

COURSE SYLLABUS

EDPC 5365 – Directed Individual Study: Counseling in Spanish Summer 2021



The University of Texas at El Paso
College of Education
Department of Educational Psychology and Special Services
Clinical Mental Health Counseling

Instructor: Johana Rocha, Ph.D., NCC

Spring virtual office hours (By appointment): Tues: 11:00am-1:00pm, Thurs: 11:00am-2:00pm
Email: jrocha10@utep.edu

Course modality: online synchronously

Course dates: 8 weeks course, Tuesdays from May 18th to July 6th

Course time: 2:30pm to 4:30pm

Location: Zoom

Course description:

This is a seminar type directed study in Spanish in which bilingual students (i.e., Spanish and English) will have the opportunity to familiarize themselves with Spanish clinical terminology, resources and tools, and figurative language inherent to some of the populations they serve. Students will also conduct sessions in Spanish with real clients or role plays with a classmate in which they will transfer the clinical terminology, resources and tools, as well as the use of figurative language into their sessions.

Prerequisites:

EDPC 5341, EDPC 5338, and EDPC 5339

COURSE OBJECTIVES/STUDENT COMPETENCIES

Goals	Objectives	Learning Activities	Outcome Indicators
A. To become familiar with clinical terminology in Spanish and documentation writing	<ol style="list-style-type: none"> 1. To intentionally use clinical terminology in Spanish through the semester 2. To write documentation (i.e., soap notes) in Spanish 3. To conduct an intake interview in Spanish 	<ol style="list-style-type: none"> 1. Assigned readings (clinical terminology in Spanish on BB) 2. Group discussions 3. Progress note writing 4. Intake interview role-play 	<ol style="list-style-type: none"> 1. Active participation in group discussions and role plays 2. Successful completion of assignment 3. Accurate use of clinical terminology during group discussions and documentation writing
B. To be able to psychoeducate in Spanish	<ol style="list-style-type: none"> 1. To psychoeducate the client on diagnosis and/or other specific topics using accurate terminology in Spanish 	<ol style="list-style-type: none"> 1. Group discussions 2. Select a topic/diagnosis and psychoeducate the class about it in Spanish 3. Psychoeducation role play 	<ol style="list-style-type: none"> 1. Active participation in group discussions and role plays 2. Successful completion of assignment 3. Accurate use of clinical terminology during the psychoeducation piece
C. To be able to successfully conduct a full session in Spanish	<ol style="list-style-type: none"> 1. To include knowledge and concepts of counseling while conducting a session in Spanish 	<ol style="list-style-type: none"> 1. Group discussions 2. Written Case Presentation Assignments (i.e., case conceptualization, verbatim transcript, tape critique form) 	<ol style="list-style-type: none"> 1. Active participation in group discussions 2. Successful completion of case conceptualization, verbatim transcript assignment, and case presentation 3. Demonstration of active peer feedback during the case presentation assignment
D. To research assessment tools/worksheets in Spanish	<ol style="list-style-type: none"> 1. To explore and become familiar with existing resources/tools in Spanish 	<ol style="list-style-type: none"> 1. Group discussions 2. Research-based assignment 	<ol style="list-style-type: none"> 1. Active participation in group discussions 2. Successful completion of assignment
E. To research slangs/idioms in Spanish	<ol style="list-style-type: none"> 1. To explore and become familiar with slangs/idioms in Spanish used in our area 2. To increase multicultural awareness and sensitiveness through the exploration and understanding of language within our community 	<ol style="list-style-type: none"> 1. Group discussions 2. Research-based assignment 	<ol style="list-style-type: none"> 1. Active participation in group discussions 2. Successful completion of assignment

Dispositions/Values

1. Values the helping relationship above techniques in counseling practice.
2. Respects and values the uniqueness and diversity of each individual client.
3. Appreciates the responsibility inherent in the role of the counselor.
4. Believes in the necessity of ongoing supervision of counseling practice.
5. Motivated to seek consultation and additional professional development and skills training.
6. Committed to self-growth to enhance relationship skills and performance in the field.
7. Values flexibility and openness as major attributes of effective counselors.
8. Desires to practice in an ethical and competent manner.
9. Motivated to implement ongoing self-evaluation of counseling practice.

Performances in Delivery of Counseling in Spanish

1. Uses basic relationship skills to enhance rapport with clients.
2. Uses effective attending skills consistently and appropriately.
3. Demonstrates effective probing skills.
4. Demonstrates the ability to accurately understand and reflect the content of client communications.
5. Demonstrates the ability to accurately empathize and reflect the emotional aspects of client communications.
6. Completes an initial counseling interview.
7. Conceptualizes client issues in a coherent, systematic, and useful framework.
8. Facilitates client formulation of goals for counseling.
9. Demonstrates the ability to use advanced influencing skills.
10. Gives appropriate consultative feedback to colleagues.
11. Seeks appropriate consultative feedback from colleagues.
12. Accurately assesses personal issues which might affect counseling performance.
13. Accurately critiques professional performance and initiates efforts to improve performance.

EXPECTATIONS OF STUDENTS

Professionalism:

You are expected to follow all codes of conduct, ethical and legal guidelines, and proper procedures addressed in your student handbook, and by professional associations and societal rules. You are expected to express and maintain professional attitudes and proper manners in regard to the classroom discussions, presentations, and diverse opinions. Professionalism is also expected in all communications and interactions outside of class (e.g., emails) with myself as well as your fellow classmates. Should you have any questions or difficulties, please do not hesitate to discuss them with me. Difficulties preventing your participation in class activities should be brought into instructor's attention either by verbal or written format. Because you are "counselors in training", it is important to view your conduct in a professional role.

Attendance:

Attendance is required at all class sessions and is considered crucial in order to gain maximum benefit from the course. If you are absent, the other members of your skills practice groups will have difficulty completing their assignments. You are expected, as a professional to discuss any absence with the professor and the members of your small group either prior to, or immediately after, the absence. **Any unexcused absences will result in a decrease of your final grade. Students cannot miss more than 2 of the scheduled classes and pass this course, excused absence or not.**

Remember, if you encounter unexpected events in your life during the course of the semester, you can drop the class, and return during another semester. You are also expected to be at this class ON TIME. Please use your time management skills properly and be on time and ready to learn at 2:30 p.m. sharp. **If you are late to class more than three times it will result in a decrease of your final grade.** Being late is disruptive to the class and its process. If you have a verified and documented reason to be late to class you may be excused from this requirement. In addition, you are expected to remain in class for the duration of the class. If you leave early more than twice without notification or approval from the instructor, you will be dropped from the course.

Active class participation is expected:

The course is designed for students to learn by observing, giving feedback, practicing, and receiving feedback. You must participate fully in classroom discussions and practice exercises to earn full participation points toward your final grade. Please **demonstrate enthusiasm and a high level of interest** in your classroom experiences.

Confidentiality:

Confidentiality must be maintained regarding the information learned during practice sessions. Per the ACA Ethical Code, if a student poses a danger to self or others or information is revealed that indicates a child or someone elderly is being abused, the student must notify the professor at which time the professor will take appropriate action as deemed important and necessary to protect all parties involved.

ASSIGNMENTS

All assignments will be posted on Blackboard and the required documents and recordings must be submitted to Blackboard by the deadline to be eligible to earn full credit. Do NOT email assignments unless advised to by the instructor.

1. Development of a Spanish Intake Form or biopsychosocial assessment and In-class Role Play (20 points)

Students will research intake forms and develop their own. This intake form must be in Spanish and submitted on BB. A role play will be held in class based on the intake form the student developed.

2. Progress note write up (20 points)

Students will submit **1 DAP progress note** to document **a counseling sessions in Spanish with**

a ***real client***. Students must remove client's identifying information and submit the assignment on BlackBoard.

3. Assesment Tools/Worksheets in Spanish (20 points)

Students will research existing assessment tools/worksheets in Spanish and add an outline of it (e.g., name of tool, description, source link) on BB and the actual tools/worksheets on a onedrive folder created for this assingment.

4. Slangs/Idioms in Spanish (20 points)

Students will find at least 20 slangs/idioms in Spanish and their corresponding meaning. These are to be submitted on BB and added on a template document on Onedrive. Students will prepare a brief power point outlining the slangs/idioms and their meaning for a class discussion. The powerpoint does not need to be submitted on BB or Onedrive.

5. Psychoeducating the client (20 points)

Students will select a topic or diagnosis they want to psychoeducate a client on. Students must submit an outline of the psychoeducation plan on BB. They will role-play the psychoeducation session based on the outlined topic/diagnosis with a classmate during class.

6. Audio Recording, Transcript, Case Presentation Write up, and Case Presentation in Class of a Counseling Session in Spanish (20 points)

Students will video record at least 20 to 30 minutes session in Spanish with a real client (recording must be submitted on Onedrive). For the recording, you must have a **Consent Form** signed by the client or client's guardian that grants permission for you to record and use the recording in class and as a work sample for the class. The consent form will be kept in the case documentation. Note that your agency may have its own consent form or permission-to-tape form. If that is the case, use the agency form.

The assignment includes the following:

- 1) Students will play 10 minutes of the video recording in class
- 2) Students must **prepare a typed transcript in Spanish of 10 minutes** of the digital video recording of the counseling session. The student will: **a) identify clinical strengths and limitations in notations on the self-awareness section of the transcript** (submit on BB).
- 3) **1 Tape Critique Form.** A completed **Tape Critique Form (TCF)** in Spanish must accompany the recording presented in class. Students will be prepared to discuss their self-critique with their classmates when they present their recordings (submit on BB).
- 4) **1 Counseling Case Strategy Presentation and Outline.** Students will prepare and give a brief case presentation (5 minutes max) in Spanish of the session they are presenting on (submit on BB). The case presentation will include:
 - a. **Brief description of the client's presenting problem***
 - b. The student counselor's objectives for the counseling session (i.e. what he/she was intending to do in the session)
 - c. A description of the interpersonal dynamics between the student counselor and the client

- d. A brief description of other important client information (e.g. contextual, cultural, social, biological, symptoms, legal, etc. issues)
- e. **An initial case conceptualization of client's issues including a theoretical rationale that explains how the case data are related***
- f. **A diagnostic impression using DSM V***
- g. **An initial treatment plan for this client***
- h. Any ethical concerns related to the case
- i. **Specific questions for class during the presentation**

Bolded* items (a, e, f, g, and i) are to be included in a written **Case Presentation Summary** which will be given to their classmates and the instructor. Please do not use any identifying information that may reveal your client's identity. You may want to use the word "client" when referring to your client. You may also use a different name and specify "client's name has been changed to protect their identity." The quality of the case presentation will be evaluated using the **Case Strategies Development Scoring Rubric**.

***Assignments must be submitted on Blackboard/Onedrive by the due. All late assignments will not receive full credit.**

EVALUATION

Grades are earned as follows:

- A = 110-120**
- B = 100-109**
- C = 90-99**
- D = 80-89**

MISCELLANEOUS

Classroom Accommodations:

If you are a student with a documented accommodation or a student needing potential accommodation, please contact the Center for Accommodations and Support Services (CASS) at 915-747-5148 Voice/TTY or email cass@utep.edu. You should also visit the CASS website at: <https://www.utep.edu/student-affairs/cass/>

Current physical location of CASS is at Room 106 Union East Building.

Please understand that it is your responsibility to contact CASS for accommodations and services. The instructor will follow guidelines of CASS to assist your needs in this class.

Academic Integrity

Failure to follow academic integrity (academic dishonesty) is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying

research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Please refer to the student affairs website for more information:

<https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

Examples of academic dishonesty include:

- Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
- Possession and/or use during a test of materials which aren't authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
- Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
- Collaborating with or seeking aid from another student for an assignment without authority;
- Substituting for another person, or permitting another person to substitute for one's self, to take a test; and
- Falsifying research data, laboratory reports, and or other records or academic work offered for credit;
- "Plagiarism" means the appropriation, buying, receiving as a gift or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors;
- "Collusion" means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

UTEP email:

You MUST have a working UTEP e-mail for this course in order to access BLACKBOARD. If you have a UTEP e-mail and it is not working properly, it is your responsibility to contact the HELP DESK not the professors. If you do not have a UTEP e-mail, you can get one free by following these directions:

1. Log on to www.utep.edu
2. Click on my.utep.edu
3. Click on [Get your UTEP account here](#)
4. Follow prompts to activate your E-mail

5. If you experience any problems call the HELP DESK # 4357 on campus; 747-5257 off campus

EDPC 5365 Course Outline

EDPC 5365 COUNSELING IN SPANISH - TENTATIVE SCHEDULE – SUMMER 2021			
Week	Class Dates	Topics/Activities	Assignments
#1	5/18/21	Syllabus - Q&A	
#2	5/25/21	In-class intake interview role play	INTAKE FORM <i>Due on Bb by noon on 5/25/21</i>
#3	6/1/21	Progress note (DAP) Discussion	PROGRESS NOTE WRITE UP <i>Due on Bb by noon on 6/1/21</i>
#4	6/8/21	Assessment Tools/Worksheets in Spanish Discussion	ASSESSMENT TOOLS/WORKSHEETS IN SPANISH <i>Due on Onedrive by noon on 6/8/21</i>
#5	6/15/21	Slangs/Idioms in Spanish Discussion	SLANGS/IDIOMS IN SPANISH <i>Due on Onedrive by noon on 6/15/21</i>
#6	6/22/21	Psychoeducating the client Role play & Discussion	PSYCHOEDUCATING THE CLIENT <i>Due on Bb by noon on 6/22/21</i>
#7	6/29/21	Case Presentation #1	CASE PRESENTATION <i>Documentation Due on Bb by 5 p.m. on 6/28/21.</i> <i>Video recording Due on Onedrive by 5pm on 6/28/21</i>
#8	7/6/21	Case Presentation #2	CASE SPRESENTATION <i>Documentation Due on Bb by 5 p.m. on 7/5/21.</i> <i>Video recording Due on Onedrive by 5pm on 7/5/21</i>