

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Educational Leadership, Counseling,
and Special Education**

Spring 2010

COURSE TITLE: COUN 6790 – COMMUNITY COUNSELING

CREDIT: 3 semester hours (3-0-3)

PREREQUISITES: Admission to the Counselor Education Program

TIME: Saturdays, 8:30am-4:30pm; Mar. 6, 20; April 3, 17; May 1

LOCATION: Allgood Hall E151

INSTRUCTOR: Richard G. Deaner, Ph.D., NCC, LPCI

706-729-2443 (office)

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COURSE DESCRIPTION: The practice of community counseling will be discussed as well as the most current issues and practices for community work. Special emphasis will be placed on the practices of diversity and ethics and the role of the counselor as a change agent and advocate. The course will include planning and implementing productive community counseling programs, providing students with basic understanding of the role of the community counselor, services offered by community agencies, and information regarding the settings in which counseling services are offered.

TEXTBOOK:

Gladding, S. T. & Newsome, D. W. (2004). *Community and Agency Counseling* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

LIVETEXT: All students enrolled in programs in the College of Education are required to purchase the LiveText system through the bookstore. LiveText is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload portfolio and other documents to the LiveText system prior to graduation. The Live Text system works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to your computers.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to develop, within a multicultural framework, an understanding and ability to apply knowledge, skills and professional dispositions such as:

1. Understand historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community mental health profession.

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2. Demonstrate knowledge of the roles, functions, and professional identity of professional community counselors in a variety of practice settings and in interactions with other professionals in those settings.
3. Demonstrate knowledge of the organization and function of community counseling agencies, including fiscal and legal issues, types of clients served, program development, service delivery, and prevention and community interventions that meet the needs of a diverse client population.
4. Demonstrate knowledge of prevention and outreach models.
5. Perform community needs assessment and develop recommendations that address findings, including prevention, intervention, consultation, and education.
6. Demonstrate conceptual knowledge of ethical, legal, and professional issues that guide the work of professional community counselors.
7. Learn about structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of community counseling.
8. Learn about professional issues related to community counseling (such as policies, laws, legislation, recognition, reimbursement, and right to practice).
9. Consider the role of racial, ethnic, and cultural heritage, nationality, SES, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status and equity issues in community counseling.
10. Learn the roles of community counselors and relationships with other professionals.
11. Learn general principles of community intervention, consultation, education, and outreach and characteristics of human services programs and networks.
12. Learn about typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services.
13. Learn about the models, methods, and principles of program development and service delivery based on assumptions of human and organizational development. This may include prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, and encouragement of self-help.
14. Learn effective strategies for promoting client understanding of and access to community resources.

CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED IN THE COURSE

Conceptual Framework: Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce prepared, able, and responsive professionals to teach diverse learners.

Element: Prepared (PD)

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- P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.
- P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.
- P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.
- P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

- R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.
- R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners
- R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.
- R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally
- R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

CACREP STANDARDS: CACREP Standards that are addressed in this course include Section G (CACREP, 2009) criteria including:

PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE (Section II, G.1)—studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;

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- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

SOCIAL AND CULTURAL DIVERSITY (Section II. G2)—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and

RESEARCH AND PROGRAM EVALUATION (Section II, G.8)—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

GA PSC STANDARDS: Section IV-Content Requirements for Educator Preparation Programs (see CACREP Standards section above for appropriate program-specific content standards)

TECHNOLOGY COMPETENCIES (ISTE Standards)

Students will:

1. Demonstrate ability to operate a computer system in order to successfully utilize software.
3. Apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies.
4. Explore, evaluate, and use computer/technology-based materials, including applications, educational software, and associated documentation.
5. Demonstrate knowledge of uses of computers for problem-solving, data collection, information management, communications, presentations, and decision making.
8. Demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction.
9. Demonstrate skill in using productivity tools for professional use, including word processing, database, spreadsheet, and print/graphic utilities.
12. Use computer-based technologies to access information to enhance personal and professional productivity.

METHOD OF INSTRUCTION: The methods of instruction may include lecture, discussion, class exercises, field exercises, student presentations, and role-plays.

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Course Outline

Date	Topics	Assignments
3/06	<ul style="list-style-type: none"> • Welcome/introductions/course overview • Licensure and other professional credentials • Historical Overview of the Counseling Profession • Professional Identity of Community Counselors (Professional membership & conferences etc.) • Ethical and Legal Aspects of Counseling • Current and Emerging Influences on Community Counseling • Documentation of client sessions • Select client scenarios 	<ul style="list-style-type: none"> • PART I: Historical and Professional Foundations of Community Counseling (Chapters 1, 2, 3, 4)
3/20	<ul style="list-style-type: none"> • Prevention • Outreach • Collaborating within the agency, with other agencies, and with community members • Involving the community at various stages of program development and administration • The Counseling Process • Client Assessment and Diagnosis • Essential Counseling Services: Crisis Intervention, Prevention, Advocacy, and Evaluation • Marriage and Family Counseling • Mock client assignments 	<ul style="list-style-type: none"> • PART II: Roles and Functions of Community Counselors (Chapters 5, 6, 7, 8, 9) • Submit completed licensure application
4/03	<ul style="list-style-type: none"> • Community Counseling in a Diverse Society • Counseling Adults • Counseling Children and Adolescents 	<ul style="list-style-type: none"> • PART III: Working With Specific Populations (Chapters 10, 11, 12) • MOCK INTAKE SESSIONS
4/17	<ul style="list-style-type: none"> • Community Mental Health Centers, Medical Settings, and Specialized Agencies • Counseling in Other Community Settings • Maintain Effectiveness as a Counselor; Managing Stress and Avoiding Burnout • Community agency/work environment presentations 	<ul style="list-style-type: none"> • PART IV: Community Counseling Practice: Settings and Services (13, 14, Epilogue) • Submit Client Folder • AGENCY/WORK ENVIRONMENT PRESENTATIONS
5/01	<ul style="list-style-type: none"> • Discuss needs assessment, program design, and program evaluation plans • Presentations 	<ul style="list-style-type: none"> • PROFESSIONAL GRANT PRESENTATIONS • Submit Needs assessment, program design, and program evaluation paper

ASSESSMENT PROCEDURES AND COURSE ASSIGNMENTS

Client Folder

This assignment allows students to experience the counseling process as a client and as a practitioner. First, you will role-play a specific case scenario for a fellow student who will conduct a mock intake session with you as a mock client. It will be useful to investigate the assigned diagnosis and present appropriate material as a mock client because you will be graded in your role-playing capacity. Also, you will conduct a mock intake session with a fellow student who will be role-playing a specific case scenario and you will be graded as such according to the client folder. The client folder will contain signed consent forms, intake information, session notes, a treatment plan, and a case summary. You may choose to include other appropriate materials in the folder, based on your work with the client. The folder will be graded based on completeness and accuracy, clarity of information (could other practitioners accurately interpret your documentation), professional style (appropriate level of detail, clear attribution of information, and formal language), accuracy of assessment, and appropriateness of treatment plan and interventions used.

Licensure Application

You will submit a completed packet for licensure in the state of your choice as if you had completed your course of study. Submit only the forms that you would complete and turn into the licensure board and the forms that you would complete and forward to any other persons (for example, site supervisors and references). Pipeline contains links to the licensure boards for Georgia and South Carolina, but you can submit a licensure packet for any state. For Georgia, you would submit forms needed to apply for the Associate Professional Counselor credential. For South Carolina, you would submit forms needed to apply for the Professional Counselor Intern credential. Submit forms for only one state. The licensure application will be graded based on completeness, clarity of information, and professional style.

Agency/Work Environment Presentation

You will present (alone or with one other student) information about a specific agency or type of community counselor work environment (for example, non-profit agencies, private practice, hospital, employee assistance programs). This information should include: The mission of the organization, roles the organization plays in the community, clients served by the organization, organization structure, how counselors fit in the organization and who they interact with in the organization and the community, funding sources for the organization, how the organization performs outreach to the community, and how the organization assesses the needs of the community, develops programs (interventions) and evaluates the effectiveness of its programs. Also include any sociopolitical challenges that the organization faces and supports that it relies on the continuation of in the community.

If you choose to report on a type of community counselor work environment instead of a specific agency, you will need to research that type of work environment and provide the required information based on the literature and/or examples of agencies that are of that type of work environment. For example, if you choose to talk about non-profit agencies, you could base

your information on multiple specific examples of non-profit agencies and/or information about non-profit agencies that you acquired through journals and reputable Web sites.

The presentation should last between 10-15 minutes. The agency/work environment presentation will be graded based on completeness and depth of required information, clarity of information, and presentation style (keep it interesting). Please include visual aids such as PowerPoint AND handouts so that the professor and fellow students can access the information presented.

Grant Writing as a Change Agent:

1. Needs Assessment, Program Design, and Program Evaluation Paper

In this assignment, you will practice participating as a professional change agent in a diverse community. Consider the local population and/or the community in which you reside or plan to reside in the future. Investigate and determine a particular diverse population that you believe is underserved by the mental health services currently offered. Consider the presentations regarding community services offered in the CSRA area in this determination. Create a paper describing the specific diverse population and the challenges they may face, how you would assess the needs of this diverse population, how you would design a program that addressed specific need(s) of this population (you can select a specific need that you may expect the population to have), and how you would evaluate the effectiveness of the culturally responsive program you developed. Include considerations that you think you will need to address in order to make the program successful. In your plans for evaluation of the program, include your criteria for a successful program (for example, at least one parent from eight families must attend the parenting workshop, and school absences for the children of these parents must drop at least 15% during the three months following the workshop, as compared to the three months preceding the workshop). Next, search private, public, governmental, and/or corporate grants in order to seek funding for your creatively designed program.

The needs assessment, program design, and program evaluation paper should be six to eight pages in length. Although you are not required to do so, if you choose to include a survey to be used in the needs assessment or an instrument to be used in the program evaluation, these documents will not count towards the page requirements of this assignment. You should include at least FOUR references (total) that support your plans for needs assessment, program design, and/or program evaluation. This paper will be graded based on completeness of required information; depth of consideration in your plans for assessment, design, and evaluation; clarity of information, and professional style (APA style compliance is expected). The paper MUST follow the structure that is commonly associated with grants such as: Overview, Need, Rational, Plan, Benchmarks, Results, Evaluation, and Projected Budget (When you research a particular grant, the requirements may indicate another formula and this may be appropriate but be sure to specify this in your paper).

2. Presentation of Professional Grant

Each student will be responsible for presenting their needs assessment, program design, and program evaluation to the class. Please include visual aids such as PowerPoint and handouts so that fellow students can access the information presented.

Attendance Policy

In a course of this type, a great deal of learning occurs and is processed during class meetings. Class attendance and punctuality are necessary for students to gain the full benefit from this course. Each full day class is equivalent to three normal evening classes. Therefore, no absences are allowed without penalty. Upon first absence, the final course grade will be reduced by five points. Students may be withdrawn from the course by the instructor if a second class is missed. If you know that you will be late or absent, please let the instructor know before class, and arrange with another student to obtain information that will be missed. Students are responsible for learning information presented in class, regardless of whether they are in attendance.

Late Assignments

All assignments are due at the beginning of class on the date identified in “Class Meetings.” If you are unable to attend the class on the date an assignment is due, you can submit your assignment electronically by e-mailing the file to the instructor or by placing the paper in the instructor’s mailbox in University Hall. For each calendar day (not class period) that an assignment is late, 10% of the assignment value will be deducted from the assignment grade. Exceptions to this policy will be made at the instructor’s discretion in advance of the assignment due date because of extenuating factors reported by the student or immediately after the due date because of a documented medical or family emergency that could not be anticipated.

Course Requirements:

Licensure Application	10 pts.
Client Role-Play	10 pts.
Client Folder	20 pts.
Agency/Work Environment Presentation	20 pts.
Needs Assessment, Program Design, and Program Evaluation Paper	25 pts.
Presentation of Professional Grant	15 pts.

Total possible

100 pts.

Grading Criteria

The quality and completion of the above assignments will determine grades. Grades will be assigned in the following manner:

90-100 pts.	= A
80-89 pts.	= B
70-79 pts.	= C
60-69 pts.	= D
59 or below	= F

Important Note: The professor reserves the right to amend the syllabus and/or grading system in order to attend to the educational needs and/or concerns of the students as well as the progression of the class. As such, assignments may be altered, due dates may be changed, and/or additional readings may be assigned.

OTHER IMPORTANT INFORMATION

Written Assignment Guidelines:

All written assignments, with the exception of weekly reflections, are to follow APA 6th edition guidelines:

- Papers should be double-spaced, have one inch margins around, and typed in 12 point of either Times New Roman or Courier font.
- A title page should accompany each written assignment (refer to APA guidelines handout).
- All assignments must include headers that indicate an abbreviated assignment title, student's last name, and page number.
- A reference page should accompany each assignment when citations or references occur within the assignment text.
- Neither the title page nor reference page may be considered in meeting assignment page-length requirements.
- Abstracts are not required for any of the assignments in this course.

Due Dates

Unless otherwise indicated, any assignment may be submitted before the due date. All assignments are expected to be completed and submitted no later than 5:00 p.m. on the indicated due dates unless prior arrangements have been made with the instructor. Late assignments will be given a 5 percent grade reduction per day past the due date, in accordance with program guidelines.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the Augusta State University Catalog. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

Pipeline Accounts

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline

account, you should contact Information Technology Services at 737-1676. Computers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at www.aug.edu/clinical and the Counselor Education Program website at www.aug.edu/counselor_ed/. A variety of forms, some interactive, may be downloaded from the websites. There also are newsletters, registration information, and announcements, which students will find useful. Most forms are in Adobe Acrobat format. All campus computers have Adobe Acrobat Reader software installed, and students can download Adobe Acrobat Reader software for their home computer at no charge from:

<http://www.adobe.com/products/acrobat/>

Writing Assistance

Students may submit a rough draft of any paper to the instructor for comments a minimum of two weeks before the assignment is due. This is an optional activity and offered to assist students in the development of their writing skills.

Additional writing support is offered through the ASU Writing Center, located in University Hall 235. The Writing Center is open Mondays through Thursdays (9-3 and 5-8) and Fridays (9-2) and may be contacted at 706-737-1402. For additional support with APA guidelines, refer to the APA website (www.apastyle.org). A handout on APA Guidelines is available on the Department of Educational Leadership, Counseling, and Special Education under Student Resources (http://www.aug.edu/clinical/ELCSE_APA_Guidelines.pdf).

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Please let your instructor know promptly about problems or concerns with assignments or requirements of the course.

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones/Laptop Computers

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Use of cell phones for calls, text messaging or other tasks is prohibited in class. Laptop computers may be used for note taking as long as they are not a distraction to students.

BIBLIOGRAPHY

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
- CACREP (2009). *Council for the Accreditation of Counseling and Related Educational Programs* (2nd ed.). Alexandria, VA: Author.
- Dougherty, A. M. (2005). *Psychological consultation and collaboration in school and community settings* (4th ed). Belmont, CA: Thomson Brooks/Cole.
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- Lee, C. C. (Ed.). (2006). *Multicultural issues in counseling: New approaches to diversity* (3rd ed.). Alexandria, VA: American Counseling Association.
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- Tropman, J. E., Erlich, J. L., & Rothman, J. (Eds.). (2001). *Tactics & techniques of community intervention* (4th ed). Belmont, CA: Wadsworth/Thomson Learning.