



Special Topics: 521 III
Latino/as in the 21st Century: Guatemalan Community as a Case Example
Day/Time: TBD, 3 Credit Hours
Summer 2014

Course Introduction

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Official Course Description

U. S Census reports indicate that the Latino population has more than doubled since 1990. There are nearly 51 million Latinos living in the United States, representing about 16% of the U.S population (U.S. Census Bureau, 2012). The rapid growth in this population has prompted us to increase our understanding of the various Latino groups that have migrated to the U.S. and to better comprehend their life circumstances as well as their diversity. This course will cover a variety of issues, constructs and topics such as the Latino/a family system, gender construction, indigenous influences, religion and spirituality, cultural traditions and beliefs, and immigration. The course will address the diversity of contemporary issues facing Latinos and how these contemporary issues are influenced by sociopolitical, historical and economic contexts. The Pew Hispanic Center recently reported that an estimated 2.1 million Guatemalans live in the United States, and the Washington, DC- Virginia-Maryland geographic areas have witnessed considerable growth in this population (180% growth between 2000 and 2012) (Pew Hispanic Center, 2010; U.S. Census Bureau, 2011). Students will travel abroad to Guatemala and immerse themselves in various Guatemalan communities. They will learn through observation, dialogue with various members of these communities, and engage in a service learning initiative. Students will learn about the Guatemalan experience from sociopolitical, historical, economic, and cultural contexts. The Guatemala study abroad experience serves as a case example of many of the constructs covered in the course, including mental health perspectives.

Chicago School Institutional Learning Goal Addressed

Diversity—Students will be supported in learning about themselves as sociocultural beings and will identify the impact of their own worldviews, cultural privilege, and biases on cross-cultural interactions. This involves gaining a better understanding of the mechanisms that impact less privileged groups

Professional Behavior—Students will become aware of the ethical issues involved in becoming a culturally competent practitioner.

Professional Practice—Students will gain an understanding of cultural values and how they can impact the development of the therapeutic relationship.

Program Competency Addressed

Ethical & Professional Behavior—Competency in Ethical and Professional Conduct is indicated by the student's ability to self reflect upon their own values, privilege status, and world views, and using these reflections in addition to an understanding of others' values and world views, with knowledge of ACA Ethics Code and professional standards to apply these codes and standards in a culturally competent manor to shape culturally competent, ethical and professional behaviors.

Individual & Cultural Difference—Competency in Individual and Cultural Differences is indicated by the student's ability to articulate their own personal culture and its impact on their understanding of other world views.

Intervention—Competency in Intervention is indicated by the ability to develop and present culturally sensitive formulations for understanding issues related to mental health.

Relationship—Competency in Relationship is indicated by the students' ability to form a constructive working alliance with someone who differs culturally from them self.

Learning Objectives:

1. Students will increase their cultural awareness and intercultural sensitivity, and better understand how these may impact their work with Latino/as.
2. Students will examine the diversity within the Latino population and their communities, both urban and rural. By the end of the course students will be able to demonstrate understanding of their unique situations and challenges.
3. Students will identify resources and effective interventions to work with Latino/as.
4. Through case discussions, student will demonstrate their ability to effectively apply psychological and social service knowledge to their work with diverse Latino populations.
5. Experience first hand the sociopolitical, historical, cultural and economic contexts of the Guatemalan communities to be better able to work effectively in providing mental health care.

Class Format:

The course, offered in blended format (7 weeks), will provide a variety of learning methods including a combination of lecture, discussion, case studies, videos, and experiential exercises. The expectation is that our learning will be most enhanced by active participation and the sharing of thoughts and experiences by all members. All class members will be expected to participate in class discussions. The 10 day study abroad experience will take place after the 7 week summer session.

Course Requirements:

Required Texts:

Guzman, M. R. & Carrasco, N. (2011). *Counseling & Diversity: Counseling Latino/a Americans*. Belmont, CA: Brooks/Cole, Cengage. (ISBN: 13:978-0-618-47044-0 Retail on Amazon: \$18)

Menchu, Rigoberta. (2010). *I, Rigoberta Menchu: An Indian Woman in Guatemala*. Verso. (ISBN 978-1844674183; Retail Price: \$16).

Sexton, James, D. (1999). *Mayan Folktales: Folklore from lake Atitlan, Guatemala*. University of New Mexico Press. (ISBN 978-0826321046 Retail on Amazon: \$15.00)

Woodward, Ralph Lee. (2005) *A short history of Guatemala*. (ISBN 978-9992279724; Retail on Amazon: \$17.00)

Required Readings

“[What to Know Before You Go](#)” TCSPP Study Abroad Pre-Departure Guide

[Click for Weblink](#) - Review the information on this site thoroughly!

TCSPP Study Abroad: Handbook and Resources

- [Weblink for TCSPP Study Abroad](#)
- Handbook for Students Traveling Abroad ([Direct Link to Handbook](#))
- Please review the Helpful Links for Travelers section, specifically
 - Center for Disease Control – Traveler’s Health
 - Health Information and Vaccinations

Required readings on eReserve

- Bain, A. H. (2006). Parenting in Latino Families. In Smith, L. R., Montilla, E. *Counseling and Family Therapy with Latino Populations* (161-175). Taylor & Francis Group
- Beuermeister, J. J., et al. (2005). Comparison of the DSM-IV combined and inattentive types of ADHD in a school-based sample of Latino/Hispanic children. *Journal of Child Psychology and Psychiatry*, 46(2), 166-179.
- Bermudez, J. M., Reyes, N. A., & Wampler, K. S. (2006). Conflict resolution styles among Latino couples. *Journal of Couple & Relationship Therapy*, 5(4), 1-21.
- Chavajay, P., & Rogoff, BB. (2002). Schooling and traditional collaborative social organization of problem solving by Mayan mothers and children. *Developmental Psychology*, 38, 55-66.
- Chavajay, P. (2008). Organizational patterns in problem-solving among Mayan fathers and children. *Developmental psychology*, 44, 882-888.
- Chavira, V., Lopez, S. R., Blacher, J., & Shapiro, J. (2000). Latina mother’s attributions, emotions, and reactions to problem behaviors of children with developmental disabilities. *Journal of Psychology and psychiatry*, 41(2), 245-252.
- Cervantes, J.M. (2010). Mestizo spirituality: Toward an integrated approach to psychotherapy for Latina/os. *Psychotherapy Theory, Research, Practice, Training* 47, 527-539.
- Comas-Diaz, L. (2006). Latino healing: The integration of ethnic psychology into psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 43, 436-453.
- Cueva, C. (2006). Counseling Latino Children. In Smith, L. R., Montilla, E. *Counseling and Family Therapy with Latino Populations* (97-116). Taylor & Francis Group
- Dogan-Ates, A., & Carrion-Basham, C. Y. (2007). Teenage pregnancy among Latinas: Examining risk and protective factors. *Hispanic Journal of Behavioral Sciences*, 29(4), 554-596.
- Dobkin R. M. (2002). What We Can Learn From Shamanic Healing: Brief Psychotherapy With Latino Immigrant Clients. *American Journal of Public Health*, Vol. 92, No. 10.
- Falbo, T., & De Baessa, Y. (2006). The influence of Mayan education on middle school students in Guatemala, *Cultural Diversity and Ethnic Minority Psychology*, 12, 601-614.
- Garcia, D.I. (2008). The Priest Obviously Doesn’t Know that I’m Gay: The Religious and Spiritual Journey of Latino Gay Men. *Journal of Homosexuality*. 55(3), 411-436.
- Grames, H. A. (2006). Depression, anxiety, and ataque de nervios: the primary mental health care model in a Latino population. *Journal of Systemic Therapies*, 25(3), 58-72.
- Guarnaccia, P.J., Martinez, I., & Acosta, H. (2005). Mental Health in the Hispanic Immigrant Community: an overview. *Journal of Immigrant & Refugee Services*, 3(1/2), 21-46.
- Guerra, S. N. (2006) Group Counseling with Latino Populations. In Smith, L. R., Montilla, E. *Counseling and Family Therapy with Latino Populations*. Taylor & Francis Group

- Gilliam, M. L. (2007). The role of parents and partners in the pregnancy behaviors of young Latinas. *Hispanic Journal of Behavioral Sciences*, 29(1), 50-67.
- Hardin, M. (2002). Altering masculinities: The Spanish conquest and the evolution of the Latin American machismo. *International Journal of Sexuality and Gender Studies*, 7(1), 1-21.
- Hooker, J. (2005). Indigenous inclusion/black exclusion race, ethnicity, and multicultural citizenship in Latin America. *Journal of Latin American Studies*, 37, 285-310.
- Hurtado-Ortiz, M. T., & Gauvain, M. (2007). Postsecondary education among Mexican-American youth: Contributions of parents, siblings, acculturation, and generational status. *Hispanic Journal of Behavioral Sciences*, 29(2), 181-191
- Lopez, S. R. (2002). Mental health care for Latinos: A research agenda to improve the accessibility and quality of mental health care for Latinos. *Psychiatric Services*, 53, 1569-1573.
- Malgady, R. G. (2010). *Treating Hispanic children and adolescents using narrative therapy* (391-400). In Weisz, R. J. & Kazdin, A. E. Evidence-based Psychotherapies for Children and Adolescents 2nd ed., The Guilford Press.
- Matos, M., Torres, R. Santiago, R., Jurado, M., & Rodriguez, I. (2006). Adaptation of parent-child interaction therapy for Puerto Rican families: A preliminary study. *Family Process*, 45(2), 205-222.
- Molinary, R. (2007). *Hijas Americanas: Beauty, body image, and growing up Latina*. Emeryville, CA: Seal Press.
- NCLR (2007). *The truth about Health Care use among Immigrants*.
- Northrup, J. C., & Bean, R. A. (2007). Culturally competent family therapy with Latino/Anglo-American Adolescents: Facilitating identity formation. *The American Journal of Family Therapy*, 35, 251-263.
- Novas, H. (2008). *Everything you need to know about Latino History*. New York: Penguin Group.
- Organista, K.C. (2007). *Solving Latino Psychosocial and Health Problems: Theory, Practice, and Populations*. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Parra-Cardona, J. R., Meyer, E., Schiamberg, L., & Post, L. (2007). Elder abuse and neglect in Latino families: An ecological and culturally relevant theoretical framework for clinical practice. *Family Process*, 46(4), 451-470.
- Pew Hispanic Center (2012) *Hispanics of Guatemalan Origin in the United States, 2012*. Pew Research center, Washington, DC.
- Rios-Ellis, B. (2005). *Critical disparities in Latino mental health: Transforming research into action*. Washington, DC: National Council of La Raza (NCLR) and California State University Center for Latino Community Health, Evaluation, and Leadership Training
- Rivera, et al. (2008). Family cohesion and its relationship to psychological distress among Latino groups. *Hispanic Journal of Behavioral Sciences*, 30(3), 357-378.
- Robbins, S. M., Horigian, V., Szapocznik, J. & Ucha, J. (2010). *Treating Hispanic Youth Using Brief Strategic Family Therapy* (375-389). In Weisz, R. J. & Kazdin, A. E. Evidence-based Psychotherapies for Children and Adolescents 2nd ed., The Guilford Press.
- Quintana, St., Ybarra, V.C., Gonzalez-Doupe, & dE Baessa, Y. (2000). Cross-cultural evaluation of ethnic perspective-taking ability: An exploratory investigation with U.S. Latino and Guatemalan Ladino children, *Cultural Diversity and Ethnic Minority Psychology*, 6, 334-351.
- Sanfort, T. G. M., Melendez, R. M., & Diaz, R. M. (2007). Gender nonconformity, homophobia, and mental distress in Latino gay and bisexual men. *Journal of Sex Research*, 44(2), 181-189.
- Santisteban, D. A. & Mena, M. (2009). Culturally informed and flexible family-based treatment for adolescents: a tailored and integrative treatment for Hispanic youth. *Family Process*, 48, No. 2, FPR Inc.

Santiago-Rivera, A.L. (2003).). Latinos Values and Family Transitions: Practical Considerations for Counseling. *Counseling and Human Development*, 35 (6), 1-12.

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

Santiago-Rivera, A. & Altarriba, J. (2002). The role of language in therapy with the Spanish-English bilingual client. *Professional Psychology: Research & Practice*, 33, 30-38.

Santiago-Rivera, A.L., & Guzman, M. (2008) Psychosocial issues and psychotherapeutic treatment considerations with immigrant populations. In B. Walsh (Ed.).(pp 259-294). *Biennial Review of Counseling Psychology, Vol I*. New York, NY: Psychology

Santiago-Rivera, A., Kanter, J., Busch, A., Rusch, L., Reyes, W., West, P., & Runge, M (2011). Latino immigrants with depression: An intitial examination of treatment issues in a community clinic, *Journal of Immigrant Minority Health*, 13,772-779.

Santiago-Rivera, A., Kanter, J., Benson, G., Derose, T., Illes, R., & Reyes, W. (2008). Behavioral activation as an alternative treatment approach for Latinos with depression. *Psychotherapy Theory, Research, Practice, Training*, 45(2), 173-185.

Smith, L. R., Montilla, E. (2006). *Counseling and Family Therapy with Latino Populations*. Taylor & Francis Group

Taylor, B. A., Gambourg, M. B., Rivera, M., & Laureano, D. (2006). Constructing cultural competence perspectives of family therapists working with Latino families. *The American Journal of Family Therapy*, 34, 429-445.

Torres, J.B., Solberg, V.S.H., & Carlstrom, A.H. (2002). The myth of sameness among Latino men and their machismo. *American Journal of Orthopsychiatry*, 72(2), 163-181.

Twombly, E.C., Holtz, K.D., & Stringer, K. (2012). Using *promotores* programs to improve Latino health outcomes, implementation challenges for community-based non-profit organizations. *Journal of Social Services Research*, 38, 305-312.

U.S. Census Bureau (2011). *The Hispanic Population: 2010. Census Briefs*, United States Bureau of the Census, Washington, DC.

Waldinger R. (2007). Between here and there: How attached are Latino immigrants to their native country. Pew Hispanic Center.

Course Requirements

Activity	Points	% of Grade
Complete Student Rights and Responsibility Agreement	5	1%
Global Perspectives Inventory Pre and Post Test	5	1%
International Travel Registration	5	1%
Class Attendance and Participation	25	5%
In-Country Participation	30	6%
Professional Contribution and Behavioral Comportment	30	6%
Assignments: <ul style="list-style-type: none"> • Forum discussions online (4) • Case Study • Research of A Ritual • Community Service learning project and self reflection: Guatemala 	100	20%
	100	20%
	100	20%
	100	20%
Total	500	100%
*= Extra percentage point added to equal 100%		

Course Requirements

- Attendance and Participation 11% (Includes class and in country participation):
Class attendance is mandatory. Unexcused absences may result in grade reduction or failure.
Attendance:
 - Attendance is expected and required.

- In the case of an unavoidable absence, the student should inform the course instructor at least 24 hours prior to or following the absence. Failure to notify the instructor may result in referral to the department's Student Development Committee.
- Two absences will result in *one full final course letter grade reduction* (e.g., a "B" would become a "C"). Three absences will result in *failure of the course* (i.e., a letter grade of "F"). Note that missing one four-hour or six-hour class meeting equals two absences. Missing one three-hour block of a weekend course equals one absence; a full day is two absences.
- Faculty judgment is reserved for emergencies/illnesses, and will be handled on a case-by-case basis. Appropriate documentation may be required.
- For religious accommodation, students must inform the instructor of the accommodation request within the first two weeks of a semester.
- For any absence, the student must demonstrate mastery of the material covered during the missed class. This will most likely include an additional assignment, such as a paper or project.
- The instructor has the right to reduce the participation grade for tardiness.
- For blended online courses, the application of this policy may be modified at the discretion of the instructor.

Class Participation (including discussion & role play), familiarity with assigned readings: Many courses equate attendance with participation (i.e. if a student attends all classes, s/he has fully satisfied the participation requirement). It is important for students to understand that attendance does not equal participation. As a Master's student, it is expected that you will be prepared to thoroughly discuss readings, ask meaningful questions, engage in class activities, and fully participate in each class meeting.

Components of Participation Evaluation:

- *Evidence of reading assignment completion*
 No credit: Did not read assignment
 Partial credit: Read part of assigned readings
 Full credit: Read all of assigned readings
- *Engagement with classmates*
 No credit: No engagement, sitting mute
 Partial credit: Some dialogue and discussion taking place during class periods
 Full credit: Dialogue that builds upon and continues discussion taking place
- *Regularity of participation*
 No credit: Never or very rarely offers comments, ideas or questions
 Partial credit: Offers comments, ideas or questions at least once a class period
 Full credit: Offers comments, ideas or questions more than once a class period
- *Respect for other class members*
 No credit: Shows disrespect for others
 Partial credit: Allows others to complete their ideas and displays courtesy even when disagreeing with others
 Full credit: Allows others to complete their ideas and displays courtesy even when disagreeing with others and additionally encourages and builds up other speakers.

2. *Online forum discussions with the instructor and students 20%*

You will have an opportunity to have short discussion sessions with your classmates and the instructor during specific times and days during the semester. These forums are designed to

encourage further discussion on specific topics and to offer an opportunity to ask questions. The responses and reactions to specific content must be done in a professional manner offering constructive feedback to classmates. Some of these discussions will be directly with the instructor while others are among the students in the course. Please keep in mind that this should be a back and forth dialogue. During each module you will have an opportunity for a forum discussion. There are four discussion modules. **There is a specific date for posting and participating in each of the four discussion forums. These dates appear in the “Topics and Readings”. Each of the four discussions is worth 25 points for a total of 100 points. See “Readings and Assignments” in ecollege which contains specific questions for each on-line module discussion, including specific instructions.**

3. Case Study 20%

Students will be provided with a case vignette of a Latino/a client, and they will be asked to write a 6-8 double-page paper consisting of three parts. Please provide clear headings before each part.

Part I (maximum 3 pages) should be a brief conceptualization of the client which will include:

- Brief description of the demographic information, presenting problems, and symptoms.
- Assessment of mental status.
- Theoretical conceptualization that considers the biological, psychological, social, political, historical, and spiritual implications.
- Incorporate list strengths and challenges.
- Cultural implications. Culture is broadly defined to include race, gender, sexual orientation, disability, age, religion, and possibly other important areas of the person’s life, such as career. Culture can have both positive and negative implications.

Part II (maximum 3 pages) should provide:

- A treatment plan followed by a discussion of the rationale to support such plan based on the readings and discussions covered in class.
- Treatment plan should include clear goals and objectives that address the problems and symptoms discussed in the previous part.
- This part should include a list of recommendations for the treatment of this client that are both, culturally sensitive, and individually appropriate for this case.

Part III (maximum 2 pages), is a self-reflection on your own issues with the case. Also discuss what the client’s issues might be with you and how you might have to compensate to form a successful relationship.

EVIDENCE FROM YOUR READINGS MUST BE INCLUDED AND REFERENCED.

GRADING RUBRIC FOR CASE STUDY:

Section	Number of possible points
Overall professional writing style	5
Overall APA format	5
Overall organization and face value	5
Demographic information	5

DSMIV diagnosis	5
Strengths and challenges	5
Cultural implications	5
Conceptualization	10
Clarity and congruence of treatment plan, goals, and objectives	10
Discussion and rationale to support treatment plan	10
Integration of cultural factors into the treatment plan	10
Self reflection	15
Integration of lectures, readings, handouts and links	10
TOTAL POINTS	100

2. Ritual: 20%

Topic: Research of Ritual

Assignment: Research a traditional Mexican, Cuban, or Puerto Rican ritual. It can be religious, or spiritual, related to folk beliefs or related to folk healers. An example could be *El Dia De Los Muertos*, or the use of a *curanderos* to heal a folk illness. It could also take the form of celebrating a religious event. The paper should include as much information regarding its beginnings, the purpose, what is done, the intended outcome, who is involved, any healing value, and how it fits within a cultural context. Paper should be 5-7 pages, typed double-spaced.

Section	Number of possible points
Overall professional writing style	5
Overall APA format	5
History of ritual	15
Purpose of ritual	15
Demographics of those who participate in ritual	15
Description of ritual	15
Intended outcome of ritual	15
Mental health implication	15
TOTAL POINTS	100

3. Community Service Initiative in Guatemala 20%

As part of your immersion experience in Guatemala, in small groups, you will **develop a community mental health service project**. You will receive assistance from a Guatemalan psychology student. The purpose of the project is to help you integrate your knowledge of the Latino/a culture into applied practice, including self-reflecting on your experiences and how these experiences have increased awareness, knowledge and skills. The paper should be 5 pages, typed double-spaced.

Section	Number of possible points
Overall professional writing style	5
Overall APA format	5
Overall organization and face value	5
Population Demographic information	5
Identification of issue	5
Strengths and challenges	5
Cultural implications	5
Conceptualization	10
Clarity and congruence of project plan, goals, and objectives	10
Discussion and rationale to support the project	10
Integration of cultural factors into the implementation of the project	10
Feasibility of project	15
Integration of lectures, readings, handouts and links	10
TOTAL POINTS	100

Total

100%

Final course grades will be assigned as follows:

Letter Grade	Rubric Level	Percent of Grade	Point Range
A	4	100-93%	400-372
A-	4	92-90%	371-360
B+	3	89-87%	359-348
B	3	86-83%	347-332
B-	2	82-80%	331-320
C	1	79-70%	319-280
F	1	69% and below	279 and below

If it is determined that a student is failing a core course or is demonstrating professional comportment problems that warrant an Academic Development Plan, it is at the discretion of the Faculty Leader to NOT allow a student to engage in the study abroad experience. If a student's grade is a B- or lower as of the last assignment prior to travel, the student will not be permitted to travel abroad.

Class Timeline
Phase I: Academic Coursework/Classroom

Class Date	Topic	Readings and Assignments
	Preparation for study abroad	<p>Prior to registration, students must have completed the Student Rights and Responsibility Agreement. If you are uncertain if the form is completed, please contact studyabroad@thechicagoschool.edu</p> <p>Pre-test: Global Perspective Inventory (complete by Week 1: Sunday at 11:59PM CST).</p> <p><u><i>Please click on the link to access the Global Perspective Inventory Post-Test:</i></u></p> <p>https://gpi.central.edu/</p> <p><u><i>Post-Test Access Code:</i></u> TBA</p> <p>International Travel Registration. Travel will not be permitted unless document is signed and returned (complete by Week 1: Sunday at 11:59PM CST)</p> <p>Required Readings</p> <ul style="list-style-type: none"> • <u><i>“What to Know Before You Go”</i></u> TCSPP Study Abroad Pre-Departure Guide <ul style="list-style-type: none"> ○ Click for Weblink - Review the information on this site thoroughly! • <u><i>TCSPP Study Abroad: Handbook and Resources</i></u> <ul style="list-style-type: none"> ○ Weblink for TCSPP Study Abroad ○ Handbook for Students Traveling Abroad (Direct Link to Handbook) ○ Please review the Helpful Links for Travelers section, specifically <ul style="list-style-type: none"> ▪ Center for Disease Control – Traveler’s Health ▪ Health Information and Vaccinations
Week 1 In class	<p>Introduction: Latinos/as in the 21st Century</p> <p>Demographic Characteristics</p> <ul style="list-style-type: none"> - Population and Latino groups - Geographic location of the population, 	<p>Guzman & Carrasco, chapter 1 & 2</p> <p>Santiago-Rivera, A.L., Arredondo, P., & Gallardo-Cooper, M. (2002). <i>Counseling Latinos and la familia: A practical guide</i>. Sage. Chapters 1 and 4</p> <p>U.S. Census Bureau (2011). <i>The Hispanic Population: 2010</i></p>

	<ul style="list-style-type: none"> including rural/urban - Educational attainment - SES - Employment history and trends - Language use and preferences - Within group differences - Recent Immigrant and US Born Latinos - Language issues 	<p>View video clips:</p> <ul style="list-style-type: none"> -CNN Uncovering America-Hispanic Americans -African Americans and Hispanics Progress in education and employment -NBC We the People-Maintaining the Spanish Language -CNN Latinos in America-Spanish Language
Week 1 On Line	<p>The diversity within: Mexicans South Americans Central Americans Puerto Ricans Cubans</p>	<p>Novas (2008) Selected readings (TBA)</p> <p>Discussion Forum I: Respond to questions in ecollege</p>
Week 2 In class	<p>Sociopolitical and Historical Influences</p> <ul style="list-style-type: none"> - Migration patterns of the various Latino groups (including precipitating events) - Effects of colonization - Historical Events (e.g., Bracero Program, Cuban Revolution, Puerto Rico Commonwealth status) 	<p>Santiago-Rivera, A.L., Arredondo, P., & Gallardo-Cooper, M. (2002), Chapter 2 Guzman & Carrasco, Chapter 2</p> <p>View video clips:</p> <ul style="list-style-type: none"> - NBC We the People -Hispanic American Politics - Struggles of Unauthorized Immigrants - Hispanic Americans in the United States
Week 2 On Line	<p>Culture and Cultural Values</p> <ul style="list-style-type: none"> - Overview of specific values (e.g., <i>simpatia</i>, <i>personalismo</i>, <i>familismo</i>) - Religion and Spirituality (Catholic religion, indigenous practices) - Identity development (processes, biracial/multiracial, gender and sexual) - Family systems (<i>compadrazco</i>, extended family, intact, single parent, bicultural, and immigrant family) 	<p>Guzman & Carrasco(2011) Chapter 4 Santiago-Rivera, A.L. (2003) Cervantes, J.M. (2010) Waldinger R. (2007). Hooker, J. (2005).</p> <p>Discussion Forum II: Respond to questions in ecollege</p>

Week 3 In Class	Health and Mental Health Care Orientation - Help-seeking behaviors in relation to health and illness beliefs - Cultural perspectives on healing	Guzman & Carrasco (2110) Chapter 3 Lopez, S. R. (2002). Rios-Ellis, B. (2005). Santiago-Rivera, A.L., Arredondo, P., & Gallardo- Cooper, M. (2002) Chapter 3 View video clips: - Hispanic Family Care Giving in the United States - NBC We the People-Hispanic American healthcare - Hispanic Community Health Study - The Latino Paradox: Health Status for Latino Immigrants - Health in the Undocumented Immigrant Population
Week 3 On line	Gender construction, gender role, gender socialization, sexual orientation, LGBT	Torres, J.B., Solberg, V.S.H., & Carlstrom, A.H. (2002). Sanfort, T. G. M., Melendez, R. M., & Diaz, R. M. (2007) Molinary, R. (2007) Garcia, D.I. (2008) Hardin, M. (2002) Discussion Forum III: Respond to questions in ecollege
Week 4 In Class	Latino family and couples	Bain, A. H. (2006) Rivera et al. (2008) Bermudez, J. M., Reyes, N. A., & Wampler, K. S. (2006) Santiago-Rivera, A.L. (2003). Research Ritual Due
Week 4 On line	Contemporary issues: Children and Adolescence	Bauermeister et al. (2004). Chavira et al. (2000). Gilliam (2007). Dogan-Ates & Carrion-Basham (2007).
Week 5 In Class	Mental illness and its manifestations and living with Mental illness	Readings to be assigned Prior to traveling, students must complete International Travel Registration by no later than Sunday at 11: 59 pm CST
Week 5 On line	Living with mental illness, a mentally ill family member	Readings to be assigned
Week 6 In Class	Education , language and bilingual issues	Pew Hispanic Center Report Santiago-Rivera, A. & Altarriba, J. (2002). Other readings to be assigned
Week 6 On Line	Guatemala	Quintana, St., Ybarra, V.C., Gonzalez-Doupe, & De Baessa, Y. (2000) Menchu, Rigoberta. (2010) Discussion Forum IV: Respond to questions in ecollege

Week 7 In class	Guatemalan schools and Preparations for trip	Chavajay, P., & Rogoff, BB. (2002) Chavajay, P. (2008) Sexton, James, D. (1999) Woodward, Ralph Lee. (2005)
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Case Study Due

Phase II: Guatemala Experience

Date	City/Location	Meetings /Tasks/Assignments	Extra Activity (some are tentative)
Day 1: Sun, July 6 Arrive	Guatemala City Hotel: Best Western Stofella	Welcome gathering	Group dinner-UVG to host-
Day 2: Monday, July 7	Guatemala City UVG campus Hotel: Stofella	Orientation to the Guatemalan experience; Tour of the campus with UVG students, faculty and administration; discussion on Guatemala's socio-political, economic, history and culture, as well as contemporary mental health issues. The tour will also include a visit to several health clinics (to be determined at a later date.	Group dinner with Guatemalan hosts-UVG will host
Day 3: Tuesday, July 8	Guatemala City UVG campus Hotel: Stofella	Continuation with the above topics, lecture on Mayan worldview in preparation for travel to several of the indigenous communities.	Group dinner-UVG will host
Day 4: Wednesday, July 9	Antigua Hotel: Stofella	Travel to Antigua and tour of the city's historical sites. This will be a guided tour focusing on the historical context of the how this city was established.	Travel by bus and tour guide
Day 5: Thursday, July 10	Solola UVG: Student Dorms	Travel to Solola and UVG (Altiplano); plan service learning projects at a local school (to be determined). This includes a visit to several indigenous communities. Visit to several health clinics.	Travel by bus and sleep in dorms at the UVG
Day 6: Friday, July 11	Solola	Lecture on the on the cultural	To be arranged,

	UVG: Student Dorms	and religious context of Solola community; Service Learning Project	learn about some of the surrounding communities and work on service learning project.
Day 7: Saturday July 12	Solola UVG: Student Dorms	Continuation of Service Learning Project; return Antigua	Process and reflection
Day 8: Sunday, July 13	Antigua Hotel: Stofella	Sightseeing and return to Guatemala City	Open/ free time
Day 9: Monday, July 14	Guatemala City UVG Campus Hotel: Stofella	Wrap up and evaluation Community Service project summary and reflection due	Group dinner- UVG (tentative)
Day 10: Tuesday, July 15		Travel home	

Phase III: Taking Action Beyond...

Students will complete a semester of academic study and a service/study abroad trip, but will also be encouraged to continue their work with the material upon return. Traveling abroad and serving in another country often leaves students with a desire and interest to continue their work and learning in some form. Phase III, will not only offer students the space to reflect but also the opportunity to meet with fellow students to discuss ways in which service to a similar local population could be realized. Early in the course, students will be encouraged to form relationships with other students for support through their travels in an unfamiliar land, re-entry into their local culture, and post trip action planning for service continuation. Students will be asked upon return: "Now what?"

Additional Policies

Department Policies

Re-doing Assignments: No assignment may be redone for credit.

It is expected that all final assignments will be done by students to the best of their ability and should be considered their best effort. Allowing assignments to be redone for credit is contrary to the demands of the counseling profession and undermines students' motivation to turn in their best work when an assignment is due. Additionally, failure to adhere to this policy creates inconsistency across courses and course sections.

Note: this policy does not apply to those situations in which drafts of significant assignments are required per syllabus requirements. Faculty judgment is reserved for rare situations involving emergencies or illnesses with regard to this policy.

No extra credit assignments may be given to students to raise a poor or failing grade.

Student Absences:

- Attendance is expected and required.

- In the case of an unavoidable absence, the student should inform the course instructor at least 24 hours prior to or following the absence. Failure to notify the instructor may result in referral to the department's Student Development Committee.
- Two absences will result in *one full final course letter grade reduction* (e.g., a "B" would become a "C"). Three absences will result in *failure of the course* (i.e., a letter grade of "F"). Note that missing one four-hour or six-hour class meeting equals two absences. Missing one three-hour block of a weekend course equals one absence; a full day is two absences.
- Faculty judgment is reserved for emergencies/illnesses, and will be handled on a case-by-case basis. Appropriate documentation may be required.
- For religious accommodation, students must inform the instructor of the accommodation request within the first two weeks of a semester.
- For any absence, the student must demonstrate mastery of the material covered during the missed class. This will most likely include an additional assignment, such as a paper or project.
- The instructor has the right to reduce the participation grade for tardiness.
- For blended online courses, the application of this policy may be modified at the discretion of the instructor.

Class Cancellations:

- Students will receive notification from the 4th floor reception desk about any class cancellation (email notification and a notice posted to the classroom door).
- Students will receive notification from the instructor as to how the content of that missed class session will be covered.

Late Assignments:

It is expected that all final assignments will be done by students to the best of their ability and should be considered their best effort. Allowing assignments to be redone for credit is contrary to the demands of the counseling profession and undermines students' motivation to turn in their best work when an assignment is due. Late assignments will not be accepted and result in a 0 points, unless approved by the professor in advance. No assignments will be accepted as late unless negotiated with the instructor and accepted by the instructor at least 1 week before the assignment is due. The assignment grade may be reduced. The decision rests with the instructor.

Incompletes:

No incompletes will be given except in truly extenuating circumstances and if negotiated in advance with the instructor. Unfinished work at the end of the term is not a sufficient circumstance to be granted an incomplete. If the instructor agrees to give a grade of incomplete, it is the student's responsibility to insure that the appropriate paperwork is completed and in the instructor's hands no later than the last day of the course. Failure to provide required paperwork to the instructor by this deadline will result in grade based on work turned in to date. NO EXCEPTIONS.

Feedback:

The instructor will provide you with timely feedback within seven-ten days of assignment submission.

Individual Participation Points within role-assigned team projects:

Individuals are assigned grades based upon performance. To receive credit for team assignments, students are to participate actively with the team and contribute to the exercise. Students are also graded on the *process* of team interaction/cooperation. As to *process*,

students will want to review the Student Handbook on expected code of behavior, so that a safe and positive environment is maintained.

Confidentiality Requirement:

In accordance with the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, reasonable precautions must be taken to protect confidential information. *"Psychologists do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their client/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless 1) they take reasonable steps to disguise the person or organization, 2) the person or organization has consented in writing, of 3) there is legal authorization for doing so. (APA Ethics Code 2002, 4.07)*

Students may and are often required to relate course content to real world and work experiences. Whenever these experiences are brought into the learning process, students are to protect the confidentiality and privacy of any persons or organizations included in their coursework. Students shall not disclose any information about a person or an organization that enables their identity unless otherwise approved or authorized as noted in the APA Ethics Code. Failure to do so may result in referral to the Student Affairs Committee.

Institutional Classroom Policies:

Students are expected to have read and to adhere to TCS Student Handbook. The following policies especially pertinent for student learning are listed below.

- Accommodation for Students Disabilities
- Statement of Academic Integrity and Plagiarism
- Professional Comportment
- Ethical, Legal and Professional Conduct
- Use of Computing Resources

Please note that these are departmental course policies and therefore override any individual course syllabus. These policies are effective as of January 1, 2008, and are not retroactive before that date.

School Policies

Statement of Academic Honesty:

The Chicago School expects its students to function within an environment of trust relative to other students, faculty, staff, and administration. Moreover, the School expects all students to conduct themselves ethically, with personal honesty, and with professionalism. Academic dishonesty violates one of the most basic ethical principles in an academic community, and will result in sanctions imposed under the School's disciplinary system. All incidents of academic dishonesty must be immediately referred to the Department Chair or Associate Department Chair for investigation and intervention. The Student Affairs Committee may be convened to review the student's situation. Possible interventions and sanctions may include, but are not limited to, developing a remediation plan, placing a student on academic warning, suspending or dismissing a student. Academic dishonesty includes, but is not limited to:

CHEATING: In any form, including but not limited to, giving or receiving aid on tests, giving or receiving test materials prior to official distribution, or collaborating on assignments or exams without instructor permission.

PLAGIARISM: The use or reproduction of another's work without appropriate attribution. The School expects all students to produce original work in their papers,

coursework, dissertation, and other academic projects and to follow appropriate rules governing attribution.

FABRICATION: Inventing information or citations in an academic or clinical exercise.

Student Email and Use of School Technology:

Each enrolled student is provided a School-sponsored email account. Students are responsible for all information communicated through email in the same way and to the same extent as if published in hard copy and distributed through other means. Students must regularly check this account for information transmitted by various departments of the School. The School will not direct electronic correspondence from official School email accounts to personal email addresses; students are expected to utilize the institutional email addresses for all electronic communication about School matters.

A student's continued enrollment in this course indicates his or her agreement to allow graded assignments to be returned via the Chicago School email account when necessary. In keeping with FERPA compliance, if a student does not wish to receive graded material over email he or she must make alternate arrangements with the instructor, such as providing self-addressed stamped envelopes to receive graded assignments by mail. No graded material will be left for pick-up or sent to a non-School email account.

Files and email messages that travel using the School's network are not private. A user's privacy is superseded by the School's requirement to maintain the network's integrity and the rights of all network users. For example, should the security of the network be in danger, user files and messages may be examined under the direction of the Vice President of Administration, or the Director of Information Technology. The School reserves its right, as owner of the network and the computers in question, to examine, log, capture, archive, and otherwise preserve or inspect any messages transmitted over the network and any data files stored on School-owned computers, should circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure, and that during the course of ordinary management of computing and networking services, network administrators may inadvertently view user files or messages.

Policy on Disability Accommodation:

The Chicago School complies with all laws and regulations regarding the access of disabled individuals to education and works to insure that no qualified student with a disability is denied the benefits of, or excluded from participation in, any School program or activity. Disabled students may request reasonable accommodations including but not limited to adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures. This request must be accompanied by appropriate documentation that establishes that the student has a specific disability and that supports the accommodation(s) requested. The School reserves the right to select the specific aids and services it provides, as long as it deems they will be effective for the student and do not fundamentally alter the Program or academic standards. Such aids and services are determined on a case-by-case basis in consultation with the student who has identified the need for accommodation. Please see the Director of Student Services regarding requests for accommodation.

Religious Accommodations:

Students who wish to observe religious holidays must inform their instructors in writing within the first two weeks of each semester/term of their intent to observe the holiday so that reasonable alternative arrangements convenient to both students and faculty can be made.

Statement on Final Grades:

Some courses may use online course management software, such as e-college, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Student ePortal.