

COUN 530B Syllabus Practicum for *Ánimo* Emphasis

Course Description

This is the first of a three-part practicum course (COUN 530B, 584B, 590). This course focuses on supervised practice in counseling Latinx individuals (adults and children), couples, families, and group members who are clients in community agencies and school settings. An emphasis is placed on the development of fundamental counseling skills and an awareness of interpersonal processes in the therapeutic relationship, and the beginning of treatment planning from a chosen theoretical perspective. The format includes a weekly casework collaborative consultation seminar utilizing group supervision, presentations, role-plays, directed teaching, and readings. Course topics include, but are not limited to, intake evaluations, phases and stages of counseling, crisis management, triage and referrals, role orientation of the counselor, working with culturally diverse clients, confidentiality, legal and ethical issues, note-keeping, termination, and self-care. The implementation of a strengths-based Recovery Orientation to Wellness perspective is also emphasized. Further, this course will also have an emphasis on developing self-awareness as a bilingual/bicultural counselor, knowledge of Latinx-cultures and therapeutic-Spanish, and interventions appropriate to Spanish-speaking clients.

This is one of five required courses (COUN 511B, COUN 522B, COUN 527B, COUN 530B, and COUN 584B) for the *Ánimo*: Latinx Counseling Emphasis within the Department of Counseling. The *Ánimo* Emphasis also has a prerequisite of basic spoken Spanish skills and an exit requirement of mid-level therapeutic spoken Spanish skills; the course will be held in English and Spanish to meet students' needs. Although the focus of the application of the course concepts will be with Latinx clients, these knowledge and skills may also be applicable to working with various diverse cultures. The curriculum is grounded in CACREP Standards and nationally approved (ACA) professional competencies.

Course Objectives

The course will provide students with:

1. Training in the ongoing procedures of the counseling setting, including intake process, assessment, case management, note-taking, and reporting issues with a focus on Latinx clients.
2. Supervision for the development of self in the counseling process with an emphasis on becoming a bilingual and bicultural counselor.
3. Training in the effective use of supervision sessions.
4. Counseling experience with individuals (adults and children), couples, families and groups from diverse cultural/ethnic backgrounds, particularly Latinx cultures.
5. Training in the appropriate use of counseling skills and interventions, and in the evaluation of the effectiveness of these skills and interventions, particularly with Latinx clients.
6. Development of awareness of one's personal, ethical, ethnic and cultural biases and boundaries in clinical work and as a bilingual and bicultural counselor.
7. Orientation to integrative learning, bridging theory and counseling practice to support professional development, utilizing current counseling research.

Pre-Requisites

Classified standing; consent of Clinical Training Director; compliance with Clinical Training Handbook including placement in an approved community agency; a signed “4-way agreement” with year-long contract; students’ own individual malpractice insurance coverage; and basic skills in spoken-Spanish. Prerequisites: COUN 520, COUN 523, COUN 524, COUN 526 (with a “B” or better), COUN 527B. Pre- or corequisite: COUN 528

Student Learning Outcome Language

As you know, the Counseling department tracks aspects of student learning (known as Student Learning Objectives or SLOs) and Dispositions (Professionalism and Fitness for the Profession) in numerous classes as part of the CACREP accreditation requirements. This helps as a source of feedback on our teaching and lets us know how students are doing on average and individually. In some classes, the SLO’s are assessed in the form of a rubric and in other classes it is simply a score from a paper or exam. There is nothing you need to do, but be aware that the information will be used to track and evaluate your progress in the program and will be part of your student record. Please see detailed information in your Student Handbook, as well as the form for Dispositions (which can be assessed at any time, but is always assessed in Coun 511, 530, and 584). There are at least three times when a student’s individual progress is formally examined by the faculty: (1) after they have completed their first semester; (2) at advancement to practicum (the semester prior to starting practicum); and (3) at advancement to research project (the semester prior to Final Project). At these points in time, all the assessment information (including any of the SLO assessments conducted, as well as information from advisement, course grades, and professor input) will be examined. The spirit of this is to make sure that you are on track, and if you are not, then our goal is to offer support and guidance so that you can get back on track. If there are serious concerns, this may involve a remediation process or, in rare cases, dismissal from the program. All of this information is outlined in your Student Handbook.

The SLO assessed in this class is Professional Orientation and Ethical Practice, and the department is using an exam.

Calendar

WEEK/DATE ASSIGNED READINGS	<i>TOPIC</i> <i>ASSIGNMENTS DUE</i>
Week 1 <i>No assigned readings</i>	Introductions Overview of syllabus Discussion of placements What you expect and need from this class Due: Ensure all paperwork is on file, including 4-way contract and malpractice insurance Practicum Site Contact Info (Supervisor name, phone, and street address with zip code) Sign up for presentation dates For next class: Write a letter to yourself
Week 2 Santiago-Rivera et al. (2002): Intro, Ch. 1 O: Ratts et al. (2016) O: Singh et al. (2020) O: Mosley et al. (2020) O: Noe-Bustamante (2019) O: Clinical Training Handbook	Readings: Multicultural competencies and Anti-Black Racism, Demographics, Resources Building rapport Self-care/Community care plan/Mindfulness Due: Turn in and process letter to yourself
Week 3 S-R et al.: Ch. 2 Adames et al. (2016) Chavez-Dueñas et al. (2019) Chavez-Dueñas et al. (2014)	Readings Discussion: Historical, sociopolitical, and migration patterns, Heterogeneity of Latinxs, Anti-Black Racism and Colorism within Latinx community, Resources Practice introducing recording of sessions Guidelines for giving and receiving feedback Role plays
Week 4 S-R et al. (2002): Ch. 3 O: Adames et al. (2018) O: Espin (1993) O: Garcia et al. (2008) O: Ibañez et al. (2009)	Readings Discussion: Cultural-related issues that impact Latinxs, Intersectionality, Resources Using a bio-psycho-social-cultural framework Developing goals Role plays Due: Journal Entry 1 and 2
Week 5	President's Day, no classes
Week 6 S-R et al. (2002): Ch. 4 & 5	Readings Discussion: Acculturation process, Assessment, Translators, Clinician's level of language proficiency, Types of

Calendar is only an example and may be quite different 4

Latinx families, Individualism and collectivism, Interfamily conflict

Student Case Presentations 1

- 1.
- 2.

Due:

Schedule your Mid-Term Evaluation with Site Supervisor

Week 7

Readings Discussion: Experiences of bilingual and bicultural Counselors

O: Aguirre et al. (2005)
O: Biever et al. (2002)
O: Biever et al. (2004)
O: Castaño et al. (2007)
O: Field et al. (2010)
O: Paynter et al. (2009)
O: Rivas et al. (2005)
O: Verdinelli & Biever (2009)

Student Case Presentations 1

- 1.
- 2.

Due:

Complete Mid-Term Evaluation with Site Supervisor

Week 8

Readings Discussion: Experiences of bilingual and bicultural Counselors

Readings continued from last week

Student Case Presentations 1

- 1.
- 2.

Due:

Journal Entry 3

Turn-in Signed Supervisor Mid-Term Evaluation of Student
Sign up for time slot to meet with instructor next week

Week 9

Mid-term Check-in Individually with Instructor

Week 10

SPRING BREAK, no classes

Week 11

Readings Discussion: Initial stages of counseling with Latinxs

S-R et al. (2002): Ch. 6

Final Case Presentations

- 1.
- 2.

Week 12

S-R et al. (2002): Ch. 7
O: Santiago et al. (2009)

Readings: Middle and last stages of counseling with Latinxs, Strategies/Interventions

Due:

Journal Entry 4

Week 13

Readings Discussion: Models/theories for working with Latinxs

S-R et al. (2002): Ch. 8
O: Cervantes & Mejía (2009)
O: Cervantes et al. (2010)
O: Mejía (2009)

Final Case Presentations

- 1.
- 2.

Due:

Schedule your Final Evaluation with Site Supervisor

Week 14

Readings Discussion: Latino-centered frameworks

S-R et al. (2002): Ch. 9

Final Case Presentations

- 1.
- 2.

Week 15

Readings Discussion: Future directions in counseling Latinxs

Final Case Presentations

- 1.
- 2.

Due:

Discuss and complete Final Evaluation with Site Supervisor

Week 16

Termination

Discuss and process letter to yourself

Wrap-up

Due:

Journal Entry 5

Schedule individual mtg. with Instructor for Finals Week

Student Evaluation of Site Supervisor

Student Assessment of Clinical Training Site

Signed Site Supervisor Final Evaluation of Trainee

Signed Beginning Practicum Summary Log

Finals Week

Meet individually with instructor for final evaluation/feedback