

XAVIER UNIVERSITY

COURSE TITLE: Introduction to Community Counseling
SEMESTER: Spring 2006
COURSE NUMBER: EDCO 630
CREDIT HOURS: 2
DAY & TIME: Mondays / 4:30-6:05 PM
DATES OF CLASS: January 9 – May 1, 2006
LOCATION OF CLASS: Joseph 206

PROFESSOR: Dr. Margery J. Shupe, LPCC
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OFFICE HOURS: Mondays from 3-4:00 pm and by appt.

COURSE DESCRIPTION:

This course provides an historical backdrop to the current practice of community counseling. In addition, the course discusses the counselor and client relationship in the context of the multiple systems that influence the function and behavior of the community counselor. Students will learn skills necessary for counselor practice including understanding the nature of health delivery systems, agency management, outcome oriented treatment planning, counselor advocacy and time management. Finally, students will learn the process of grant writing as a critical skill in continuing the mission of agency counseling in communities.

COURSE OBJECTIVES:

This course addresses the 2001 CACREP Core Curriculum area of Professional Identity development and Social and Cultural Diversity. By the end of this course the successful student will:

- Understand the history and philosophy of the counseling profession (1a, C.a.1)
 - Assessed via comprehension of lecture, reading and completion of final multiple choice exam.
- Become knowledgeable with legal and ethical issues in the role of a community counselor through exploration of the ACA code of Ethics. (1h, C.a.4)
 - Assessed through reading and class discussion of ACA codes and more specifically State of Ohio Counselor, Social Worker, Marriage and Family Therapist ethical codes. Relevant questions on final multiple choice exam.
- Possess knowledge of counselor identity, professional roles and relationship with co-providers of service, including counselor characteristics that influence the helping process. (1b, 5a, C.a.2, C.b.1)
 - Assessed through completion of reading and class discussion of counselor role and relevant questions on the final exam.
- Be familiar with public policy and legislation that affects the practice of community counseling (1e, 1f, C.a.3)

- Assessed through reading and discussion of ACA legislative updates, Ohio and Kentucky legislative updates.
- Be familiar with the organizational, fiscal and legal dimensions of community counseling (C.b.2)
 - Assessed through assigned reading, class discussion and relevant questions on final exam.
- Understand the nature of philanthropy and become proficient in conducting needs assessment and grant writing. (8d, C.b.3)
 - Assessed through completion of grant writing project.
- Learn strategies for assessing the racial, ethnic and cultural heritage of clients (C.a.5)
 - Assessed through observation of class discussion of individual and groups representing underserved populations in the local community.
- Learn to advocate for social justice for populations that experience oppression and discrimination (2d, C.c.6)
 - Assessed through completion of an advocacy letter to a local or state politician advocating for a select population of interest.
- Learn about the variety of community counseling based intervention strategies, consultation strategies and outreach programs and other counseling modalities (C.b.4, C.c.7)
 - Assessed through assignment whereby students contact three select community agencies and interview counselors at agency regarding services provided. Assignment discussed in class.
- Learn to advocate for the counseling profession through professional membership in ACA (1g)
 - Assessed through student presentation on ACA divisions and comprehension of ACA mission.
- Be familiar with requirements for certification and licensure (1e)
 - Assessed through class discussion and final multiple choice exam.
- Develop technological competence and computer literacy by developing progress notes, treatment plans and treatment summaries using computer based software. (1c)
 - Assessed through attendance at a workshop at local community agency demonstrating principles of corporate compliance and electronic documentation.
- Understand the application of research in counseling and how research is used to improve the delivery of services (8a, 8e)
 - Assessed through additional readings, discussion and lecture on best practice approaches in community counseling.

REQUIRED TEXT:

Custom XanEdu Course Packet For EDCO 630 Introduction to Community Counseling Available at XU's Bookstore (Course Pack ID: 244810)

ADDITIONAL REQUIRED READINGS:

ACA Code of Ethics (1995). Retrieved August 5, 2004, from http://www.counseling.org/Content/NavigationMenu/RESOURCES/ETHICS/ACA_Ethics.pdf

Ohio Counselor and Social Worker Board Code of Ethics. Retrieved August 5, 2004, from <http://cswmft.ohio.gov/ethics.htm#code>

Ohio Counselor and Social Worker Board Rules and Laws for Counselors. Retrieved August 5, 2004 from <http://cswmft.ohio.gov/4757.pdf>

INSTRUCTIONAL METHODS AND ACTIVITIES:

Small and large group discussion, group activities, lectures, and grant proposal writing, presentation, and evaluation.

ASSIGNMENTS/EXAMINATIONS:

1. **Community Contact:** The purpose of this assignment is to prepare to advocate for underserved or neglected populations. Examples of community counseling sites include the United Way, Center for Children and Families, St. Aloysius Orphanage, St. Joseph Orphanage, Family Services and Catholic Social Services. To satisfactorily complete this assignment you must do the following:
 - Select a community agency or organization to contact no later than January 30, 2006.
 - Identify a contact person (an Executive Director, etc.) at the Community Counseling site and arrange a time for a 10-15 minute phone interview.
 - Conduct an interview with a professional associated with your project to help assess the needs of the population of concern or develop a better understanding of the mission of the organization.
 - Submit and present a summary of your community contact in class on February 20, 2006. Assignment should be professional in appearance and typewritten.
2. **Advocacy Letter:**
 - After completing your Community Contact assignment, identify one population of interest that is underserved and perhaps neglected in discussions among decision making bodies.
 - Write an advocacy letter to a politician, funding body or political action group that influences public attitude, policy and/or legislation that impacts the well being of your population of concern.
 - The advocacy letter must be reviewed by your peers and instructor and then submitted to the appropriate designee. Due March 20, 2006.

3. ACA Division Assignment:

- Select one ACA division of interest to you and learn about the organization, journals affiliated with the organization and current leadership.
- Contact one member of the leadership in the organization and pose questions as designed in class that address the current and future goals of the organization.
- Prepare a typewritten summary and present your findings in class on March 13, 2006.

4. Grant Proposal Paper (4-5 pages plus cover letter, title page, abstract, reference page and appendices):

The final paper is a synthesis of all learning during the semester. This grant project should be written to generate tangible means of funding a 501 C3 Not for Profit Counseling Service. Individuals will be required to present their grant proposal in class near the end of the semester.

- Choose a relevant counseling organization and population of interest. It is ideal to follow up with the population you identified in your advocacy letter.
- Consult professional literature.
- Research potential grant sources and find an appropriate funding source. Follow the identified funding source's grant proposal outline. Minimum of 6-8 references. Further guidance will be given in class.
- Format of Grant will be outlined and described in class, however, here is a short sample of the layout of your proposal: cover letter, title page, abstract, introduction, need/problem statement, statement of objectives, statement of methods (of research), proposed evaluation process, proposed budget, description of prospects for future funding, appendix (supplementary information, such as brochures, literature from the agency)
- Final Proposal Due/Presented on April 10, 2006.

Note: If your grant is selected as one that will receive this award we will need the following information to be included in your grant proposal.

Info Required for Grant to be Awarded to Agency/Organization: Agency Name; Amount of grant, contact person at the agency with address and phone number; tax ID number for the recipient.

5. Final Exam

- Final exam is a 50 question multiple choice exam covering
 - i. the history and philosophy of the counseling profession
 - ii. legal and ethical issues in the role of a community counselor through exploration of the ACA code of Ethics and the OCSWMFT Board Code of Ethics and Rules and Laws.
 - iii. counselor identity, professional roles and relationship with co-providers of service, including counselor characteristics that influence the helping process
 - iv. the organizational, fiscal and legal dimensions of community counseling

- v. the variety of community counseling based intervention strategies, consultation strategies and outreach programs and other counseling modalities
- vi. requirements for certification and licensure

PERFORMANCE EVALUATION CRITERIA AND PROCEDURES:

- **PARTICIPATION:** the class will consist in large part of discussions and exchange of ideas on community counseling issues. Therefore, it is imperative that students come to class having read the assigned material and prepared to contribute to class discussions and activities.
- **ASSIGNMENTS:** The course packet readings and handouts distributed in class are to be considered assigned reading. The reading assignments in the course packet will be used as a foundation for class discussions. Writing assignments will consist of a community contact, advocacy letter, ACA division assignment, and a professional grant proposal paper.

GRADING:	Community Agency Contact	25 points 10%
	Advocacy Letter	25 points 10%
	ACA Division Assignment	25 points 10%
	Grant Proposal (Paper)	100 Points 30%
	Final Exam	100 Points 30%
	Class Attendance & Participation	25 points 10%
	Total	300 points

Xavier University Graduate Grading Scale:

100 - 93	=	A
92 - 90	=	A-
89 - 88	=	B+
87 - 83	=	B
82 - 80	=	B-
79 - 78	=	C+

ATTENDANCE POLICY:

Graduate students are training to be professional helpers responsible for the welfare of clients in need. Attendance in professional counseling courses is required to evaluate the readiness and preparedness of each student to enter the profession.

Attendance and participation constitute a significant portion of your final grade. Attendance means arriving for class on time and staying for the duration of the class. Participation means preparing for class by reading required texts/materials and periodically entering into class discussion.

A student who misses more than 1 class in a semester may be subject to possible action by the instructor, which includes, but is not limited to:

- Recommendation to withdraw from the class.
- Additional assignments(s) to complete the class.
- Reduction in grade per the percentage allotted to attendance and participation.
- Any other action deemed appropriate by the instructor.

A student who rarely or never participates in class discussions or activities may also receive a grade reduction despite attendance. Naturally, faculty members are sensitive to significant life circumstances that can result in class absence. In such instances, faculty will attempt to work with these students on a case-by-case basis.

In summary, good attendance and reasonable levels of class participation are expected behaviors for graduate students in training to be counselors.

SCHEDULE

DATE	TOPIC	ASSIGNMENTS/READINGS
January 9	<ul style="list-style-type: none"> • Overview of the history and philosophy of counseling and the community counseling model • Students complete “pre” philanthropy questionnaire on E-Reserves 	Read the ACA Ethical Codes and your state ethical codes.
January 16	NO CLASS ~ Martin Luther King Holiday	Read the ACA Ethical Codes and your state ethical codes.
January 23	<ul style="list-style-type: none"> • Understanding counselor licensure and certification processes; advocating for the profession through professional membership. • Assign ACA Divisions • Develop Questions for Community Contact 	Read: Hill
January 30	<ul style="list-style-type: none"> • Public policy and legislations that affects counseling; preventive education in community counseling; outreach programs and other counseling modalities • Effective Counselor Advocacy • Ethics • Develop a Class Mission Statement 	Identify Community Agencies for Brief Needs Assessment Read: Myers, Sweeny, & White; Kiselica & Robinson
February 6	<ul style="list-style-type: none"> • Counseling and outreach to vulnerable populations including strategies to assess racial, ethnic and cultural heritage of individuals and groups. • Mental Illness & Substance Abuse • Counseling Children & Youth 	Read: Luchins, Roberts & Hanrahan; Vanstone, Vacc & Strickland
February 13	<ul style="list-style-type: none"> • Community counseling & the counseling process; learning to advocate for social justice among populations that experience oppression. • Counseling HIV/AIDS Clients 	Identify Designee for Advocacy Letter Read: Fennell; Brown, Macintyre & Trujillo; Westburg & Guindon

February 20	<ul style="list-style-type: none"> Needs assessment and grant writing strategies. Identification of Gaps in service The community counselor as social change agent; client advocacy. Student Presentations on Community Agency Resources 	Community Agency Contact Due
February 27	NO CLASS – SPRING BREAK	
March 6	NO CLASS – Dr. Shupe presenting at a Conference	
March 13	<ul style="list-style-type: none"> Ecological domains of the counselor and client relationship including professional roles, counselor characteristics, relationship with co-providers of service; organizational, fiscal and legal dimensions of counseling. Assessment Processes for Counselors Student Presentations on ACA Divisions 	Read: White; Baker & Hambridge; O’Connell & Mabry ACA Division Assignment Due
March 20	<ul style="list-style-type: none"> Discussion for the rationale for selecting potential grant projects. Practical Aspects of being a Community Counselor Mental Status Examinations 	Advocacy Letter Due Read: Parker & Philip; Polanski & Hinkle
March 27	<ul style="list-style-type: none"> Counseling & Pharmacological Issues Review Grant Proposal Rough Drafts Developing computer literacy and learning how to use software to assess problems, develop treatment plans and write progress notes. Dr. Marcia Rasch, Director of Quality and Clinical Services, Talbert House 	Meet at Talbert House 2600 Victory Parkway Rough Draft of Grant Proposal Due Read: King & Anderson
April 3	<ul style="list-style-type: none"> Spirituality & the Counseling Process Managed Care SOAP Notes Prepare for final exam. 	Read: Hodge; Havranek
April 10	Grant Proposal Presentations	Final Proposal Due

April 17	<p>Grant Proposal Evaluation (The grant(s) selected will be forwarded to Gene Beaupre & the President's Office so that the agency or organization receiving the grant can be notified)</p> <ul style="list-style-type: none"> • Students complete "post" philanthropy questionnaire on E-Reserves 	
April 24	<p>Course Wrap-up and Prepare for Final Exam (*NOTE: This is the tentative date for the Grant Awards Ceremony, as such we may not have class this evening, more info to follow as it becomes available)</p>	
May 1	<p>Final Exam & Course Evaluations</p>	