</p>
Apr. 11	<p>Reading Assignment: MHS- Ch. 17 School Mental Health</p> <p>Weekly Quiz 10: MHS- Ch. 17 School Mental Health</p> <p>Video Reflection: VR10 Kids in Crisis: Schools take on students' mental health issues</p> <p>Group Collaborative Discussion: Thursday, 7:00 pm</p>

Apr. 18	Oral Presentations: Genogram Group Activity: Collaborate Discussion: Tuesday, 6:00 pm
Apr. 25	Oral Presentation: Genogram Group Activity: Collaborate Discussion: Tuesday, 6:00 pm
May 2	Movie Reflection Paper Due