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Development and Implementation of a Bilingual Counseling Certificate

Claudia Interiano-Shiverdecker, Derek Robertson, Elias Zambrano, Ashley Morgan, Jacqueline Cantu Contreras

The ever-growing population of Spanish-speakers in the United States increases the need for counselors to provide services in languages other than English. Yet, very few counselor education programs offer training specifically aimed at providing bilingual counseling services. The authors introduce important elements of bilingual counseling training and describe the implementation of these features into a certificate designed to train competent, bilingual clinical mental health and school counselors. Implications for counseling pedagogy, practice, supervision, and research are discussed.

Keywords: bilingual counseling, certificate, Spanish-speaking

As of July 2019, the Latinx community was the largest ethnic group in the country with more than 60 million people, or 18.3% of the nation's total population (U.S. Census Bureau, 2019b). The authors used the nongendered term *Latinx* to encompass other terms such as *Hispanic* or *Latino/a* collectively utilized to describe inhabitants of the United States who are of Latin American origin. The latest U.S. Census (2019b) also showed that by 2018, more than 40.5 million individuals over 5 years of age spoke Spanish at home, making it the second most spoken language in the United States. Thus, clinical mental health and school counselors are likely to encounter clients from the Latinx community who prefer to or can only communicate in Spanish. Beyond language differences, Latinx also report social, emotional, and physical concerns while balancing their native culture with the mainstream culture of the United States (Garcini et al., 2017). Changes in political policies (e.g., restrictive immigration enforcement, mass deportation) and antiimmigrant political rhetoric emphasized under the Trump administration increased social anxiety among Latinx in recent years (Nichols et al., 2018). Therefore, counselors with specific multicultural

and linguistic competencies can best serve this growing population.

Despite consensus in the literature on the need for bilingual counseling competency (Arredondo et al., 2014; González et al., 2015; McCaffrey & Moody, 2015; Trepal et al., 2019), bilingual counseling training programs in the United States are rare and often beyond the geographical and economic reach of most graduate students. A search indicated 37 bilingual certificates or concentrations in mental health fields such as psychology, school psychology, social work, marriage and family therapy, school counseling, and clinical mental health counseling. Of this number, nine certificates existed within counseling programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and only three offered training for both clinical mental health and school counselors, including the one described later. Therefore, most bilingual counselors, regardless of Spanish fluency, receive their clinical training and supervision in English. Potential reasons for this scarcity are two-fold. First, implicit, yet faulty, assumptions exist that students with conversational proficiency in Spanish can easily translate professional concepts obtained in English. However,

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many bilingual counselors expressed feeling unprepared, anxious, incompetent, and insecure when counseling in Spanish (Alvarado et al., 2019; Trepal et al., 2014, 2019). This assumption also ignores cultural within group differences between Latinx populations. Second, bilingual counseling training requires a comprehensive, yet succinct, curriculum that guarantees students are qualified to work with Spanish-speaking clients. To enhance bilingual competency within the field of counseling, this article describes the development and implementation of a bilingual counseling certificate instituted by a CACREP-accredited program in a public university in the southwestern part of the United States. Certificate programs allow counselor educators to offer supplemental training for students and licensed professionals (McCaffrey & Moody, 2015), and in this case, effectively address elements of bilingual counseling.

Elements of Bilingual Counseling

A comprehensive curriculum development requires an understanding of recommended elements of bilingual counseling discussed in the literature. Bilingual counselors' needs fell within three main categories: (a) language competence; (b) multicultural and social justice competencies; and (c) in-vivo experiences and supervision in Spanish.

Language Competence

Language competence refers to the "ability to communicate effectively via grammatical, conversational, sociolinguistic, and strategic accuracy and flexibility" (Schwartz et al., 2010, p. 211). Communication is a principal tool in counseling. Neglecting language competence may amplify any existing obstacles to access and quality of services. Individuals with limited English proficiency report more barriers and less quality of health care services (Artiga et al., 2015). They often turn away from counseling services because they feel uncomfortable speaking in another language or struggle to convey thoughts or feelings in English, which has the effect of distancing clients from emotions (Castaño et al., 2007). Non-English-speaking clients must often rely on translators, interpreters, or language brokers to obtain services despite documented concerns about practices such as omissions, role exchange, and eth-

ical concerns with using children or family members as translators (Paone & Malott, 2008). Language also carries over important cultural values. For example, it is common for Latinx to pass down morals and traditions from generation to generation through language or *dichos* (sayings) laden with cultural meanings (Castaño et al., 2007). Most *dichos* lose their essence when translated into English. Therefore, the inability to understand the client's language or cultural frame of reference can significantly decrease utilization and quality of services, and disrupt rapport-building between client and counselor.

Bilingual counseling services allow clients with limited English proficiency or who prefer Spanish to express themselves on a deeper level while validating their cultural identity. In 2004, Fuertes noted that bilingual counseling must cover counseling standards (e.g., theory, case conceptualization, assessment, setting goals, treatment planning, and evaluation), while also addressing the role of language to aforementioned standards. According to McCaffrey and Moody (2015), characteristics of language competency for counselors include demonstration of advanced language fluency and a skilled ability to conduct interviews. Scholars also recommended an understanding of language incongruences between Spanish-speaking groups, articulating and interpreting clients' thoughts and feelings, and translating/expressing general clinical terms in Spanish (Alvarado et al., 2019; Trepal et al., 2014).

Multicultural and Social Justice Competence

Attributes of cultural competence reflect: (a) awareness of one's own personal beliefs, values, biases, and attitudes; (b) awareness and knowledge of the worldview of culturally diverse individuals and groups; and (c) utilization of culturally appropriate intervention skills and strategies (Sue et al., 2019). Whereas Latinx are quite diverse, some concepts appear to be generalizable and vary in intensity depending on the level of acculturation. *Familismo* is a value holding that family comes first, thus, prioritizing family loyalty, interconnectedness, and honor over an individual's wants and needs. This encompasses extended family as well. Aunts, uncles, and cousins may play an integral role in a client's life

(Baumann et al., 2010). Latinx families often maintain traditional gender roles connected to *machismo* and *marianismo*. Machismo embodies proud and hardworking men who are the protectors of and providers for their families. Marianismo refers to the idea of women as nurturing, virtuous, patient, and honorable (Piña-Watson et al., 2014).

Other characteristics for counselors to be aware of are *fatalismo* and *espiritismo*. In trying to make sense of the way the world works, many Latinx believe in destiny or luck. Fatalismo may influence clients' sense of optimism and agency (Piña-Watson & Abraído-Lanza, 2017). Religion and spirituality play a big role in the lives of many Latinx people. The concept of *espiritismo* represents the belief that spirits, both good and bad, may affect the lives of people in many ways, including their emotional or psychological health. Thus, some individuals may seek the help of a *curandera* or spiritual healer to address psychological problems (Sue et al., 2019). These few examples help highlight why a focus on multicultural competence shares equal importance with linguistic ability.

Expanding counselors' training on multicultural competence, the Multicultural and Social Justice Counseling Competencies (MSJCC; Ratts et al., 2016) added a fourth developmental competency, *action*, to integrate social justice advocacy. These competencies maintain that counselors must also address clients' and counselors' intersecting identities with power, privilege, and oppression. Delgado-Romero and colleagues (2018) argued that bilingual counseling training must equip students with tools to expand beyond knowledge of culture and subcultures and to address societal and institutional contexts that impact healthcare disparities and unequal access to resources. An awareness and understanding of the intersectionality of sociopolitical realities and cultural elements are vital in ensuring a culturally informed standard of care for Latinx Spanish-speaking clients. Other multicultural and social justice considerations include cross-cultural awareness and cultural paradigms such as acculturation, oppression, discrimination, collectivism, and religiosity (McCaffrey & Moody, 2015).

In-Vivo Experiences and Supervision

The American Counseling Association's (ACA, 2014) *Code of Ethics* clearly states that counselors

should accommodate clients' language preferences to maintain cultural sensitivity, ensure comprehension, and account for client diversity in areas such as assessment and informed consent. While the ACA's *Code of Ethics* encourages attending to clients' preferred language, bilingual counselors typically engage in monolingual supervision despite evidence of it leading to inadequate training and unethical practice in counseling programs. Bilingual counselors must translate their work with Spanish-speaking clients into English, creating potential ethical issues as the supervisor entrusts the supervisee with adequate translation of content and skills (Verdinelli & Biever, 2009). Moreover, many bilingual supervisees reported feeling isolated and burned out due to added responsibilities (e.g., translating sessions for supervisor and colleagues, acting as cultural brokers; González et al., 2015; Trepal et al., 2019; Verdinelli & Biever, 2009).

Therefore, bilingual supervision represents a limited area in counselor training (Arredondo et al., 2014; Trepal et al., 2019). Bilingual supervision must protect client welfare, promote trainee skill development, create an effective supervisory alliance, and simultaneously attend to the impact of culture and language in counseling and supervision (Fuentes, 2004; González et al., 2015). Additional components of bilingual supervision include: (a) client-counselor differences in background, acculturation, or sociocultural realities (González et al., 2015); (b) code switching in session; and (c) conveying emotional concepts in another language that may not always directly translate (McCaffrey & Moody, 2015). McCaffrey and Moody (2015) emphasized that bilingual supervision and in-vivo experiences with Spanish-speaking clients provide opportunities to develop cultural and language competency, integrate culturally specific techniques, engage in case conceptualizations, and learn through experiential activities.

Bilingual Counseling Certificate

The Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2016), charged with creating professional academic standards for counseling graduate programs, made judicious efforts to mandate curriculum changes that promote multicultural competencies. CACREP standards require counselor education programs to

incorporate “advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients” (Standard F.1.e), and to address “multicultural and pluralistic characteristics within and among diverse groups nationally and internationally” (Standard F.2.a). Recognizing the limitations of bilingual training in counselor education, the second and third authors created a certificate program, aligned with the MSJCC and 2016 CACREP standards, designed to easily integrate with existing counselor training curricula. More importantly, the framework for the proposed certificate intentionally incorporated elements of bilingual counseling discussed in the literature: language competence, multicultural and social justice competence, in-vivo experiences, and supervision. Table 1 outlines the course sequence and each course’s connection to the aforementioned guiding elements, standards, and competencies. The course sequence acknowledged the developmental nature of MSJCC, counselor identity, and language competency. In the following section, the authors describe the certificate’s development, implementation, and courses as a frame of reference for counseling programs considering specialized training for bilingual counselors. We provide a guiding framework acknowledging that other departments and corresponding institutions may have different needs and available resources.

Development and Implementation of Courses

The university in which this program is housed meets criteria as a Hispanic Serving Institution (HSI) with 57% of its student body identifying as Hispanic (The University of Texas at San Antonio, 2021) and is located in a city with an overall 64% of inhabitants identifying as Latinx (U.S. Census Bureau, 2019a). Cognizant of the professional literature and local demographics, the second and third authors initially surveyed site supervisors from area school districts and mental health agencies to assess the need for bilingual counseling in the community. Directors of school district counseling programs were strong in their support for the certificate. One school district director noted that “this kind of training helps counselors make better connections because their clients can express themselves in their own language. It also helps counselors better understand the cultural meaning behind the words” (R.

Juarez, personal communication, April 2020). Supervisors in local mental health agencies joined in support for such a program, indicating that many Spanish-speaking clients did not receive counseling due to insufficient Spanish-speaking counselors to meet the demand. The second and third authors also surveyed bilingual students in the program who expressed feeling stressed and sometimes ineffectual in their work with Spanish-speaking clients without additional training and supervision in Spanish.

The development of this program began by exploring resources available to support this endeavor. Interdisciplinary collaborations with an existing bilingual/bicultural department (BBL) in the same university occurred early in the program development process to draw from faculty’s expertise and avoid needless duplication of efforts. The BBL department offered their Spanish language assessment, at no cost, to evaluate students’ current level of Spanish proficiency, with recommended strategies for increased fluency. Furthermore, an existing BBL course, Cultural Adaptation in Bilingual Societies, supported the cultural competency necessary for counselors to work with bilingual individuals. Through collaborations, the first three authors also revised another existing BBL course, Topics in Bicultural Studies, to promote increased Spanish professional counseling vocabulary and fluency. An existing course in the doctoral program in Counselor Education and Supervision, Advanced Multicultural Counseling, became available for bilingual counselors-in-training to gain additional multicultural and social justice counseling competencies. The missing component required in-vivo experiences and supervision, leading to the development of a Spanish dedicated section of Internship. In conjunction, these four courses formed the framework for the 12-credit-hour bilingual counseling certificate program.

Language Assessment

Following recommendations from the ACA (2014) *Code of Ethics* and scholars’ consensus on evaluating counselors’ Spanish language proficiency (Delgado-Romero et al., 2018; McCaffrey & Moody, 2015), language acquisition became a necessary component of the program. Spanish language proficiency provided students with communication

Table 1*Bilingual Counseling Certificate Program*

Elements of Bilingual Counseling	Standards			Courses				
	MSJCC	2016	CACREP	ALPS	CABS	AMC	TBS	SI
Language Competence								
Spanish Language Proficiency	N/A	N/A		X			X	X
Spanish Clinical Language								
General Clinical Terms	III.3.4	2.F.5.d.f.g					X	X
Emotions/Feelings	III.3.4	2.F.5.d.f.g					X	X
Clinical Interview Skills/Strategies	III.3.4	2.F.5.d.f.g					X	X
Therapeutic Strategies/Concepts	III.3.4	2.F.5.a					X	X
Case Conceptualization	III.3.4	2.F.5.b.g					X	X
Assessment and Diagnosis	III.3.4	2.F.5.g; 2.F.7.e.l					X	X
Setting Goals	III.3.4	2.F.5.i					X	X
Treatment Planning	III.3.4	2.F.5.h.j					X	X
Language Nuances Between Spanish-Speaking Groups	III.1.2.3.4	2.F.2.a			X		X	X
Multicultural and Social Justice Competence								
Awareness								
Personal	I.1.2.3.4	2.F.2.b.c			X	X		X
Others' Worldviews	II.1.2.3.4	2.F.2.b.c.d			X	X		X
Identity Intersectionality	III.1.2.3.4	2.F.2.b.c.d.e			X	X		X
Knowledge								
Social and Institutional Contexts	IV.A.B.C.D.E.F	2.F.2.h; 2.F.3.f			X	X		X
Cultural Paradigms (e.g., acculturation)	III.1.2.3.4	2.F.2.d			X	X		X
Cultural Concepts (e.g., familismo)	III.1.2.3.4	2.F.2.a.f			X			X
Within Group Differences	III.1.2.3.4	2.F.2.a			X	X		X
Skills								
Utilization of Culturally Appropriate Skills/Strategies	II.3; III.3	2.F.2.f			X		X	X
Advocacy								
Institutional and Social Barriers for Mental Health	IV.A.B.C.D.E.F	2.F.1.e			X	X		X
In-Vivo Experiences and Supervision								
Trainee Skill and Theory Development	N/A	2.F.5.n					X	X
Code Switching	III.1.2.3.4	2.F.2.a					X	X
Client-Counselor-Supervisor Sociocultural Differences	III.1.2.3.4	2.F.2.a.b.c					X	X
Professional Evaluation	N/A	2.F.1.k						X
Completion of 300-Clock Hour Internship	N/A	3.J.K.L.M						X

Note: MSJCC = Multicultural and Social Justice Competencies; ALPS = Assessment for Language Proficiency in Spanish; CABS = Cultural Adaptation in Bilingual Societies; AMC = Advanced Multicultural Counseling; TBS = Topics in Bicultural Studies; SP = Spanish Internship.

skills to connect with all Latinx clients, thus increasing access to mental health services and reducing the need of interpreters in counseling. Before enrollment in the certificate program, students completed a Spanish language assessment created strategically by a language specialist to evaluate students in the following four areas: listening comprehension, reading comprehension, speaking ability (both in professional and informal situations), and writing ability. Considering students' variations in Spanish fluency, collaborative conversations with the language specialist took place to develop a reasonable passing grade for bilingual counselors to carry out services with clients. The language specialist also designed an individualized program for students requiring additional help with language acquisition. Remediation for students who did not pass the language assessment ranged from completing a take-home learning packet to the option of enrolling in a semester-long course. This additional support allowed students who did not obtain a formal education in Spanish to acquire the necessary skills for professional conversations in Spanish. Only the last two courses (i.e., Topics in Bicultural Studies and the Spanish Internship) in the certificate program, taught in Spanish, required students to pass the language assessment. This allowed students to complete the first two courses (i.e., Cultural Adaptation in Bilingual Societies and Advanced Multicultural Counseling), while completing their language acquisition requirements.

Cultural Adaptation in Bilingual Societies Course

The provision of competent services to Spanish-speaking clients entails cross-cultural awareness and considerations of sociopolitical realities and cultural elements (i.e., acculturation, systemic racism, and the oppressive aftermath of colonization) that surround Latinx experiences (Delgado-Romero et al., 2018; McCaffrey & Moody, 2015). The Cultural Adaptation in Bilingual Societies course, taught in English, thus examined the relationship between language and culture in sociopolitical, historical, family, and community contexts. The course involved an interactive process with class assignments, critical reflections, guest speakers, community *pláticas* (talks), group presentations, and advocacy projects.

Collective dialogue and active learning enabled students to: (a) examine how cultural and linguistic processes contribute to meaning making and identity through social justice approaches such as Indigenous, Chicana feminist, and decolonial perspectives; (b) gain awareness of the socio-historical effects of colonization and the mixing of cultures in the Southwest; (c) articulate the ways in which colonization, privilege, oppression, racism, and cultural violence affect clients and their communities; and (d) utilize these perspectives to inform conceptualizations of mental health and resilience as it relates to families, communities, schools, and other institutions. This course sought to create a deeper understanding of personal awareness, appreciation and knowledge of culturally diverse individuals and groups, and utilization of culturally appropriate intervention skills and strategies (Sue et al., 2019). Pragmatic recommendations focused on how counseling professionals can engage in culturally responsive approaches to individual healing, resilience, and collective well-being in communities, schools, families, and institutions. The course paid close attention to cultural and linguistic within group differences informed by gender, sexuality, social class, language, spiritual, and cultural dynamics. Conversations that went beyond simply "how to work with Latinx communities," led students to analyze cultural concepts (e.g., familismo, espiritismo, curanderas) from decolonial perspectives, to examine power and privilege in both personal and collective contexts.

Advanced Multicultural Counseling Course

Advanced Multicultural Counseling was an existing doctoral-level course that required and built on the foundation of the master's-level multicultural counseling course. Its purpose was to further develop students' multicultural and social justice counseling competencies (Ratts et al., 2016). Through advocacy projects, experiential learning, immersion experiences, and discussion with doctoral students, bilingual counselors-in-training explored current events, culture-specific mental health related topics, community engagement, and social change relevant to the field of counseling. The course objectives focused on (a) fostering awareness of students' cultural narratives and values that shaped their worldviews; (b) deepening students'

skills to conceptualize and evaluate issues related to cultural competence, cultural diversity, and cultural humility; and (c) deepen their competence to navigate cultural discourse and develop social justice and advocacy competencies at an individual, community, institutional, and political level. Furthermore, students assessed cultural and mental health literacy in organizations, discussed organizational leadership in the context of social justice and advocacy, and engaged in conversations surrounding diversity, equity, inclusion, and belonging. The capstone project included a cultural assessment activity designed to develop program evaluation and consultation skills. Students chose an organization (e.g., a government agency, nonprofit or for-profit organization) and assessed its cultural competence in one area (e.g., mental health, diversity and inclusion, employee well-being, community engagement). Students provided recommendations and an action plan to enhance cultural competence (e.g., specific changes for the organization to consider). These initial courses developed students' understanding of Latinx and their presenting problems, rapport-building abilities, and counseling considerations to help reduce early termination, dropout rates, and negative experiences in counseling.

Topics in Bicultural Studies Course

The two remaining courses, taught in Spanish with syllabi in Spanish, required students to pass the language assessment before enrollment. The goal of this course was to introduce and develop Spanish clinical language and skills, while providing in-vivo experiences and bilingual supervision within the classroom. Its purpose focused on reducing feelings of incompetence, historically observed among bilingual counselors who only received counseling training and supervision in English (Alvarado et al., 2019; Trepal et al., 2014, 2019; Verdinelli & Biever, 2009). At the conclusion of this course, students would be able to exhibit bilingual capability in counseling-related tasks such as clinical interviews, therapeutic strategies and concepts, case conceptualization, assessment, diagnosis, goal setting, and treatment planning. With this intention, the first three authors turned to available resources. These included: (a) *Las Habilidades Atencionales Básicas*, by Zalaquett and colleagues (2008) to review foun-

dational skills in Spanish; (b) *Toolkit for Counseling Spanish-Speaking Clients: Enhancing Behavioral Health Service*, by Benuto (2017) that provided tools and interventions in Spanish for a number of mental health disorders; (c) the *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition* in Spanish (Arango Lopez, 2014); and (c) other resources and books to enhance Spanish clinical vocabulary, skills, and crisis intervention competencies with Latinx. Understanding the importance of in-vivo experiences and bilingual supervision to increase counselor self-competency, students demonstrated skills and theory development through counselor/client role-plays and case presentations. In-vivo practice with translating clinical terms/concepts and client–counselor role-plays also brought awareness to instances and causes of code-switching. These exercises also invited conversations around client–counselor–supervisor sociocultural differences and multicultural and social justice competencies. For example, an exercise used might compare the needs of an immigrant from Mexico with a professional degree with those of an undocumented Mexican immigrant whose first language is Zapotec (a language spoken in the Pacific coastal plain of Mexico). An additional consideration for this class included professional bilingual counselors in the surrounding community as guest speakers. This gave students insights into the daily work life of a bilingual counselor as well as connections to possible future internship sites and career opportunities.

Spanish Internship Course

The Spanish Internship served as the capstone for the bilingual counseling program, giving students an opportunity to demonstrate language, multicultural, social justice, and professional competencies. Once again, as an example of using curricular resources available, the first three authors folded the elements of this course into a Spanish section of an existing internship with all the typical assignments of supervision for clinical and school counselors (e.g., completion of required internship hours per semester, case conceptualizations, presentations). Thus, students seeking the certificate completed at least one semester in a Spanish Internship section. Although students did not have to complete all 120 direct hours in Spanish, they had to work with at

least one Spanish-speaking client, complete 5 hours (minimum) of supervision, present one case presentation, and critically analyze transcripts of two counseling sessions, all in Spanish. Internship provided a space for students and the instructor to engage with each other through supervision, case conceptualizations, case presentations, observations, feedback, and internship practice. This allowed for growth in personal and professional awareness, and vicarious learning regarding culture-specific concerns, translations, techniques, skills, language incongruences, and cultural nuances of Spanish-speaking populations.

Implications for Counseling Practice, Pedagogy, Supervision, and Research

The development and implementation of a bilingual counseling certificate program introduces a number of important implications for counseling clinical practice, training, and research. Following established recommendations by *ACA Code of Ethics* (2014), professional counselors should advocate for and promote quality of life for clients while removing barriers to services. One of these barriers is the lack of trained bilingual counselors. The bilingual counseling certificate ensures Spanish language proficiency through the language assessment, while also increasing professional language acquisition in Spanish through assignments and in-vivo practice in courses such as Topics in Bicultural Studies and the Spanish Internship. This certificate allows bilingual counselors to provide a space where clients can comfortably express themselves in their preferred language, efforts that can help decrease the drop-out rate and increase satisfaction with counseling services (Artiga et al., 2015; Castaño et al., 2007). These courses also teach bilingual counselors appropriate mental health terms and therapeutic techniques in Spanish that may help promote a therapeutic relationship with clients. Moreover, important values of the counseling profession include multiculturalism and advocacy. Completion of courses such as Cultural Adaptation in Bilingual Societies and Advanced Multicultural Counseling provide students with crucial knowledge of cultural and social justice issues that may negatively impact clients' well-being or impede access to mental health services.

For counselor educators, a bilingual counseling certificate program provides students with additional training without altering core program curricula (McCaffy & Moody, 2015). Certificate programs also provide opportunities for licensed professionals to complete continuing education requirements and receive the bilingual certificate. Additional preparation for counselors-in-training and licensed professionals facilitates a deeper multicultural understanding and skill development to work with Spanish-speaking clients with the intent to maximize access and quality of services. The objectives of this certificate align with CACREP (2016) standards and the MSJCC (Ratts et al., 2016) to address multicultural characteristics of diverse client groups, the growing need of Spanish-speaking clients, and regional social justice concerns impacting this population. Bilingual certificate programs can also increase bilingual counselors' marketability based on their ability to provide inclusive services to Spanish-speaking clients without agencies having to contract outside their business or rely on translation services.

Supervision in Spanish is an integral need for bilingual counselors, which is currently deficient (Arredondo et al., 2014; Trepal et al., 2019). Bilingual counselors require a supervisor who understands the therapeutic complexities and contextual issues concerning their experiences and the populations serviced. By training counselors in bilingual counseling concurrently with their standard counseling curriculum, counselor education programs can help minimize challenges and feelings of incompetence (Castaño et al., 2007; Ivers & Villalba, 2015; Trepal et al., 2019; Verdinelli & Biever, 2009). Programs unable to provide bilingual supervision would benefit from creating partnerships with other counseling programs, community licensed professional counselors, doctoral students, or more advanced counselors-in-training, capable of providing bilingual support or supervision. Other recommendations include utilizing library resources in Spanish and Spanish-speaking faculty in other mental health-related programs (e.g., social work, psychology) within the same university or area.

Bilingual counseling training and supervision warrants more research. Future research recommendations fall within three main areas. First, the authors suggest research that evaluates the effects of

completing the program on students' language, multicultural, social justice, and professional competencies when working with Spanish-speaking clients. The second area takes into consideration Latinx within group differences and suggests specific outcome measures on how bilingual certificate programs impact counselors' competence when working with various regional cultures or subcultures. The third area of interest could lie in the experiences of bilingual counseling students and practicing bilingual counselors. Research in this area could further define specific content to include in bilingual certificate programs. This would be a welcomed addition given the dearth of Spanish language counselor training materials.

Feedback and Lessons Learned

The first three authors obtained program evaluation data during the first 2 years of the program. Eighteen students completed the survey. All students, with the exception of one, indicated Spanish proficiency as "somewhat competent" or "competent" in the following areas: (a) ability to explain what counseling is; (b) ability to perform basic counseling skills; (c) theoretical case conceptualization; (d) diagnosis; and (e) collaboratively construct treatment plans. Qualitative feedback included positive comments such as, "I have learned about cultural identity, emotions in Spanish, the cultural importance of them, and more about myself and embracing my background" and "The importance of being culturally informed and being able to provide counseling services in the client's native language (or affective language) and how an effective use of language in counseling can have a deeper effect in the client's counseling process." Constructive feedback focused on "helping students secure an internship site to secure that they are getting Spanish hours" and "more structure and flexibility" with course offerings.

Based on this feedback, building and maintaining continued support for the program became essential. We kept the counseling department faculty informed and engaged, discussing program development successes and challenges, and welcoming input. As a result, faculty supported identifying and hiring core and adjunct Spanish-speaking faculty to teach and supervise students in the program. As the

program grew, the first three authors also recognized the need to create partnerships with school districts, community groups, and college career centers to provide internship sites with Spanish-speaking clients and to identify future employment opportunities. Concurrently, interdisciplinary relationships with BBL faculty continued.

Lastly, the first three authors engaged in several strategies to maintain student enrollment and retention. Active recruitment for spring and fall semesters was critical to ensure the sufficient number of students required for each class. Additionally, we invited social work and psychology students to participate to have enough students to make classes viable. To ease student participation in the certificate program, at least one certificate course became available each semester. When the offering of one bilingual internship a year proved to be a scheduling issue for students, the first three authors identified additional Spanish-speaking instructors to offer the course every semester. The first three authors also created pathways through other existing department initiatives. For example, the Counseling Department developed a study abroad program to southern Mexico every summer. The first three authors recognized crosswalks between the study abroad courses and objectives of the bilingual certificate, such that they could provide credit for the Cultural Adaptation in Bilingual Societies and Advanced Multicultural Counseling courses to those who participated in the study abroad.

Conclusion

With the call to infuse multicultural, social justice-oriented frameworks into counseling pedagogy (CACREP, 2016; Ratts et al., 2016), there appears to be a specific need for bilingual counseling certificate programs. Rooted in elements of bilingual counseling training derived from the literature, this program provides bilingual counselors an opportunity to gain the necessary knowledge and skills to best serve the Latinx community. We believe that certificate programs, such as ours, allow counselor educators to offer supplemental training for students and licensed professionals to effectively meet the growing need of bilingual counselors.

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