



## COUN 8006: SPECIAL STUDIES | CULTURALLY RESPONSIVE APPROACHES TO COUNSELING WITH SPANISH POPULATIONS | SUMMER 2026

CEHHS Department of Counseling | Counseling Academic Unit

### INSTRUCTOR CONTACT INFORMATION

Instructor: Miguel Estevez Jr. LIMHP, LPCC

Contact: *Canvas e-mail is my preferred means of contact. I will return your e-mails within 48 business hours. In case of emergency only email me at [mestevez@unomaha.edu](mailto:mestevez@unomaha.edu)*

Office: NA

Zoom: by appointment only

Office Hours: by appointment via Zoom

### INSTRUCTOR TEACHING STATEMENT

My goal is for you to reflect on and discuss what mental health means to you and to others. I hope to create a supportive environment where you feel safe being yourself while also being challenged to grow. I truly believe in the ripple effect—when we heal, we help others heal, and they in turn promote healing within their communities. It is an honor and a privilege to walk alongside people in their healing journeys, just as it is to walk with you in your learning journey and in the process of decolonizing your approach to mental health services.

Note: The instructor reserves the right to adjust the syllabus schedule as needed at any point during the semester. These changes will be communicated with the class accordingly. Changes will also be communicated with students on time. It is your responsibility to keep informed about discussion topics and assignments. If in doubt, check with your instructor.

### PREREQUISITES

Graduate Status. Intermediate Spanish or Spanish Speakers.

### COURSE DESCRIPTION AND RATIONALE

COUN 8006-870. Culturally Responsive Approaches to Counseling with Spanish Populations

Credits: 3 (This course will be online and remotely via zoom).

This graduate-level course focuses on the development of therapeutic skills delivered in **Spanish** while grounding clinical practice in a **culturally responsive framework**. Students will examine how colonial histories, oppression, migration, language, and power dynamics shape mental health experiences within Spanish-speaking and Latine communities.

The course emphasizes culturally sustaining practices, including the use of Spanish in clinical assessment, intervention and therapeutic counseling dialogue. Students will explore how traditional Western models of therapy can be adapted, challenged, or reimagined through community-based, relational, and clinic focused approaches. Through experiential learning, case conceptualization, and reflective practice, students will strengthen their ability to provide ethical, trauma-informed, and culturally grounded therapy in Spanish. The course encourages critical self-reflection on identity, privilege, and positionality, preparing future clinicians to practice with humility, accountability, and cultural integrity.



## COURSE STRUCTURE AND DELIVERY

**This course will be delivered online and remotely on zoom.** This is a course, where learning objectives are accomplished in a learning community through the integration of online learning activities via Canvas and group discussions (Platicas) in class. Each week consists of one module. The week begins on Monday and ends on the following Sunday. Modules will typically open up the day before the week begins.

Students will access the syllabus and learning materials, discuss issues, submit assignments, communicate electronically with other students and the instructor, and participate in online activities, including group projects.

Online activities are designed for:

1. Learning major concepts, minor points, and how they fit together;
2. Extending and expanding learning of topics;
3. Exploring difficult concepts and practicing skills;
4. Developing working relationships that enhance deep and meaningful learning;
5. Using media and Internet resources to explore and extend learning of topics;
6. Developing an online community of inquiry that enhances learning and growth; and
7. Personalizing study plans that help students structure and prioritize study time\*.

\* Study time includes some combination of reading text, using paper or online study resources, and completing assignments. The most common recommendation in most higher education settings is 2-3 hours out of class on average for every hour in class. Since this class will be on zoom, participation in group discussion (Platicas) is incredibly important. And reading the material prior to class is mandatory for group discussion and learning.

## COURSE WEBSITE

You will participate in this course using the [UNO Canvas learning management platform system](#). Once you are in the platform you can learn how to use Canvas effectively, by clicking the “Help” link on the top right of the course page on Canvas.

**CACREP STATEMENT**

This course is designed to develop competence identified by and in compliance with the CACREP (2016) for master's level standards relevant to this course.

**2016 CACREP Standards Chart**

Professional Identity Curriculum Standard(s)	Assignment/Learning Activity
F.3. a. Theories of individual and family development across the lifespan	Readings and Other Learning Materials Quizzes Journal Posts Video Posts Assignments Final Therapy in Spanish
F.3. b. Theories of learning	Readings and Other Learning Materials Quizzes Journal Posts Assignments Final Therapy in Spanish
2.F.2.a – Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.	Readings and Other Learning Materials Quizzes Journal Posts Intake in Spanish Final Therapy in Spanish
F.3. e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior	Readings and Other Learning Materials Quizzes Journal Posts Intake in Spanish



	Final Therapy in Spanish
F.3. f. Systemic and environmental factors that affect human development, functioning, and behavior	Readings and Other Learning Materials Quizzes
F.3. h. A general framework for understanding differing abilities and strategies for differentiated interventions	Readings and Other Learning Materials Quizzes Safety plan and treatment plan Assignment
F.3. i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Readings and Other Learning Materials Quizzes Journal Posts

## COURSE OBJECTIVES AND RELEVANT ACCREDITATION STANDARDS

### Essential Course Objectives

The following course elements constitute as essential course objectives. Removing or modifying essential course objectives results in fundamental alteration to the course. 1) Ongoing online, asynchronous active participation in weekly course module activities, 2) Ongoing online or remote, synchronous or asynchronous group collaboration for group project, and 3) Consistent online remote access to Canvas, YuJa, Flip, Via, other possible online platforms, and UNO email for asynchronous course instruction, connection with faculty and students, and submission of course assignments. If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately.

- 2.i. Legislation and government policy relevant to clinical mental health counseling
- 2.l. Legal and ethical considerations specific to clinical mental health counseling
- 2. m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
- 3. c. Strategies for interfacing with the legal system regarding court-referred clients
- 3. e. Strategies to advocate for persons with mental health issues
- F.1.d The role and process of the professional counselor advocating on behalf of the profession
- F.1.j Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- F.1. j. Technology's impact on the counseling profession



- F. 5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- F.5. e. The impact of technology on the counseling process

## COURSE REQUIREMENTS

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### Required Text

Mullan, J. (2023). *Decolonizing Therapy: Oppression, Historical Trauma, and Politicizing Your Practice*. W. W. Norton & Company.

ISBN: 978-1-324-0191-9

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### Recommended Text

Frantz Fanon. (2008). *Black Skin, White Masks*. Grove/Atlantic, Inc. (Original work published 1952)

Martín-Baró, I., Aron, A., & Corne, S. (1994). *Writings for a liberation psychology*. Harvard University Press.

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## TECHNICAL REQUIREMENTS

You will need the following in order to participate in this course:

- Computer
  - Reliable internet connection
  - Computer microphone
  - Some way to make and post a simple video (e.g., using a webcam, or a smart phone)
  - Open Canvas in a web browser
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## TECHNICAL SUPPORT

You may also receive support from

- Information Technology Services Technical Support (human support)  
[unohelpdesk@nebraska.edu](mailto:unohelpdesk@nebraska.edu)  
402-554-4347 (HELP)  
Eppley Administration Building, Room 104  
Monday – Friday 8:00 to 5:00 pm
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### Canvas Learning System

Utilized for course announcements, delivery of course materials, submission of assignments, and grading.

### Zoom Web Conferencing System



Will be used weekly office hours and pre-arranged appointments.

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#### COURSE POLICIES

Academic Integrity Statement Attached (submit as required by instructor).

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#### SYLLABUS REVISIONS

*The instructor reserves the right to revise the syllabus to facilitate instruction. These changes will be posted on Canvas and students will be informed through UNO email as soon as possible.*

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#### CONFIDENTIALITY AND PRIVACY

*Students are expected to observe the latest ACA Code of Ethics and Standards of as well as the ASCA Ethical Standards, Professional Standards and Competencies, and Standards of Practice. Students may share information in this class that is personal in nature; and therefore, class members must guard the privacy of the information.*

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#### COMMUNICATION

*Please post all course-related questions in the Q & A Discussion Forum in the course's Canvas site so that the whole class may benefit from the conversation. Please email the instructor (through Canvas) for matters of a personal nature. The instructor will reply to course-related questions and email within 24-48 hours. All electronic communications need to be courteous and clear. It is always good to begin your electronic communications with a formal or informal address, such as Hello, Dr. So-and-So, or Hi Nora.*

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#### USE OF ARTIFICIAL INTELLIGENCE (AI)

Improper use of AI—including misrepresentation, over-reliance, or unethical application—may result in remediation per department policy. This statement is consistent with UNO's academic integrity policies and with CACREP expectations that students demonstrate ethical and culturally responsive use of technology in counselor preparation programs (CACREP 2.F.1.j, F.5.d-e, 2.F.7.3).

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#### ONLINE ACCESS

Active use of your UNO electronic accounts, including gMav (email) and Canvas for access to class announcements, documents, assignments is required. If you do not have internet access or printing capabilities from home, plan to make arrangements to meet these class requirements. There are no excuses for not being able to access information or turn in work.

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#### WRITING

Graduate-level writing is expected on all written assignments. Written assignments should be typed, free of grammatical and spelling errors, as well as follow guidelines given in class. Reference citations should always be included where needed according to American Psychological Association (APA) (7<sup>th</sup> ed.) writing style ([www.apastyle.org](http://www.apastyle.org)). Not meeting these criteria will be reflected in your grade for that writing assignment.

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#### LATE WORK



Assignments turned in late will receive an automatic 10% deduction and will only be accepted until the Saturday of the following week it is due. If an assignment is not turned in by 11:59 PM on that next Saturday, it becomes an automatic zero. Please consult with the instructor as early as possible if there are extenuating circumstances.

In the event of a Canvas or Internet service interruption coinciding with a submission deadline, students should alert the instructor and submit the assignment as soon as the service comes back online. The instructor will be able to verify Canvas's outage.



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## TURNITIN

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other UNO students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin, and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the UNO Turnitin database and may be checked against other UNO paper submissions. You will retain all rights to your written work. For further information, visit [Turnitin](#).

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## FAIR USE POLICY

Copying or recording synchronous classes and asynchronous course materials without the express prior approval of Professor Estevez is prohibited. All copies and recordings remain the property of UNO and Professor Estevez. UNO and Professor Estevez reserve the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These policies are not intended to affect the rights of students with disabilities under applicable law or UNO policies.

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## OTHER:

See course Canvas materials under “Teaching Policies” for additional information.

## GRADING POLICIES

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### GRADE APPEAL

See course Canvas materials under “Teaching Policies.”

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### DROPPING A COURSE

See course Canvas materials under “Teaching Policies.”

## STUDENT STATEMENTS

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### UNO POLICY OF ACADEMIC INTEGRITY

See course Canvas materials under “Teaching Policies.”

## UNIVERSITY POLICIES

See course Canvas materials under “Teaching Policies.”



## COURSE ASSIGNMENTS

The following assignments/assessments are utilized throughout the course to demonstrate mastery of CACREP standards included in this course outline:

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### QUIZZES

Four quizzes will cover the reading in the text and other learning materials and will evaluate your grasp of the content. All quizzes are open book. The format will be multiple-choice, untimed, and short answers. Quizzes are individual assignments. Please do not work together. See Course Calendar for due dates.

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### JOURNAL POSTS

Students will complete **three reflective journal entries**, each **3 pages, double-spaced**, based on **Parts I, II, and III** of *Decolonizing Therapy*. Each journal entry should demonstrate thoughtful engagement with the assigned section, including key concepts, themes, and critiques presented by the authors. Students are encouraged to reflect on how the material challenges or expands their understanding of traditional therapeutic models and the role of culture, power, and colonial history in mental health practice.

In addition to summarizing key ideas, students should connect the readings to their own developing clinical identity and future practice. Journals should include reflections on personal reactions, questions that emerged while reading, and potential applications to clinical work with Spanish-speaking and marginalized communities. The purpose of this assignment is to support critical self-reflection, deepen theoretical integration, and foster culturally responsive and decolonized approaches to therapy.

See Course Calendar for due dates.

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### SAFETY PLAN IN SPANISH

Students will create a **comprehensive safety plan written entirely in Spanish** for a selected population: **child, adolescent, or adult**. This assignment is designed to strengthen students' ability to provide culturally and linguistically responsive care while practicing essential clinical skills related to crisis intervention and risk management.

The safety plan should be developmentally appropriate for the chosen population and include key components such as identification of warning signs, internal coping strategies, social supports, professional resources, and crisis contacts (including the 988 Suicide & Crisis Lifeline). Students should consider cultural values, family dynamics, community context, and systemic factors that may influence safety planning. In addition to the written plan, students should include a brief reflection (1–2 paragraphs, in English or Spanish) discussing their clinical rationale, cultural considerations, and how a decolonized approach informed their choices.

There are examples you can view and templates you can use in our Canvas module.



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### BIOPSYCHOSOCIAL INTAKE IN SPANISH

Students will create a **biopsychosocial intake written entirely in Spanish** for a selected population: **child, adolescent, or adult**. This assignment is designed to build clinical assessment skills while strengthening students' ability to conduct intakes in Spanish using a culturally responsive and decolonized framework.

The intake should be developmentally appropriate and include core biopsychosocial domains such as presenting concerns, mental health history, medical history, family and social context, cultural identity, migration and systemic factors, strengths, and risk/protective factors. Students should demonstrate sensitivity to language, cultural values, and lived experiences that may influence the client's narrative. In addition to the intake document, students should include a brief reflection (1–2 paragraphs, in English or Spanish) describing their clinical rationale, cultural considerations, and how a decolonized approach informed the assessment process.

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### TREATMENT PLAN IN ENGLISH AND SPANISH

Students will develop a **comprehensive treatment plan written in both English and Spanish** for a selected population: **child, adolescent, or adult**. This assignment is intended to strengthen students' ability to conceptualize treatment clinically while translating goals and interventions across languages in a culturally responsive and decolonized manner.

The treatment plan should include presenting concerns, measurable goals, objectives, and interventions that are developmentally appropriate and clinically sound. Students should demonstrate attention to cultural context, language accessibility, family and community factors, and systemic influences that may impact treatment. Both versions should reflect equivalent clinical content rather than direct word-for-word translation, emphasizing clarity and cultural meaning. Students will also include a brief reflection (1–2 paragraphs, in English or Spanish) discussing their clinical rationale, challenges in bilingual documentation, and how a decolonized approach informed treatment planning.

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### FINAL 45-MINUTE THERAPY IN SPANISH WITH PAIR

For the final exam, students will participate in a **45-minute simulated therapy session conducted entirely in Spanish** with a class partner. One student will assume the role of the therapist and the other the role of the client, using one of the following documents they previously created: a **safety plan, biopsychosocial intake, or treatment plan**. And then will switch roles and allow the class partner to be the therapist. The selected document will serve as the clinical foundation for the session and guide case conceptualization and interventions. Sessions will be conducted **live in front of the class**.

Students will be evaluated on their ability to establish rapport, demonstrate ethical and culturally responsive practice, apply appropriate therapeutic interventions, and communicate effectively and professionally in Spanish. Emphasis will be placed on the integration of decolonized, trauma-informed approaches, including attention to power dynamics, cultural context, and client strengths.

Students will be given **dedicated class time prior to the final** to practice with their assigned partner, receive feedback, and prepare for the live session. Students will have to take time outside of class to practice with classmate to feel fully prepared for the final. Following the final, students will be given feedback by classmates and by the instructor.



See Course Calendar for due dates.

**GRADING CRITERIA**

The table below provides an overview of how much each assignment is worth and when it is due.

Course Assessments	Points	Due Dates
4 Quizzes (5 points each)	/ 20 pts.	See Course Schedule
3 Journal Entries (10 Points each)	/ 30 pts.	See Course Schedule
1 Safety plan in Spanish	/ 5 pts.	See Course Schedule
1 Biopsychosocial Intake in Spanish	/ 10 pts.	See Course Schedule
1 Treatment Plan in Spanish and English	/ 10 pts.	See Course Schedule
Final: 45-minute Therapy in Spanish with partner	/ 25 pts	See Course Schedule
<b>TOTAL</b>	<b>/ 100 pts.</b>	

**GRADING SCALE: STANDARD THROUGH THE DEPARTMENT**

90 - 100 = A | 80 - 89 = B | 70 - 79 = C | 60 - 69 = D | 59 or below = Failing

**Nota bene: Grades of C or lower in a clinical course may result repeating the course or in removal from the program.**

**GRADING POLICIES****GRADE APPEAL**

Individuals who believe that their grade in a particular course does not properly reflect their performance or that the instructor acted in an arbitrary or capricious manner in determining the grade should first contact the instructor to determine the rationale for the grade or if there was an error in reporting. Consultation with the instructor should take place before taking any formal action in regard to a grade appeal.

After the instructor has provided the rationale for the grade in question and has indicated that no error in reporting was made, the individual may then wish to petition the department/school for reconsideration. In such instances, the student should contact the department chair/school director to obtain information on the procedures to follow in requesting an appeal at the department/school level.



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## DROPPING A COURSE

A class can be dropped from your schedule via MavLINK up until the last day to withdraw. The last day to withdraw can be found on the [Academic Calendar](#). If you are currently enrolled, you can click on the "refund" link next to each class in your schedule. You can also contact the Office of the University Registrar to verify the last day to withdraw.

Drops can only be completed in the 100% refund period of your course. If you drop the course from your schedule during this period, it will not be listed on your academic transcript. Withdraws can be completed up until the last day to withdraw for the semester. If you withdraw from a course, a grade of "W" is given for that course and this will be listed on your academic transcript. "W" grades have no impact on your academic GPA.



**COURSE WEEKLY SCHEDULE**

*\*IMPORTANT: The following is a tentative schedule. Due dates vary on each assignment, read carefully. Regularly double check with the live course as there may be changes throughout the term.*

*Each module starts on Monday and ends on Sunday. All module sections must be completed before you can move on to the next module/week.*

Module	Topic	Assignments
Getting Started	Read and review all "Getting Started" Module sections in Canvas	1. Academic Integrity Form
1	Intro to class, expectations and assignments <ul style="list-style-type: none"> <li>• Read/Review all Module 1 sections in Canvas</li> <li>• Read Introduction (Mullan, J. (2023).</li> <li>• Read/Review other assigned learning materials in Canvas</li> <li>• Meet with Pair for Final</li> </ul>	1. Listen to the 4 songs on canvas and prepare to discuss the following class.
2	Intake paperwork in Spanish Therapist aid in Spanish Different Latin American Spanish accents and language differences based on background. <ul style="list-style-type: none"> <li>• Read/Review all Module 2 sections In Canvas</li> <li>• Read Chapter 1&amp; 2</li> <li>• Read/Review other assigned learning materials in Canvas</li> </ul>	



Module	Topic	Assignments
3	<p>Safety plan in Spanish and Chapter 1&amp;2 Discussion</p> <ul style="list-style-type: none"><li>• Read/Review all Module 3 sections in Canvas</li><li>• Read Chapter 3</li><li>• Read/Review other assigned learning materials in Canvas</li></ul>	<p>1. Work on Spanish Plan in Spanish</p>
4	<p>Safety plan role plays and Chapter 3 Discussion</p> <ul style="list-style-type: none"><li>• Read/Review all Module 4 sections in Canvas</li><li>• Read Chapter 4</li><li>• Read/Review other assigned learning materials in Canvas</li></ul>	<p>1. Safety plan in Spanish Due: by 11:00 PM</p>
5	<p>Biopsychosocial in Spanish Part 1 Chapter 4 Discussion</p> <ul style="list-style-type: none"><li>• Read/Review all Module 5 sections in Canvas</li><li>• Read Chapter 5</li><li>• Read/Review other assigned learning materials in Canvas</li></ul>	<p>1. Quiz 1 on Part 1 and Safety plan Due: by 11:00 PM</p> <p>2. Journal Entry #1 Due: by 11:00 PM</p> <p>3. Work on Biopsychosocial intake</p>
6	<p>Biopsychosocial in Spanish Part 2</p> <ul style="list-style-type: none"><li>• Read/Review all Module 6 sections in Canvas</li><li>• Read Chapter 6 &amp; 7</li><li>• Read/Review other assigned learning materials in Canvas</li></ul>	<p>1. Work on Biopsychosocial intake</p>



Module	Topic	Assignments
7	<p>Treatment planning in Spanish</p> <ul style="list-style-type: none"><li>• Read/Review all Module 7 sections in Canvas</li><li>• Read Chapter 8</li><li>• Read/Review other assigned learning materials in Canvas</li></ul>	<ol style="list-style-type: none"><li>1. Biopsychosocial intake Due: by 11:00 PM</li><li>2. Work on Treatment Plan in English and Spanish</li></ol>
8	<p>Discussion of part 2 of the book: The trunk where we are</p> <ul style="list-style-type: none"><li>• Read/Review all Module 8 sections In Canvas</li><li>• Read/Review other assigned learning materials in Canvas</li></ul>	<ol style="list-style-type: none"><li>1. Quiz 2 on Part 2 and Biopsychosocial Due: by 11:00 PM</li><li>2. Journal Entry #2 Due: by 11:00 PM</li></ol>
9	<p>DSM in Spanish and Diagnosis</p> <ul style="list-style-type: none"><li>• Read/Review all Module 9 sections In Canvas</li></ul> <p>Read/Review other assigned learning materials in Canvas</p>	<ol style="list-style-type: none"><li>1. Work on Treatment Plan in English and Spanish</li></ol>
<b>Break</b>		
10	<p>Triggers, mindfulness, coping mechanisms and self-care</p> <ul style="list-style-type: none"><li>• Read/Review all Module 10 sections in Canvas</li><li>• Read Chapter 9</li><li>• Read/Review other assigned learning materials in Canvas</li></ul>	<ol style="list-style-type: none"><li>1. Treatment Plan in English and Spanish Due: By 11:00 PM</li><li>2. Work on Final 45 minute Therapy session in Spanish</li></ol>



Module	Topic	Assignments
11	<p>Addiction and relapse in Spanish Class time to prepare for Final.</p> <ul style="list-style-type: none"><li>• Read/Review all Module 11 sections in Canvas</li><li>• Read Chapter 10 and Conclusion</li><li>• Read/Review other assigned learning materials in Canvas</li></ul>	
12	<p>Discussion of Part 3 of the book: The leaves Growing a Decolonial Future</p> <ul style="list-style-type: none"><li>• Read/Review all Module 12 sections in Canvas</li><li>• Read Chapter 13</li><li>• Read/Review other assigned learning materials in Canvas</li></ul>	<ol style="list-style-type: none"><li>1. Quiz 3 on Addiction, triggers, mindfulness Self Care and DSM in Spanish Due: by 11:00 PM</li></ol>
13	<p>Everything together and full therapy session Class time to prepare for Final.</p> <ul style="list-style-type: none"><li>• Read/Review all Module 13 sections in Canvas</li><li>• Read Chapter 14</li><li>• Read/Review other assigned learning materials in Canvas</li></ul>	<ol style="list-style-type: none"><li>1. Quiz 4 on Part 3 of the Book Due: by 11:59 PM</li><li>2. Journal post 3</li><li>3. Work on Final 45 minute Therapy session in Spanish</li></ol>
14	<p>Final part 1: 45-minute Therapy in Spanish with partner</p> <ul style="list-style-type: none"><li>• Read/Review all Module 14 sections in Canvas</li><li>• Read/Review other assigned learning materials in Canvas</li></ul>	<ol style="list-style-type: none"><li>1. Final: 45-minute Therapy in Spanish with partner</li></ol>



Module	Topic	Assignments
15	<p>Final part 2: 45-minute Therapy in Spanish with partner</p> <ul style="list-style-type: none"><li>• Read/Review all Module 15 sections in Canvas</li><li>• Read/Review other assigned learning materials in Canvas</li></ul>	<ol style="list-style-type: none"><li>1. Course Evaluations</li><li>2. Final: 45-minute Therapy in Spanish with partner</li></ol> <p><b>You made it to the end of the term! Have a good Summer!</b></p>



**University of Nebraska Omaha**

**CEHHS DEPARTMENT OF COUNSELING**

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**ACADEMIC INTEGRITY FORM**

**Course Title and Number:** COUN 8006: Culturally Responsive Approaches to Counseling with Spanish Populations

**Title of Assignment:** All assignments for the term

**Instructor:** Miguel Estevez Jr. LIMHP, LPCC

**Student:** \_\_\_\_\_

**Certification of Authorship**

I certify that I am the author of all assignments submitted for this course and that any assistance I received in their preparation is fully acknowledged and disclosed in each respective assignment. In addition, any sources from which I used ideas or words, either quoted directly or paraphrased, have been properly cited in accordance with APA format.

I also certify that all assignments were prepared by me specifically for use in this course and have not been used in another course and will not be used in any future courses I take at the University of Nebraska at Omaha without explicit permission from the instructor.

This certification applies to all forms of coursework including, but not limited to:

- Written papers or reflections
- Discussion board posts and responses
- Presentations and accompanying materials
- Group projects and collaborative work
- Any other assignments as designated by the instructor

I understand that any violation of academic integrity policies may result disciplinary action as outlined in the University of Nebraska Omaha Student Code of Conduct.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**