Department of Education
Counseling Program

SYLLABUS

EDSR 6340 Bilingual & Bicultural Counseling

SEMESTER: Spring 2023

Thursdays 6:00 pm

PROFESSOR: Dr. Samuel Garcia, LPC-S

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OFFICE OR ELECTRONIC ADVISING HOURS: PLEASE CALL or EMAIL TO MAKE AN APPOINTMENT:

> **IN-PERSON** - Thursdays 10:00 p.m. – 6:00 p.m.
> **VIRTUAL (Collaborate) –Anytime**
>
> **Office Location:** 2623 Garner Filed Rd., A-107, Uvalde, Texas 78801

Master of Education Counseling Program:
Counseling Program Web Page

Chair for the Education Department/Counseling Program:
Dr. Miriam Muniz-Quiz

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Dr. Patricia Nicosia

Vice President Sul Ross State University Rio Grande College:
Dr. Jorge Garza

President Sul Ross State University
Dr. Carlos Hernandez

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

ISBN-13: 978-761923305
ISBN-10: 0761923306

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

Course Purpose: 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.

Course Goal: The goal is designed to assist bilingual and bicultural clients, who reside in border towns of South Texas and other areas dense with Latinos, with counseling services provided by counselors who are academically and skillfully prepared by this course of study. Having culturally sensitive trained counselors to work with Latino populations will provide greater efficacy in working with Latinos of Mexican descent.

Course Objectives and Latino Specific Module Competencies:

Course Objectives and Latino Specific Module Competencies are drawn from Santiago-Rivera, A. L (2002). Counseling Latinos and la familia: A Practical Guide. Thousand Oaks, CA: SAGE Publications.

Course Objectives	Latino Specific Module Competency	Week	Evaluation Method
1. To examine the Multicultural Counseling Competencies (MCCs) (Arredondo et al., 1996; Sue et al., 1992) and other culture-specific guidelines as frameworks for understanding Latino perspectives in counseling. 2. To review the Dimensions of Personal Identity Model (Arredondo & Glauner, 1992) and its adaptation to Latino	**AWARENESS** • Culturally skilled counselors are aware of competency-based models and guidelines relevant to working with clients in general and with Latinos specifically. **KNOWLEDGE** • Culturally skilled counselors have knowledge about the historical and political context for the development of multicultural and culture-specific competencies and guidelines in the fields of counseling and psychology. • Culturally skilled counselors are able to describe Latino-specific models and frameworks that can serve as reference points when working with Latino clients. **SKILLS** • Culturally skilled counselors are able to conceptualize the Dimensions of Personal Identity Model for working with individuals from different Latino groups. • Culturally skilled counselors can identify specific MCCs and guidelines that can be resources for their work with Latino clients and institutions that serve them.	Week 1	Weekly Quizzes Video Reflection Final Exam Collaborative Classroom Discussion Genogram
3. To provide historical perspectives about the different Latino groups, including their means and point of entry into the United States.	**AWARENESS** 1. Culturally skilled counselors can identify biases and assumptions, both positive and negative, they have about Latino clients and their families that may affect a counseling relationship.	Week 2 & Week 11	Weekly Quizzes Final Exam Weekly Video Reflections Collaborative Classroom Discussion Genogram

4. To review the role of situation, region, neighborhood, and other contexts that affect an individual and family's experiences in the United States.	**KNOWLEDGE** 1. Culturally skilled counselors can describe the regional, situational, and sociopolitical contexts that have influenced Latino clients. 2. Culturally skilled counselors can discuss the differences among Latino groups based on national identity and migration patterns and other historical experiences. **SKILLS** 1. Culturally skilled counselors can differentiate among the various Latino groups and incorporate specific knowledge about the migration experiences of a particular Latino group in understanding the family's concerns and problems. 2. Culturally skilled counselors can identify specific historical events that may have directly or indirectly affected family functioning.		
5. To review conditions and factors such as acculturation, generational differences, ethnic identity, phenotypes, language use, and preference, and several other relevant dimensions of the Latino Dimensions of Family and Personal Identity Model that render each individual and family as unique. 6. To examine the influence of religion as a factor in colonization and its role in worldview formation, gender socialization, and transgenerational values. .	**AWARENESS** 1. Culturally skilled counselors can recognize the expectations they hold about family values and interpersonal relationships that may be different from Latino values and practices. **KNOWLEDGE** C 2. Culturally skilled counselors can describe a variety of factors, such as the impact of migration and generational differences in Latino value orientation, that may influence the dynamics of a Latino family.. 3. Culturally skilled counselors can understand the concepts of personalismo, respeto, orgullo, and compadrazco, and their meaning for the Latino individual. **SKILLS** 4. Culturally skilled counselors can identify specific cultural beliefs and practices such as the use of health-related folk remedies that help a family cope with illness . 5. Culturally skilled counselors can incorporate specific historic, social, economic, and familial characteristics to accurately conceptualize a family seeking support.	Week 3 & Week 11	Weekly Quizzes Video Reflection Final Exam Collaborative Classroom Discussion Genogram
7. To present demographic trends about each of the Latino groups to gain an appreciation for the diversity within them. 8. To examine socioeconomic and family characteristics of each Latino group to gain an understanding of how these factors are redefining the Latino family.	**AWARENESS** 1. Culturally skilled counselors can understand and appreciate the diversity and heterogeneity within the Latino population. 2. Culturally skilled counselors are aware of the similarities and differences in demographic trends among the various Latino groups. **KNOWLEDGE** 3. Culturally skilled counselors can describe demographic and socioeconomic characteristics specific to each group (e.g., Mexicans, Puerto Ricans, Cubans). 4. Culturally skilled counselors can discuss the impact of specific social, economic, and familial characteristics that have shaped the Latino family in the United States.	Week 4 & Week 11	Weekly Quizzes Weekly Video Reflections Reflection Paper Collaborative Classroom Discussions Genogram

	SKILLS 5. Culturally skilled counselors can incorporate knowledge about specific social, economic, and familial characteristics in a cultural context and informed framework that leads to effective helping of families. 6. Culturally competent counselors can advocate for a family in need of services.		
9. To provide background information about different realities evident in Latino families today. 10. To review a variety of Latino family characteristics and behaviors in the context of cultural and life experiences that may influence family relationships and human development. `	**AWARENESS** 1. Culturally skilled counselors can recognize the family-of-origin structure and function as one of many possible types of the family organization without imposing the family of origin as the standard for assessing other Latino families. 2. Culturally skilled counselors are aware of the developmental sequelae of a bicultural upbringing and can recognize differences and similarities with their own developmental course. **KNOWLEDGE** 1. Culturally skilled counselors understand the foundation and barriers of different Latino marriages and family compositions. 2. Culturally skilled counselors can identify characteristics of Latino families at risk and the different forms and degrees of stress they experience (e.g., psychosocial, acculturation, trauma). **SKILLS** **3.** Culturally skilled counselors incorporate information regarding "at-risk" factors and protective variables into a culturally sensitive therapeutic intervention. **4.** Culturally skilled counselors appreciate, identify, and integrate clients' strengths in interventions regardless of the predicament of the family.	Week 5 & Week 11	Weekly Quizzes Weekly Video Reflections Reflection Paper Collaborative Classroom Discussions Genogram

	AWARENESS	Week 6 & Week 10 & Week 11	Weekly Quizzes
11. To examine specific processes (e.g., client-therapist match and interpersonal etiquette) that affect the establishment of the therapeutic relationship in the early stages when counseling Latino clients and their families.	• Culturally skilled counselors can recognize some of the challenges non-Latino counselors face in counseling Latino clients.		Weekly Video Reflections Reflection Paper Collaborative Classroom Discussions Genogram
12. To review relevant Latino-centered cultural values that may play an important role in the early stages of the counseling process.	• Culturally skilled counselors are aware of cultural influences that may impede or enhance a trusting and positive relationship between a client and a counselor.		
13. To examine the role of culture and language in the assessment.	**KNOWLEDGE** • Culturally skilled counselors can identify specific Latino value orientations and interpersonal etiquette that facilitate rapport.		
14. To examine issues that affect treatment planning.	• Culturally skilled counselors can understand the role of language and culture in assessment and treatment. **SKILLS** • Culturally skilled counselors can apply a cultural-linguistic approach in the early stages of counseling. • Culturally skilled counselors may also be bilingual and, if not, they ensure that the family is assisted by a competent clinician who speaks the family's preferred language. • Culturally skilled counselors can develop a treatment plan that uses a multidimensional framework, incorporating aspects of the Culture Centered Clinical Interview (CCCI).		
15. To review specific strategies that can be used during the middle and last phases of the counseling process, such as language switching, storytelling, and metaphors.	**AWARENESS** 1. Culturally skilled counselors are aware of the importance of Latino-centered strategies such as accepting with ease the client's use of Spanish words in the counseling process. 2. Culturally skilled counselors are aware of the expectations they place on Latino clients when traditional practice methods and procedures are employed.	Week 7 Week 10	Weekly Quizzes Weekly Video Reflections Reflection Paper Collaborative Classroom Discussions

16. To examine the above Latino-centered counseling strategies through case illustration. 17. To review practice accommodations that are Latino- client-centered. 18. To examine a variety of termination issues and ethical dilemmas.	**KNOWLEDGE** - Culturally skilled counselors have knowledge of different counseling theories and models that are appropriate to use with Latino individuals and families. - Culturally skilled counselors are able to describe ways in which specific strategies such as language switching, culture-centered storytelling, and Spanish proverbs can be used effectively in counseling. - Culturally skilled counselors are knowledgeable of the clients' personal and cultural history and are able to develop motivating interventions that are tailored to the specific characteristics of the client. **SKILLS** - Culturally skilled counselors can adapt and develop Latino-sensitive counseling methods and treatment programs. - Culturally skilled counselors can interject a wide range of Latino-centered interventions including key images, Spanish words, metaphors, and storytelling techniques in counseling. - Culturally skilled counselors can effectively use TEMAS as a therapeutic intervention in counseling individuals, groups, and families.		
19. To examine family therapy theories and their application to Latino families. 20. To review four specific Latino-centered frameworks: Bicultural Effectiveness Training; Multidimensional Ecosystemic Comparative Approach; Rules, Roles, and Rituals; and Latino Transactional Model. 21. To review culture-centered approaches in constructing genograms in family assessment. 22. To examine special issues and guidelines in	**AWARENESS** - Culturally skilled counselors can identify the cultural and idiosyncratic characteristics of their own family of origin. - Culturally skilled counselors are aware of the importance of adopting different kinds of family therapy models with Latino families. **KNOWLEDGE**	Week 8 & Week 10	Weekly Quizzes Weekly Video Reflections Reflection Paper Collaborative Classroom Discussions

working with Latino families, such as language issues, structuring sessions, and decision making.	• **C**ulturally skilled counselors have a broad knowledge of family systems theories as well as culture-centered family therapy models. • Culturally skilled counselors can identify possible barriers to family interventions with Latino families**.** **SKILLS** • **C**ulturally skilled counselors can differentiate between what is culturally driven and what is idiosyncratic in the Latino family's functioning. • Culturally skilled counselors can effectively integrate multiple frameworks and interventions in counseling Latino families.		
23. To set forth an overall agenda addressing Latino issues and considerations in mental health counseling, education, research, and practice. To articulate Latino-specific competencies.	**AWARENESS** • Culturally skilled counselors can identify the cultural and idiosyncratic characteristics of their own family of origin. **KNOWLEDGE** • **C**ulturally skilled counselors have a broad knowledge of family systems theories as well as culture-centered family therapy models. **SKILLS** • **C**ulturally skilled counselors can differentiate between what is culturally driven and what is idiosyncratic in the Latino family's functioning.	Week 9 & Week 13 & Week 14	Weekly Video Reflections Reflection Paper Collaborative Classroom Discussions Genogram

American with Disabilities Act (ADA):
Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus.
PLEASE SEE BELOW FOR TECHNOLOGY ASSISTANCE.

Student Support Services:
Student Support Services provides students with the tools and resources they need to achieve academic success and to remove all obstacles to learning, including advising, tutoring, and workshops. Tutors are available at each of the three sites, Uvalde, Del Rio, and Eagle Pass during the fall, spring, and summer semesters. These tutors offer assistance in mathematics, English, History, and PowerPoint presentations. Tutors' schedules are posted on bulletin boards around campus as well as **online**. Tutors are available by appointment or on a walk-in basis.

Student center computers are equipped with Grammarly (https://www.grammarly.com/), a software program that helps students achieve academic goals and improve their writing in essays, reports, theses, dissertations, and college entrance application. Grammarly automatically detects grammar, spelling, punctuation, word choice, and style mistakes in your writing.

Please go to: http://www.sulross.edu/page/1568/student-services to speak to a support service representative or visit the Student center.

Student Services Specialist are:

      Del Rio – (830) 703-4816
      Eagle Pass – (830) 758-5037
      Uvalde- (830) 279-3027

Technology Requirements:

Hardware Requirements: The following minimum hardware and software requirements are necessary in order to access an online class through SRSU-RGC's current version of Blackboard. Be sure to check your course syllabus and discuss technology needs with your professor as early in the class as possible.

System Requirements: The following minimum hardware and software requirements are necessary in order to access an online class through SRSG-RGC's current version of Blackboard. Individual instructors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in the class as possible.

	Minimum	Recommend
Operating System	Windows 7 or higher Mac OSX 10.8 or higher	Windows 10 Mac OS 10.12
Processor	1 GHz processor	2 GHz or faster processor
Memory	512 MB of RAM	2 GB of RAM or higher
Monitor Resolution	1024 x 768	1024 x 768 or higher
Free Hard Disk Space	5 GB of free disk space	20 GB or higher of free space
Internet Connection	Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps	Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
Internet Browser	FireFox	FireFox
Java	Java is required to use Blackboard. Visit our Java support page for information about troubleshooting Java.	
Macromedia Flash Player	Flash may be required to play videos within the Blackboard system. You can download Flash from the Adobe website.	

Students are required to have regular, reliable access to a computer with a stable broadband Internet connection. Any system older than 4 years may not have the processing power to work with our current version of Blackboard and its components.

All SRSU-RGC networked computers are configured to use Blackboard and will have the software needed to complete online coursework. If additional software is needed on an SRSU-RGC lab computer, please contact the administrator of the lab for assistance.

If your computer is publicly accessed off-campus or is loaned to you, you may be prohibited from downloading files or software.

The first step to see if your computer is set up for Blackboard is to check your browser compatibility. We strongly recommend Blackboard students use the latest version of Mozilla Firefox for Windows or Mac because it is the most compatible with our current Blackboard system.

Browser Downloads	PC	Mac
Mozilla Firefox	Download	Download
Safari	Download	Download
Google Chrome	Download	Download

Generally, it is a good idea to have multiple browsers installed on your system for a couple of reasons. First, you always want a plan B. If you are trying to perform time-sensitive tasks in Blackboard, you don't want to waste time troubleshooting your browser or downloading a new browser. Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browser-related issue.

Second, it helps to rule out browser-related issues. If you are having problems in one browser and not another, then you know there is something going on with your browser or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to Blackboard.

Additional Software and Plug-ins: **Most of the materials you will be accessing in Blackboard will consist of web pages, Microsoft documents, or Adobe Acrobat files. However, instructors may choose to upload content in a variety of formats. Below you will find a list of common file types that may be used in Blackboard. The software required to view these files is given and links to downloadable versions of the software have been provided if available.**

Application Downloads File Extension		PC	Mac
Adobe Acrobat Reader	.pdf	Download	Download
Microsoft Office	.doc • .docx .ppt • .pptx .xls • .xlsx .rtf • .txt	Download	Download

Microsoft Office Viewer			

Word Viewer	.doc • .docx	[Download]	n/a
PowerPoint Viewer	.ppt • .pptx	[Download]	n/a
Excel Viewer	.xls • .xlsx	[Download]	n/a

Video Players	Common File Extensions	PC	Mac
Macromedia Shockwave Player	.fla • .swa • .swf	[Download]	[Download]
QuickTime	.mov • .qt	[Download]	[Download]
Media Player Classic	.avi • .vlc • .wmv	[Download]	n/a
VLC Media Player	.avi • .vlc • .wmv	[Download]	[Download]

Additional Software	PC	Mac
Microsoft Security Essentials	[Download]	n/a
Ad-Aware Spyware Removal	[Download]	n/a
Spybot Search and Destroy	[Download]	n/a

Technical Skills

Technical Skills Required: Students will be required to interact through a virtual media real-time technological program (Collaborate). Moreover, students will be required to know how to send and receive emails; how to cut and paste information; how to post and download assignments onto and from Blackboard; how to access videos and post comments on discussion boards; how to take exams through Blackboard and how to access Collaborate Ultra Real-time feature. Students will also be required to access their generated grade points to measure their progress in the course. **PLEASE REVIEW Introductory Videos** to refresh your understanding of how to access and navigate through these blackboard features.

Other Technological devices/Equipment: Student computer MUST be equipped with fully functional speakers, microphone, and video camera. Since this course is instructed through an enhanced video feature like Collaborate Ultra, it is important to keep background noise to a minimum so as not to distort communication; it is preferred that students use ear/headphones with attached microphones to enhance communication clarity. The student microphone icon must remain off unless speaking to help with back-feed sounds. The video camera icon MUST remain on at all times, PLEASE REVIEW introductory Collaborate video.

Blackboard: I have posted a course orientation video to help each student understand how to navigate through Blackboard. The Blackboard Orientation Video can be accessed by:

Logging into "Blackboard."

- Select the course number and name.
- Observe the Course men, which is categorized by submenus.
- The student will notice the "Menu" categorized by submenus. They are:

> **1. ORIENTATION**
> **2. COMMUNICATION**
> **3. READING ASSIGNMENT**
> **4. ASSIGNMENTS**
> **5. TOOLS**

- Select the "Blackboard Orientation" feature under the "Orientation" Submenu.

Students can also access the Blackboard orientation video clips designed to help students navigate and use Blackboard while taking graduate coursework. Students can access the videos by:

- Going to the Blackboard main page.
- Access the "Student Resources" located at the red top left block of the Blackboard Log-in Page.
- Orientation and "How to" videos are available to help the student navigate and through Blackboard.

Blackboard Representatives:
Sandy Bogus (432-837-8523) : sbogus@sulross.edu M-F 9:00 a.m. - 6:00 p.m. or
Rusty Klein (432-837-8595): rklien@sulross.edu Sat. –Sun. 11:00 a.m. - 6:00p.m.

Collaborative Streaming: As your instructor, I place heavy emphasis on Individual class participation. There will be thirteen graded collaborative meetings and they are each worth 100 points. The interactive component to this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing their reasoning skills from drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone's learning in class. Our live online 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. I will ask many open-ended questions to elicit responses. Students will be required to participate in every classroom session.

Collaborate Ultra is a web-based system used for real-time connection. You can access the Collaborate Ultra feature by:

- Log into Blackboard.
- Select the Course number and name.
- View your Menu on the Left-hand side of the main course page.
- Select "Collaborate Ultra" under the "Assignment" Sub Menu.
- Once in "Collaborate Ultra," select "Get Launch Link."
- Select "Join Course Room."
- Turn on the video by depressing the Camera icon and do the same for the microphone when speaking ONLY.

Frequent "Lost connection" is NOT acceptable, and the student will be required to go to the computer lab located at the closest SRSU-RGC university site for the remainder of the semester after two class periods of lost connectivity difficulties. Such disconnection issues interrupt class dynamics and will not be accepted. Each student is encouraged to take his or her computer hardware to the IT department to assess compatibility before classes begin to ensure standards for connectivity are acceptable. Students are also encouraged to provide the IT representative with the type of home internet service provider and specifications to determine if acceptable for collaborate ultra-connectivity. It is also recommended that your home network usage be limited to your use to prevent slowing the home network connectivity. For example, make sure others including yourself, disconnect wifi from cell phones and other programs that slow home network connection.

IT Technologist for each campus are (**PLEASE CALL BLACKBOARD REPRESENTATIVES ABOVE** for Blackboard issues):

Del Rio - (830)703-4818
Eagle Pass - (830) 758-5010

Uvalde – (830) 279-3045

In consideration of the current advanced mobile technology, it is imperative that students make necessary arrangements to access collaborate at the designated time. Students are not allowed to drive a vehicle or engage in an activity where safety is compromised and exposes the student to a dangerous situation.

Students with Disabilities: **It is the policy of the University of Sul Ross State University-Rio Grande College to create inclusive learning environments. If there are aspects of the instruction or design of any course that results in barriers to your inclusion or to an accurate assessment of achievement-such as time-limited exams, inaccessible web content, or the use of non-captioned videos, etc. - Please notify the instructor as soon as possible.**

For information about SRSU-RGC disability support services, please contact Student Service Specialist:

Mrs. Kathy Biddick
(830) 279-3003
Email: kbiddick@sulross.edu

Diversity:

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students' awareness of diversity and multicultural understanding.

Scholastic Misconduct:

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

Etiquette Expectations:

Graduate students are expected to take responsibility for their own academic work. Each individual will make sure to understand the content and process of all syllabi. The professor may offer assistance and your advisor may offer you direction; however, the student must demonstrate initiative and maturity to pursue understanding actively.

Students are to communicate questions or statements as directed by the professor. Etiquette considerations will include speech tone, language, and expression that is respectful and clear so as to minimize ambiguity; moreover, presentation of questions or statements will not consist of any defamatory, sarcastic, degrading or disrespectful tones, whether in person, telephonically, teleconferenced, enhanced video streaming, email or any other modes of communication.

Culture often influences an individual's mode of gaining understanding and disseminating meaning. Therefore, it is imperative that individuals consider primary language, speaking style, inappropriate terms, the distance between parties, eye-contact, inappropriate body language (Example: finger-pointing, etc.), and disabilities that may hinder effective communication.

Attendance, Introduction, and Participation:

Regular class attendance and participation are required aspects of this course.

- A major component of our first virtual class meeting will require that each student introduce himself or herself, regardless of when your first day of class commences. This will be a great time to get to know each other since we will be spending significant time sharing each other's lens through which course content is viewed. Points of Introduction must include the following and not to exceed five minutes:
  - Full name.
  - Place of Birth.
  - Place raised
  - Describe the family or culture that best describes you.
  - Your interest in your undergraduate degree.
  - The rationale for entering into the counseling program.
  - What you hope to accomplish with Counseling training.
  - How you conclude this to be important.
- Each attendance is valued at 100 points.

- Each student is required to interact verbally by responding to questions I pose regarding points of discussion or material content, other students' perspectives, and statements. Please do not type your responses, this feature in Collaborate is intended to be used for emergency or extraordinary technical circumstances and NOT a consistent form of in-class communication.

- Video reflections and are intended to evoke logical reasoning skills and these cognitive skills often advance at different stages; therefore, peer learning is encouraged by observing other students' reflective writing entries.

- If you must be absent, please notify the instructor in advance. This does not excuse your absence, but flexibility may be offered for extenuating circumstances.

- Please read the assigned material before class and be prepared to discuss it. You are expected to actively and verbally participate in classroom discussions and activities.

- Also, **please consider this a friendly reminder to turn off all cell phones, noisemaking devices, and back-ground noise during class.**

Late Work:

Assignments must be turned in before the beginning of the next scheduled class to receive credit. If you will not be in class to turn in an assignment, it is still your responsibility to see that work is turned in on time. Late work = 0 points.

Grading/Feedback:

Most grading is technologically driven and grades are posted immediately. However, some quizzes require professor review and grading. In cases where grading is not instantaneous, I will complete all grading two days before the next class meeting time. This will provide ample time for students to review their outcomes and prepare any questions before or during class. Asking questions in class often evokes great discussion points. Feedback on any assignment will be provided no later than two days before the next class meeting. Students are welcome to contact me to schedule a time to meet virtually to address any questions. In the event I do not answer the phone, please leave a message so that I may return your call, I respond to all my calls within 24-hours.

	Qty.	Possible points	Range	
Collaborative Ultra	13	1300 (13 x 100 pts. ea.)	A - 1300 B - 1200 C - 1100 D - 1000	**A= 3970 - 4480** **B= 3590 - 3835**
Video/Article Reflections	13	1560 (13 x 120 pts. ea.) Each reflection has the potential for 120 points.	A = 1170-1560 B = 1040-1157 C = 780 – 910 D = 520 – 650	**C= 3190 - 3438** **D= 2590- 2588**
Exams	13	1300 (100 pts. ea.) Student must achieve a minimum of 80 on ea. Quiz to earn the 100 points.	A = 900 - 1000 B = 800 - 890 C = 700 - 790 D = 600 - 690	**F= < 2590**
Movie Reflection Paper **Note:** Combine all 6 papers into one 12-page paper for final submission.	1	120 x 6 =720/6pts= 120	A = 110 - 120 pts. B = 80 - 100 pts. C = 60 - 70 pts. D = 40 - 50 pts	
Final Exam	1	100 pts.	A = 90-100 B = 80 - 89 C = 70 –79 D = 60 - 69	
Genogram	1	100 pts.	A = 100 B = 90 -99 C = 80-89 D = 70-79	

Video/Article Reflection:
Students will access the Video or Article Reflection tab and review the assignment and enter a minimum 3-paragraph reflective comment regarding the assignment. There will be thirteen graded video/article reflections with a potential value of 120 points for each assignment with an accumulated potential of 1560 points. 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. Please see the rubric below that I use to assess your skill level. 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 of an article, or a guest person presentation. You will select the topic title (VR 1, etc.) for the video clip assigned for the week. The video reflection clips are located under the Video Reflections submenu. After selecting the title, it is required to

select the thread title. Review the video clip and enter your reflection by selecting the "Reply" feature and enter your reflection. The following rubric is provided to guide your responses.

Competency Level	Advanced (30)	Novice (20)	Student (10)	Unacceptable (0)
Competency 1 Your version of what theme or message the author is attempting to convey to his or her audience.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the offers rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent from his or her general perspective.	Student only restates the video or Text content.
Competency 2 Include any specifics the author(s) used to strengthen his or her point of view.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student is unable to identify any point of views.
Competency 3. Describe your thoughts and emotion(s) you experienced while viewing the video.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student only restates the video content.
Competency 4. Explain your perceptions of how the information might impact future activities.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student only restates the video content.

Movie Reflection Paper:

The reflection paper is 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 video reflection forum entries, this assignment is meant to enhance your counseling skills by grasping certain content while assessing your intrinsic processes.

The paper has a potential grade value of 120-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 and must contain at least 8pages of content, which does not include the Title page or Reference page(s). The writing lab has many writing resources that can assist you in understanding the mechanics involved in writing a reflective paper.

Criteria	Superior (30 pts.)	Sufficient (20 pts.)	Minimal (10 pts.)	Unacceptable (0 pts.)
Depth of Reflection ___ 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 ___ 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 ___ 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 spelling, grammar, or syntax errors per page of writing.	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, grammar, or syntax errors per page of writing.	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.
Evidence and Practice ___ 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.

Exams:

Weekly quizzes are designed to evaluate knowledge level comprehension for each class content reviewed. 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 are a total of ten (13) exams, and each has a 100-point potential. Each exam will contain different amount of questions that correspond with the chapter content, and will consist of true and false, multiple choice, fill-in the blank and short answer questions. If you do well in your exams, it is very probable you will do well in the final exam. You will be given the opportunity to use your quizzes to study for the final exam.

Students will be required to complete the Exam the midnight the day before the next class meeting date. (Example: Class meets on Thursday, and the quiz is due by midnight the following Tuesday). This will provide me the opportunity to provide grading and feedback for potential class discussion.

Genogram:

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.

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. The presentation will not exceed twenty-minutes in length. The oral presentation will be rated according to Blooms Taxonomy Rubric of Learning outcomes.

CATEGORY	Level Definition and Attributes	Points
Knowledge	Student exhibits memory of previously learned materials by recalling facts, terms, basic concepts, and simple answers.	14.29
Comprehension	Student demonstrates understanding of facts and ideas by interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining main ideas.	14.29
Application	Students solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way.	14.29
Analysis	Students are able to examine and break information into parts by identifying motives, causes and relationships. They can make inferences and find evidence to support generalization.	14.29
Synthesis	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	14.29
Evaluations	Students are able to present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. They can justify a decision or course of action.	14.29
Creativity	Students are able to compile, generate or view information, ideas or products together in a different way by combining elements in a new pattern or by proposing alternative solutions.	14.29

Final Exam:

The final exam is a 256-question True/False question that is designed to assess the comprehensive, application, analysis, synthesis, and evaluative consideration of knowledge gained over the semester. The final exam primarily derives from the weekly quizzes, forum activities, and collaborative content and has a 100-point potential. The exam will be posted on Blackboard on the designated date and each student will have two hours to complete the exam.

OUTLINE

DATE	TOPIC. ASSIGNMENT DUE AND READINGS
Jan 19	**Introduction**: Syllabus Review and Formal Professor/Student Introductions
Jan 26	**Reading Assignment: Ch. 1** Understanding Latino Perspectives: The Multicultural Counseling Competencies. **Exam 1: Ch. 1** Understanding Latino Perspectives: The Multicultural Counseling Competencies**.** **VR 1:** Dr. Patricia Arredondo-Intro to Bilingual Counseling **Collaborate:** Thursday, 6:00 p.m.
Feb 02	**Reading Assignment: Ch. 2** Understanding Latino Families: Historical and Sociopolitical Multicultural Contexts. **Exam 2: Ch. 2** Understanding Latino Families Historical and Sociopolitical Multicultural Contexts **VR 2:** Latino Learning Modules: Latinos Culture and Cultural Values **Collaborate:** Thursday, 6:00 p.m.
Feb 09	**Reading Assignment: Ch. 3** Understanding Latino Families From Multiple Contexts: Essential Frames of Reference **Exam 3: Ch. 3** Understanding Latino Families from Multiple Contexts: **VR 3:** Broken Lives of Immigrants Deported from U.S. to Mexico **Movie Reflection Paper #1 Due** **Collaborate:** Thursday, 6:00 p.m.
Feb 16	**Reading Assignment:** **Article** - "The Bilingual Brain" by Susan Perry **Article –** Bilingualism alters brain functional connectivity between "control" regions and "language" regions: Evidence from bimodal bilinguals. by Li, L., et al. **Article –** Bilinguals use language-control brain areas more than monolinguals to perform non-linguistic switching tasks" by Rodriguez-Pujades, A., et al. **Article –** "How does the bilingual experience sculpt the brain?" by Costa, A. & Sebastián-Galles, N. **Article –** "Codeswitching in triadic conversational situations in early bilingualism" by Rontu, H. **Article –** "Exploring the Nuances of Code-switching" by Sarah McCauley **Article –** "Counselor bilingual ability, counselor ethnicity, acculturation, and mexican

	americans' perceived counselor credibility" by Ramos-Sanchez, L.
	Article - "Mexican Americans' Bilingual Ability, Counselor Bilingualism Cues, Counselor Ethnicity, and Perceived Counselor Credibility."
	Article – Culture and Language: Bilingualism in the German-Jewish Experience and Across Contexts
	Article – Language Preference in Counseling
	Exam 4: The Bilingual Brain
	VR 4: Language and the Bilingual Brain
	Movie Reflection Paper #2 Due
	Collaborate: Thursday, 6:00 p.m.
Feb 23	**Reading Assignment: Ch. 5** Understanding Latino Families in Transition
	Exam 5: Ch. 5 Understanding Latino Families in Transition
	1) Article – "*Generational differences" by* the Pew Research Center.
	2) Article – "Spirituality in Mexican Americans" by A. Ramirez and R. Wooten
	VR 5: Shattered Families, the Groundbreaking Making New Report from ARC
	Collaborate: Thursday, 6:00 p.m.
Mar 02	**Reading Assignment: Ch. 6** Initial Stage of the Counseling Process: Issues and Alternative Strategies
	Exam 6: Ch. 6 Initial Stage of the Counseling Process: Issues and Alternative Strategies
	VR 6: 1) Counseling Multicultural Clients, 2) Interview: Counseling Hispanics Through Loss, Grief, and Bereavement by Ligia Houben
	Movie Reflection Paper #3 Due
	Collaborate: Thursday, 6:00 p.m.
Mar 09	**Reading Assignment: Ch. 7** The Middle and Last Stages of Counseling
	Exam 7: Ch. 7 The Middle and Last Stages of Counseling
	VR 7: 1) Spiritual Practices and The Sacramental Worldview of Latino/Latina Catholicism; **2)** Acculturation Issues of 1st Generation Immigrants
	Collaborate: Thursday, 6:00 p.m.
Mar 16	**SPRING BREAK**

Mar 23	**Reading Assignment: Ch. 8** Latino Family Counseling: Models of Helping
	Exam 8: Ch. 8 Latino Family Counseling: Models of Helping
	VR 8: Counselors Share Advice for Latino Families
	Movie Reflection Paper #4 Due
	Collaborate: Thursday, 6:00 p.m.
Mar 30	**Reading Assignment: Ch. 9** Future Direction
	Exam 9: Ch. 9 Future Direction
	VR 9: Mistakes Professionals Make When working with Hispanic Clients
	Collaborate: Thursday, 6:00 p.m.
Apr 06	**Reading Assignment: (Article) 1)** Adlerian Counseling with Hispanic Clients and Families **2)** Four Stages of Adlerian Therapy
	Exam10: (Article) 1) Adlerian Counseling with Hispanic Clients and Families **2)** Four Stages of Adlerian Therapy
	VR 10: Adlerian Therapy
	Movie Reflection Paper #5 Due
	Collaborate: Thursday, 6:00 p.m.
Apr 13	**Reading Assignment: (Article) 1)** Border Culture, **2)** Acculturation and Assimilation, **3)** Family Constellations
	Exam 13 Bowen Therapy
	VR 13: Bowen Therapy in Everyday Life
	Collaborate: Thursday, 6:00 p.m.
Apr 20	**Reading Assignment: (Article) 1)** Mexican Immigrants in the United States, **2)** Migration and Father Absence: Shifting Family Structure in Mexico
	Exam 11: Structural Therapy
	VR 11: Salvador Minuchin-An Introduction
	Movie Reflection #6 Due
	Collaborate: Thursday, 6:00 p.m.
Apr 27	**Reading Assignment: (Article)** Lived Experiences of Diversity Visa Lottery Immigrants in the United States
	Exam 12: Strategic Therapy
	VR 12: Jay Haley Interview-Family Therapy Development
	Collaborate: Thursday, 6:00 p.m.

May 04	**Genogram Presentations** **Collaborate:** Thursday, 6:00 p.m.
May 09	**Movie Reflection Paper Due** **Final Exam Due**