

Fayetteville State University
College of Arts and Sciences
Psychology
COUN 613-01 Counseling in Community Settings

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 9-2 and Tuesday 10-12

Day and Time Class Meets: Monday 6-9

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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. Textbook: Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. (2011). *Community psychology: Linking individuals and communities (3rd ed.)*. Belmont, CA: Wadsworth.

V. Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Describe the historical and philosophical foundations of contemporary community counseling through class discussions, assignments and tests.
2. Evaluate the impact of societal, cultural, economic, and political trends on the present and future of community counseling practice by completing a portfolio project and conducting class presentations.
3. Design applicable strategies for assessment of community needs and effectiveness of counseling interventions and programs by formulating an intervention proposal and through class presentations
4. Explain the preparation standards, credentialing, licensing, and professional identities of community counselors as through assignments/tests and the portfolio project.
5. Examine the impact of community counselors in relation to advocacy, prevention, crisis intervention, and managed care by conducting a review of a community mental health agency
6. 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 by reviewing a community mental health agency and preparing an intervention proposal
7. Develop skills and competencies for working effectively with a diverse clientele including groups, children, older adults, individuals with disabilities, couples and families and demonstrate the acquired skills through active class discussions, the portfolio project, and the intervention proposal
8. Compare and contrast the various settings in which community counselors work including agencies, medical settings, career centers, specialized clinical settings, and private practice through class discussions, presentations and assignments
9. Assess the impact of legal and professional issues and how these guide the helping profession in community settings through class presentations, assignments, and portfolio project.

VI. Course Requirements and Evaluation Criteria

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

- A. Examinations (400 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 (400 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).
 - The student will then familiarize with the agency by paying a visit, conducting an interview with staff counselor, and observing and participating in an intervention program. The student will spend 12 total volunteer hours in the selected agency with no more than 2 hours per week (a detailed activity log is required to be turned in).
 - Students then write a 10-page typed, APA style of paper along with a detailed log describing
 - a) The activities engaged in (1 page),
 - b) Definition and prevalence of the problem and etiology of the problem (2 pages),

- c) What was learned and inner reflections (2 pages), and
- d) A discussion of important issues observed with relevant literature (at least five journal articles; 5 pages).

- Students will also submit “An Individual Action Letter” (1 page, typed, single spaced letter; **see Guideline for Individual Action Letters**) for the selected agency.
- Submit through turnitin.com 92% of originality is required.

C. Prevention Workshop (100 points): The purpose of this project is to enable students start taking active roles in deepening their counseling prevention/promotion competency. Each student will design a prevention/promotion program and present the proposal to the class (30 minutes in length).

The directions are:

- Choose a target population (e.g., by age, or those who share the same recent stressor, are in the same setting, or some other similarity).
- Choose a setting or settings in which to implement your program: an organization, community or macrosystem. You may focus on changing the setting, or on changing microsystems or persons within that setting. You will probably have more useful ideas if you focus on a setting that you know well. You may focus on macrosystems that influence many settings, such as changing state, national or international policies.
- Choose at least one goal: a problem to prevent and/or competence to promote.
- Suggest desired outcomes or objectives, which you would use as observable indicators of whether your program attained its goal(s).
- Describe the specific methods your program would use to accomplish your goal and how these are related to the problem being prevented or competence being promoted.
- Describe the connection between your program and the concepts of prevention/promotion in Chapter 9.
- See Guideline for **Touring the Prevention/Promotion Literature and Guidelines for Reviewing Prevention/Promotion Articles/Materials**
- Present in class and Submit through turnitin.com 92% of originality is required.

D. Class Presentation (100 points): During the course of the semester, students will be responsible for at least one-hour presentation on one of the topics covered in this class. The presenter will summarize material from the readings and other relevant sources and present it to the class in creative instructional style. The presentation should be engaging and interactive for all in the class.

Course Grading Criteria

Tests	= 400 points (200 points each)
Review of Community Agency	= 400 points
Prevention Workshop	= 100 points
Class Presentation	= 100 points
Total Possible Points:	= 1000

A = 92-100%; B = 83-91%; C = 73-82%; F = 72% and below

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 will receive a grade of "F" if he/she misses **three** or more class meetings.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

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.

VII. 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>

VIII. Course Outline and Assignment Schedule

Weeks	Topics	Readings
January 9	Introduction and overview of the course	Chapter 1
January 16	Martin Luther King, Jr. Birthday Holiday-No class meeting	
January 23	The development and practice of community psychology	Chapter 2
January 30	The Aims of Community Research & Methods of Community Psychology Research	Chapter 3, 4
February 6	Understanding Individuals within environments	Chapter 5
February 13	Understanding community Presentation 1	Chapter 6
February 20	Understanding human diversity in context & Understanding stress and coping in context	Chapter 7 Chapter 8
February 27	Test 1	chapter 1-8
March 5	Midterm break-no class meeting	
March 12	Preventing problem behavior and promoting social competence-1 Presentation 2	Chapter 9
March 19	Preventing problem behavior and promoting social competence-2 Presentation 3	Chapter 10
March 26	Preventing problem behavior and promoting social competence-2 Prevention workshop	Chapter 9 & 10
April 2	Empowerment and Citizen participation Presentation 4	Chapter 11
April 9	Community and social change Presentation 5	Chapter 12
April 16	Program evaluation and program development	Chapter 13
April 23	Looking ahead Review of Community Agency Due	Chapter 14
April 30	Final	

IX. Teaching Strategies: This course will be taught using lectures, readings, presentations, class and small group discussions, 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.

X. Bibliography

Bissland, J. H. & Munger, R. (1985). Implications of changing attitudes toward mental illness. *Journal of Social Psychology*, 125(4), 515-517.

Brown, D., Pryzwansky, W.B., Schulte, A.C. (2005). *Psychological consultation: Introduction to theory and practice*. (6th. ed.). Needham Heights, MA: Allyn and Bacon.

Buckner, M. & Larcen, S. W. (1985). Strategies for increasing productivity and revenues in community mental health centers. *Community Mental Health Journal*, 21(4), 237-251.

Dougherty, A.M. (2009). *Consultation: Practice and perspective in school and community settings* (5th ed.). Belmont, CA: Brooks/Cole.

Handleman, M. M. (1989). Ethics training at mental centers. *Community Mental Health Journal*, 25(1), 42-50.

Hunter, A. & Riger, S. (1989). The meaning of community in community mental health. *Journal of Community Psychology*, 14(1), 55-71.

Jimenez, M. A. (1988) Community mental health: A view from American history. *Journal of Sociology and Social Welfare*, 15(4), 121-137.

Lewis, J. A. & Lewis, M. D. (1983). *Community counseling: A human services approach*. New York: John Wiley and Sons.

Lewis, J.A., Lewis, M.D., Daniels, J.A., and D'Andrea, M.J. (2002). *Community counseling: Empowerment strategies for a diverse society*. (3rd ed.). Pacific Grove, CA: Brooks/Cole.

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

Pardes, H. (1982). National Institute in Mental Health and prevention. *American Psychologist*, 37(12), 1397.

Paradis, B. A. (1987). An integrated team approach to community mental health. *Social Work*, 32(2), 101-104.

Scheffler, R., Grogen, C., Cuffel, B. & Penner, S. (1993). A specialized mental health plan for persons with severe mental illness under managed competition. *Hospital and Community Psychiatry*, 44(10), 937-942.

Guideline for Individual Action Letters

Write a brief (1 page, single spaced) Action Letter to an appropriate person, agency, media outlet, etc., with several or all of the following goals.

- Define the specific problem or issue you are addressing.
- Illuminate aspects of a problem that have gotten too little attention. This may include causes that have been overlooked. Cite sources of specific information.
- Suggest causal factors that may have been overlooked in solutions proposed to date.
- Advocate a specific, feasible course of action to address these aspects of the issue. Examples include a new policy, new practices or ways to carry out an existing policy, or a new or modified community program. Recognize that your ideas will have costs (e.g., money, time, collaboration among groups). Advocate your course of action assertively.
- Indicate areas that you think should have more research and public discussion to analyze the issue.

Choose a person or organization you want to address; the more specific the better. Examples of places to which one might direct a letter include a newspaper (in your hometown, or the location of your university, or your college newspaper), your representatives or senators in the state legislature or the U.S. Congress, someone at your university, someone at a relevant state agency, the editor of a magazine, the head of a corporation or business, a philanthropy or foundation, or the writer of one of the source materials you read for the project. You are free to quote from class readings, to acknowledge that your work arose out of the work of a group in your class, and to take a forceful position.

You are not obligated to send the letters, but each one should be sendable.

Guideline for Touring the Prevention/Promotion Literature

The literature in prevention and promotion is expanding far more rapidly than any textbook will ever capture. Relevant literature comes from many fields, including the mass media and the Internet. Particularly for the latter outlets, it becomes important to know how to recognize high-quality work that is useful for prevention/promotion purposes.

The purpose of this exercise is to provide you with ways to do your own investigations of the literature so you can keep up to date and determine what it is that is worth studying in more detail. We invite you to look at a wide array of outlets for examples that reflect prevention and promotion. In addition to research journals, articles in major newspapers and newsmagazines regularly address the social issues that are the central concern of community psychology, although rarely will you see community psychology mentioned. One particular reason for reading them is our responsibilities as citizens to inform ourselves about those issues. Prevention and promotion are linked to areas that come up for public consideration in the media and in our legislative bodies. The prevention/promotion literature also can inform many college and university policies that impact considerably on students.

The analytic method we recommend is summarized below. It reflects our view that reviews of the literature, as well as students' reviewing of the literature, are best done in a particular context and for particular purposes. We find it is more valuable to read purposefully than generically.

The framework below also draws from social ecological concepts, and the literatures on risk and protective processes and implementation. It provides readers with a way of capturing essential information about articles in a way that we and our students have found useful.

You may find that there are additional question you want to add that are relevant to your particular interests. You might want to keep track of certain problem areas, make a separate file for work done in different parts of the United States and the world, or have a special focus on mass media and Internet sources or doings in your current community or home town. You may find that initial sources you examine will not have the information you need to answer a number of the questions we suggest, and that you need to read further. Part of the participant–conceptualizer role of community psychologists is to shed light on knowledge needed for responsible citizenship.

Guidelines for Reviewing Prevention/Promotion Articles/Materials

Record full reference information, to be sure you know the source and context of this work.

- What is the purpose of the work? Does it discuss a community or social issue that could be addressed by prevention/promotion initiatives? Or does it report on a specific prevention/promotion intervention?
- If a prevention/promotion intervention is described, what protective processes is the program trying to strengthen? What risk processes is the program trying to weaken?
- What population is being focused on? How were particular participants chosen? Some criteria may include age, gender, race or ethnicity, socioeconomic status or class, urban/suburban/rural location or geographic area, nation, or historical /political/cultural context.
- What social systems are involved? Health care (includes prenatal/ birth/postnatal care), parents/families, peers, schools, religious settings, workplaces, leisure/recreational, community organizations, media/Internet/cyberspace, other?
- What ecological level or levels of analysis does the article address? Individual, microsystems, organizations, localities, and/or macrosystems? What specific persons or groups does it address at that level? Is it targeted at the right level(s)?
- If a prevention/promotion intervention is described, does it respond to a planned or predictable life situation (such as an education-related transition) or to an unpredictable life event (a reaction to a stressful or crisis event, such as divorce, bereavement, unemployment)?
- Does the article focus on a wider community or social issue, such as poverty, social injustice, prejudice, or drugs? How might “small wins” thinking be applicable in prevention/promotion efforts on that issue?
- If a prevention/promotion intervention was conducted, who planned it? How much were various constituencies and stakeholders involved? At what points? Were the persons most affected by decisions made in this program involved in making those decisions? Was there sufficient sensitivity to cultural and contextual factors?
- How was the intervention implemented? Where? By whom? Under what conditions? When was it carried out? How often? Over what period of time? Did the program developers check to see if the program was actually implemented as planned?
- What is the evidence for the effectiveness of the intervention? What are the sources of that evidence?
- Which of the objectives were clearly met? Not met? Met partially? Did it have an impact on the wider community? How?
- Was the intervention implemented in multiple settings or contexts? Was it effective in all settings?
- Are you convinced that the authors’ interpretations or claims of effectiveness are true? Why or why not?
- What are the most important things you think can be learned from what you read? What important questions does it raise?