

Fall 2012

CE 640 Syllabus: Orientation to Community Counseling

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Winona State University

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Winona State University
College of Education
Counselor Education Department

CE640 Orientation to Community Counseling

Fall 2012

Online and Saturdays 9/8, 10/27, 12/1 10:00 a.m.-3:00 p.m.

Room: East 265

Rochester Campus

Instructor:

Jo Hittner, Ph.D.

Contact Information:

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Office Hours:

By appointment online via Adobe Connect

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 so that I can identify the sender easily. 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>

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).

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 immediately.

Course Requirements and Grading:

Participation: Attendance and participation in classroom activities are essential in order for the student to gain full benefit from this course. Dyadic and small group activities, assigned readings and class discussions will serve as the foundation for achieving course learning outcomes. Students are expected to attend and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to class discussions. Students are expected to prepare for class by completing all readings and exercises assigned as scheduled prior to the class meeting. Students are *required to attend all face-to-face class sessions*. 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 two classes for any reason, the student should withdraw from the course. Tegrity will be used for the face-to-face classes. If all or part of those classes needs to be missed, the student will be expected to view the Tegrity video and write a paper summarizing what the student learned and a critique of the concepts learned. The length of the paper will be commensurate with the number of hours missed, for example if six hours were missed, six pages would be expected. If four hours were missed, four pages would be expected.

The Discussion Board is considered an integral part of the class and will be monitored regularly. Students are expected to participate by submitting their own ideas and insights and commenting on others' ideas and insights as well. The depth of the responses rather than the number of them will be considered in the weekly grade. Work at application, analysis, synthesis and evaluation when you submit and respond rather than just knowledge and comprehension.

Note: Weather could possibly interfere with the face-to-face classes. Make smart decisions about winter travel and consult instructor before class time if possible regarding absences. In addition to the WSU homepage and local TV alerts, the instructor will provide updates about cancellations via e-mail and office voice mail (see number above) by 7 a.m. on the day of class. If a class is cancelled a make-up date will be attempted. (75 points possible)

Community Counseling Site Visit: Within a group, select a community counseling site (preferably different from the one where you may be currently employed) and provide a summary of the following information:

- Roles and responsibilities (including job descriptions) of various staff (social workers, psychologists, counselors, etc.).
- Reimbursement processes/billing procedures
- Mission of the setting and populations served
- Continuum of services
- Supervision processes
- Systemic Relationships (county, hospitals, schools, courts, etc.) including information on process of treatment (follow-up, etc.)
- Paperwork requirements
- Productivity requirements
- Policy on personal use of computers, cell phones and other technology
- Dress code, if any
- Impact of current economic crisis and possible changes to reduce impact.
- What social justice, multicultural programs are provided (if any).

Include your overall impression of the site including an analysis of the agency based on the material in the text and an overall impression of the site as a comprehensive community counseling agency. Each group will share its summaries via the discussion board and download the information to discuss. Presentations will be made in the face-to-face class in December. **DUE December 1 (50 points possible)**

Topic Presentation: Pair up with three students and choose a topic from the following list to present to the class: Sexual Abuse, Self-Mutilation, Eating Disorders, Sexual Minorities, Substance Abuse, Suicide, Trauma and Violence, Grief and Bereavement. Research and present the topic to the rest of the students in a format that is interesting for the audience. At least seven resources need to be integrated and cited within the presentation. At least 50% of the citations need to be from professional sources, either from the internet, journals or books. APA guidelines must be followed for citations. The presenting students will provide two questions to facilitate discussions regarding the material. When formulating the questions use words such as: compare, examine, critique, conclude, differentiate or any other words from [Bloom's Taxonomy](#) that comprise application, analysis, synthesis or evaluation. **(60 points possible)**

Outreach and Advocacy Project: Each student, either alone or with one or two other students will develop a project based on a needs assessment that corresponds to facilitating [human or community development; focused or broad-based strategies](#) to carry out with a paper of 8-10 pages on what was done as well as the impact on the community. How to do a needs assessment is found in chapter 11 of the text. The needs assessment is the statement of the rationale for the project, based on some human or community need. Following the needs assessment, the student(s) will construct a plan for meeting the assessed need. The student(s) are expected to generate ideas for how to accomplish the project, list existing and needed resources, personnel, collaborators and next steps in the project. The student(s) will then carry out the project and each student will write an individual paper as described above. A video from last year explaining the project is on Tegrity labeled "Advocacy and Outreach Projects". Keep in mind the dates correspond to the 2011 class and not the current 2012 class. To help with the organization of the project the following dates are given as guidelines: **Needs Assessment DUE 9/22, Proposal for Project DUE 10/20, Rough Draft DUE 11/17, Final Project Paper DUE December 8 (100 points possible)**

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. Students attending WSU receive free membership to Minnesota Counseling Association (MnCA) because the university buys an institutional membership. Students who are interested in joining Wisconsin Counseling Association are not so fortunate but can still volunteer for the WCA conference. The reason for joining the professional organizations is that it is expected of professionals and it is a good practice to see what is going on in the organizations as a student. Becoming active in the local professional organization is worth **25 points**. Sharing the information about what activities you are involved in is essential to helping everyone learn about possibilities for action. I would like evidence of your having joined ACA and participated in MnCA or WCA. The MnCA annual conference is in November and they are always looking for volunteers. Watch the MnCA and WCA websites for information regarding their conferences and how to volunteer. Activity sharing will be done via discussion boards. **(25 points for joining ACA, 25 points for doing an activity in the state organization for a total of 50 possible points.)**

Quizzes: For each module there will be a 5 point quiz with two points for each correct answer. Occasionally there will be extra bonus points for quick responses. These will be announced with the number of bonus points available and the time required for submitting the responses. (120 points + bonus points possible)

Discussion Board: Weekly postings are expected on the discussion board for each chapter of the text assigned. The site visits and topic presentations are also shared on the discussion board because the information is then accessible to the entire class. It is most beneficial if the initial posting for the chapters and the initial Getting to Know You assignment are done by late Wednesday or by Thursday noon to enable other students to respond to the initial posts and extend the dialogue. For the first week and for each chapter of the text, the expectation is to initiate one post and respond to at least two students. It is ideal to have discussions occur with multiple posts from multiple people and multiple responses. This will not happen for each and every post but it is expected to happen to at least one post per week in order for interesting dialogue to occur. Grades will be posted weekly and will be dependent on criteria given in rubric 6 below.

COURSE REQUIREMENTS

#	Assignment	Related Rubric	Points Possible
1	Attendance and Participation	1	75
2	Community Counseling Site Visit	2	60
3	Topic Presentation	3	60
4	Outreach and Advocacy Project	4	100
5	Membership in ACA and state counseling association	5	50
6	Quizzes		120
7	Discussion Board	6	156
<i>Total</i>			621

Scoring Rubrics

1. Attendance and Participation

Criteria	Level 4 25 points	Level 3 23 points	Level 2 21 points	Level 1 0 points
▼Individual Participation	Regularly asks questions or gives responses that indicate reflection and knowledge of class material.	Occasionally asks questions or gives responses that indicate reflection, some knowledge of class material.	Rarely asks questions or gives responses that indicate familiarity with class material.	Does not ask questions or give responses that indicate familiarity with topics for class.
▼Group Participation	Usually actively participates in small group activities.	Reluctantly participates in small group activities.	Rarely participates in small group activities.	Does not participate in small group activities.
▼Attendance	Attends every class. Is always on time and stays until the end of class.	Misses one class, turns in make-up paper that reflects analysis, synthesis and evaluation of subject matter. Is usually on time and usually stays until the end of class.	Misses more than one class; makes up classes by writing a paper with an analysis, synthesis and evaluation of subject matter. Occasionally comes late or leaves early.	Misses more than one class; does not make up missed classes with a paper that indicates analysis, synthesis and evaluation of subject matter. Frequently comes late or leaves class early.
▼Overall Score	Level 4 75 or more	Level 3 69 or more	Level 2 63 or more	Level 1 0 or more

2. Community Counseling Site Visit

Documentation	Level 4 15 points	Level 3 14 points	Level 2 13 points	Level 1 0 points
▼Documentation	Complete information in all areas mentioned in the syllabus, including contact information, websites, brochures, handouts.	Complete responses in most areas mentioned in the syllabus, including contact information, websites, brochures, handouts.	Incomplete responses in most areas mentioned in the syllabus, missing contact information, websites, brochures, handouts.	Incomplete responses in all areas mentioned in the syllabus, missing contact information, websites, brochures, handouts.

Summary	Level 4 20 points	Level 3 19 points	Level 2 18 points	Level 1 0 points
▼ Analysis and Evaluation	Includes a thorough analysis of the site based on material in the text and a complete evaluation of the overall impression of the site as a comprehensive community counseling agency.	Includes an analysis of the site based on material in the text and an evaluation of the overall impression of the site as a comprehensive community counseling agency.	Includes a fair analysis of the site based on material in the text and a fair evaluation of the overall impression of the site as a comprehensive counseling agency.	Does not include an analysis of the site based on material in the text nor an evaluation of the overall impression of the site as a comprehensive counseling agency.
▼ Synthesis	Information is fully integrated with smooth transitions from one topic to another. All topics are incorporated into a cohesive whole.	Information is somewhat integrated with somewhat smooth transitions from one topic to another. Most topics are incorporated into a cohesive whole.	Information is fairly well integrated with fair transitions from one topic to another. Most topics are incorporated into a somewhat cohesive whole.	Information is poorly integrated with few transitions from one topic to another. Topics are not incorporated into a cohesive whole.
Teamwork	Level 4 5 points	Level 3 4 points	Level 2 3 points	Level 1 0 points
▼ Teamwork	Evident and equally divided as determined by group response to Qualtrics survey.	Evident and somewhat equally divided as determined by group response to Qualtrics survey.	Somewhat evident and not equally divided as determined by group response to Qualtrics survey.	Not evident and not equally divided as determined by group response to Qualtrics survey.
Writing Skills	Level 4 10 points	Level 3 8 points	Level 2 6 points	Level 1 0 points
▼ Spelling	No spelling errors throughout assignment.	Less than 5 spelling errors throughout assignment	Less than 10 spelling errors throughout assignment.	More than 10 spelling errors throughout assignment.
▼ Writing Mechanics	Complete sentences, no grammatical errors.	Few incomplete sentences, less than 5 grammatical errors.	Many incomplete sentences, less than 10 grammatical errors.	Mostly incomplete sentences, more than 10 grammatical errors.
Overall Score	Level 4 50 or more	Level 3 45 or more	Level 2 40 or more	Level 1 0 or more

3. Topic Presentation

Presentation Style	Level 4 5 points	Level 3 4 points	Level 2 3 points	Level 1 0 points
▼Creativity ▼Interest ▼Learning Modalities	Creativity very evident. Presentation is very interesting. At least three different learning modalities are used such as Power Point, video clips, personal interviews, etc.	Creativity somewhat evident. Presentation is somewhat interesting. At least two different learning modalities are used.	Creativity barely evident. Presentation is minimally interesting. One learning modality is used.	Creativity not evident. Presentation is not interesting.
Presentation Content	Level 4 10 points	Level 3 9 points	Level 2 8 points	Level 1 0 points
▼Information ▼Synthesis	Accurate and thorough development of topic content. Excellent synthesis of information throughout presentation.	Accurate and good development of topic content. Good synthesis of information throughout presentation.	Accurate and fair development of topic content. Fair synthesis of information throughout presentation.	Inaccurate or poor development of topic content. Poor synthesis of information throughout presentation.
Teamwork	Level 4 5 points	Level 3 4 points	Level 2 3 points	Level 1 0 points
▼Teamwork	Evident and equally divided as determined by group response to Qualtrics survey.	Evident and somewhat equally divided as determined by group response to Qualtrics survey.	Somewhat evident and not equally divided as determined by group response to Qualtrics survey.	Not evident and not equally divided as determined by group response to Qualtrics survey.
Questions	Level 4 10 points	Level 3 9 points	Level 2 8 points	Level 1 0 points
▼Discussion Questions	Include 2 open-ended questions that require responses that analyze and synthesize information from presentation.	Includes only 2 questions that are open-ended and require responses that analyze or synthesize information from presentation.	Includes only 1 question that is open-ended and requires a response that analyzes or synthesizes information from presentation.	Includes more than 2 questions for discussion. There are no open-ended questions that require a response that analyzes or synthesizes information from presentation.
References	Level 4 5 points	Level 3 4 points	Level 2 3 points	Level 1 0 points
▼APA Style ▼Resources	All citations have correct APA style. More than 7 resources; more than half from professional sources, e.g. peer reviewed journals, books.	Less than 5 APA style citation errors. At least 7 resources; at least 4 from professional sources, e.g. peer reviewed journals, books.	Less than 10 APA style citation errors. At least 6 resources; at least 3 from professional sources, e.g. peer reviewed journals, books.	More than 10 APA style citation errors. 5 or fewer resources, less than half from professional sources, e.g. peer reviewed journals, books.
Overall Score	Level 4 60 or more	Level 3 51 or more	Level 2 42 or more	Level 1 0 or more

4. Outreach and Advocacy Project

Relevance	Level 4 20 points	Level 3 19 points	Level 2 18 points	Level 1 0 points
▼Needs Assessment	Needs assessment is evident and correlates completely with project.	Needs assessment is evident but does not correlate well with project.	Needs assessment is somewhat present and correlates somewhat with project	Needs assessment is not present.
Content	Level 4 20 points	Level 3 19 points	Level 2 18 points	Level 1 0 points
▼Creative	Project is interesting and easy to understand. Extremely high "wow" factor.	Project is interesting; fairly easy to understand. High "wow" factor.	Project lacks interest; fairly easy to understand. Moderate "wow" factor.	Project lacks interest; difficult to understand. Low "wow" factor.
▼Meaningful	Project has high redeeming quality. It is meaningful and viewed as important by the recipients.	Project has moderate redeeming quality. It is meaningful and viewed as somewhat important by the recipients.	Project has little redeeming quality. It is somewhat meaningful and viewed as fairly important by the recipients.	Project has no redeeming quality. It is marginally meaningful and viewed as not important by the recipients.
▼Cohesive	Report has excellent cohesion throughout. There are at least six research references.	Report has good cohesion throughout. There are at least five research references.	Report has fair cohesion throughout. There are at least four research references.	Report has poor cohesion throughout. There are less than four research references.
Writing Skills	Level 4 5 points	Level 3 4 points	Level 2 3 points	Level 1 0 points
▼Spelling and Grammar	No spelling and/or grammatical errors present.	Less than five spelling and/or grammatical errors present.	Less than ten spelling and/or grammatical errors present.	More than ten spelling and/or grammatical errors present.
▼APA Style	No APA style errors present.	Less than five APA style errors present.	Less than ten APA style errors present.	More than ten APA style errors present.
▼Writing Mechanics	Complete sentences, excellent paragraph structure, very good phrasing used throughout the paper.	Complete sentences, very good paragraph structure, good phrasing used throughout the paper.	Mostly complete sentences, good paragraph structure, good phrasing used throughout the paper.	Few complete sentences, fair paragraph structure, fair phrasing used throughout the paper.
▼Length and Timeliness	Between 8 and 10 pages long. Turned in on time.	Fewer than 8 pages, longer than 10 pages. Turned in on time.	Fewer than 8 pages, longer than 10 pages. Turned in less than three days late.	Fewer than 8 pages, longer than 10 pages. Turned in more than three days late without prior permission.
Overall Score	Level 4 100 or more	Level 3 92 or more	Level 2 84 or more	Level 1 0 or more

5. Professional Membership in Counseling Associations

Criteria	25 points	25 points
ACA	Evidence of membership given	
State membership		Evidence of one activity within association given

5. Discussion Board

Criteria	Extinguished 3 points	Proficient 2 points	Basic 1 point	Non- performance 0 points
<p>▼ Applies relevant concepts, theories, or materials to argue/support a point of view and posts initial response to discussion by midweek to extend the dialogue.</p> <p>▼ Applies relevant information [facts, data, evidence, or real world examples] to support point of view with implications and/or consequences of reasoning. Relevant information is cited and referenced to APA format.</p> <p>▼ Collaborates with at least two fellow learners, relating the discussion to relevant concepts over at least two days to extend the dialogue.</p> <p>▼ Applies proper spelling, grammar usage, and mechanics.</p>	<p>Applies and analyzes most concepts, theories, or materials to argue/support a point of view. Posts initial response to discussion by midweek to extend the dialogue.</p> <p>Applies relevant information [facts, data, evidence, or real world examples] to support point of view. Includes a discussion of implications and/or consequences of reasoning. Relevant information is cited and referenced to APA format.</p> <p>Collaborates with at least two fellow learners, relating the discussion to relevant course concepts over at least two days to extend the dialogue.</p> <p>Has zero to one spelling, grammar usage, mechanics errors in the discussion post.</p>	<p>Applies some relevant course concepts, theories, or materials to argue/support a point of view. Posts initial response to discussion by midweek to extend the dialogue.</p> <p>Applies relevant information [facts, data, evidence, or real world examples] to support point of view. Relevant information is cited and referenced.</p> <p>Does not address implications or consequences of reasoning</p> <p>Collaborates with at least two fellow learners, relating the discussion to relevant course concepts but does not participate in the discussion over at least two days to extend the dialogue.</p> <p>Has two to three spelling, grammar usage, mechanics errors in discussion post.</p>	<p>Does not use relevant course concepts theories, or materials to argue/support a point of view. Initial post submitted after midweek, thus limiting time for others to extend dialogue.</p> <p>Applies information [facts, data, evidence, or real world examples] to support point of view, but lacks relevance and does not address implications of reasoning.</p> <p>Collaborates with at least one fellow learner relating discussion to the relevant course concepts.</p> <p>Has four to five spelling, grammar usage, mechanics errors in discussion post.</p>	<p>Does not include a point of view or point of view is not developed.</p> <p>Does not apply relevant information [facts, data, evidence, or real world examples] to support point of view.</p> <p>Does not collaborate with fellow learners or collaboration is not relevant to discussion (i.e. good job posts).</p> <p>Has six or more spelling, grammar usage, mechanics errors in discussion post.</p>
▼ Overall Score	▼ Level 4 12 or more	▼ Level 3 8 or more	▼ Level 2 4 or more	▼ Level 1 0 or more

Grade Scale

A=621-578 (100-93%)

B=577-528 (92-85%)

C=491-478 (84-77%)

D=477-428 (76-69%)

F=below 428 (<69%)

TENTATIVE COURSE OUTLINE

<u>Module:</u>	<u>Readings:</u>
1 (8/27-9/1) Introduction, overview Learning Styles due 9/1 Getting to Know You Activity due 9/1	
2 (9/2-9/8) Community Counseling for the 21 st Century The Evolution of the Community Counseling Model Chapters 1 and 2 Quiz due 9/8	Chapter 1 Chapter 2
(9/8) Face-to-Face Class 10:00 Discuss class assignments; technology updates 11:00 Choose topic groups; site visit groups 11:30 Lunch 12:00 Guest speaker: Becky Windschitl-SCY Center 1:00 TBA 2:00 Mental Health Parity Act	
3 (9/9-10/20) Managing the Community Counseling Program Outreach to Distressed and Marginalized Clients Developmental/Preventive Interventions Child Advocacy Community Collaboration and Advocacy Social/Political Action Strategies Chapters 11, 4 through 8 Quizzes due 10/20 Needs Assessment for Outreach and Advocacy Project Due 9/22 Sexual Abuse Presentation Due 9/29 Self-Mutilation Presentation Due 10/6 Eating Disorders Presentation Due 10/13	Chapter 11 Chapter 4 Chapter 5 Chapter 6 Chapter 7 Chapter 8
4 (10/21-12/8) Counseling in Context Cmty. Cnslg. in Diverse Community Agency Settings Community Counseling in School Settings Preparing the Competent Community Counselor	Chapter 3 Chapter 9 Chapter 10 Chapter 12

(10/27) Face-to-face class

10:00 Judy McCormick--Peer Support Network
11:00 Matt Horel—White Privilege
12:00 Lunch
Afternoon TBA

Chapters 3, 9, 10, 12 Quizzes due 12/1

Proposal for Outreach and Advocacy Project Due 11/3

Grief and Bereavement Presentation Due 10/27

Suicide Presentation Due 11/3

Sexual Minorities Presentation Due 11/10

Substance Abuse Presentation Due 11/17

Rough Draft for Outreach and Advocacy Project Due 11/17

(12/1) Face to Face Class

10:00 Discuss and share outreach and advocacy projects
11:00 Discuss and share information from community agencies
12:00 Lunch
Afternoon TBA

Trauma and Violence Presentation Due 12/1

Community Agencies Summaries Due 12/1

Outreach and Advocacy Project Final Paper Due 12/8