

Fall 2014

CE640 Syllabus: Orientation to Community Counseling

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**Winona State University
College of Education
Counselor Education Department**

CE640 Orientation to Community Counseling

Fall 2014

Online and Mondays (5-9pm) 9/15, 9/29, 11/10, 11/24

Room: Gild 324

Winona Campus

Instructor:

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Office Hours:

Wednesdays, 2-6pm

Thursdays, 2-6pm

Course Description:

The purpose of the course is to examine the counseling profession including history, philosophy, theory, and professional issues. Emphasis is on different counseling populations, social justice and multicultural issues.

Required Text:

Lewis, J.A., Lewis, M.D., Daniels, J.A., D'Andrea, M.J. (2011) *Community counseling: A multicultural-social justice perspective, 4th ed.* Belmont, CA, Brooks/Cole:

Course Objectives:

1. become familiar with counseling issues in a community setting
2. learn the philosophy of the community counseling profession
3. integrate theoretical information into the reality of counseling
4. learn ethical issues within the community counseling setting
5. integrate multicultural issues into counseling situations
6. become familiar with economic and political issues in counseling

CACREP Standards:

Section II-G-1-Professional Orientation and Ethical Practice—studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- d. self-care strategies appropriate to the counselor role;

e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body;

g. professional credentialing, including certification, licensure and accreditation practices and standards, and the effects of public policy on these issues;

h. the role and process of the professional counselor advocating on behalf of the profession.

j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Section II-G-3-Human Growth and Development—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

c. effects of crises, disasters and other trauma-causing events on persons of all ages,

Section II-G-5-Helping Relationships—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

b. counselor characteristics and behaviors that influence helping processes.

Course Expectations:

Students are expected to interact with each other in a respectful manner, accept responsibility for learning, assess progress and ask for help as needed, accept feedback as a critical part of learning. Students are also expected to complete assignments as given in a thoughtful, planned manner, using resources as needed, in a timely manner.

Email Guidelines:

Every e-mail needs to be sent from your WSU account. You need to check your e-mail frequently (at least three to four times a week) for announcements and other messages. Online etiquette (netiquette) must be used in all communications and discussion board submissions. Information regarding netiquette is available at:

<http://www.albion.com/netiquette/corerules.html>

Policy on Late or Unfinished Assignments:

Late work is not accepted except in extreme circumstances and with prior permission of instructor. **IMPORTANT:** A grade of incomplete (IP) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor of any and all requests as soon as it is deemed necessary.

Course Requirements and Grading:

Grading:

This course is graded on the following 7-point scale:

The text will be referenced in class lectures and during classroom discussions. Students may also use text citations and references in their posts or written assignments. Finally, the course exam will evaluate student knowledge of the text.

100-93:	A
92-86:	B
85-79:	C
78-72:	D

Course Assignments:

1.	Participation	15%
2.	ACA membership	not graded
3.	Conference/webinar/workshop Paper	10%
4.	Client Disclosure Statement	10%
5.	Self-Care Discussion Board	10%
6.	Racial Identity Research & Self-examination Paper	20%
7.	Licensed Professional Interview Report	15%
8.	Text Exam	20%

Note: every assignment must be completed with a passing grade to pass this course.

Content delivery:

Lecture, group work, D2L online course format, discussion posts, exam, electronic communication

1) Participation: Attendance at all class meetings, and **participation in classroom activities are required to pass this course.** Students will be engaged (bring energy, provide educated opinions and ask questions). If there is a need to miss a class based on an emergency, it is expected that the student will contact the instructor before the missed class. If it is necessary to miss more than one class for any reason, the student should withdraw from the course.

Note: Weather could possibly interfere with the face-to-face classes. In addition to the WSU homepage and local TV alerts, the instructor will provide updates about cancellations via e-mail by 7 a.m. on the day of class. If a class is cancelled a make-up date will be attempted.

2) Membership in ACA and the Local State Counseling Association: Each student is expected to join ACA as well as the state counseling association in which the student resides. Membership in professional organizations is expected of professionals and it is a good practice to see what is going on in the organizations as a student. Also, your practicum and internship liability insurance will be provided by your ACA membership. This is a non-graded but required activity. Students should submit a document to D2L stating they have completed this activity.

Due: Oct 1 (midnight).

3) Conference, webinar or workshop attendance and write-up: Attendance at a conference during the fall semester is required with a two-page follow-up paper about sessions attended, professionals spoken to, and any other experiences that enhanced your learning about counseling topics in general. One option is the annual MnCA Fall Conference held in Shoreview, MN. The date for this year's conference is: Friday, October 24, 2014. Students unable to attend this conference may opt for other mental health conferences, webinars or local workshops sponsored by mental health agencies. The non-APA two-page paper is more reflective than scholarly, and should describe the conference/webinar/workshop topics, experiences with colleagues, and summary of your overall experience. Students should submit this assignment to D2L. **Due: Dec 1 (midnight).**

4) Client Disclosure Statement: Students will discuss the use and development of client disclosure statements in class on Sept 15, and write their own as if they worked in a local mental health agency or a private practice.

Due: October 27 (midnight)

<i>Grade</i>	<i>Description</i>
93-100	-deadline met -minimum of two pages of well developed paragraphs addressing client disclosure items (degree, credentials, contact info for the BBHT, theoretical approach, fee, confidentiality notice, appointment policy) -excellent organization -all assignment criteria addressed
86-92	-deadline met -minimum of two pages of well developed paragraphs addressing client disclosure items (degree, credentials, contact info for the BBHT, theoretical approach, fee, confidentiality notice, appointment policy) -good organization -most assignment criteria addressed
79-85	-deadline met -minimum of two pages of partially developed paragraphs addressing client

	<p>disclosure items (degree, credentials, contact info for the BBHT, theoretical approach, fee, confidentiality notice, appointment policy)</p> <p>-poor organization</p> <p>-few assignment criteria addressed</p>
78 or fewer	<p>-deadline met</p> <p>-fewer than minimum of two pages of poorly developed paragraphs addressing client disclosure items (degree, credentials, contact info for the BBHT, theoretical approach, fee, confidentiality notice, appointment policy)</p> <p>-weak organization</p> <p>-no assignment criteria addressed</p>

5) Self-care plan appropriate to the counselor role: Students will create a self-care plan with 4 measurable and realistic goals. Examples of strong goals include:

- 1) I will walk at least .5 miles three times a week on Tues, Thursdays and Sundays
- 2) I will take 5 minutes four times a week to relax and meditate on Mondays, Wednesdays and Fridays
- 3) I will make one date night plan a week with my partner on Fridays
- 4) I will meet with a WSU Counseling Center counselor once during fall semester for stress management, and plan to make an appointment by Oct 1 for a session to be planned by Nov 20.

Discussion posts on the following due dates will be submitted as outlined:

Sept 8 (midnight): measurable and realistic self-care goals are listed

Oct 6 (midnight): success in goals being met will be described; barriers to meeting goals will be shared; new strategies to meet goals for next 4 weeks will be outlined

Nov 10 (midnight): success in goals being met will be described; barriers to meeting goals will be shared; new strategies to meet goals for next 4 weeks will be outlined

Dec 1 (midnight): success in goals being met will be described; barriers to meeting goals will be shared; new strategies/new goals set for spring semester

Grade Rubric

<i>Grade</i>	<i>Description</i>
93-100	<p>-deadlines met</p> <p>-minimum of two well developed paragraphs of at least 100 words</p> <p>-excellent organization of discussion</p> <p>-all assignment criteria addressed</p>

86-92	-deadlines met -minimum of two well developed paragraphs of at least 100 words -strong organization of discussion -most assignment criteria addressed
79-85	-deadlines met -minimum of two adequately developed paragraphs of at least 100 words -adequate organization of discussion -most assignment criteria addressed
78 or fewer	-deadlines not met -minimum of two poorly developed paragraphs of at least 100 words -poor organization of discussion -assignment criteria not at all addressed

6) Racial Identity Research and Self-Examination Paper: Students will review the D2L Module on Racial Identity (4 documents) in class on Sept 29, and a minimum of 6 (six) scholarly articles on the topic of racial identity development. APA formatted paper of 10 pages should include the following elements:

- 1) examination of how knowledge of racial identity development will impact one’s work with client populations of various ethnic and cultural groups;
- 2) personal discussion of one’s own racial identity stage and related beliefs associated with identified stage;
- 3) examination process of one’s own racial identity development;
- 4) one’s participation in unintentional racist, oppressive or gender bias activities;
- 6) goal setting for continued work on racial identity development and advocacy efforts for future clients.

Due: Oct 27 (midnight)

Grade Rubric

Grade	Description
93-100	-paper length minimum of 10 pages -assignment turned in on time -all aspects of assignment addressed and discussed -complex thinking skills utilized -clear and concise organization of discussion -perfect APA 6 th ed. format -at least 6 references
86-92	-paper length minimum of 10 pages -assignment turned in on time -most aspects of assignment addressed and discussed -complex thinking skills utilized -adequate organization of discussion -mostly correct APA 6 th ed. format

	-at least 6 references
79-85	-paper length minimum of 10 pages -assignment turned in on time -70% or more assignment criteria addressed -poor organization of discussion -somewhat correct APA 6 th ed. format -fewer than 6 references
78 or fewer	-paper length fewer than 10 pages -assignment not turned in on time -70% or fewer assignment criteria addressed -no organization of discussion -incorrect APA 6 th ed. format -fewer than 6 references

7) Licensed Professional Interview and Report: Students will interview a licensed professional working in a community mental health center, private practice, college counseling center or technical college. The following items should be discussed in depth with the interviewee and described in a 7-page (non-APA) Interview Report.

- Name of Interviewee, place and location of employment
- Roles and Responsibilities (including job description)
- Client population (demographics, diagnoses, inpatient/outpatient, etc.)
- Credentials (licenses, certifications; psychologist, counselor, social worker, addictions counselor)
- Motivation for current work
- Number of clinical jobs in career
- Salary range
- Joys
- Frustrations
- Burn-out prevention/self-care habits
- Supervision needs and services
- Systemic Relationship with other agencies/colleagues (county, hospitals, schools, etc.)
- Recommendations to new counselors
- Lessons learned about mental health (what has surprised this professional in his/her career)

Due: Nov 24 (midnight)

Grade Rubric

<i>Grade</i>	<i>Description</i>
93-100	-paper length minimum of 7 pages -assignment turned in on time -all aspects of assignment addressed and discussed -complex thinking skills utilized -clear and concise organization of discussion
86-92	-paper length minimum of 7 pages -assignment turned in on time -most aspects of assignment addressed and discussed

	-complex thinking skills utilized -adequate organization of discussion
79-85	-paper length minimum of 7 pages -assignment turned in on time -70% or more assignment criteria addressed -poor organization of discussion
78 or fewer	-paper length fewer than 7 pages -assignment not turned in on time -70% or fewer assignment criteria addressed -no organization of discussion

8) Text Exam: A multiple-choice exam (55 questions) will cover all chapters in the course text. This is an open book exam. Each question is worth 2 points for a total of 110 x 20% of your overall course grade.

Date: Dec 2, 6-9pm

TENTATIVE COURSE OUTLINE

9/15:

- intros
- syllabus
- self-care goals
- history and philosophy of the counseling profession
- professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications (administration, case manager, assessment coordinator, supervisor, intake interviewer, clinical care provider, review boards/accreditation)
- client disclosure statements
- professional credentialing, including certification, licensure and accreditation practices and standards, and the effects of public policy on these issues
- the role and process of the professional counselor advocating on behalf of the profession
- ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

9/29:

- racial identity models
- Mental Health Parity Act
- Courtroom Testimony
- Sexual Abuse
- Self-Mutilation
- Eating Disorders
- Suicide Assessment and Prevention

11/10:

-Eric Sievers, Gunderson Healthcare System (guest lecturer)
-Addictions/Al-Anon
-PTSD
-Grief and Bereavement
-Poverty and Mental Illness

11/24:

TBA (guest lecturer)

TBD (Topics yet to be discussed)

Academic Dishonesty Policy:

Academic dishonesty is a serious issue that is not to be taken lightly. As such it is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing “ghost-written” papers, and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source(s). If someone else said it, cite it! Do not copy or cut and paste from anywhere, including the internet. The faculty member, in whose course an act of academic dishonesty occurs, has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university. [Plagiarism](#)

Commitment to Inclusive Excellence:

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU’s community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community (List of campus resources can be found below.)

Campus Resources:

- WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/)

- WSU Inclusion and Diversity Office, Kryzsko Commons Room 122, Winona Campus, 507-457-5595 (www.winona.edu/culturaldiversity/)
- WSU Access Services, Maxwell 314, Winona Campus, 507-457-2391 (www.winona.edu/disabilityservices/)
- WSU Counseling Center, Integrated Wellness Complex Room 222, 507-457-5330 (www.winona.edu/counselingcenter/index.htm)
- RCTC Counseling Center, UCR Room SS 133, 285-7260 (www.rctc.edu/counseling_career_center/)
- UCR Learning Center, UCR Room AT306, 285-7182
- GLBTA Advocate*, 507-457-5330
- Advising and Retention, Maxwell 314, 507-457-5878 (www.winona.edu/advising/)

Details about Campus Resources:

- Two good places to help you find resources of all kinds are the WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources. The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595.
- If you have a disability, the WSU Access Services can document it for your professors and facilitate accommodation. Their office is on the Winona campus in Maxwell Hall and they can be reached at 457-5878. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, you are encouraged to contact Access Services as soon as possible.
- Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to graduate school, and many others. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.
- For help specifically with writing and the development of papers, the English department has a *Writing Center* that is staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.
- For help with writing and the development of papers on the WSU-Rochester campus, contact the UCR Learning Center in AT306 or call 285-7182.

- The GLBTA Advocate is responsible for documenting homophobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources.
* Contact the WSU Counseling Center for the name and number of the current GLBTA Advocate (Integrated Wellness Center 222, 507-457-5330).