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I. Course Description (3 semester hours)
This online course is an orientation to counseling clients in Spanish. Students will become familiar with terms to use to facilitate a session in Spanish. Professional counseling concepts include mental health, counseling techniques, communication skills, understanding and problem solving, goal setting, and consultation with other professionals. Prerequisite: A master’s degree in counseling and cohort member of certificate program.

II. Rationale
This course addresses the training needs of professionals to provide services to Hispanics/Latinos seeking counseling.

III. Student Learning Outcomes
1. Use vocabulary for basic interactive dialogues for initial contact with client.
2. Conduct client interviews in Spanish. Ask appropriate questions; make recommendations; provide instruction.
3. Employ vocabulary to determine psychological and emotional status of client.
4. Evaluate suicide risk in Spanish.
5. Conceptualize and discuss client cases and articles written in Spanish on client issues in counseling.

IV. Course Topics
Major Topics: An orientation to counseling clients in Spanish. Areas covered are mental health in general, counseling techniques, communication skills, emotions, interviewing techniques, understanding and problem solving, goal setting, stress, anxiety, crisis, trauma, violence, suicide, referrals, consultation with other professionals, and self-care to work with the Hispanic/Latino population.

V. Instructional Methods and Activities
Methods and activities for instruction include:
A. Online Experiences (visual and audio lecture/discussion; case studies, YouTube, Guest speakers; interactive tools…)
B. Clinical Experiences (simulations; cooperative groups; student presentations; role-play)
C. Field Experiences (use of community resources)
VI. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

1. **Conduct an Intake Interview**: This hands-on outside assignment requires students to have a face-to-face recorded experience in conducting a life history questionnaire. Students will ask questions: demographic, clinical background, personal details, family background and a client’s self-description by following the textbook’s intake questionnaire in Spanish. Assignment rubric: flow 20 points, accuracy 20 points, and completion of the intake interview 10 points. Students redo the assignment until they earn total points.

2. **Vocabulary**: Students practice vocabulary necessary to conduct a counseling session in Spanish. Students will retake quiz until student has mastered the vocabulary to earn grade.

3. **Risk Assessment**: Students will conduct a suicide risk evaluation using the textbook’s assessment tool and record the session in Spanish. Assignment rubric: fluency (25 points) and accuracy (25 points) in completing the evaluation. Students repeat the assignment until they earn total points.

4. **Case Studies**: This assignment consists of two counseling scenarios with Spanish-speaking clients. The cases are in Spanish with English translations. Utilizing Blackboard’s discussion board, students work in groups to analyze and conceptualize the cases and make recommendations for treatment. Students complete the assignment by pairing off and participating in a scripted role-play using the same two case scenarios. Grade based on analysis and conceptualization of each case (50 points) and on the fluency of the scripted role-play (25 points) for each case.

**Methods and Final Course Grade**
The grading is based on accumulation of points.

<table>
<thead>
<tr>
<th>A. Method of Evaluation</th>
<th>B. Grading Scale</th>
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<tbody>
<tr>
<td>Intake Interview</td>
<td>270 - 300 points = A</td>
</tr>
<tr>
<td>Vocabulary (5 quizzes)</td>
<td>240 - 269 points = B</td>
</tr>
<tr>
<td>Risk Assessment</td>
<td>210 - 239 points = C</td>
</tr>
<tr>
<td>Case Studies/Assignments</td>
<td>180 - 209 points = D</td>
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<tr>
<td>Total</td>
<td>300 points</td>
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### VII. Course Schedule and Policies

#### A. Tentative Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignments</th>
<th>Read Chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/30/17</td>
<td><strong>Brief Historical Overview</strong>&lt;br&gt;Introductions/Goals/Expectations&lt;br&gt;Linguistic Diversity&lt;br&gt;Cultural Norms/Family Systems</td>
<td>1&lt;br&gt;Critique: <em>Who Are the Latinos/Hispanics?</em>&lt;br&gt;2&lt;br&gt;<em>Identify and address stereotypes</em>&lt;br&gt;<em>Journal Entry: Cultural hints</em></td>
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<tr>
<td>2</td>
<td>6/05/17</td>
<td><strong>Introduction/Review of Spanish</strong>&lt;br&gt;Cognates, Interrogatives, Verbs&lt;br&gt;Integration of Concepts&lt;br&gt;Initial Contact&lt;br&gt;Life History Interview</td>
<td>3&lt;br&gt;Analysis of recommendations pp 19-21&lt;br&gt;<em>Practice: Listen and record</em>&lt;br&gt;4&lt;br&gt;<em>Practice: Vocabulary</em>&lt;br&gt;<em>Conduct an intake interview</em>&lt;br&gt;<em>Post face-to-face intake interview</em></td>
</tr>
<tr>
<td>3</td>
<td>6/13/17</td>
<td><strong>Risk Assessment</strong>&lt;br&gt;Interactive Dialogues</td>
<td>5&lt;br&gt;<em>Practice: Vocabulary Anxiety-psychosocial stress</em>&lt;br&gt;<em>Conduct suicide risk evaluation and post</em>&lt;br&gt;<em>Practice: Useful phrases</em>&lt;br&gt;<em>Journal Entry: Cultural hints</em></td>
</tr>
<tr>
<td>4</td>
<td>6/20/17</td>
<td><strong>Domestic Violence/PTSD</strong></td>
<td>6&lt;br&gt;<em>Practice: Case Study Ana María</em>&lt;br&gt;<em>Analyze and conceptualize case</em>&lt;br&gt;<em>Post Role-play with Ana María</em></td>
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<tr>
<td>5</td>
<td>6/26/17</td>
<td><strong>Interventions for School Counselors</strong></td>
<td>7&lt;br&gt;<em>Practice: School related vocabulary</em>&lt;br&gt;<em>Record: Parent Interview</em></td>
</tr>
<tr>
<td></td>
<td>6/30/17</td>
<td><strong>All assignments due</strong></td>
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B. Class Policies

Students are expected to:
- Participate actively in on-line course.
- Complete all assignments as per course schedule.
- Students are expected to conduct themselves in accordance with the highest standards of academic honesty and on-line etiquette.

VIII. Textbook

*The textbook adopted for this course is:*

Web Resources

- Class Notes and Assignments on Blackboard:
- [http://www.tamucc.edu](http://www.tamucc.edu)
- [http://tamucc.libguides.com/tamucc_help_edu](http://tamucc.libguides.com/tamucc_help_edu)
- [www.psicoactiva.com/arti](http://www.psicoactiva.com/arti)

IX. Bibliography


X. Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of 0 on the particular assignment and a grade of Non-Credit in the
course. In addition, a record of the academic misconduct will be filed with the Dean. Students have the right to appeal the judgment or penalty. In addition, academic misconduct will be referred to the CNEP department for consideration.

XI. Dropping a class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation will not automatically result in your being dropped from the course. Be sure to check the University’s academic calendar to verify the last day to drop a class with an automatic grade of “W” this term.

XII. Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
XIV. Statement of Academic Continuity

In the event of an unforeseen adverse event such as a major hurricane or other event that prevents classes from being held on the campus of Texas A&M University-Corpus Christi, course will be continued insofar as possible through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. I will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions this, Blogs, Journals, and/or Wiki tools. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of closing of the physical campus. However, you must make certain the course instructor has a primary and secondary means of contacting you. Because this course requires a specified number of group supervision hours that includes disclosure of confidential client information, it may be necessary to establish conference calls or other mechanisms to complete the supervision requirements.