I. **Locator Information:**
Instructor: Mei-Chuan Wang, Ph.D.
Course # and Name: COUN 613-01: Counseling in Community Settings
Office Location: Nursing Education and Research Center 221
Semester Credit Hours: 3
Office hours: Monday 8:30-3:30pm, Tuesday 8:30-9:30am or by appointment
Day and Time Class Meets: Monday 6-9
Office Phone: 910-672-2289
Email address: mwang@uncfsu.edu

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. **Course Description:** This course introduces students to the field of community counseling by studying the history and principles behind contemporary community counseling practice, the development of professional identity, and the acquisition of relevant intervention skills and competencies. Topics covered include the role of community counselors, settings in which they practice, organization of community counseling programs, legal and professional issues.

III. **Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. **Title IX – Sexual Misconduct**
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link:
http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf
Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher  
Licensed Professional Counselor  
Spaulding Building, Room 165  
(910) 672-1387  
psmith@uncfsu.edu

Ms. Linda Melvin  
Director, Student Health Services  
Spaulding Building, Room 121  
(910) 672-1454  
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.


Other readings: See Blackboard for Other reading materials

VI. Student Learning Outcomes

Upon completion of this course, students will be able to:
1. Acquire an understanding of the methods and values of community psychology and be able to place it within the broader field of counseling psychology as well as other disciplines;
2. Evaluate the impact of societal, cultural, economic, and political trends on the present and future of community counseling practice;
3. Design applicable strategies for assessment of community needs and effectiveness of counseling interventions and programs;
4. Explain the preparation standards, credentialing, licensing, and professional identities of community counselors;
5. Explore the relationship between people and their environments, and consider ways of improving this relationship;
6. Begin to think in terms of prevention of problems and alternatives to individually oriented services;
7. Examine the impact of community counselors in relation to advocacy, prevention, crisis intervention, and managed care;
8. Analyze the client characteristics of individuals served by institutions and agencies offering community counseling services, including the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence;
9. Assess the impact of legal and professional issues and how these guide the helping profession in community settings. Be able to apply their learning to a specific social problem that they identify in their community.

VII. Course Requirements and Evaluation Criteria

Evaluation for this course will be based on below required course assignments:

A. Examinations (80 points): Two tests will be provided, one before midterm and one before the end of the semester, to assess students’ understanding of information covered in the assigned readings, lectures, class presentations and discussion.

B. Review of Community Agency (100 points): This project is aimed at helping students develop deeper awareness and understanding of the management of a community agency.
   • The student will identify a community agency of choice in consultation with and receive approval by the instructor (Head Start Program, Salvation Army, homeless shelter, Crisis Intervention Service Setting, Rape Crisis, Youth Facility etc.) (due 2/9).
   • The student will then familiarize with the agency by paying a visit, conducting an interview with staff counselor, or observing and participating in an intervention program.
   • In addition, the student will spend a total of 15 volunteer hours in the selected agency with no more than 4 hours per week. A hard copy of detailed and signed activity log is required to be turned in.
   • Students then write a 5-page (excluding title page and references) typed, APA style of paper along with a cover page, and a detailed log (60%) describing the history and the current operation of the selected agency, activities engaged in, and what was learned, and inner reflections (40%). The review paper will submit through turnitin on the Blackboard.
   • Students need to fulfill both parts requirement in order to receive grade from this assignment. Submit the paper through turnitin.com 92% of originality is required. Submit a hard copy of self grading rubric.

C. Course Project. Paper and Presentation (100 points):

Course Project. Each student will choose a social problem that impacts the Fayetteville and surrounding communities and analyze it from a community psychology perspective. You will individually complete three parts of a paper and present the findings to the class in the form of a PowerPoint presentation. Submit a hard copy of the paper along with a self-grading rubric on each part of the paper. The complete paper should submit through turnitin.com 92% of originality is required. See the Course Project Rubrics on the Blackboard for more details.

   Students will also submit “An Individual Action Letter” (2 page, typed, single spaced letter; see Guideline for Individual Action Letters) for the selected population.

D. Discussion Forums: A series of four Discussion Forums (20 points each) will be set up on the
Blackboard and you are expected to participate in the discussions in a meaningful, intellectual, respectful, and appropriate manner throughout the course. Each Discussion Forum closes at the end of the specified duration. Each forum requires at least: a) your initial post (at least 600 words; due on Wednesday 11:59pm); and b) two counter-posts response to classmates’ posts (due on Friday 11:59pm).

E. Analyzing a Community Research Report: Students will reviews one journal article that related to community psychology and counseling. The articles should be from the American Journal of Community Psychology or The Community Psychologist. See Blackboard for details.

The review is to be approximately 5 pages in length (double-spaced, typed) and will be written in APA style format. A hard copy of the reviewed article should be submitted to the instructor and the report will be submitted through turnitin.

F. Current News. You are required to bring a current news item (from newspapers, social media, TV news etc.) that is related to social issues and social justice in each class meeting for discussion.

Course Grading Criteria

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>80 (40 each)</td>
</tr>
<tr>
<td>Review of Community Agency</td>
<td>100 points</td>
</tr>
<tr>
<td>Prevention Models Paper</td>
<td>100 points</td>
</tr>
<tr>
<td>Analyzing a Community Research Report</td>
<td>40 points</td>
</tr>
<tr>
<td>Discussion Forums</td>
<td>80 points</td>
</tr>
<tr>
<td><strong>Total Possible Points:</strong></td>
<td><strong>400 points</strong></td>
</tr>
</tbody>
</table>

A = 360 points and above; B = 320 points-359 points; C = 280 points-319 points; F = less than 280 points

FN = Failure due to Non-Attendance – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

Late Assignments: Assignments must be turned in on the date they are due. Late assignments will be penalized 5 points of the grade for each day late. Penalties will be issued up to the maximum points for the assignment after which the assignment will not be accepted.

Grading: You may appeal your grade for any assignment within one week of getting it back. To do so you must return the assignment to the instructor with a coherent written argument for why you feel your grade should be changed. Appeals on Final grades should be conducted using the Grade Appeal form.

Policies: Class attendance, preparation, and participation are required of all students. Please contact the instructor as soon as possible if an emergency prevents you from attending a class. Excellent work and consistent preparation is expected of all students. Student/teacher relationships, as well as relationships among peers, must be respectful at all times. Students are required to attend ALL scheduled classes. I expect you come to the class meeting on time. Your absent and tardiness may impact on your learning and the class as a whole. Therefore, each unexcused absent or tardiness (being late for 15 minutes or more) will be deducted 20 points. In addition, students will participate in course activities (both in and out of class) in a cooperative manner, and complete homework assignments in a timely fashion. Everyone is expected to read all assignments, and we are all responsible for the quality of the class discussion. Always be prepared with questions, comments, & reactions raised by the reading.
FSU Policy on Disruptive Behavior in the Classroom

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct the student to cease disruptive behavior.
2. Direct the student to change seating location.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss from class for the remainder of the period (must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VIII. Academic Support Resources: Blackboard Assistance is available 24/7, by calling 910.672.2085 and "Press 1" -OR- 1-866-224-7891 -OR- click on Online Blackboard Help. Students may find their account/password info at the following location: Students - Look up your new account info and e-mail address Or https://forms.uncfsu.edu/departments/ITTS/studentemail/index.cfm
## IX. Course Outline and Assignment Schedule

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Readings</th>
<th>Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12</td>
<td>Introduction and overview of the course</td>
<td>Chapter 1</td>
<td>Classroom</td>
</tr>
<tr>
<td>January 19</td>
<td><em>Martin Luther King, Jr. Birthday Holiday</em></td>
<td>No meeting</td>
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</tr>
<tr>
<td>January 26</td>
<td>The development and practice of community psychology</td>
<td>Chapter 2</td>
<td>Classroom</td>
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<tr>
<td>February 2</td>
<td>The Aims of Community Research &amp; Methods of Community Psychology Research</td>
<td>Chapter 3, 4</td>
<td>Online</td>
</tr>
<tr>
<td>February 9</td>
<td>Understanding Individuals within environments Fulbright Scholars</td>
<td>Chapter 5</td>
<td>Classroom</td>
</tr>
<tr>
<td>February 16</td>
<td>Understanding community</td>
<td>Chapter 6</td>
<td>Online</td>
</tr>
<tr>
<td>February 23</td>
<td>Understanding human diversity in context</td>
<td>Chapter 7 &amp; 8</td>
<td>Classroom</td>
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<tr>
<td>March 2</td>
<td><strong>Test 1</strong></td>
<td>chapter 1-8</td>
<td>Online exam</td>
</tr>
<tr>
<td>March 9</td>
<td><em>Midterm break</em></td>
<td>No Meeting</td>
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<tr>
<td>March 16</td>
<td>Preventing problem behavior &amp; promoting social competence-1</td>
<td>Chapter 9</td>
<td>Classroom</td>
</tr>
<tr>
<td>March 23</td>
<td>Preventing problem behavior &amp; promoting social competence-2</td>
<td>Chapter 10</td>
<td>Classroom</td>
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<tr>
<td>March 30</td>
<td>Empowerment and Citizen participation</td>
<td>Chapter 11</td>
<td>Online</td>
</tr>
<tr>
<td>April 6</td>
<td>Community and social change</td>
<td>Chapter 12</td>
<td>Classroom</td>
</tr>
<tr>
<td>April 13</td>
<td>Program evaluation and program development</td>
<td>Chapter 13</td>
<td>Online</td>
</tr>
<tr>
<td>April 20</td>
<td>COURSE PROJECT PRESENTATION</td>
<td>No meeting</td>
<td>Classroom</td>
</tr>
<tr>
<td>April 27</td>
<td>Looking ahead</td>
<td>Chapter 14</td>
<td>Classroom</td>
</tr>
<tr>
<td>May 4</td>
<td>Final exam</td>
<td>Online exam</td>
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</tbody>
</table>
X. **Teaching Strategies**: This course will be taught using lectures, readings, presentations, classroom and online discussion, and experiential exercises. Copies of the syllabus, lecture notes, readings, and presentations may be made available through the Blackboard site for the course. Assignments may also be provided through Blackboard.

XI. **Bibliography**


