

COURSE SYLLABUS COUN 530, FALL 2012
COMMUNITY COUNSELING
Online

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CATALOG DESCRIPTION OF THE COURSE

As the foundation course for those planning to be counselors in community/agency settings, this course includes theoretical and applied information regarding community counseling services. A variety of delivery systems, staffing procedures, emergency services, treatment paradigms, and the need for collaboration among mental health professionals in the community counseling setting are discussed.

GENERAL COURSE INFORMATION

Community counseling is based on the premises that healthy human development provides the scientific basis for counseling, that counseling helps clients to identify, develop, and use a variety of resources to achieve goals, and that the desired outcomes of counseling are positive change, personal growth, and the acquisition of coping mechanisms and skills. The course examines the identity, professional standards, professional organizations, and employment settings of the professional counselor. Models of problem definition, administrative structure, and service delivery in community agencies will be explored.

COURSE OBJECTIVES include but are not limited to the following:

Students will identify, describe, and/or explain:

1. The role(s), functions, and professional identity of counselors in a variety of community practice settings.
2. The structures and operations of professional organizations, preparation/accreditation's boards, and credentialing bodies related to community counseling.
3. Pertinent developments in historical, philosophical, societal, cultural, economic, and political contributions to the mental health movement.
4. Appropriate behavior with regard to ethical and legal issues in the practice of community counseling. Demonstration of such behavior may also be required.
5. Implications of professional issues unique to community counseling including but not limited to recognition, reimbursement, and right to practice.
6. Implications of diversity issues relevant to community counseling.
7. The community counselor's relationship to other professionals in various settings.

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8. Organizational, administrative, fiscal, and legal dimensions of community practice settings and institutions.
9. Theories and techniques of community needs assessment in designing, implementing, and evaluating community counseling interventions, programs and systems.
10. Linkages with other agencies with regard to consultation, education, and outreach.
11. The need for and processing of creating and developing human services programs and networks, public, private, and volunteer, in local communities.
12. Characteristics of individuals seeking community counseling services, including but not limited to the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence.
13. Principles of program development and service delivery for a normally developing clientele, including but not limited to prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help.

Students will identify, describe, explain, and/or demonstrate:

14. Effective strategies to promote client understanding of and access to community resources.
15. Principles and models of biopsychosocial assessment, including techniques, and/or methods for conducting an intake interview, case-conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate treatment plans with regard to planning counseling interventions and tracking client progress.
16. Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*.
17. Appropriate and effective strategies for client advocacy in public policy and governmental relations.
18. Application of appropriate treatment modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, brief, intermediate, and long-term approaches.

TOPICAL OUTLINE OF CONTENT (With Flexibility)

DATE TOPIC (May Vary)

READINGS/DUE

Foundations and Professional Issues:

Week	1	Introductions/Orientation	
	2	History of the mental health movement; Future Directions for Community Counselors & the role of Research; Professional Identity- training, associations, accreditation, and licensure; employment settings	MacCluskie et al. Chap. 1, 2, 3,6 Seligman Chap. 1, 2,13
	3	Employment settings (cont'd), right to practice, and advocacy	MacCluskie et al. Chap.2 3, 6
	4	Self in the role of Counselor;	MacCluskie et al. Chap. 3, 4
	5	Ethical and legal issues	Seligman Chap. 12; ACA Code, LPC Code, State of Texas Health and Safety Code, Family Code PROJECT A DUE: Ethics

6 Exam One

Counselor Roles and Functions

	7	Diagnosis (dx);treatment strategies Appendix	DSM-IVTR; Seligman Chap.3;
:	8	Diagnosis (dx)`	Seligman Chap. 3 PROJECT B DUE: Diagnoses
	9	Psychopharmacology	Lecture notes and online sites
	10	Intake, assessment, and primary prevention	MacCluskie et al Chap. 5; Seligman Chap. 4, 5
	11	Treatment planning (Tx.); individual; family; group	Seligman Chap. 6,8,9
	12	Treatment planning (Tx.); individual; family; group	~continued PROJECT C DUE: Treatment Plan

13 WEEK OF THANKSGIVING

14 Exam Two PROJECT D DUE: Intervention

	15	Practice policies: Record keeping; Consultation and supervision; Case management, coordination with other, professionals Referrals, etc	Seligman Chap.11 PROJECT E DUE: Sicko
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Program and Administrative Issues

	16	Reimbursement; Funding, Politics, & the role of Managed Care	MacCluskie et al Chap. 7, 8 PROJECT F DUE: Interviews
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Wrap up...

COURSE REQUIREMENTS AND GRADING

1. Regular class attendance is required. More than three (3) absences will jeopardize successful completion of the course, i.e. **grade will be affected**
2. Appropriate (as defined by instructor) level of interaction/participation during classroom discussions and presentations is expected. Concerns/Infractions will be addressed individually by the instructor and recommendations made.

- Faculty are required to include in their course syllabi the following statement: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Polices and Procedures, Conduct)

3. Two multiple-choice exams, with a section of application questions will be given. (35-50 questions each.)
4. Outside projects (all graded satisfactory/unsatisfactory):
 - a. **Ethical Case Opinion.** Four ethical cases will be posted for student comment. Students will be assigned to one of two groups and will complete an opinion statement for two of the ethical cases presented and put it in the “dropbox” by the deadline indicated. Students will be graded according to the level of thought put into the opinion and the accuracy of the content of their opinion. Download complete Ethical Opinion Directions provided under “handouts” in document section of course.
 - b. **Case studies, diagnostic workup.** Two case studies will be provided with an example as to how to approach a diagnostic assessment. Place completed cases in “dropbox” section of the course by due date listed on syllabus.
 - c. **Constructed treatment plan,** developed from a hypothetical case. Again, an outline will be provided to you for this project. Place in “dropbox” section of course by due date listed on syllabus.
 - d. **Intervention Program.** View an Intervention program on A&E. After you have viewed a program, please go to Course Home, click on Discussion, click on Select a Topic, select Intervention, and post your comments about the program by the due date listed on syllabus. For a schedule of Intervention programs, check your local listings.
 - e. **Managed Care.** View and respond to questions related to “Sicko”, a film documentary directed by Michael Moore. After you have viewed the documentary, please go the Course Home, click on Discussion, click on Select a Topic, and select “Sicko” and post your thoughts about the documentary in relation to the issues raised in your readings. **Relate your responses to these issues.**
 - f. **Structured interview** with knowledgeable representatives of two community mental health settings, one publicly funded and the other private. Details of how you will do this project, the product of which you will type using a consistent format such as that in the APA's *Publication Manual*, will be distributed in a separate document to be found in “handouts” under documents tab in course. Students will place in “dropbox” section and post relevant information from their interviews on the discussion board listed as such under Course Home.
5. I'll determine your grade on this basis:

In order to earn a/an	you must have a test grade average of
A	90 & complete all 6 projects

B	80 & complete A, B, C, & D projects
C	70 & complete A, B, & C projects

Note: Because the NCE for your licensure is competency based on a lot of this information you simply need to know it. Therefore, if you have less than a 90 average, you will not be able to earn an “A,” no matter how many projects you do. Similarly, if you have less than an 80 average, your course grade can be no higher than a “C.”

REQUESTS FOR SPECIAL ACCOMMODATIONS:

~ Faculty are encouraged to include in their course syllabi the following statement: Students requesting accommodations for disabilities must go through the Academic Support Committee. For more information, please contact the Director of Disability Resources and Services, Halladay Student Services Building, Room 303D, (903) 886-5835.

TEXTS

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders: Text revision* (4th ed.) Washington, DC: Author. [DSM-IV-TR, optional]

MacCluskie, K.C., & Ingersoll, R.E. (2001). *Becoming a 21st century agency counselor*. Belmont: Wadsworth.

Seligman, L. (2004). *Diagnosis and treatment planning in counseling*. (3rd ed.). New York: Kluwer Academic/Plenum Press.