

CPSY 427: INTRODUCTION TO COMMUNITY COUNSELING
Spring, 2011

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Office Hours
Wednesday and Friday 1:30 – 3:00

OVERVIEW AND PURPOSES

This course has two purposes. The first purpose is to conduct an in-depth examination of Community/ Mental Health Counseling as a helping profession. Specifically, we will examine (a) historical, philosophical, and social/political influences on contemporary community/mental health counseling practice and the future of community/mental health counseling as a helping profession, (b) professional organizations to which community/ mental health counselors belong, the settings in which they practice, and the roles of community/ mental health counselors in those settings, (c) credentialing and licensing for community/ mental health counseling practice, and (d) knowledge bases critical to community/ mental health counseling, including evidence-based practice.

The second purpose is to provide students with an opportunity to develop their skills at presenting to professional audiences. Thus, students will have an opportunity to develop in-depth knowledge on a substantive topic relevant to the work of community counselors and present their findings to the class.

It is, therefore, hoped that after completing the course students will be knowledgeable about all of the following:

1. Historical, philosophical, societal, cultural, economic, and political foundations of community/mental health counseling and the future of community/mental health counseling practice.
2. Preparation standards, credentialing, licensing, and professional identities of community/mental health counselors.
3. Roles and functions of community/mental health counselors in relation to managed care, crisis and first responder interventions, prevention and promotion of optimum development, advocacy, technology in counseling, program evaluation, and evidence-based practice.

Additionally, it is hoped that students will develop increased skills and confidence to conduct workshops and other forms of professional presentations.

TEXT AND OTHER RESOURCES

Textbook

Gladding, S. T. & Newsome, D. W. (2010). *Clinical Mental Health Counseling in Community and Agency Settings* (3rd ed.), Upper Saddle River, NJ: Pearson.

Readings

American Psychological Association Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice of psychology. *American Psychologist*, 61, 271-285.

Readings assigned by presentation groups

Evidence-Based Practice Websites

Cochrane Data Base of Systematic Reviews: www.thecochranelibrary.com/

APA, Division 12 Empirically-Validated Treatments:
www.psychologicaltreatments.org/

Database of Abstracts of Reviews of Effects (DARE):
<http://www.crd.york.ac.uk/crdweb/>

National Registry of Evidence-Based Programs and Practices
www.nrepp.samhsa.gov/

National Institute for Health and Clinical Experiences (NICE):
<http://www.nice.org.uk/>

EVALUATION

Grades will be based on an in-class presentation (30%), final exam (30%), evidence-based practice paper (30%), and participation (10%). Participation involves arriving to class on-time, regular attendance, and active participation on assignments (see attached class schedule) and in your classmates' presentations.

In-Class Presentation

Description and Grading

Teams of two to three students will be asked to select a topic from among those listed below, conduct in-depth research on the topic, and lead a two-hour class period devoted

to the topic, using appropriate technologies and other types of instructional strategies (e.g., lectures, discussion, demonstrations, experiential exercises, case studies). In addition, each team is required to prepare a bibliography of selected readings and three final exam questions on the topic to distribute to the class on the day of the presentation. Everyone in the class is expected to have read the section of the text on the topic prior to the class period. Topics include those critical to community counseling practice that are emphasized in the text, but have not been covered in sufficient depth in other required courses in the community counseling curriculum.

Grading will be based on (a) preparation and organization, (b) quality of instruction, (c) demonstrated knowledge, (d) appropriateness of content coverage, (e) clarity of application, and (f) use of PowerPoint and other media.

Ratings will be provided for the team on the above 6 dimensions, by the instructor and fellow class members, using the following scale:

- 1 = poor, failure (F)
- 2 = unacceptable (D)
- 3 = minimally acceptable (C)
- 4 = good, acceptable (B)
- 5 = target, excellent (A)

To assign a final grade on the presentation to the team members, class and instructor ratings will be averaged on each dimension and then an overall average, across the 6 dimensions, will be obtained. Grades will be based on the overall average and will be assigned according to the following scale:

- 4.50 – 5.00 = A
- 4.00 – 4.49 = B+
- 3.50 – 3.99 = B
- 3.00 – 3.49 = C+
- 2.50 – 2.99 = C
- 2.00 – 2.49 = D+
- 1.50 – 1.99 = D
- 1.00 – 1.49 = F

Oral presentations and use of technology collectively represent a core assessment in the Community Counseling Program. Therefore, all presentations will also be evaluated in Live Text and **teams are required to upload their PowerPoints into Live Text before the presentations**. The following guidelines will be used to rate the presentations as Target, Acceptable, and Unacceptable:

- Target = 4.50-5.00
- Acceptable = 3.50 – 4.49
- Unacceptable = 1.00 – 3.49

Topics

Presentations should be chosen from the following issues relevant to the practice of community and clinical mental health counseling:

1. Managed Care (Text, pp. 102-111)
2. Crisis and First Responder Interventions (Text, pp. 190-199)
3. Prevention and Promotion of Optimum Development (Text, pp. 199-207)
4. Advocacy (Text, pp. 207-211)
5. Technology in Counseling (Text, pp. 112-119)
6. Program Evaluation (Text, pp. 211-216)

Final Exam

A final exam will be given on the date noted on the attached course schedule. The exam will cover issues related to history, organizations, credentialing, and licensing as well as the knowledge bases covered in the class presentations. In relation to the latter, the instructor will select one of the questions from the list that each team distributes to the class at the time of its presentation to include on the final exam.

Evidence-Based Practice Paper

Students are expected to select a client problem of interest, engage in an evidence-based practice review of the problem, and write a 10 page (maximum) paper summarizing empirically-supported treatments for the problem. The paper should be written in APA style and will be graded on the basis of content, quality of writing, and adherence to APA style requirements.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Professionalism in the Service of Social Justice. As a counselor, you can be a vehicle of social justice in whatever setting you work and in whatever role you exercise in your career. This course will provide you with the knowledge that you need to assure that your professional efforts to alleviate suffering and promote self-development and self-determination are as empirically-based as possible.

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility, and care, applicable to Loyola University Chicago faculty, staff, and students, which demands that the pursuit of knowledge at the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

ACCESSIBILITY

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disability Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola University Chicago. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: <http://www.luc.edu/sswd/>

HARASSMENT (Bias Reporting)

It is unacceptable and a violation of University policy to harass, discriminate against, or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Reporting (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the University. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>.

TECHNOLOGY

Learning to use technology in course and workshop presentations is a central goal of the presentations and represents a core assessment for this course.

DIVERSITY

Your program is committed to issues of diversity, including, but not limited to, race, ethnicity, gender, sexual orientation, social class, disability, and ability status. Counseling clients with disabilities is a topic that will be covered in some depth in this class and relevant issues related to diversity should be covered in all other presentations.

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COURSE SCHEDULE

January 21: Administrative Matters and Course Overview

January 28: History of the Mental Health Movement

Readings: None

Assignment: Review textbook material on Managed Care (pp. 102-111), Crisis Intervention (pp. 190-199), Prevention (pp. 197-207), Advocacy (pp. 207-211), Technology (pp. 112-119), and Program Evaluation (pp. 211-216). Rank order your interest in these topics and come to class prepared to “sign-up” for one of them as your presentation topic.

February 4: History of Counseling, Community Counseling, and Mental Health Counseling as Helping Professions

Readings: Text, Chapter 1

Assignment: Learn about the American Counseling Association by going to <http://www.counseling.org> and completing the ACA worksheet attached to this syllabus. Come to class prepared to discuss ACA and present your knowledge about one ACA division and Regional Association.

February 11: The Profession of Community and Mental Health Counseling, Professional Organizations, Standards for Training, Credentialing, and Licensing

Readings: Text, Chapter 2

Assignment: Learn about the licensing requirements in a state (other than Illinois) in which you might want to practice and come to class prepared to discuss your findings (Worksheet is attached to this syllabus).

February 18: Evidence-Based Practice

Reading: APA Presidential Task Force reading

February 25: Catch-Up and Prepare for Presentations

March 4: Presentation #1: _____

Reading:

March 11: No Class—Spring Break

March 18: Presentation #2: _____

Reading:

March 25: Presentation # 3: _____

Reading:

April 1: Presentation #4: _____

Reading:

April 8: Presentation # 5: _____

Reading:

April 15: Presentation # 6: _____

Reading:

April 22 No Class—Easter Break

April 29: Review, Sum-Up, and Look Ahead

Note: Evidence-Based Practice Paper Due

May 9 Final Exam (4:15-6:15) Note that this is a Monday

LEARNING ABOUT ACA

Instructions: Go to <http://www.counseling.org>. Answer the following questions about ACA and turn in the completed worksheet on the day that it is discussed in class.

1. What is ACA?
2. Where is ACA's central headquarters?
3. What is professional counseling, according to ACA?
4. What are some of the benefits (e.g., journals, listserves, other publications, etc.) that you receive with your ACA membership? Which seem to be the most interesting to you?
5. What are the different membership categories in ACA and what are the requirements for each category?
6. Where will the 2011 annual convention be held? When?
7. What kinds of career resources are available for graduate students?
8. Identify an ACA division that interests you. Write a one page summary of what you learned about the division.
9. Learn about a state or regional counseling association. Write a one page summary of what you learned about the state or regional counseling association.
10. What standards and competencies have been developed by ACA? Write a one page summary of one of these standards and competencies documents.

LICENSING AND LICENSING REQUIREMENTS WORKSHEET

Instructions: Select a state where you might want to practice (except Illinois) and learn about the state's licensing requirements. Most state licensing boards have a website whose URLs can also be accessed from the ACA website. Answer each of the following questions and come to class prepared to discuss your findings. Create a form on which to record your answers to these questions and turn the completed form into the instructor at the end of the class in which licensing requirements are discussed. Your answers should be word-processed (not hand-written).

1. Name of State
2. What is the name of the license in this state?
3. What types of degrees qualify one for licensing in this state?
4. How many semester hours of graduate course work are required to be license-eligible?
5. In what areas is course work required?
6. How many clock hours of pre-degree supervised practicum and internship are required? Among the total hours, how many hours of direct client contact are required? What types of experiences qualify as direct client contacts? How many hours of supervision are required? Who is qualified to provide supervision?
7. Does this state require post-degree supervised experience? If yes, how many clock hours are required? How many direct client contact hours are required? What types of experiences count as direct client contact hours? How many hours of supervision are required each week? Who is qualified to provide post-degree supervision?
8. Are candidates required to pass examinations to be licensed? If yes, what exams are required?
9. What else should a person know who might want to practice in this state?