EDCD 797.A01 – Counseling Immigrant Families
1 Credit, Summer 2020
Friday, June 5th and Saturday, June 6th 9:00 AM – 4:30 PM
Synchronous Online

Faculty

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Office Hours:	By Appointment
Office Location:	Krug Hall Suite 202
	(Counseling Office – Closed for Summer due to Covid-19)
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Prerequisites/Corequisites
Admission to the CNDV program, EDCD 603

University Catalog Course Description
Advanced topics in education

Course Overview

This elective course provides an overview of the contemporary immigrant experience and the impact on school-age children and their families. The course will facilitate skill development in cross-cultural assessment and counseling intervention at the individual, family, and group levels. The course includes participation and role-play to facilitate interpersonal awareness, sensitivity, and skills that are critical to being an effective counselor working with the immigrant population.

Course Delivery Method

This course will be delivered online (76% or more) using synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (yourusername@masonlive.gmu.edu) and email password. The course will also utilize WebEx video conferencing for live audiovisual lecture and discussions. The course site will be available on May 31st.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Need a headset microphone for use with WebEx or Blackboard Collaborate web conferencing tools.
- Possess and understand the operation of a Media Program capable of viewing/downloading MPG video files online
- Possess and understand the operation of a Word Processing program (Microsoft Word for PC or Mac).
- Demonstrate the ability to save work from your word processor as a PDF copy for submission OR ability to convert your work to a PDF file.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Days: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes. Sections of the course completed in asynchronous fashion.
- Log-in Frequency:
  During the two days course, students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:

Students are expected to actively engage in all course activities throughout the duration of the course, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services (see http://ods.gmu.edu/).

CACREP Standards/Learner Objectives
Counseling Immigrant Families is a key issue in counseling. It addresses the program goals and mission and provides information about how to more effectively work with systems and facilitate personal, social, and institutional change through cross-cultural skills when working with immigrant families. The course will provide a core foundation in highlighting self-awareness, interpersonal skills and awareness, and system skills as an advocate and change agent including important skills necessary in practicum and internship. CACREP standards that are met through this course include: foundations of counseling, contextual dimensions of counseling, knowledge and skill requirements, and clinical instruction.

The specific course objectives include the following:

1. Gain effective cross-cultural assessment and intervention skills that will prepare the counselor to work with immigrant families.
2. Acquire and demonstrate counseling skills in class demonstrations with regards to counseling immigrant families.
3. Complement the counselor's cross-cultural understanding of immigrant K-12 students and clients with regards to their immigrant family experiences.
4. Learn about the impact of crisis and trauma on immigrant family members with mental health diagnosis.
5. Begin to develop a personal style as a counselor with a higher awareness of the immigrant family experience.

EDCD 797 fulfills the requirements and standards for Counseling Immigrant Families in the following professional organizations: Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Section 2 F 2: Social and Cultural Diversity, American Counseling Association (ACA), Virginia Departments of Education and Health Professions.

Required Readings:
Zagelbaum, A., & Carlson, J. (Eds.). (2010). *Working with immigrant families: A practical guide for counselors*. Retrieved from https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/detail.action?docID=646546
Readings: Primarily chapters 4 to 9

Chung, R.C-Y., Bemak, F., Ortiz, D.P., & Sandoval-Perez, P. (2008). Promoting the mental health of immigrants: A multicultural/social justice perspective. *Journal of Counseling and Development, 86*(3), 310-317. https://doi.org/10.1002/j.1556-6678.2008.tb00514.x

Bemak, F. & Chung, R. C-Y. (2016) Counseling immigrants and refugees. In P. B. Pedersen, J. Draguns, W., Lonner, & J. Scharron del Rio, M. (Eds.), *Counseling across cultures* (7th Edition). Thousand Oaks, CA: Sage Publications

Optional Readings:

Goodman, R. D., Vesely, C. K., Letiecq, B., & Cleaveland, C. L. (2017). Trauma and resilience among refugee and undocumented immigrant women. Journal of Counseling and Development, 95, 309-321. https://doi.org/10.1002/jcad.12145

Arredondo, P., Gallardo-Cooper, M., & Delgado-Romero, E. A. (2014). *Culturally responsive counseling with Latinas/os*. Retrieved from https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/detail.action?docID=1889225

All required and optional readings are available in digital format via Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**
  See course schedule
- **Other Requirements**
  <u>**Attendance:**</u> In accordance with the policies of the Counseling Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. Due to the short nature of this class, **any unexcused absences will result in loss of course credit.** Attendance is required for all classes. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.
  <u>**Course Requirements:**</u> Each student is expected to: (1) attend each class, (2) arrive on time and stay for the entire class period, (3) participate in discussions and in-class exercises (4) submit assignments by the end of day on the Sunday one week after the class by 11:59 pm.
  <u>**Attendance is mandatory for this 2-day course**</u>. Students must commit to be present both days (9:00 am to 4:30 pm).

Blackboard Expectation and On-line Protocol

1. Protocol for posting threads and contributing to an online discussion are as follows:
   a) <u>**It is expected that every student will in the discussion forum during the times indicated by the instructor.**</u> Postings that do not meet the timelines and specifications will not be counted for that day.
   b) Postings should be a minimum of 1 short paragraph and a maximum of 2 short paragraphs.
   c) Avoid postings that are limited to "I agree" or "great idea", etc. (These comments will be viewed as non-postings). Support your statements with concepts from research, readings or by sharing related examples or experiences.
   d) Stay on target with the discussion – don't go on extreme tangents.
   e) Build on others' responses to create threads.
   f) Bring in related prior knowledge (experiences, prior coursework, research, readings, etc.)
   g) Use proper etiquette (e.g., APA language style.)

2. **<u>Tips for posting to discussion forums:</u>**
   How do I post successfully? How do I get my classmates to read my postings?
   a) Think of assignment in terms of a dialogue and not a writing exercise. You should engage yourself in a discussion about the issues raised in class, textbook and readings and/or other related issues to the course.
   b) Before you post – think about the assignment first and take notes before you read other responses.
   c) Think of a thesis and how you can support it.

d) Read other postings after you've written yours.
e) Respond to one that contradicts or supports your own thoughts; one that is lacking evidence or seems to fall short on an aspect important to you.
f) In your response, you can also turn your own thoughts into questions; offer your argument; play the devil's advocate; ask challenging questions.
g) If you are the first to post: post with a careful analysis and strong (bold) argument (thesis) and open-ended questions to invite dialogue.
h) It helps readers of your posting if you include a specific quotation from the message to which you're responding.
i) Choose your entry title carefully. Make it compelling.

- **Grading**

In accordance with the George Mason University Grading Policy, the following grades may be achieved:
A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

- **Assignment Point Scale**

Assignments Points	
Class Activities/Participation	**20**
Readings/Questions	**15**
Final Reflective Paper	**30**
Blackboard/WebEx Postings	**15**
Attendance/Punctuality	**20**
Total	**100**

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Students must adhere to program professional dispositions:
https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf

Students shall NOT violate the stated George Mason University Non Discrimination Policy
https://universitypolicy.gmu.edu/policies/non-discrimination-policy/

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
Intermediate	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should except to achieve this rank.

- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.

- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.

- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

N/A: Not Applicable – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Class	Date	Topic(s)	Assignment Due	CACREP Standard
1. Fri	June 5	Required readings (prior to class) Blackboard forum and group discussions	June 5 at 11:59 pm	CACREP Section 2 F 2 (Course objective 1-5)
2. Sat	June 6	Blackboard forum and group discussions Final paper	Saturday June 13 at 11:50 pm	CACREP Section 2 F 2 (Course objective 1-5)

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Counseling and Development Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard

should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.