

Counseling Psychology 362
Individual Counseling with Latinx Clients
Santa Clara University
Spring Quarter 2019

Professor: Lucila Ramos-Sánchez, Ph.D.
Course: Counseling Psychology 362- Individual Counseling with Latinx Clients
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Office hours: Monday Walk-in 4-5pm and Tuesday 1:00 - 3:00pm by appointment

Required Text

Santiago-Rivera, A. L., Arredondo, P., & Gallardo-Cooper, M. (2002). *Counseling Latinos and la familia*. Thousand Oaks, CA: Sage.

Other readings may be assigned throughout the quarter and will be posted in Camino.

Learning Objectives

Build counseling skills and gain experience with Latinx clients. Conceptualize cases within a cultural context. Apply theoretical knowledge regarding cultural competency from previous courses.

Course Description

This is an advanced graduate course designed to provide students with practical counseling experience with a Latinx population and close supervision. It is assumed that each student understands the role of a supervisee and is open to learning new skills and knowledge.

In this course, you will practice and expand your basic counseling skills and knowledge with a diverse population. Emphasis will be placed on developing your ability to facilitate and understand the counseling process and conceptualized cases within a cultural context. An emic versus etic perspective toward counseling will be taken in this class.

Students will meet with 1-2 Latinx clients for five sessions each for five consecutive weeks. Classmates, other students, or others you know can serve as “clients.” It is anticipated that you will start the role-play sessions in the second or third week of the quarter, depending on how quickly clients are recruited.

You will conduct these sessions as if you were going to conduct an actual counseling session. Thus, in the first session you should address, the consent to treatment, consent to tape, your status, who will supervise the sessions, issues regarding confidentiality and its limits, the purpose of the session, potential risks, their right to stop at any time, the length of the session (50 minutes) and any other salient issues that should be addressed in the first session.

Sessions should be recorded. Since sessions should be confidential. You may use video equipment and rooms in Guadalupe Hall. Please contact Jennifer Montalvo (jmontalvo@scu.edu) to schedule the counseling rooms. Discussion regarding emergency protocol will be discussed in class.

Classes will consist mainly of group supervision of your “clients”. Which ever recording method you choose, please make sure that you are able to “rip” content from the sessions so that you can complete the case presentation assignment. Review your sessions and bring to class, cued to the section you would like to show. Please label devices with your name only. It is imperative the recordings are kept in a secure location at all times.

Assignments

Intake Write-up

You will be required to do a write up of one “intake” that you perform. It will follow the intake overview and the additional supplement will be provided to help you do the write-up. It should about 2 pages but not longer than 3 pages single-spaced.

Group Research paper on Culturally Rooted/Culturally Relevant Intervention

Students will form groups of 2-3 and write a research paper on interventions with Latinx clients from the literature. The interventions should be culturally relevant/sensitive – culturally rooted practices. The articles should come from scholarly journals or credible books, not from the internet. Further discussion regarding scholarly work will be discussed in class. The paper should be 10 pages or less and should conform to the most recent APA format. This should include title page, abstract, content, and references. Each topic will need approval by the third week of class so there is no overlap in the papers/presentations⁹. The research paper should be uploaded onto Camino.

Group Presentation

Groups will present on their culturally relevant/sensitive – culturally rooted practices or intervention. Each presentation will be an hour in length. The presentation should be experiential in nature. The intervention can be applied to different context: individual therapy, group therapy/support, community groups, etc. The presentation should include an overview of the intervention, how to introduce it to the client/s, intended outcome, and context or age group to which the intervention is best suited. The group is expected to encourage class participation. To this end, a demonstration of the intervention is encouraged, if this is not possible a video is acceptable. Each presentation will be an hour.

Case write-up

A formal case write-up is required for one of your clients. This should include case conceptualization (within a cultural context), possible diagnosis, goals for the sessions, issues addressed in the sessions, theoretical orientation used, and interventions implemented (culturally sensitive). The write-up can include a brief summary of your intake, but not a repeat of the intake. The write-up should be between 5-10 pages.

Grading

Evaluation of your performance will include level of cultural competence developed, ability to adapt to clients and their various concerns; cultural conceptualization of clients and counseling process, self-awareness of your competence, strengths and weaknesses, response to and use of feedback, and adherence to ethical guidelines. Class participation, regular attendance, and timeliness to class are essential.

Counseling Competency	10%
Case write-up	30%
Intake Write-up	10%
Research Paper	15%
Group Presentation	15%
Class participation	20%
Total	100%

Course Schedule

Reading for the Week

Class 1 April 1st	Introduction and overview of the course
Class 2 April 8th	Santiago-Rivera et al., Ch. 1 Anticipating the session/s.
Class 3 April 15th	Santiago-Rivera et al., Ch. 2 Group supervision
Class 4 April 22th	Santiago-Rivera et al., Ch. 3 Group supervision
Class 5 April 29th	Santiago-Rivera et al., Ch. 4 Group supervision Intake Write-up Due
Class 6 May 6th	Santiago-Rivera et al., Ch. 5 Group supervision
Class 7 May 13th	Santiago-Rivera et al., Ch. 6 Group supervision
Class 8 May 20th	Santiago-Rivera et al., Ch. 7 & 8 Group Presentations
Class 9 May 27th	Group Presentations Research Paper Due
Class 10 June 3rd	Group Presentations and Wrap up Case Write-up