



COLLEGE OF
EDUCATION

P.O. Box 222000
Seattle WA 98122-1090
Department of Counseling and School Psychology

The College of Education's Organizing Theme

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program's Mission Statement

The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

COURSE INFORMATION

Course and Credits: COUN 558, 3.0 credits
Title: Introduction to Community Counseling
Room: TBD
Day of the week/hours
Term: Thursday: 4:15pm-6:55pm

INSTRUCTOR

Instructor: Jackie Leibsohn, Ph.D.
Office: Loyola 212
Office hours: By Appointment
Phone: 206-296-5766
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Email: leibsohn@seattleu.edu

COURSE MATERIALS

Required Texts and/or Readings:

Gladding, S., & Newsome, D. (2004). Community and agency counseling (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Required Articles:

A list of articles will be posted here.

Support Materials:

<http://www.counseling.org/resources/ethics.htm>

<http://www.counseling.org/resources/online.htm>

COURSE DESCRIPTION

Graduate Bulletin Description

This course provides an introduction and historical overview of the community counseling profession. Professional roles, functions, relationships with other human services providers, and

credentialing and licensing processes are explored.

Course Purpose

This course is designed to develop student's professional identity as community counselors and introduce students to professional counseling organizations such as the American Counseling Association and its related organizations.

COURSE OBJECTIVES

By the end of quarter student will:

1. *Identifies as a counseling professional and can describe essential features of the counseling profession, including history, role, functions, and relevant professional organizations;*
2. *Can describe professional credentialing, licensure, and public policy issues in counseling;*
3. *Is able to describe the role of the community counselor in relation to a community mental health agency;*
4. *Can describe the historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community human service/mental health movement;*
5. *Demonstrates an understanding of issues of multiculturalism, diversity and equity in community counseling;*
6. *Demonstrates knowledge of laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community counseling;*
7. *Demonstrates knowledge of ethical and legal considerations specifically related to the practice of community counseling (e.g., ACA Code of Ethics);*
8. *Can articulate the role of community counselors in various practice settings and the relationships between counselors and other professionals in these settings;*
9. *Demonstrates knowledge of organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;*
10. *Is knowledgeable of typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services.*
11. *Is able to identify models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development.*
12. *Have an understanding of the pharmacology of drugs and various drug classifications.*

CONTENT AREAS

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

- K.1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

- a. History and philosophy of the counseling profession, including significant factors and events;
- b. Professional roles, functions, and relationships with other human service providers;
- c. Professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- d. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- e. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;

Foundations of Community Counseling:

- A.1. historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community human service/mental health movement;
- A.2. roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors;
- A.3. policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community counseling;

Contextual Dimensions of Community Counseling:

- B.1. the roles of community counselors in various practice settings and the relationships between counselors and other professionals in these settings;
- B.2. organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;

Knowledge and Skills requirement for Community Counselors:

- C.1. typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services;

Washington Administrative Code requirements met [WAC 180-78A-165 (4)]

- a) Requirements met listed and bulleted by lower case letters
STILL NEED TO GET THESE

COURSE INSTRUCTIONAL METHODS

This course employs a range of instructional methods to promote high-quality learning. Methods include the use of (a) cooperative learning; (b) class lectures; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) small-group and whole-class discussion, and (f) guest lectures.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

A. Assignments

1. *Attendance and Participation (10 points)*

Active, thoughtful participation is valued in this course as much as it is in community mental health organizations. Community mental health services are mostly targeted to address emergencies, serious and persistent mental health disorders, and dire circumstances; as such, mental health centers rely on pragmatic and creative thought. Therefore, **what is most valued in this course is that the student be present and take part in an active dialogue throughout our course meetings together.**

2. *Agency Visit, Resource Report and Reaction (20 points)*

In order to find appropriate services for consumers, awareness of resources in the community is vital to the community mental health professional. Students will visit one of the area's many community mental health organizations to conduct a structured interview to gain both general information about the organization and specific information for the development of their Program Design and Grant Proposal. The student will submit a two-page essay about the intended purpose of the organization, how referrals to the organization are done, and the student's subjective response to the "culture" and success of the organization. This assignment will use a structured format supplied by the instructor.

3. *Program Design, Grant Proposal, and Presentation (40 points)*

Teamwork is crucial in community mental health. Students will form groups of three to five. **Each group will prepare a design for a new program offering by responding to a Request for Proposals (RFP) grant funding proposal format.** The grant proposals (six to eight pages following the grant proposal format distributed to the groups) will contain the following:

- Definition of the difference the program will make in the community;
- Statement of the mission of the program;
- An argument for the need for the program (wherever possible, the projects will cite experts in the community who have contributed to their design and who attest to their value);
- Definition of the specific population to be served;
- Definition of outcomes sought by the program;
- Description of the specific services to be offered to bring about those

- outcomes;
- Description of how the program will incorporate the concept of recovery;
- Identification of referral sources: how clients will learn of and get into the proposed program;
- Definition of the staffing required for the program;
- Description of how after hours crises will be handled;
- Outline of revenue and expenditures for the program;
- Description of how the program will interface with existing CMH programs in an era of managed care (how it will fit into “the system”) including community support for the program and opposition to the program;
- Criteria and procedures for evaluation of the program
- Prepare a PowerPoint presentation to the class. The presentation should be no more than 20 minutes.

4. *Article Review (15 points each, 30 points total)*

Students will find and critique two articles related to counseling in a community setting. The review will include:

- Title page
- APA reference of article at the top of the first page
- Write-up pertaining to what the article was about (1/2 page), the counseling aspects presented in the article (1/2 page), and any thoughts or opinions that you had about the article (1/2 page).

B. Grading:

1. Participation	10 points
2. Agency Visit Write-up	20 points
3. Program Design and Grant Proposal	40 points
4. Two Article Reviews	30 points (15 points each)

B. Grading:

94-100 points	A	80-83	B-	67-69	D+
90-93	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	70-73	C-	0-59	F

C. Course Expectations:

Assignments: All assignments are due on the due date. Late assignments will not be accepted, unless for a medical emergency. All assignments must also be completed to successfully pass the class.

Attendance: Due to the experiential nature of this course, and the content covered in classes, attendance is required for all classes. Missing a class and/or having a pattern of

tardiness/absences will result in a lower grade or failure of the class. If you intend to miss two or more classes you will need to drop the course.

Readings: All assigned readings are to be completed prior to the beginning of class. This will enhance class discussions and understanding of course material.

Written Work: All written work is to be typed, double spaced (unless otherwise specified), and adhere to APA style 5th edition guidelines.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics →	CACREP Standard (Topics)	Readings and Assignments →	CACREP Standard (Readings and Assignments)
Class #1	Course Expectations and Syllabus History of Community Counseling Role of the Community Counselor	K.1.a,b;A.1; B.1,2	I don' have the book yet so I will have to add the readings.	
Class #2	Professional Credentialing Professional Organizations, ACA and APA	K.1.c,d;A.2,3		
Class #3	Community counseling services Case notes and intakes Part I of jigsaw	K.1.b;A.2,		
Class #4	Community Counseling Model Treatment planning Part II of jigsaw	K.1.b,e	Article Review 1	K.1.b,e
Class #5	Other career paths for trained community counseling professionals (private practice, schools, hospitals, etc.)	K.1,b;B.1		K.1,b;B.1
Class #6	Laws and legislation: fiscal responsibility Psychopharmacology	A.2;B.2 B.1;C.1	Agency Visit	A.1,2,3;B.1,2; C.1
Class #7	Current and future trends Working with the chronically mentally ill	K.1.e; A.3;; C.1		K.1.e; A.3;; C.1
Class #8	Ethics and multicultural issues in community counseling Job search	K.1.b;C.1	Article Review 2	K.1.b;C.1
Class #9	Class Presentations	A.1,2,3;B.1,2; C.1	Program design and Grant proposal	A.1,2,3;B.1,2; C.1
Class #10	Class Presentation	A.1,2,3;B.1,2; C.1		

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ACADEMIC ASSISTANCE

For additional help in understanding the material for this course or guidance in developing more sophisticated approaches to research, writing and learning, please consider using the various resources provided by the

- **Learning Center**
Loyola 100, www.seattleu.edu/SAS/LA
peer-tutoring, individual learning consultations, or study strategy workshops
- **Writing Center**
Engineering 307, www.seattleu.edu/writingcenter/
peer assistance with any phase of a writing project
- **Math Lab**
Engineering 300, www.seattleu.edu/scieng/math/mathlab.asp
Drop-in help with mathematics homework and test preparation
- **Reference librarians**
Library 2nd floor, www.seattleu.edu/lemlib/AboutLibrary/Reference.htm assistance with locating and evaluating information resources
These services are offered at no additional cost to Seattle University students.

NOTICE to STUDENTS concerning DISABILITIES

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University's ACADEMIC HONESTY POLICY that includes the issue of plagiarism.

The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University student handbook which can be found on the web site of the Division of Student Development at the following URL:

<http://www.seattleu.edu/studentdevelopment/>

NOTICE TO STUDENTS concerning CODES OF ETHICS

All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association:

www.counseling.org/resources/ethics.htm

School counseling students are also expected to read, understand, and follow the code of ethics of the American School Counselor Association

www.schoolcounselor.org/library/ethics.pdf

Grading Grievance – Procedure for Challenging Course Grades (REQUIRED)

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found at the following URL:

<http://www.seattleu.edu/registrar/page.aspx?ID=194>

References