

PSY5250 COUNSELING IN COMMUNITY SETTINGS

Reformed Theological Seminary

Summer, 2020

3 Credit Hours

Instructor:

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Contact Information

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Class Meeting Dates and Time

9:00-11:00 CST [10-12 EST]

Tuesdays & Thursdays - June 23 thru August 13 **PLUS**
four additional Friday classes: July 3; July 17; July 31;
Aug 14

Office Hours

Tues. & Thurs. afternoons by appointment

Course Description

The purpose of this course is to examine the specialty of community counseling, including crisis situations and the impact of trauma. The course will be shaped by three major components: 1) the study of community counseling theory and practice, 2) a theoretical and practical study of crisis situations, and 3) the study of the impact of trauma including case conceptualization and treatment models. The format of the course will allow each student the opportunity to apply his/her academic talents, life experiences, clinical background, and Christian worldview to the counseling profession.

Community: The general principles of community counseling, including, but not limited to, prevention, intervention, education, outreach, advocacy, consultation, and service delivery will be discussed. The emphasis of this portion of the course will be on understanding the challenges of counseling in various community settings and the application of specific interventions in these settings.

Crisis: The crisis portion of this course presents a theoretical and practical study of crisis situations in individual, family, and community life. Basic theoretical models will be introduced and compared. Particular attention will be paid to crisis assessment and intervention, especially as it relates to some of the more common crises seen in mental health counseling settings (e.g., suicidal ideation/risk).

Trauma: The trauma portion of this course is designed to provide a neurological, physiological, developmental, cognitive and spiritual understanding of the impact of trauma and vicarious trauma. Through lectures, class discussions, case studies, assigned reading and written assignments, students will become familiar with case conceptualization, treatment models, common mistakes/concerns, complications, realistic expectations, and comorbid conditions.

Course Objectives (Knowledge and Skill Outcomes)

Students will demonstrate comprehension of the following (applicable CACREP standard in parenthesis):

- CO1. **Counseling Demands** - More fully comprehend the counseling profession and the demands of practicing therapy in our current cultural milieu. Describe effective procedures for maintaining counselors' well-being and effective performance. (CACREP 2.F.5.m)
- CO2. **Roles in Community Counseling** - Describe the roles of mental health counselors and their relationship to interdisciplinary teams. Develop an understanding of the counselor's role as a social change agent and client advocate. (CACREP 2.F.5.k,m; 5.C.2.a; 5.C.3.d)
- CO3. **Theories of Community Counseling** - Describe the principles, theories, and practices of community interventions, including inpatient, outpatient, partial treatment, and aftercare. (CACREP 2.F.3.i; 2.F.5.k,m; 5.C.2.a,c)
- CO4. **Community Counseling Populations**- Grow in their ability to serve vulnerable populations, including clients from different cultural or ethnic groups, through preventive education and specific models of community counseling. (CACREP 2.F.3.i; 2.F.5.k,m,j; 5.C.3.e)
- CO5. **Comprehensive Planning** - Develop a comprehensive plan for a mental health care system, including a comprehensive needs assessment, plan for implementation, and evaluation process. (CACREP 2.F.5.k,m)
- CO6. **Agencies and Contexts** - Be familiar with different community agencies and contexts of community counseling (CACREP 2.F.5.k,m)
- CO7. **Types of Trauma** - Nature and types of trauma. (CACREP 2.F.3.g; 2.F.5.m; 5.C.2.f)
- CO8. **Conceptualization Frameworks for Trauma** - Theoretical frameworks for conceptualizing trauma including neurological, physiological, developmental, cognitive and spiritual. (CACREP 2.F.3.g; 2.F.5.m; 5.C.2.f)
- CO9. **Treatment of Trauma** - Survey of post-trauma intervention and treatment models. (CACREP 2.F.3.h; 2.F.5.m)
- CO10. **Vicarious Trauma** - Caring for the practitioner. (CACREP 2.F.5.m)
- CO11. **Crisis Assessment** - Know how to assess the severity of various crisis situations and intervene according to need. (CACREP 2.F.3.g; 2.F.5.m)
- CO12. **Theories of Crisis Intervention** – Theories and models of crisis intervention to be applied in a broad spectrum of clinical settings, including Psychological First Aid. (CACREP 2.F.3.g; 2.F.5.m)
- CO13. **Specialized Crisis Issues** - Major issues of specialized crisis situations both developmental and situational. (CACREP 2.F.3.g; 2.F.5.l,m)
- CO14. **Theological Framework** – Comprehension of a theological framework for intervening in and understanding crisis and trauma situations.
- CO15. **Crisis Impact on the Family** - Understand how crises impact the family and be able to identify some methods for intervening in families/individuals experiencing crises.

Methods of Instruction

Information will be conveyed to the students via lecture, group discussion, research into community mental health agencies, guest speakers, and presentations.

Assignments (Student Performance Evaluation Criteria)

A1. Reading & Class Participation, and Attendance (20% of final grade)

Students will be tested on reading materials due as per the course schedule.

Absence from a class without prior excuse may result in grade reduction.

All students are expected to be active, engaged participants. This includes:

- Active participation in class discussions and activities.
- Completing required readings and being prepared to answer questions related to class readings posed by instructor and peers.
- Not texting or using phones during class time, not using internet for non-class related activities.

A2. Community Referral Agency Research and Presentation (20% of final grade)

The purpose of this assignment is to broaden your awareness of community resources and referral sources. The grading rubric for this assignment is included at the end of this syllabus. For this assignment:

- (a) Each student will identify a counseling/mental health referral source in the Orlando or Jackson area that s/he would like to investigate and present. The student then must submit their referral source to the instructor for pre-approval before proceeding. No two students will be allowed to present on the same facility/program. **Note:** Interviewing private practice counselors is not permissible for this assignment. Also, if you have previously or currently work at an agency, you may not use it for your project.
- (b) In lieu of actual visiting the chosen facility *in-person*, students will interview via phone or Zoom the director of the facility, collect detailed information about the services provided, and secure electronic versions of any literature that is available.
- (c) Upload to Canvas a one-page handout describing this referral source, due before your assigned presentation date. This one-page Word document (or PDF) needs to cover the following information. (*Please do not exceed the one-page limit*).
 - i. Purpose/mission of the organization
 - ii. Location(s), address(es)
 - iii. Population(s) served
 - iv. Services provided, including the form of these services (e.g., inpatient, outpatient, phone consultation, etc.)
 - v. Duration of treatment/services
 - vi. Funding sources
 - vii. Fees, whether insurance is accepted, scholarships, etc.

viii. Contact information

- (d) Students will be assigned a date to make a brief (3-5 min) presentation to the class about their referral source. Presentation dates will be assigned at the beginning of the semester. The presentation should cover the most essential information that other counselors need to know about the program/facility, focusing on what kind of clients might benefit from the services provided. Your one-page description of your resource must be uploaded to Canvas before your presentation.

Your preferred referral resource, plus 1-2 back-up options, must be submitted to the instructor by email (grichardson@rts.edu) for approval on or before the date given at the beginning of the course.

Once the instructor confirms your choice, another email must be submitted to the instructor (by the date given at the beginning of the course) to confirm details of your chosen organization including the name and role of the person you intend to contact at the organization. In this email, you must confirm that you have made initial contact with that person (e.g., sent an email, made a phone call, etc.).

Community Referral Categories and Examples (NOTE: there are two sections to this list- Orlando and Jackson):

ORLANDO: Suggested community referral categories and examples:

1. **Abuse Recovery** (e.g., The Healing Tree, Victim Service Center of Orange County, etc.)
2. **Addiction Recovery** (e.g., Recovery House of Central Florida, The Grove Counseling Center, The Center for Drug Free Living, Fresh Start Ministries, etc.)
3. **Sexual Addiction** (e.g., L.I.F.E. Recovery International, etc.)
4. **Safe Houses and Domestic Violence** (e.g., Safe House of Seminole, Harbor House, Elizabeth House, Charlee Family Care Center, etc.)
5. **Mental Illness** (e.g., Pasadena Villa—Orlando and The Transitional Living and Learning Center, University Behavioral Center, Depression and Bipolar Support Alliance, Devereux, The National Alliance for the Mentally Ill - Greater Orlando, etc.)
6. **Crisis Support** (e.g., Lifeline of Central Florida Crisis Hotline, etc.)
7. **Grief Support** (e.g., New Hope for Kids, The Compassionate Friends, Grief Share, etc.)
8. **Crisis Pregnancy** (e.g., The Pregnancy Center of Oviedo, First Life, JMJ Pregnancy Center, etc.)
9. **General Family Support** (e.g., Central Florida Dream Center, Florida United Way 211, The Howard Phillips Center for Children and Families, Low Income Home Energy Assistance Program (LIHEAP), etc.)
10. **Health Care for the Uninsured** (e.g., Shepherd's Hope, Early Steps Children's Medical Services, Florida Kid Care, Grace Medical Home, etc.)
11. **Children and Adolescents** (e.g., The Beta Center, UCP of Central Florida, CHILL-Community Help and Intervention in Life's Lessons)
12. **Vocational Support** (e.g., The Jobs Partnership of Florida, Orange County Community Action, etc.)
13. **Legal Aid** (e.g., Christian Legal Society, Seminole County Bar Association Legal Aid Society, etc.)

14. **Disabilities** (e.g., ELEOS Care Network, Freedom Ride, Heavenly Hoofs, UCF Center for Autism and Related Disabilities [CARD], Center for Independent Living in Central Florida, etc.)
15. **Hospice Care** (e.g., Hospice of the Comforter, etc.)
16. **HIV/AIDS** (e.g., Florida AIDS Insurance Continuation Program, Living With HIV/AIDS - Orange County Government, Miracle of Love, etc.)
17. **Family Caregivers** (e.g., Share the Care, etc.)
18. **Troubled Teens** (e.g., Covenant House of Florida, House of Hope, etc.)
19. **Food and Nutrition** (e.g., The Place of Comfort, Hope Helps, WIC—Women, Infants, and Children, etc.)

JACKSON: Suggested community referral categories and examples:

1. **Family and Child Protective Services** (e.g. United Way: Youth Crisis Center, Child Advocacy Center, etc.)
2. **Adoption Services** (e.g. Bethany Services, Center for Pregnancy Choices, etc.)
3. **Faith-based Social Services** (e.g. Catholic Charities; Good Samaritan Center, Operation Shoestring, etc.)
4. **College and Career Counseling** (e.g. Get2college)
5. **Womens' Crisis Assistance** (e.g. Rape Crisis Hotline; Emergency Shelter for Battered Families, etc.)
6. **Employee Assistance Programs**
7. **Addiction Treatment Programs** (e.g. Three Oaks Behavioral Health of Ridgeland, AAA, Celebrate Recovery, etc.)
8. **Aid/Advocacy for Homeless** (e.g. Stewpot Ministries; Gateway Mission; Salvation Army, etc.)
9. **Rehabilitation Counseling** (e.g. MS Dept of Rehabilitation Services)
10. **Financial Aid Resources** (e.g. Consumer Credit Counseling Service; United Way- First Call for Help, etc.)
11. **Advocacy/Aid for Immigrants** (e.g. Mississippi Immigrants Rights Alliance, Jackson)
12. **Suicide Prevention and Crisis Intervention** (e.g. Contact Crisis Counseling Hotline)
13. **Hospice** (e.g. Hospice Ministries Ridgeland)
14. **AIDs Counseling** (MS Dept. Health: UMMC AIDS Care and Treatment Program)
15. **Hinds County Dept. of Human Services** (DHS)

A3. Psychological First Aid Training Project (20% of final grade)

Students will complete Psychological First Aid training. Training is to be completed online through the National Child Traumatic Stress Network's Learning Center (<http://learn.nctsn.org/>). Students must complete a free registration process on the site to complete the training. Students will be required to turn in copies of their certificates of completion for the following two modules:

- Psychological First Aid Online (<http://learn.nctsn.org/course/view.php?id=38>)
- Skills for Psychological Recovery (<http://learn.nctsn.org/course/view.php?id=113>)

NOTE: Certificates of completion must be uploaded to the assignment on CANVAS by date assigned at beginning of the course.

A4. Community Counseling Research Paper (40% of final grade)

Each student will write a research paper on one of the counseling topics listed below (8-10 pages in length, complying with APA [6th ed.] style manual). The paper shall include: (a) an introduction of the subject matter, (b) an overview of pertinent research and associated outcome studies, (c) an application of current research to the profession, and (d) possible theological and/or ecclesiological considerations. Paper will be due by date assigned at the beginning of the course.

The paper can focus on any one of the three main areas of focus for this course: (1) Community Counseling, (2) Crisis Counseling, or (3) Trauma Counseling. Possible topics include:

1. Community Counseling

- 1.1. Mental Health Counseling in Medical or Integrative Health Settings;
- 1.2. Mental Health Counseling in Schools (*consider various settings: urban, rural, high-needs, etc.*);
- 1.3. Effective Counseling Settings for individuals dealing with severe and persistent mental illnesses.

2. Crisis Counseling

- 2.1. Suicide: Assessment, Prevention, and Intervention (*select an age cohort [adolescent, college-aged, mid-life, elderly] OR a specific population [African-Americans, individuals with disabilities, pastors, etc.];*
- 2.2. Survivor/victim issues associated with one of the following categories:
 - 2.2.1. Intimate partner violence,
 - 2.2.2. Sexual assault [as adult or child], or
 - 2.2.3. Bullying [include cyber-bullying].

3. Trauma Counseling

- 3.1. Current treatments for PTSD (*Consider both established evidence-based treatments and emerging trends in treatment*);
- 3.2. Complex Trauma (include: *causes, symptoms, treatment; How is it different from "simple PTSD"?*);
- 3.3. Multicultural concerns in trauma prevention and intervention
- 3.4. Applications of Trauma-Informed Practices (*setting: education, corrections, medicine, church, etc.?*)
- 3.5. Spirituality and Post-Traumatic Growth

You must have instructor permission to use a topic other than those listed above. **The grading rubric for this assignment is included at the end of this syllabus.**

Each student will be given time to present the important findings from their paper to the class at a time which will be determined at the beginning of the course. Students should prepare a one-page handout for their peers for this presentation. Both the presentation and handout should focus on applications for counselors.

Required Materials (Texts, Readings, and Videos)

- M1. Jackson-Cherry, L. R., & Erford, B. T. (2017). *Crisis Assessment, Intervention, and Prevention* (3rd edition). NY, NY: Pearson.
- M2. Van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Viking. (ISBN-13: 978-0143127741) Parts 1- 4

- M3. Substance Abuse and Mental Health Services Administration. (2014). *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration (Free download from <https://store.samhsa.gov/shin/content/SMA14-4884/SMA14-4884.pdf>)
- M4. *The Place We Find Ourselves* (podcast). Selected episodes (*see reading schedule*). Find episodes at <https://adamyOUNGcounseling.com/podcast/> or wherever you download podcasts.
- M5. Cohen, K., & Collens, P. (2013). The impact of trauma work on trauma workers: A metasynthesis on vicarious trauma and vicarious posttraumatic growth. *Psychological Trauma: Theory, Research, Practice, and Policy*, 5, pages 570-580 (in RTS EBSCO library resource). doi: <http://dx.doi.org/10.1037/a0030388>

GRADING

- 20% Required Readings & Class Participation
- 20% Community Referral Research and Presentation
- 20% Psychological First Aid Project
- 40% Research Paper

Course grades will be determined by adding earned scores from the assignments above. Grades will be based on the following scale:

A = 97-100%	B- = 86-87%	D+ = 75-77%
A- = 94-96%	C+ = 83-85%	D = 72-74%
B+ = 93-91%	C = 80-82%	D- = 70-71%
B = 88-92%	C- = 78-79%	F = below 70%

ACADEMIC STANDARDS

Attendance and participation is expected at all class sessions. If a student should miss a class, it is expected he/she will contact another student regarding the information covered. It is the student's responsibility to inform the instructor if he/she cannot attend class. Unexcused absence will affect the students' grades. If an emergency arises, please contact me as soon as possible. Students who miss class persistently throughout the semester may be at risk for failing the course.

Supplemental (Recommended) Reading):

- Badenoch, B. (2008). *Being a brain-wise therapist: A practical guide to interpersonal neurobiology*. New York: W.W. Norton.
- Bonanno, G. B. (2005). Resilience in the face of potential trauma. *Current Directions in Psychological Science*, 14, 135-138. doi: 10.1111/j.0963-7214.2005.00347.
- Briere, J. N., & Scott, C. (2015). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (2nd ed. DSM-5 Update)*. Thousand Oaks, CA: Sage.

- Call, J. A., Pfefferbaum, B., Jenuwine, J. A., & Flynn, B. W. (2012). Practical legal and ethical considerations for the provision of acute disaster mental health services. *Psychiatry*, 75, 305-322. doi: 10.1521/psyc.2012.75.4.305
- Clinton, T., & Sibly, G. (2006). *Why you do the things you do: The secret to healthy relationships*. Franklin, TN: Integrity Publishers.
- Cohen, J.A., Mannarino A.P., Deblinger, E. (2017). *Treating Trauma and Traumatic Grief in Children and Adolescents*, Second Edition. The Guilford Press. ISBN: 978-1462528400
- Corbett, S., & Fikkert, B. (2014). *When helping hurts: How to alleviate poverty without hurting the poor . . . and yourself*. Chicago: Moody. ISBN-13: 978-0802409980
- Cozolino, L. (2016). *Why therapy works: Using our minds to change our brains*. New York: Norton.
- Gladding, S. T., & Newsome, D. W. (2017). *Clinical mental health counseling in community and agency settings (5th ed.)*. New York, NY: Pearson.
- James, R. K., & Gilliland, B. E. (2013). *Crisis intervention strategies (7th ed.)* Belmont, CA: Brooks/Cole.
- Jobes, D. A. (2006). *Managing suicidal risk: A collaborative approach*. New York, NY: The Guilford Press. ISBN-13 978-1-59385-327-3
- Karen, R. (1998). *Becoming attached: First relationships and how they shape our capacity to love*. Oxford, UK: Oxford University Press.
- Langberg, D. M. (2003). *Counseling survivors of sexual abuse*. Tyndale.
- Ramos, C., & Leal, I. (2013). Posttraumatic growth in the aftermath of trauma: A literature review about related factors and application contexts. *Psychology, Community, and Health*, 2, 43-54. doi: 10.5964/pch.v2i1.39
- Sandoval, J., Scott, A. N., & Padilla, I. (2009). Crisis counseling: An overview. *Psychology in the Schools*, 46, 246-256. doi: 10.1002/pits.20370
- Siegel, D. J. (2010). *Mindsight: The new science of personal transformation*. New York: Bantam.
- Substance Abuse and Mental Health Services Administration. (2014). *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration.
- Taylor, B. B. (2014). *Learning to walk in the dark*. San Francisco, CA: Harper One.
- "Trauma Needs a Witness" by Alison Carper <http://opinionator.blogs.nytimes.com/2015/09/15/trauma-needs-a-witness/>
- "Toward a Biblical Theology of Suffering" by Ken Williams www.relationshipskills.com/resources/Toward-a-Theology-of-Suffering.pdf
- Wiger, D. E. & Harowski, K J. (2003). *The essentials of crisis counseling and intervention*. Hoboken, New Jersey: Wiley. ISBN: 978-0471417552

Course Process and Schedule

Due to the shorter summer semester, the lecture portions of this course will be taught twice weekly (Tuesdays/Thursdays), PLUS four additional 2 hour classes on designated Fridays. It is important that you be on time and prepared when class begins. Assigned readings must be completed prior to the start of class.

THE CLASS LECTURE AND ASSIGNMENTS SCHEDULE WILL BE AVAILABLE BY THE FIRST DAY OF CLASS, June 23rd, 2020

Grading Rubrics

Rubric for Community Referral Research and Presentation

Criteria	Possible Points	Earned Points
Top community referral choice (along with back-up choices) emailed to instructor by assigned date.	10 points	_____ points
Final confirmation of community referral choice , along with the name and job title of the person you plan to interview sent to instructor by assigned date.	10 points	_____ points
Email should also confirm that initial contact has been made with the organization.	5 points	_____ points
Contact/interview the facility director (or other appropriate person), and collect information on organization.	25 points	_____ points
One-Page Handout: Covers information listed in syllabus, uploaded to Canvas by the time of class on day of presentation.	25 points	_____ points
Presentation: Covers essential information (as described in syllabus) and communicates effectively to classmates. Presentation length (including Q&A) will be determined by the class size and time constraints.	25 points	_____ points
Total Points	100 points	_____ points

Scoring Rubric: Research Paper

Component	Expectation	Points Awarded
Introduction	A 1-2 paragraph introduction that 1) specifies the main topics that will be covered and 2) hints at what you want the reader to know after completing your paper.	___ / 5 max pts
Topic Overview / Literature Review **Papers will differ somewhat in their structure based on the topic chosen.	The chosen topic is described using both theoretical and clinical language, citing professional and academic literature that explains the history of the topic, importance of the topic for counselors, current controversies related to the topic, etc. If a specific population or clinical setting is focused on, the characteristics & needs of that population or setting are discussed, citing relevant statistics and academic literature. The number and type of references needed for this section will vary based on your topic, but may be in the range of 4-6 references.	___ / 30 max pts
Research Base	In addition to a general overview of the topic, the paper briefly reviews relevant empirical research studies related to the paper topic. Results of these studies are synthesized and conclusions are drawn based on the available research (i.e., what clinical recommendations can be made based on the available research). Studies should be published in peer-reviewed, academic journals. Journal articles should be no more than 10 years old, unless it was a seminal study. The number of research references will vary based on your topic, but should be in the range of 3-4 research references.	___ / 20 max pts
Clinical Applications	Based on your overview of the scholarly and clinical research, describe specific applications and implications for professional counselors. Why should counselors be aware of this topic? How can they use this information to enhance practice?	___ / 15 max pts
Theological / Ecclesiological Considerations	Thought should be given to addressing the Reformed perspective on the theology of suffering as well as how the church community can become an agent of healing and shalom for people suffering from the effects of trauma.	___ / 10 max pts
Conclusion	A 1-2 paragraph (<i>minimum</i>) conclusion that 1) summarizes the overall paper and 2) shares final insights/comments about the significance and clinical implications of your topic.	___ / 5 max pts
Reference Page	Reference page is completed using APA format (please refer to APA manual, 6 th edition). References used are from scholarly sources.	___ / 5 max pts
Paper Format & Writing Quality	A well-written paper that meets graduate-level expectations (spelling, grammar, APA format, title page, etc.). Appropriate APA style headings used throughout in order to guide reader. Paper meets the 7-9 page limit (not including title / reference pages). <i>*No abstract is needed for this paper.*</i>	___ / 5 max pts
Research Brief Presentation	Student presents a coherent summary of their research to their peers through a brief minute verbal presentation and one page handout. Presentation/handout should focus on applications for counselors.	___ / 5 max pts
TOTAL POINTS	Total Points:	___ / 100 pts

Policies and Important Information

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. <https://owl.english.purdue.edu/owl/resource/560/01/>). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

Access to Research Database. RTS provides MAC students access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from your home computer by following the link below and logging in with a username and password to be provided by the library staff.

<http://search.ebscohost.com/>

Submission of work. Written assignments are to be uploaded to Canvas by 11:59 PM on the date due. Keep a digital copy of your work.

Late work. All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 5 points for each late day.

Anonymity. All written assignments and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

Grading Scale:

A (97-100)	B- (86-87)	D+ (75-77)
A- (94-96)	C+ (83-85)	D (72-74)
B+ (91-93)	C (80-82)	D- (70-71)
B (88-90)	C- (78-79)	F (Below 70)

Attendance Policy:

Regular attendance is expected and required. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

Class Participation:

Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

Accommodation of Students with Special Learning Needs:

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor prior to the start of this course. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not disclose that they has a disability, then the student is agreeing to take full responsibility for any related consequences that may occur.

Student Learning Outcome Table

The table below shows how the objectives of this course will be met by readings, lectures and assignments used. Details about specific course objectives, assignments, and evaluation methods can be found in previous sections of this syllabus.

CACREP Standard(s)	Course Objective	Reading(s)*	Lecture(s)	Assignment(s)
2.F.1.b "the multiple professional roles and functions of counselors"	CO2 Roles in Community Counseling	M1. Jackson-Cherry & Erford (1)	L1-L3	A1. Reading & Participation A4. Research Paper
2.F.1.c "roles and responsibilities as members of interdisciplinary community outreach and emergency management teams"	CO5 Comprehensive Planning CO6 Agencies and Contexts	M1. Jackson-Cherry & Erford (1)	L4-L7	A1. Reading & Participation
2.F.1.e "advocacy processes needed to address institutional and social barriers..."	CO2 Roles in Community Counseling		L2	A1. Reading & Participation
2.F.1.l "self-care strategies"	C10 Vicarious Trauma	M1. Jackson-Cherry & Erford (14)	L1, L6, L16	A1. Reading & Participation
2.F.3.g "effects of crisis, disasters, and trauma on diverse individuals across the lifespan"	CO7 Types of Trauma CO8 Conceptualization Frameworks for Trauma CO11 Crisis Assessment CO12 Theories of Crisis Intervention CO13 Specialized Crisis Issues	M2. Van der Kolk (1-10) M1. Jackson-Cherry & Erford (1-12)	L4-L15	A1. Reading & Participation A3. Psychological First Aid A4. Research Paper
2.F.3.h "general framework for understanding differing abilities and strategies for intervention"	CO9 Treatment of Trauma	M2. Van der Kolk (13-14)	L13-L15; L20-L28	A1. Reading & Participation A3. Psychological First Aid A4. Research Paper
2.F.3.i "ethical and culturally relevant strategies for promoting resilience, development, wellness across the lifespan"	CO3 Theories of Community Counseling CO4 Community Counseling Populations	M5. SAMHSA TIC	L1-L3; L8-L9	A1. Reading & Participation A2. Community Referral Project

2.F.5.j "evidence-based counseling strategies and techniques for prevention and intervention"	CO12 Crisis Intervention CO3 Community Counseling CO9 Treatment of Trauma	M1. Jackson-Cherry & Erford (1-10) M2. Van der Kolk (13-14)	L1-L3; L13-L15; L23-L28	A1. Reading & Participation A3. Psychological First Aid A4. Research Paper
2.F.5.k "strategies to promote client understanding of and access to a variety of community-based resources"	CO2 Roles in Community Counseling CO3 Theories of Community Counseling CO4 Community Counseling Populations CO5 Comprehensive Planning CO6 Agencies and Contexts	M5. SAMHSA TIC M1. Jackson-Cherry & Erford (1-12)	L1-L3	A1. Reading & Participation A2. Community Referral Project
2.F.5.l "suicide prevention models and strategies"	CO13 Specialized Crisis Issues	M1. Jackson-Cherry & Erford (6)	L4-L6	A1. Reading & Participation
2.F.5.m "crisis intervention, trauma-informed, and community based strategies"	CO12 Theories of Crisis Intervention CO1 Counseling Demands CO3 Theories of Community Counseling CO9 Treatment of Trauma	M1. Jackson-Cherry & Erford (1-4)	L13-L15	A1. Reading & Participation A3. Psychological First Aid
5.C.2.a "roles and settings of CMHCs"	CO2 Roles in Community Counseling CO3 Theories of Community Counseling		L1-L3	A1. Reading & Participation A2. Community Referral Project
5.C.2.c "mental health service delivery modalities..."	CO3 Theories of Community Counseling		L1-L6	A1. Reading & Participation A2. Community Referral Project
5.C.2.f "impact of crisis and trauma on individuals with mental health diagnoses"	CO7 Types of Trauma CO8. Conceptualization Frameworks for Trauma	M2. Van der Kolk (1-10) M1. Jackson-Cherry & Erford (1-12)	L1-L10; L17-19	A1. Reading & Participation A3. Psychological First Aid A4. Research Paper
5.C.3.d "strategies for interfacing with integrated behavioral health care professionals"	CO2 Roles in Community Counseling		L2-L7; L12; L23-L25	A1. Reading & Participation A2. Community Referral Project
5.C.3.e "strategies to advocate for persons with mental health issues"	CO4 Community Counseling Populations		L2	A1. Reading & Participation

* Textbook chapters are denoted in parenthesis

Course Objectives Related to MAC Student Learning Outcomes

Course: PSY5250
 Professor: Guy Richardson
 Campus: Jackson/Orlando
 Date: June 23 – August 14

MAC Student Learning Outcomes		Rubric	Mini-Justification
<i>In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.</i>		<ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	
Professional Counseling Orientation & Ethical Practice	Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling.	Strong	Students will learn principles, theories, and practices of community interventions, including inpatient, outpatient, partial treatment, and aftercare.
Social and Cultural Diversity	Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one's own life and career and those of the client.	Strong	Students will develop an understanding of the counselor's role as a social change agent and client advocate.
Human Growth and Development	Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.	Moderate	Students will learn the theoretical frameworks for conceptualizing trauma including neurological, physiological, developmental, cognitive and spiritual.
Career Development	Understands and applies theories and models of career development, counseling, and decision making.	Minimal	Students will learn the roles of mental health counselors as it relates to their relationship to interdisciplinary teams.
Counseling & Helping Relationships	Understand and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	Moderate	Students will explore their ability to serve vulnerable populations, including clients from different cultural or ethnic groups, through preventive education and specific models of community counseling.
Group Counseling & Group Work	Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness.	Minimal	Students will learn the roles of mental health counselors and their relationship to interdisciplinary teams.
Assessment & Testing	Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and	None	

	is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.		
Research & Program Evaluation	Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling.	Minimal	Students will learn principles, theories, and practices of community interventions, including inpatient, outpatient, partial treatment, and aftercare.
Clinical Mental Health Counseling	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Minimal	Students will learn theories and models of crisis intervention are applied in a broad spectrum of clinical settings, including Psychological First Aid.
Integration (Biblical/Theological)	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Minimal	Students will develop a comprehension of a theological framework for intervening in and understanding crisis and trauma situations.
Sanctification	Demonstrates a love for the triune God.	Minimal	Students will learn about the effects of vicarious trauma, spiritual and emotional fatigue that affect the practitioner.