

Fall 2010

## CE 640 Syllabus: Orientation to Community Counseling

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### Recommended Citation

Hittner, Jo, "CE 640 Syllabus: Orientation to Community Counseling" (2010). *Counselor Education Syllabi*. 329.

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Winona State University  
College of Education  
Counselor Education Department

**CE640 Orientation to Community Counseling**  
Mondays 5:00-8:00 p.m. Room: East Hall 234 Rochester Campus

Instructor:

Jo Hittner, Ph.D.

Contact Information:

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Office Hours:

Mondays 1:00-4:00

Wednesdays 1:30-4:00

Thursdays 1:00-4:30

(other times by appointment)

**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 and multicultural issues.

**Texts:**

Bauman, S. (2008). Essential Topics for the Helping Professional. Boston: Allyn and Bacon.  
Patrick, P. (2007). Contemporary Issues in Counseling. Boston: Allyn and Bacon.

**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 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 expected to bring the main textbooks to each class meeting. Students are *required to attend all 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. Classes will be utilizing flip cameras to put the lectures onto the computer. A student who misses class will be able to make up the class by viewing the video and writing a 1-2 page paper on the learnings from the class. 25 points possible. **Note:** Weather will undoubtedly interfere with class at times. 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 4 p.m. on the day of class. Absences due to extreme weather conditions will not result in points taken off final grade.

**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.

Each group will share its summaries in class and download to students and instructor prior to class for everyone to read/print and bring to discuss. A minimum of 8-10 pages is expected for this summary. **DUE October 18** (50 points)

**Class Presentation:** Pair up with another student (or two) and choose a topic from the Bauman text to present to the class. At least seven additional 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 presentation must last 60 minutes. The presenting students will provide questions to facilitate small group discussions regarding the material. If a guest speaker is invited to speak to the class for the presentation, students need to have a presentation to accompany the speaker and not use the speaker as the presentation. Sign up sheets will be available in class to determine partner(s) and class period. (40 points)

**Personal Goals, Self-Care Papers:** Individual papers of personal reflection or personal planning of 2-4 pages on the following topics:

a. Personal professional goals, including but not limited to such subjects as barriers, wonderings, personal needs, accomplishments and talents for reaching these goals. **DUE August 30** (10 points)

b. Self-care plan including but not limited to such subjects as physical, recreational, social support, spiritual/religious, other. This is to be based on suggestions from chapter 8 in the Patrick text. These are personal papers; no citations are needed. **DUE November 15** (10 points)

**Topic Papers:** Individual papers of 3-4 pages using at least three (3) citations from professional journals or professional websites using APA style for citing references on the following topics:

a. HIPAA; including rationale for development, implications for counselors, positives and negatives of the requirements, personal reactions to the requirements. **DUE Sept. 20** (20 points)

b. Mental Health Parity Act; including history, rationale, implications for counselors, personal reaction to the legislation. **DUE October 4** (20 points)

**Outreach and Advocacy Project:** Each student will develop an advocacy project to carry out with a paper of 3-4 pages on what was done, impact on the community and impact on the profession. **DUE November 29** (25 points)

## COURSE REQUIREMENTS

#	Assignment	Related Scoring Rubric	Points Possible
1	Attendance and Participation	1	25
2	Community Counseling Site Visit	2	50
3	Class Presentation	3	40
4	Personal Goals/Self-Care Papers	4	20 (total)
5	Topic Papers	5	40 (total)
7	Outreach and Advocacy Project	7	25
<i>Total</i>			<b>200</b>

See below for all scoring rubrics.

### **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.

### **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.)

### **Electronic Device Notice:**

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make noise. Cell phone use including texting is allowed during breaks and for emergency purposes only. Computers are allowed in class only with permission and only for accommodations for a handicapping condition.

### **Academic Dishonesty Policy:**

Academic dishonesty 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)). The faculty member, in whose course or under whose tutelage 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.

### **Campus Resources:**

- WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, [rochsss@winona.edu](mailto:rochsss@winona.edu) ([www.winona.edu/rochester/](http://www.winona.edu/rochester/))
- WSU Inclusion and Diversity Office, Kryzsko Commons Room 122, Winona Campus, 507-457-5595 ([www.winona.edu/culturaldiversity/](http://www.winona.edu/culturaldiversity/))
- WSU Disability Resource Center, Maxwell 314, Winona Campus, 507-457-2391 ([www.winona.edu/disabilityservices/](http://www.winona.edu/disabilityservices/))
- RCTC Counseling Center, UCR Room SS 133, 285-7260 ([www.rctc.edu/counseling\\_career\\_center/](http://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/](http://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 Disability Resource Center (DRC) 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 457-2391. 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 the DRC as soon as possible.
- College 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 college, and many others. WSU counselors in Winona are located in Wabasha Hall 220 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 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).

## Scoring Rubrics

### 1. Attendance and Participation

<i>Points Possible</i>	<i>Description</i>
0-5 points	-Does not ask questions or make comments that indicate familiarity with topics for class -Does not participate actively in small groups -Misses class often -Is often late or leaves early w/out due reason
6-12 points	-Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class -Does not actively participate in small groups -Misses no more than 1 class w/o prior arrangement -Is occasionally late or leaves early w/out due reason
13-18 points	-Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class -Participates in small groups -Misses 1 class with prior arrangement -Is never late or leaves early w/out due reason
19-25 points	-Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class -Participates actively in small groups in class, <input type="checkbox"/> -Attends class regularly (no missed classes or one with prior arrangement)

### 2. Community Counseling Site Visit

<b>Criteria</b>	<b>Possible Points</b>	<b>Needs Improvement</b>	<b>Met Most of the Objectives</b>	<b>Very Well Done</b>
Appropriate documentation	10	5-6	7-8	9-10
Evidence of teamwork	10	5-6	7-8	9-10
Synthesis and Summary	15	5-6	7-8	9-10
Presentation content	10	5-6	7-8	9-10
Presentation style	5	5-6	7-8	9-10

### 3. Class Presentation

<b>Criteria</b>	<b>Possible Points</b>	<b>Needs Improvement</b>	<b>Met Most of the Objectives</b>	<b>Very Well Done</b>
Presentation content	10	5-6	7-8	9-10
Integrated sources	10	5-6	7-8	9-10
Presentation style	10	5-6	7-8	9-10
Thought provoking questions	10	5-6	7-8	9-10

#### 4. Personal Goals/Self-Care Papers

<b>Category/Criteria</b>	<b>Points Possible (per paper)</b>
Depth of reflection	4
Grammar & Spelling	2
Realistic goals and plan	4
<i>Total points</i>	<b>10</b>

#### 5. Topic Papers

<b>Category/Criteria</b>	<b>Points Possible (per paper)</b>
Amount/depth of research	8
Number/accuracy of citations	4
Relevance of information to topic	8
<i>Total points</i>	<b>20</b>

#### 7. Outreach and Advocacy Project

<b>Category/Criteria</b>	<b>Points Possible</b>
Grammar and Spelling	5
Creativity	10
Feasibility of Project	10
<i>Total points</i>	<b>25</b>

#### Grade Scale

A=186-200 (93-100%)

B=172-185 (86-92%)

C=158-171 (79-85%)

D=144-157 (72-78%)

F=below 143 (<71%)



## TENTATIVE COURSE OUTLINE

<u>Session:</u>		<u>Readings:</u>
1 (8/23)	Introduction, overview	
2 (8/30)	Social Forces and Counseling Economic and Political Issues <i>*Goals paper due</i>	Chap. 1 Patrick Chap. 2 Patrick
(9/6)	No class Labor Day	
3 (9/13)	Sexual Abuse	Chap. 1 Bauman
4 (9/20)	Diversity and Multiculturalism Research and Counseling Practice <i>*HIPAA paper due</i>	Chap. 3 Patrick Chap. 4 Patrick
5 (9/27)	Self-mutilation	Chap. 2 Bauman
6 (10/4)	The Bio-Psycho-Social Model Ethical Challenges to Counseling Practice <i>*Mental Health Parity Act paper due</i>	Chap. 5 Patrick Chap. 6 Patrick
7 (10/11)	Eating Disorders	Chap. 3 Bauman
8 (10/18)	Counselors as Advocates Stress-Induced Challenges Internet Counseling <i>*Site visit papers due</i>	Chap. 7 Patrick Chap. 8 Patrick Chap. 9 Patrick
9 (10/25)	Sexual Minorities <i>Presentations on site visits: Winona</i>	Chap. 4 Bauman
10 (11/1)	Substance Abuse <i>Presentations on site visits: Rochester</i>	Chap. 5 Bauman
11 (11/8)	Innovative Counseling Methods Counseling and Spirituality <i>Presentations on site visits: La Crosse, Austin</i>	Chap. 10 Patrick Chap. 11 Patrick
12 (11/15)	Suicide <i>*Self-care plan due</i>	Chap. 6 Bauman
13 (11/22)	Trauma and Violence	Chap. 7 Bauman
14 (11/29)	Grief and Bereavement <i>*Advocacy paper due</i>	Chap. 8 Bauman