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ABSTRACT

The particulars of the evolved curriculum and how the training has evolved around the change-agent concept are stressed in this presentation. The measure of success achieved in attempting to influence the staff and course of studies of the regular guidance department is also emphasized. The curriculum of this counselor training institute has, from the start, reflected the change-agent concept. The approach is based on the proactive model of counseling wherein the counselor initiates attempts to reach students in their own environment (including neighborhood hangouts, clubs, schoolyards or homes.) Formal attempts at effecting change within the University of New Mexico are also discussed. (Author)

[Chicano Counselor Training: Curriculum and Beyond Curriculum].

by

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Southwestern schools (Arizona, California, Colorado New Mexico, Texas) do not have enough counselors. In 1969 the Commission estimated that throughout the region there were 3,388 counselors in the schools of districts 10 percent or more Mexican American. (U.S.C.C.R. Spring 1969 Survey). In terms of the pupil-counselor ratio, this means that there were 1,124 pupils for every counselor in those districts included in the Commission survey. In the elementary schools, pupil-counselor ratios were much higher. For the entire survey area the elementary school pupil-counselor ratio was 3,843 to 1. Even for secondary schools where the ratio was much lower - 471 to 1 - - the proportion was nearly twice as high as the 250 to 1 ratio suggested as adequate by the American School Counselor Association (A.S.C.A.).

In addition to the high ratio of students to counselors that generally prevails in the schools of the Southwest, a very small proportion of the counselors are Mexican American. In districts 10 percent or more Mexican American only 183 of the 3,388 counselors (5.4 percent) are Mexican Americans.

Only in New Mexico does the percentage of Chicano counselors reach as much as half the percentage of the Chicano enrollment. In California, by contrast, where one in every five pupils in the survey was Mexican American, fewer than one of every 30 counselors is of that ethnic origin.

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An examination of the pupil-counselor ratio across ethnic lines underscores the extent to which Mexican Americans are underrepresented among school counselors. At the secondary level, where the greatest number of Chicano counselors are to be found, the ratio of Mexican American pupils for every Mexican American counselor is 2,203 to 1. For Blacks, the ratio of Black pupils to Black counselors is 1,047 to 1. For Anglos the ratio is 347 to 1. In every State the Chicano pupil-counselor ratio is much higher than that for Blacks or Anglos. This disparity in the representation of Mexican Americans versus that of Blacks and Anglos is greatest in Colorado Where there are 4,870 Chicano pupils to each Chicano counselor, While Anglos and Blacks have pupil-counselor ratios of 234 to 1, and 258 to 1 respectively.

What do the above mentioned statistics means for Chicano students in the schools of the Southwest? They mean that the lack of Mexican American counselors has the effect of denying many Chicano students the benefit of advice and guidance from persons whose own backgrounds would tend to assume a more sympathetic understanding of the problems Chicano children face in school. If a Chicano student needs counseling, only rarely does he have the opportunity to receive it from a Chicano counselor.

Several Universities throughout the United States have been engaged in special programs for minority students at both the undergraduate and graduate levels. Funding for such programs has been derived from the Federal Government, Foundations, Special Services Organizations, the Universities themselves, or private organizations or individuals. For the past three years (1971-72, 1972-73, 1973-74)

the University of New Mexico, through a grant from the United States Office of Education (E.P.D.A.) has been engaged in a Program to train people of Mexican-Spanish American (Chicano) descent in the area of Guidance and Counseling-Pupil Personnel Services. The program is on the graduate level and it attempts to recruit experienced school personnel who are trained at U.N.M. and in the field to become skilled in meeting the needs of Chicanos in schools today.

The training program itself is unique in that it brings together students from the Southwestern States of New Mexico, Colorado, Texas, Arizona, and California. Immediately a Program participant realizes that not all Chicanos are the same and the needs of all Chicanos are not the same. The interaction that takes place between participants is in itself an education both for students and for instructors.

The training model employed at the University of New Mexico is quite different from what might be considered traditional guidance and counseling training models. In keeping with U.S.O.E. guidelines, U.N.M. is a part of what is called the Center Satellite Model for the training of Pupil Personnel Specialists and the development of Pupil Personnel Services. U.N.M. is the Center where most of the training takes place and Satellites are located in Denver, Colorado; Albuquerque, New Mexico; El Paso, Texas; Phoenix, Arizona; Fresno, California; and San Diego, California. Each Satellite is engaged in a project aimed at enhancing Pupil Personnel Services for Chicano in their particular schools and communities.

In the area of Curriculum, it has now been established that trainees in the Department of Guidance and Counseling will be required to participate in classes dealing with counseling the culturally different.

In the area of Practicum, it has now been established that trainees in the Department of Guidance and Counseling will be exposed to practice in areas with culturally different clientele.

In the area of Admissions, criteria has been established that will attract more minority students. Instead of having a high emphasis on grade point average, more emphasis is being placed on relevant work experience, exposure and knowledge related to the cultures of the Southwest, and employability upon completion.

The E.P.D.A.-P.P.S. Project at the University of New Mexico has had a tremendous impact on the Counselor Education Department. Efforts in reorganization and development of the Department continue and the techniques, strategies, and experiences derived from the E.P.D.A. Project will continue to influence directions of the Department in the area of dealing with the culturally different.

The Albuquerque Center has accepted as its primary mandate the training of a new type of counselor - a "change agent". In this case, the client may be an individual, but as important, the new client is the mentality that contributes to an individual (student) being rejected by the (school) system that supposedly was established to serve the same student (individual). The training of a new counselor is not necessarily a total rejection of the old counselor characteristics and competencies, but rather the molding of a professional who sees his primary task as of making the existing (school) system sensitive to the needs of the student. As a consequence the general competencies expected of all E.P.D.A.-P.P.S. trained counselors is that he/she be able to:

- (a) Diagnose ability of students to meet academic and social requirements. Assess ability of school system to meet needs of students and offer alternative courses of action to best meet these needs.
- (b) Prescribe ways in which learning potential can be fulfilled both in and out of school.
- (c) Assist and counsel other members of community to achieve their personal and professional goals.
- (d) Help other members of school staff to incorporate above competencies into their own work.

Thus, when an E.P.D.A.-P.P.S. trained school counselor is employed, the administration, faculty, and community (parents) should expect him/her to have the ability to plan, counsel, consult, and coordinate in a professional and accountable manner. The results of the counselor's efforts should facilitate

the learning process for every student.

In order to respond to the above self-defined positions, it is necessary that the program offer a curriculum that reflects the goals and objectives of the training program, and as critical that the trainer be competent and able to model the competencies expected of its trainees.

The task thus becomes one in which,

- (1) students are encouraged to play an active role in defining for themselves how they can best meet the expectations-competencies of the training program.
- (2) Responsibility for learning is that of the participant-student.
- (3) Trainers are open and facilitative of the student as opposed to imposing of their professional and personal biases.
- (4) Students become proficient in identifying and diagnosing the antecedents that encourage disfunctional behavior and negate a growth and learning atmosphere.
- (5) Development of programatic solutions that can be generalized to all students is encouraged.

The EPDA-PPS Center in Albuquerque core courses offerings fall into two categories:

Relevant - Unique

Education of the Mexican American
Introduction to Guidance
(Orientation to EPDA-PPS Concept)
Analysis of Systems
Pre-Practicum
*Practicum

Mexican American Education

- 1.) To create an awarenesss about the educational plight of the Mexican American Student.
- 2:) To analyze the already written literature about the Mexican American texts, books, articles, etc.

- 3.) To analyze and discuss regional differences and similarities of the Mexican American student.
- 4.) To analyze and discuss the acculturation processes for the Mexican American student.

Introduction to Guidance

- 1.) To provide a historical perspective of school counseling.
- 2.) To define, compare and contrast the proposed role and function of a school counselor with the existing role and function of a school counselor.

Analysis of System - is an attempt to reflect the expanded focus of EPDA-PPS trained counselor . Bandura, "In instances where one person's behavior exerts little or no control over the action of others...., it may become necessary to effect change in other people important to him, or in the social system itself." In order to impact social system, schools being one such system, the participants were exposed to strategies for identifying and impacting the power source.

Pre-Practicum is begun immediately upon the students' arrival at the training center. Students, while being exposed to theory, are placed in the school or community setting where they have the opportunity to identify for themselves what counselors are actually doing, and defining for themselves where their efforts would be most effectively spent, in order to better serve the needs of students.

Practicum at the Satellite site is the primary responsibility, and emphasis of training during the spring semester. Students spend from eight weeks to a semester at their satellites in

practicum. In most cases students are placed for practicum at schools or agencies where they will be ultimately employed upon completion of training. At this time, students become involved with all agents (LEA, IHE, and Community) involved with the education of children.

The emphasis at the Satellite sites is as diverse as the political, social, and economic situation of the respective sites.

The Phoenix Satellite is community based and entirely staffed by community personnel.

The San Diego Satellite, although housed at San Diego State University, has strong ties with such community organizations as the Barrio Station and Escuelita Del Barrio, both having alternative education orientations.

The El Paso Satellite being housed at the LEA and having significant active input from the community.

The remaining Satellites, although housed in IHE's, are devoted to extensive involvement which stresses the utilization of the LEA, IHE, and Community personnel as trainers for the EPDA trainees. The latter being a means by which IHE, LEA, and Community personnel are involved as partners from the onset in the training of the EPDA-PPS participants.

Traditional

Although the following courses are common to counselor training programs in most areas, at the Southwest Center, the

focus of the program is on:

- (1) Presenting and understanding the content
- (2) What are the implications of the content
- (3) Seeking of Alternative

Theories of Counseling
Group Counseling
Measurement of Individual Differences
Dynamics of Human Behavior
Clinical Case Study
Career Exploration
Research in Education

Strategies for Meeting Individual Needs

Contracting
Problems
Consultants
Travel to Conference Workshops of Educational
Value

A question often asked of us is - What impact has the E.P.D.A. sponsored project had on existing counselor training programs? At the University of New Mexico the Counselor Education Department is presently in a process of reorganization and development where the major focus is to address itself to the multicultural dimensions in counseling. The program is looking at such areas as staffing, curriculum, practicum, admissions, and placement as they might or should be influenced by multicultural issues.

In the area of staffing, every effort is being made to employ a minority staff on a permanent basis within the Department. In the Civil Rights Commission Report referred to earlier, it was reported that "in 1971, 59 institutions of higher education in the Southwest provided a master's degree or the equivalent in counseling. Of the 436 persons listed on the staffs of these institutions as instructors in counseling, not one had a Spanish surname." (p.123)

Monies were allocated to cover one course for each faculty member so that their time could be freed to devote energies to a departmental project. Other monies were allocated for retreats, consultants, and travel that may be needed as the process got underway.

A planning committee was identified at a department meeting held off campus called specifically to discuss the nature of the proposal and the intended project.

Department members were pleased with the opportunity for a professional experience of this nature. The planning committee was responsible for 1. deciding who would be involved in the process, 2. setting up a structure for the group to decide upon a structure, 3. coordinating and giving support to all subsequent functions.

The committee decided upon inclusion of several categories of people to participate in the entire process. Those who were included were of course all department members (8), staff from the PPS Project, staff from the counseling center on campus, who participate in departmental meetings, and students. The students were chosen from the PPS Project, Master's students, and Doctoral students, two in each category and one who is presently enrolled at U.N.M. and one who has graduated and is working in the field. These people would form a core working group to deal with in-house issues, and would be the stable backbone of the process. The committee felt that input from the community outside of the university was crucial but that it

could be brought in as needed.

A retreat was planned in November with two objectives in mind: 1.) to provide an environment for people to begin to communicate and interact with one another and 2.) to begin to identify problems. Consultants were brought in and addressed themselves to issues underlying Philosophy, Curriculum and Organizational Development. The problem identification stage took place Saturday morning in the format of small groups defining goals and values out of which came a long list of possible directions the department could take. The planning committee then rated items on the list and came up with four general areas of concern. They are : 1.) Curriculum. 2.) Multi-cultural dimensions, 3.) Admissions, and 4.) Communication.

An afternoon meeting was set up as a follow-up to the retreat to decide upon directions for the future. Two camps developed at this meeting. One group felt that having discussions of a philosophical nature was the first logical step and the other group felt that task groups should be organized, and that departmental and personal philosophies would emerge as a result of concrete work. After a long afternoon of heated discussions, the later plan was accepted and the planning committee went back to work.

The next step was an all-day meeting off campus to both discuss the issues involved in the four identified areas of concern and also to divide into task groups - one group working on one issue.

A structure was also developed at this time which included each task group meeting every Wednesday morning from 8:30 - 10:30. Following the task group meeting the entire body would meet from 10:45 - 12:00 to feedback the progress of their small groups. This is an ongoing process which has proven to be a very efficient way of working and with the flexibility of dealing with individual needs as they arise. One thing that has emerged in the large group feedback session is using the time after the task group reports for discussing philosophical, personal or any other concerns that people feel like discussing.

So much for the initiation, birth, and organizational aspects of the Departmental Development Project. Now I would like to talk about some of the concrete work that the task groups have done particularly emphasizing the work of the multi-cultural task group of which I am a member.

In some ways, multi-cultural education is an "in thing" in the C.O.E., but a closer look reveals the presence of Federal movies and programs and some peripheral projects, but when it gets right down to the guts of the matter, multi-cultural education is a hard product to sell.

The techniques of confrontation are useful but now is the time for joint efforts. We cannot hammer on to and in to the department what we feel to be good ways of operating a training program. We can influence and negotiate, however. The four main avenues that the multi-cultural committee has identified as inroads to influence in the department are the following;

1. Philosophy - prevention rather than remediation.
2. Structure - inclusion of community (advisory board).
3. Programatic - inclusion of courses that deal with strategies for change. Inclusion of new emphasis on consulting and coordinating as well as counseling.

4. Staff & Students - to influence recruitment procedures to include minority group students. To influence the availability for a hard-line position in the department for a PPS staff person.

We staged an all day workshop for the department dealing with multi-cultural issues in counseling. People were invited from different ethnic groups to participate in the workshops. We used an organizational model in which four small work groups of a heterogeneous mix worked in three tasks during the course of the day. The tasks were to define:

1. What is happening in the field of counseling as it relates to multi-cultural populations.
2. What should be happening.
3. What are the barriers between 1 and 2.

Interspersed between work sessions several consultants talked about their perceptions of what counseling in a multi-cultural environment is all about.

People from the Denver Satellite brought materials they have developed to share with department members. To characterize the day briefly, I would say it was low-key, and an opportunity for people to come together and share ideas. It also gave people a chance to participate in the assessment process of them-

selves, the department, and the field of counseling in general.

I see the multi-cultural task group as serving in two very important roles throughout the duration of the departmental project. We must continue to provide input and stimulation to the department in various ways; by providing workshops, and by providing ideas, materials, and skills for people to incorporate into their classes and we must also serve as a connecting link with the three other task groups now at work. In other words, we must all coordinate our efforts as much as possible.

Some of the ideas that have come out of ours and other task group efforts have been the following:

1. Both co-directors of the PPS Project, John and Guy, will be teaching courses for the department during the summer. John will teach, Multi-cultural dimensions in Counseling, and Guy will teach, Theories of Personality.

2. The faculty meets every other Tuesday for a non-business rap session, where hopefully they can get to know each other as people better.

3. The curriculum committee is conducting interviews of all faculty to see what specifically they cover in their classes. This hopefully will be data which will help eliminate overlap in courses. The multi-cultural committee is particularly interested in the outcome of this study.

4. The communications committee is initiating a faculty brochure.

5. The curriculum ^{committee} is devising a one credit course for the

summer which will include showing relevant counseling films and discussing the films.

Other ideas being explored are:

1. Introducing micro-counseling.
2. Exposing the department to co-counseling.
3. Exploring non-traditional areas of counseling, "death counseling," "training homo-sexual counselors", encouraging counselors to create jobs in the community.
4. Forming halfway houses for women who are changing their lifestyles.
5. Forming a representation advisory board for the department.
6. Developing an undergraduate training program to help fill the demand for ethnic counselors.
7. Reorganizing a departmental newsletter.
8. Initiating regular student-faculty panel exchanges.
9. Student initiated workshops and seminars.

Upon completion of training each student becomes eligible for a Master's degree in Education and Counselor Certification in his particular State. The U.N.M.-P.P.S. Training Program has at this point a 96% job placement average for past trainees.

In a study presently being conducted by the U.N.M., E.P.D.A.-P.P.S. Project a follow-up survey was conducted to determine the types of jobs which are presently held by Chicano counselors trained in E.P.D.A. sponsored institutes at the University of New Mexico, Texas Tech University, and Pan American University. Of the 56 respondents to this date the data reads as follows:

SEX

38 Males

18 Females

AREAS OF PLACEMENT

8 Elementary School

8 Junior High School

20 High School

8 College of University

12 Other - (8 are presently
pursuing higher degrees and

4 are counseling in community
agencies.

The average percentage of Spanish surnamed population being served by the above listed individuals is 65.3 percent with a range of from 100 percent to 8 percent. The statistics will probably change slightly as the survey is completed. The survey will also examine the types of activities E.P.D.A. graduates are engaged in as part of their counselor role.