

COURSE SYLLABUS COUN 530 SUMMER 2015

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.
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.

COURSE REQUIREMENTS AND GRADING

1. **Participation.** Appropriate (as defined by instructor) level of interaction/participation during online 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, Policies and Procedures, Conduct)**

Students are expected to actively participate in and contribute to their learning experience. Active participation includes completing text readings and activity assignments in each unit and offering thoughtful contributions to online discussion. For each student, participation in discussion boards will NOT be determined by LENGTH of response, but by the level of thought put into the postings, the relevancy of the posting to the discussion, and the number of **thoughtful and relevant** postings. The Participation portion of your grade includes the Discussion Boards found under each week, and under Course Home. Some of your responses to discussion boards will be counted as projects as listed below.

Participation includes the ability of the student to interact with the professor and peers in a professional and respectful manner. Failure to do so will result in points being deducted from your final grade.

2. **Exams.** Two multiple-choice exams, with a section of application questions will be given. (~50 questions each.) Students will demonstrate knowledge of content areas on midterm and final exams. The exams will be multiple choice and short essay **over material in assigned readings and activity assignments** in units. Exams will be administered on-line. I expect the time allowed for each exam to be about two hours, however this will be determined after the exams are developed. You will have a 48 hour period within which you can take the exam. Instructions will be posted.

4. **Activities/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. 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.

6. 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** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

TEXTS

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.) Washington, DC: Author.

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.

TOPICAL OUTLINE OF CONTENT

DATE TOPIC (May Vary) READINGS/DUE

Foundations and Professional Issues:

Week 1

06/02 Introductions/Orientation

History of the mental health movement; MacCluskie et al. Chap. 1, 2, 3, 6

Future Directions for Community Counselors & the role Seligman Chap. 1, 2, 13

of Research; Professional Identity- training, associations,
accreditation, and licensure; employment settings

Employment settings (cont'd), MacCluskie et al. Chap.2, 3, 6
right to practice, and advocacy

Week 2

06/09 Self in the role of Counselor; MacCluskie et al. Chap. 3, 4

Ethical and legal issues Seligman Chap. 12

PROJECT "A" DUE end of week

Exam One End of 2nd Week

Counselor Roles and Functions

Week 3

06/16 Diagnosis (dx); treatment strategies DSM-V; Seligman Chap.3; Appendix

: PROJECT "B" DUE

Psychopharmacology (powerpoint) Seligman Chap. 3

Week 4

06/23 Intake, assessment, and primary prevention MacCluskie et al Chap. 5; Seligman Chap. 4, 5

Treatment planning (Tx.); individual; family; group Seligman Chap. 6, 8, 9

PROJECTS "C&D" DUE

Exam Two End of 4th Week

Week 5

06/30 **Practice policies:** Record keeping; Consultation and Seligman Chap.11
supervision; Case management, coordination with other,

professionals Referrals, etc

Program and Administrative Issues

Reimbursement; Funding, Politics, & the role of MacCluskie et al Chap. 7, 8 Managed Care ➡ **PROJECTS**

"E&F" DUE