

Summer 2013

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

Jo Hittner
Winona State University

Tina M. Livingston-Sacin
St. Cloud State University

Niloufer Merchant
St. Cloud State University

Follow this and additional works at: <https://openriver.winona.edu/counseloreducationsyllabi>



Part of the [Counselor Education Commons](#)

Recommended Citation

Hittner, Jo; Livingston-Sacin, Tina M.; and Merchant, Niloufer, "CE Syllabus: Guatemala: Contemporary Mental Health, Social, and Cultural Issues" (2013). *Counselor Education Syllabi*. 263.
<https://openriver.winona.edu/counseloreducationsyllabi/263>

This Syllabus is brought to you for free and open access by the Counselor Education - Graduate Studies at OpenRiver. It has been accepted for inclusion in Counselor Education Syllabi by an authorized administrator of OpenRiver. For more information, please contact klarson@winona.edu.

**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT
Summer 2012**

Guatemala: Contemporary Mental Health, Social and Cultural Issues

Instructors:

Jo Hittner, Ph.D., Counselor Education Department, Winona State University
(jhittner@winona.edu)

Tina M. Livingston-Sacin, Ph.D., Community Counseling, St. Cloud State University
(tmlivingston@stcloudstate.edu)

Supporting faculty:

Niloufer Merchant, EdD, Community Counseling, St. Cloud State University

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.

COMMITMENT TO INCLUSIVE EXCELLENCE

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. (List of WSU campus resources can be found in Appendix A).

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 and Participation (including on-line participation)	1	50
2	Reflection Teams	2	50
3	Individual Journaling	3	60
4	Learning Portfolio	4	120
<i>Total</i>			280

See Appendix B for all scoring rubrics.

GRADE SCALE (in percentages)

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

ATTENDANCE & PARTICIPATION

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. Students are also required to participate in on-line learning experiences prior to class, including discussion boards, as required.

Participation is necessary for full learning experience between professor and student. It is expected that students will participate fully in every class: 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.*

INDIVIDUAL JOURNALING

Beginning during the pre-trip meetings, students will submit 3 journal entries. 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. While in Guatemala, **neatly** written (rather than typed) 2 page entries will be accepted. However, if you have your computer in Guatemala, Dropbox on D2L is preferred. Twenty (20) points per journal, 60 points total.

#	Due Date	Journal Question
1	4/22	Free write about your hopes, fears, and expectations for this trip.
2	4/29	Write about anxieties related to the perceptions you hold or have been exposed to regarding cultural groups in Guatemala (Guatemalans, Latinos, Mayan) and the upcoming trip.
3	5/6	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?

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. While in Guatemala, **neatly** written (rather than typed) 2-3 page entries will be accepted; Dropbox on D2L preferred. Ten points per assignment, 50 points total.

#	Due Date	Reflection Question
1	5/17	What is it like to be a foreigner?
2	5/19	What is your perception on poverty since you've been in Guatemala?
3	5/21	How do you perceive the various spiritual and religious practices in Guatemala?
4	5/23	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	5/25	What will you take away from this experience?

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.

This portfolio is due at our final post-trip meeting. The portfolio should be submitted electronically to the D2L dropbox unless the structure of the portfolio does not lend itself to electronic submission.

TENTATIVE SCHEDULE

DATE		ACTIVITIES
4/12	Meeting One: 5-8 pm	Lovell readings – Overview of Guatemalan and Mayan Culture and History. Part One Due
4/19	Meeting Two: 5-8 pm	Lovell readings – Social Justice and Advocacy in Central America. Parts Two & Three Due.
4/26	Meeting Three: 5-8 pm	Menchu readings – Community and School Counseling and Counselor Training in Guatemala. Chapters 1-17 Due.
5/13-5/24	Trip Dates	Menchu readings - Final Logistics - Reflection assignments. Chapters 18-34 Due. (Read prior to arrival)
6/14	Post-Trip Meeting 5-8 pm	Presentation of Learning Portfolios

APPENDIX A: STUDENT NOTICES

Confidentiality Notice:

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. 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 beepers, cell phones, and any other electronic toys that make any noise.

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. Attendance and 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 -Misses class often -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 -Misses no more than 1 classes w/o prior arrangement -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 -Misses 1 class with prior arrangement -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						
Total						60

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	