

COUN 584B Syllabus **Advanced Practicum for Ánimo Emphasis**

Course Description

This weekly case consultation seminar is part of a three-semester practicum sequence that begins with Counseling 530B. 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. The format includes a collaborative dialogue and video presentations for casework consultation, 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, confidentiality, legal and ethical issues, note-keeping, termination, and self-care. Increasing sensitivity, knowledge base, and skill level regarding human diversity issues (e.g., ethnicity, culture, sexual orientation, age, gender, disability) are expected, including understanding the influence of human diversity on the counselor and counseling process. The use of evidence-based practices is encouraged, along with the Recovery Orientation to Wellness, which is the standard for healthcare in California. This course is required for licensure as a LMFT or LPCC. Lastly, this practicum section 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 Latinx and 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 family members from various diverse cultures. The curriculum is grounded in CACREP Standards and nationally approved (ACA) professional competencies.

Course Objectives

This course will provide students with:

- Bilingual and bicultural instruction to guide and support the development of professional practice with individuals (children and adults), couples, families, and groups, and professional identity as a future LPCC or LMFT.
- Discussion and instruction in the primary counseling procedures used in working with clients in community agencies (with and emphasis with Latinx clients), including the intake interview, diagnostic assessment, developing therapeutic relationships, understanding therapeutic process, case management, and termination.
- Learning opportunities to become more aware of one's personal, ethical, ethnic, and cultural biases and boundaries in clinical work and including self-awareness as a bilingual/bicultural counselor.
- Training in the effective use of supervision sessions.

Calendar is only an example and may be quite different 2

- Professional experience in counseling individuals (children and adults), couples, families, and group members from culturally and ethnically diverse backgrounds and focusing on Latinx cultures and therapeutic-Spanish.
- Continuing recognition of and professional experience in the practical application of ethical and professional guidelines for counseling, particularly with Latinx clients.
- Orientation to integrative learning, that is, bridging theory and counseling practice in English and Spanish to support professional development.

Pre-Requisites

Classified Standing; successful completion of COUN 530B; consent of Clinical Training Director; signed “4-way” contract with agency and other required documentation (your own individual malpractice insurance coverage, etc.); concurrent supervised clinical practice in a Department-approved community agency; and basic skills in spoken-Spanish.

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.

There are multiple SLOs assessed in this class. The department is using (1) your final paper (see rubric on Canvas); (2) professor ratings of clinical skills and dispositions (see the Clinical Training Handbook); and (3) supervisor ratings across multiple areas (see the Clinical Training Handbook).

Calendar

WEEK <i>ASSIGNED READINGS</i>	<i>TOPIC</i> <i>ASSIGNMENTS DUE</i>
Week 1	Introductions Overview of syllabus
<i>No assigned readings</i>	Discussion of placements What you expect and need from this class

Ensure all paperwork is on file, including 4-way contract and individual malpractice insurance

Practicum Site Contact Info (Supervisor name, phone, street address, individual supervision day and time)

Sign up for presentation dates

For next week: 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 Discussion: Multicultural competencies and Anti-Black Racism, Demographics

Building rapport
Developing goals
Using a bio-psycho-social-cultural framework
Guidelines for giving and receiving feedback
Self-care plan/Mindfulness

Due:

Turn in and process letter to yourself

Week 3

S-R et al. (2002): 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

Student Case Presentations 1
1.

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

Student Case Presentations 1
1.

Due:

Journal Entry 1 and 2

Week 5

S-R et al. (2002): Ch. 4

Readings Discussion: Acculturation process, Assessment, Translators, Clinician's level of language proficiency, Resources

Student Case Presentations 1
1.

Week 6

S-R et al. (2002): Ch. 5

Readings Discussion: Types of Latinx families, Individualism and collectivism, Interfamily conflict

Student Case Presentations 1 or 2
1.

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Week 7	Readings Discussion: Experiences of bilingual/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 2 1. Due: Schedule your Mid-Term Evaluation with Site Supervisor
Week 8	Readings Discussion: Experiences of bilingual/bicultural counselors
Readings continued from last week	Student Case Presentations 2 1. Due: Journal Entry 3 Complete Mid-Term Evaluation with Site Supervisor
Week 9	Readings Discussion: Initial stages of counseling with Latinxs
S-R et al. (2002): Ch. 6	Student Case Presentations 2 1. Due: Signed Supervisor Mid-Term Evaluation of Student Schedule individual meeting with instructor for next week
Week 10	Mid-term Check-in Individually with Instructor
Week 11	Readings Discussion: Middle and last stages of counseling with Latinxs, Strategies/Interventions
S-R et al. (2002): Ch. 7 O: Santiago et al. (2009)	Final Case Presentations 1.
Week 12	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. Due: Journal Entry 4
Week 13	Readings Discussion: Latinx-centered frameworks
S-R et al. (2002): Ch. 9	Final Case Presentations 1.

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Due:

Schedule your Final Evaluation with Site Supervisor

Week 14

Week 15

Readings Discussion: Future directions in Counseling Latinxs

Final Case Presentations

1.

Due:

Complete your Final Evaluation with Site Supervisor

Week 16

Termination

Discuss and process letter to yourself

Wrap-up

Due:

Journal Entry 5

Schedule individual meeting with Instructor for Finals Week

Student Evaluation of Site Supervisor

Student Assessment of Clinical Training Site

Signed Site Supervisor Final Evaluation of Trainee

Signed Advanced Practicum Summary Log

Finals

Meet with instructor for final evaluation/feedback