

Summer 2014

CE Syllabus: Guatemala: Contemporary Mental Health, Social and Cultural Issue

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Recommended Citation

Hittner, Jo and Merchant, Niloufer, "CE Syllabus: Guatemala: Contemporary Mental Health, Social and Cultural Issue" (2014). *Counselor Education Syllabi*. 242.

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**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT
Summer 2014**

Guatemala: Contemporary Mental Health, Social and Cultural Issues

Instructors:

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PURPOSE

The purpose of this course is to expose students interested in counseling, psychology, or social work to mental health and social justice concerns that currently pervade Guatemalan culture. These include, but are not limited to: the effects of 30 years of civil war; concerns of indigenous peoples; oppression within Central America, especially with regard to Guatemalans and native Mayans; the effects of poverty on mental health and wellness; women's issues, particularly around civil and reproductive rights; and the impact of the current political and cultural climate on the children of Guatemala.

TEXTS

REQUIRED:

Lovell, W. G. (2001). *A beauty that hurts: Life and death in Guatemala*. Austin, TX: University of Texas Press.

Menchu, R. (1987). *I, Rigoberta Menchu: An Indian woman in Guatemala*. New York: Verso.

RECOMMENDED:

A guide book to Guatemala: Rick and Steves, Moon Guides, Rough Guides, Lonely Planet, and Frommer's all have current editions. You'll find a greater variety online (Amazon) than in most bookstores.

GOALS

- I. To understand Guatemala culture and society.
- II. To develop awareness of the impact of significant historical events on Guatemalan culture.
- III. To understand the impact of elements of multicultural diversity on individuals.
- IV. To expand awareness of major mental health concerns in Guatemala.
- V. To expand awareness of mental health, medical and educational services in Guatemala.
- VI. To identify major social justice issues currently prevalent in Mayan and Guatemalan culture.
- VII. To gain an understanding of social service organizations in Guatemala.
- VIII. To take advantage of the opportunity to have a transformative personal experience

In order to meet the above goals, students will accomplish the following **learning objectives**:

1. Students will be able to identify the major events in Guatemalan history that have shaped contemporary society.
2. Students will be able to identify at least three major cultural groups in Guatemala.
3. Students will be able to identify at least three significant cultural norms in Guatemalan culture.
4. Students will be able to identify at least three significant cultural differences between the U.S. and Guatemala.
5. Students will be able to discuss the impact of at least three examples of cultural oppression present in contemporary Guatemalan society.
6. Students will be able to discuss one major mental health concern of Guatemalan citizens.
7. Students will be able to discuss the impact of U.S. – Guatemalan relations on Guatemalan peoples.
8. Students will be able to identify at least three prominent social justice concerns in contemporary Guatemalan society.
9. Students will be able to identify the work of at least three social service organizations in Guatemala.

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

II.K.1.

- g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;

II.K.2.

- a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
- e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
- f. ethical and legal considerations.

COURSE REQUIREMENTS

#	Assignment	Related Scoring Rubric	Points Possible
1	Attendance for meetings		50 per meeting – 200 total
2	Participation	1	50
3	Reflection Teams	2	50
4	Individual Journaling	3	120
5	Learning Portfolio	4	120
<i>Total</i>			540

See Appendix B for all scoring rubrics.

GRADE SCALE (in percentages)

100-93:	A
92-86:	B
85-79:	C
78-72:	D

1. ATTENDANCE

Students are *required to attend all pre-travel and post-travel class sessions*. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. Make-up assignments will need to be completed 2 weeks after the missed class.

2. PARTICIPATION

Participation is necessary for full learning experience between professor and student. It is expected that students will participate fully in every class as well as meetings during the travel study period: speaking up, asking questions, answering questions, and sharing in class about readings, research, and other course experiences. *You are responsible for bringing energy and enthusiasm to every class/meeting.*

3. INDIVIDUAL JOURNALING

Students will submit 6 journal entries: 2 during pre-trip meetings, 3 during the travel study period on designated days (included in itinerary) and 1 after returning from the trip. Students will be given questions to guide their journaling, primarily pertaining to the personal growth involved in cultural immersion. Students will be encouraged to explore and examine their own personal biases and prejudices, as well as ways they might expand their current worldview. During and after the trip, journal entries will focus on synthesizing personal learnings.

Journal entries will be 2 pages in length, double spaced, submitted via Dropbox on D2L (20 points per journal, 120 points total).

#	Due Date	Journal Question
1	3/28	Free write about your hopes, fears, and expectations for this trip.
2	4/11	Write a response to the history of Guatemala that you read in the Lovell text. Respond to the material on Guatemalan history and culture found in the PowerPoint of that name under Guatemala: An Overview on D2L.
3	5/14	Free write about your travels and first impressions of Guatemala. Write about feelings, thoughts, and behaviors you noticed during these first 48 hours.
4	5/17	Write about what you have learned so far and how you have been challenged by course readings and materials. How have your expectations changed since the first journal entry?
5	5/21	Free write: What has been most impactful so far? What has caught your attention? When have you found yourself challenged? How are you taking care of yourself (or not)? How have you been impacted by the dynamics of the group?
6	5/28	What was the transition back to the US like? What do you notice? How are you different?

4. REFLECTION TEAMS

While in Guatemala, students will engage in daily small group discussion about experiences. In conjunction with the daily group processing, students will engage in team writing assignments around specific questions related to their experiences. Group processing will (in part) include an opportunity for students to share their writing assignments with others.

Reflective Writing will be 2-3 pages in length, double spaced, submitted via Dropbox on D2L. Ten points per assignment, 50 points total.

#	Due Date	Reflection Question
1	5/13	What is it like to be a foreigner?
2	5/16	What is your perception on poverty since you've been in Guatemala?
3	5/18	How do you perceive the various spiritual and religious practices in Guatemala?
4	5/20	What are your impressions of Guatemalan families and living conditions? What strikes you? What troubles you? What inspires you? Finally, why do families have so many children when they can't afford them?
5	5/22	What will you take away from this experience?

5. LEARNING PORTFOLIO

After the trip, each student is responsible for creating a learning portfolio. The learning portfolio should reflect accomplishment of learning objectives defined above, and any additional individual learning that took place. The portfolio may contain journal entries, creative writing, photos, artwork, mementos, content from discussions/conversations, or other creative elements. The portfolio is meant to be a creative, individualized endeavor; thus no two portfolios will look alike, and the construct of the portfolio is up to each student.

The learning portfolio should meet three major goals:

- Demonstrating fulfillment of the learning objectives.
- Providing an opportunity to process the events of the trip.

- A lasting record of individual student experiences.

The portfolio should be submitted electronically to the D2L dropbox.

TENTATIVE SCHEDULE

DATE		ACTIVITIES
3/28	Meeting One: 2-4 pm	Lovell readings – Overview of Guatemalan and Mayan Culture and History. <i>Part One , Two & Three</i>
4/11	Meeting Two: 2-4 pm	Menchu readings – <i>Chapters 1-17 Due.</i>
4/25	Meeting Three: 2-4	Menchu readings – <i>Chapters 18-34 Due.</i>
5/12- 5/23	Trip Dates	Reflection assignments.
6/13	Post-Trip Meeting 2-4 pm	Discussion of trip, re-entry to the U.S, and changes as a result of the trip. Portfolios due by this meeting date

APPENDIX A: STUDENT NOTICES

Confidentiality Notice:

As a reminder, all information concerning people observed during visits and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and must be upheld at all times. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Be sure to respect confidentiality outside the class. Do not discuss classmates in public places where your conversation could be overheard. Do not discuss your classmates with persons outside the class such as spouses, family members, etc.

Electronic Device Notice:

As a matter of courtesy to your classmates and the instructor, please turn off your cell phones, and any other devices that make any noise. Use of computers is based on instructor permission.

Recording Policy:

Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material is prohibited to all students.

Academic Dishonesty Policy:

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing “ghost-written” papers, and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, have the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

Class Visitor Policy

Due to the clinical nature of this course, visitors of any age are not allowed.

APPENDIX B: ASSIGNMENT SCORING RUBRICS

1. Participation Scoring Rubric

<i>Points Possible</i>	<i>Description</i>	<i>Points Received</i>
0-14 points	-Does not ask questions or make comments that indicate familiarity with topics for class -Does not participate actively in small groups -Is often late or leaves early w/out due reason	
15-30 points	-Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class -Does not actively participate in small groups -Is occasionally late or leaves early w/out due reason	
31-40 points	-Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class -Participates in small groups -Is never late or leaves early w/out due reason	
41-50 points	-Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class -Participates actively in small groups in class, -Attends class regularly (no missed classes)	

2. Reflective Writing Scoring Rubric: One entry per team, each person needs to rotate being the one to submit within each team.

#	Entry present (2 points)	Clarity (2 Points)	Understanding (2 points)	Integration Discussed (2 points)	Integration Quality (2 points)	Total 10
1						
2						
3						
4						
5						
total						50

Total points: _____

3. Individual Journal Entry Scoring Rubric

#	Entry present (4 points)	Clarity/ grammar (4 points)	Under- standing (4 points)	Integration discussed (4 points)	Integration quality (4 points)	Total 20
1						
2						
3						
4						
5						
6						
Total						120

Total Points _____

4. Learning Portfolio

Criteria	Points Possible	Points Received
Students will be able to identify the major events in Guatemalan history that have shaped contemporary society.	10	
Students will be able to identify at least three major cultural groups in Guatemala.	10	
Students will be able to identify at least three significant cultural norms in Guatemalan culture.	10	
Students will be able to identify at least three significant cultural differences between the U.S. and Guatemala.	10	
Students will be able to discuss the impact of at least three examples of cultural oppression present in contemporary Guatemalan society.	10	
Students will be able to discuss one major mental health concern of Guatemalan citizens.	10	
Students will be able to discuss the impact of Guatemalan relations on Guatemalan peoples.	10	
Students will be able to identify at least three prominent social justice concerns in contemporary Guatemalan society.	10	
Students will be able to identify the work of at least three social service organizations in Guatemala.	10	
Grammar, punctuation, spelling.	5	
Structure, organization.	5	
<i>Total points</i>	120	