

**George Mason University  
College of Education and Human Development  
Counseling Program**

EDCD 797.004 – Counseling Immigrant Families  
1 Credit, Summer 2023  
Friday, August 11<sup>th</sup> and Saturday, August 12<sup>th</sup> 9:00 AM – 4:30 PM  
Thompson Hall Room L019 – Fairfax campus

**Faculty**

Name: Dr. Ricardo O. Sánchez  
Office Hours: By Appointment  
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**Prerequisites/Corequisites**

Admission to the Counseling program, EDCE 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 via lecture.

**Course Objectives**

This course is designed to enable students to do the following:

1. Gain effective cross-cultural assessment and intervention skills that will prepare the counselor to work with immigrant families. (CACREP 2.F.2.a)
2. Acquire and demonstrate counseling skills in class demonstrations with regards to counseling immigrant families. (CACREP 5.F.2.m)
3. Complement the counselor's cross-cultural understanding of immigrant K-12 students and clients with regards to their immigrant family experiences. (CACREP 2.F.3.f; 2.F.3.a)
4. Learn about the impact of crisis and trauma on immigrant family members with mental health diagnosis. (CACREP 5.C.2.f)

**Professional Standards**

**EDCD 797 fulfills the requirements in the following professional organizations:** Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Section 2 F 2:

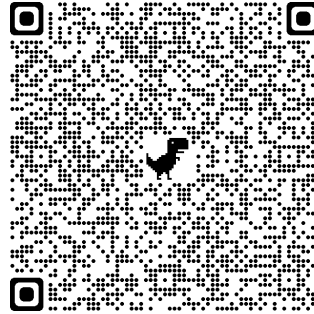
Social and Cultural Diversity, American Counseling Association (ACA), Virginia Departments of Education and Health Professions.

### Required Texts

Pratyusha Tummala-Narra (2021). *Trauma and Racial Minority Immigrants: Turmoil, Uncertainty, and Resistance*. Retrieved from [https://wrlc-gm.primo.exlibrisgroup.com/discovery/search?query=any,contains,Introduction:%20Challenges%20facing%20racial%20minority%20immigrants&tab=Everything&search\\_scope=MyInst and CI&vid=01WRLC\\_GML:01WRLC\\_GML&lang=en&offset=0](https://wrlc-gm.primo.exlibrisgroup.com/discovery/search?query=any,contains,Introduction:%20Challenges%20facing%20racial%20minority%20immigrants&tab=Everything&search_scope=MyInst and CI&vid=01WRLC_GML:01WRLC_GML&lang=en&offset=0)

**Required readings:** Primarily chapters 2, 3, 5, and 7 to 14

\* **Electronic version** of this textbook is available free of charge to GMU students. Click on the link above or scan the QR Code and read/download the required chapters



Bemak F., Chung, R. C-Y. & Sánchez, R. O. (2022). Latinx adolescent migrant challenges in reuniting with family members, *International Review of Psychiatry*, 34(6), 622-631, <https://doi.org/10.1080/09540261.2022.2072192>

Suárez-Orozco, C. (2019). A compassionate perspective on immigrant children and youth. In Suarez-Orozco, M. M. Editor (Ed.), *Humanitarianism and mass migration: Confronting the world crisis*. California Scholarship Online. <https://doi.org/10.1525/california/9780520297128.001.0001>

Chung, R.C-Y. & Bemak, F.(2021). *Contemporary Refugees: Issues, Challenges, and a Culturally Responsive Intervention Model for Effective Practice*, 49(2), 305-324. <https://doi.org/10.1177/0011000020972182>

### 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>

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>

*\*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., VIA).

- **Assignments and/or Examinations**

See course schedule.

- **Other Requirements**

**Attendance:** 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.

**Course Requirements:** 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 Sunday one week after the class by 11:59 pm.

**Attendance is mandatory for this 2-day course.** 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) **It is expected that every student will participate in the discussion forum during the times indicated by the instructor.** 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. **Tips for posting to discussion forums:**

**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 [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]
  - **Assignment Point Scale**

<b>Assignments Points</b>	
Class Activities/Participation	<b>20</b>
Readings/Questions	<b>15</b>
Final Reflective Paper	<b>30</b>
Blackboard Discussion Postings	<b>15</b>
Attendance/Punctuality	<b>20</b>
<b>Total</b>	<b>100</b>

**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>

**Professional Dispositions Assessment**

- Professional Dispositions Assessments are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.
- A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may

demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
<b>Basic (Pre-Practicum)</b>	Core: 602, 601, 525, 603, 609, 606, 604, 656 CMHC: 654, 652, 658      SC: 613, 611, 626
<b>Intermediate (Practicum)</b>	Core: 608, 660, 628, 619, 610, 797

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 expect 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	Aug 11	Required readings (prior to class) Blackboard forum and group discussions	Aug 11	CACREP Sections 2.F.2.a; 5.F.2.m; 2.F.3.f; 2.F.3.a; 5.C.2.f (Course objectives 1-4)
2. Sat	Aug 12	Blackboard forum and group discussions Final paper	Sunday Aug 20 at 11:59 pm	CACREP Sections 2.F.2.a; 5.F.2.m; 2.F.3.f; 2.F.3.a; 5.C.2.f (Course objectives 1-4)

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

## Counseling Program 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*

- 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](mailto:titleix@gmu.edu).

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