

**PSY5250 COUNSELING IN COMMUNITY SETTINGS****Reformed Theological Seminary - Orlando****Summer Term 2022**

3 credit hours

**Instructor**

Elizabeth Pennock, PhD, LMHC, NCC

**Contact Information**

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**Office Hours***By appointment***Class meeting times**

Wednesdays

9am-12pm, 1-3pm

June 8 – Aug 3, 2022

**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; 2.F.1.l)

- 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.1.b; 2.F.1.c; 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.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; 2.F.7.d; 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; 2.F.7.d; 5.C.2.f)
- CO9. **Treatment of Trauma** - Survey of post-trauma intervention and treatment models. (CACREP 2.F.3.h; 2.F.5.j; 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.j; 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.
- CO16. **Advocacy in Trauma-Informed Care** – Understand the ACA's Advocacy Model and apply in the context of trauma-informed care (CACREP 2.F.1.e)

## Methods of Instruction

Information will be conveyed to the students via lecture, group discussion, interaction with community mental health agencies, in-class skills practice, guest speakers, and presentations.

## Assignments (Student Performance Evaluation Criteria)

### A1. Class Participation and Attendance (10% of final grade)

Class lectures, readings, activities, guest speakers, and discussions are an essential part of learning for this course. Students can earn up to 10 points for each class they attend, in which they are an active, engaged participant.

Active, engaged participation 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.

At the end of each class meeting, students will fill out a self-evaluation on Canvas rating their class participation level (0-10 points). The instructor will take these self-evaluations into account when calculating final class participation grades.

**Total possible points: 10 class meetings x 10 pts = 100 pts**

The daily participation report should be completed on your Canvas account on Wednesdays by 11:59 p.m. for that day's class participation. One point will be deducted for each day the report is late.

### A2. Community Referral 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 and will be uploaded to the Syllabus/Rubric folder in Canvas. For this assignment:

- (a) Each student will identify a counseling/mental health referral source in the Orlando-metro area and must submit their referral source to the instructor for approval before proceeding. The facility/program must be pre-approved by the instructor and no two students will be allowed to present on the same facility/program. **Note:** Interviewing private practice counselors is not permissible for this assignment.
- (b) Students will visit the chosen facility *in-person or via Zoom*, interview the director of the facility, collect detailed information about the services provided, and obtain any printed literature that is available.
- (c) Upload to Canvas a one-page handout describing this referral source, **due date for this is July 8, 2022**. This one-page Word document (or PDF) needs to cover the following information. (*Please do not exceed the one-page limit*). Upload handout to the assignment (for grading) and to the discussion (for peers).
  - 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. Typical duration of treatment/services
  - vi. Funding sources
  - vii. Fees, whether insurance is taken, scholarships, etc.
  - viii. Contact information (for clients or providers)
- (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 (all students will present on July 13, 20, or 27). 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. You do not need to print out handouts, but your one-page description of your resource must be uploaded to the Canvas discussion before your presentation.

*Your preferred referral resource, **plus 1-2 back-up options**, must be submitted to the instructor on Canvas for approval by **11:59pm on June 15th**. The course instructor will confirm your choices as they are submitted. Once you have received an approval email you may make contact with the organization.*

*Once the instructor confirms your choice, another brief assignment must be completed on Canvas by **11:59pm on June 29th**. In this assignment, you should include the name of your chosen (and confirmed) organization, along with the name & role of the contact person at the organization and confirmation that initial contact has been made (include date of planned meeting / facility tour, if confirmed).*

**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, Aspire, 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, 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.)

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

Students will complete Psychological First Aid training. Training can 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 upload to Canvas copies of their certificates of completion for the following two modules:

- Psychological First Aid Online (<https://learn.nctsn.org/course/view.php?id=555>) (**Summer 2022: Course is currently being updated by NCTSN, if online course is not updated by NCTSN in time for due date, alternate course found at: <https://www.coursera.org/learn/psychological-first-aid>**)
- Skills for Psychological Recovery (<https://learn.nctsn.org/enrol/index.php?id=535>)

Certificates of completion must be uploaded to Canvas **by 11:59pm on August 10, 2022.**

\*Note: The hours you spend on this training can also be counted as indirect clinic hours (training)

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

Each student will write a research paper on one of the counseling topics listed below (7-8 pages in length, complying with APA [7th 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 is due July 24, 2022 by 11:59pm.**

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** and can be found in Syllabus/Rubric folder in Canvas.

During the final week of class (8/3/22), each student will be given 5 minutes to verbally present the important findings from their paper to the class. Students should prepare a one-page handout for their peers for this presentation. Both the presentation and handout should focus on applications for counselors.

**A5. Course Reading (10% of final grade)**

At the end of the course, you will be asked to fill out a reading report, grading yourself on how much of the course reading you have completed (0-100%).

**A6. Course Evaluation (completion required).** Course evaluations are crucial for assessing and improving the MAC program. Therefore, each MAC course includes an assignment to complete an anonymous online course evaluation. You will verify whether you have completed the evaluation through a quiz in Canvas. This will not count toward your grade, but it is necessary for successful completion of the course.

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**Required Materials (Texts, Readings, and Videos)**

- M1. Jackson-Cherry, L. R., & Erford, B. T. (2017). *Crisis assessment, intervention, and prevention* (3rd edition). Pearson. (ISBN-13: 978-0134522715)
- M2. Van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Viking. (ISBN-13: 978-0143127741)
- 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://ncsacw.samhsa.gov/userfiles/files/SAMHSA\\_Trauma.pdf](https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.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. Baldwin, J. (2019). *Trauma-sensitive theology: Thinking theologically in the era of trauma*. Cascade Books. (ISBN-13: 978-1498296847)

**Bibliography (Recommended Reading)**

- Badenoch, B. (2017). *The heart of trauma: Healing the embodied brain in the context of relationships*. W.W. Norton.
  - Briere, J. N., & Scott, C. (2015). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment* (2<sup>nd</sup> ed. DSM-5 Update). Sage.
  - Cozolino, L. (2016). *Why therapy works: Using our minds to change our brains*. Norton.
  - Gladding, S. T., & Newsome, D. W. (2017). *Clinical mental health counseling in community and agency settings* (5<sup>th</sup> ed.). Pearson.
  - James, R. K., & Gilliland, B. E. (2013). *Crisis intervention strategies* (7<sup>th</sup> ed.) Brooks/Cole.
  - Langberg, D. M. (2003). *Counseling survivors of sexual abuse*. Tyndale.
  - Siegel, D. J. (2010). *Mindsight: The new science of personal transformation*. Bantam.
  - Taylor, B. B. (2014). *Learning to walk in the dark*. Harper One.
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## Summer 2021 Course & Assignment Schedule *(TBD)*

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### Policies and Important Information

**APA Style.** All written work must conform to American Psychological Association (APA) style, 7<sup>th</sup> edition. 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.

**Disability Accommodation Policy.** If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

**Access to Research Database.** RTS provides MAC students with access to the EBSCOhost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class. <http://search.ebscohost.com/>

**Submission of work.** All assignments will be submitted, graded, and returned via Canvas unless otherwise specified by the instructor.

**Late work.** All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Points will be deducted for late assignments.

#### 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)

### Course Objectives Related to MAC Student Learning Outcomes

Course: PSY5250 Counseling in Community Settings

Professor: Elizabeth Pennock

Campus: Orlando

Date: June 8 – August 5, 2022

<b>MAC Student Learning Outcomes</b>		<b>Rubric</b>	<b>Mini-Justification</b>
<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. This rubric shows the contribution of this course to the MAC outcomes.</i>			
<b>Professional Counseling Orientation &amp; Ethical Practice</b>	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.
<b>Social and Cultural Diversity</b>	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.
<b>Human Growth and Development</b>	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.
<b>Career Development</b>	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.
<b>Counseling &amp; Helping Relationships</b>	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.
<b>Group Counseling &amp; Group Work</b>	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.
<b>Assessment &amp; Testing</b>	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 is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.	None	
<b>Research &amp; Program Evaluation</b>	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.
<b>Clinical Mental Health Counseling</b>	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.
<b>Integration (Biblical/Theological)</b>	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.
<b>Sanctification</b>	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.