PSY576 Counseling in Community Settings

Reformed Theological Seminary—Orlando
Thursday, 1:00 – 4:00 p.m., 3 hours
Spring Semester, 2015
Instructor: Vanessa Rojas, Ph.D.
Office Hours: By appointment
Telephone: (407) 792-6183
E-mail: Communicate with professor through Canvas

PURPOSE

The purpose of this course is to examine the specialty of community counseling. The course itself will be shaped by three major components: 1) the study of current trends and topics in community counseling, 2) the practice of specific techniques and interventions, and 3) the application of the techniques in community settings. The general principles of community counseling, including, but not limited to, prevention, intervention, education, outreach, advocacy, consultation, crisis intervention, and service delivery will be discussed. The emphasis of the course will be on understanding the challenges of counseling in various community settings and the application of specific interventions in these settings. 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.

OBJECTIVES

At the completion of this course, students should demonstrate the following competencies:
1. More fully comprehend the counseling profession and the demands of practicing therapy in our current cultural milieu.
2. Develop an understanding of his or her role as a social change agent and client advocate.
3. Grow in their ability to serve vulnerable populations through preventive education and specific models of community counseling.
4. Be familiar with different community agencies and contexts of community counseling.
5. Understand their personal and professional self as a counselor in a community setting.

FORMAT

Information will be conveyed to the students via lecture, group discussion, interviews, and presentations.

CANVAS

This course will have a Canvas homepage, which will be used to upload all assignments and the means to communicate with the professor. Students will receive further information on creating a Canvas account for this course and instructions on uploading assignments.
TEXTBOOK


REQUIREMENTS

1. Community Preventative Education Project
Each student will spend a minimum of one-hour educating some sector of the Orlando-metro community regarding a selected mental health related topic (one-hour per person if multiple people work together). Identify a target audience and a mental health related topic that would be beneficial for this audience. Make sure you coordinate this project with a key person within the target audience and confirm the relevancy of the topic for the audience. Research your topic and present it to the target group. What to turn in: A description of the topic, the format, location, duration, and date(s) of the presentation, and the number of people in attendance. The project must be pre-approved by the professor. The write-up for this project should be submitted via Canvas by 5:00p.m. on May 7, 2014.

2. Community Referral Research and Presentation
The purpose of this assignment is to broaden your awareness of community resources and referral sources. Each student will identify a counseling/mental health referral source in the Orlando metro area, visit the facility in person, interview the director of the facility, collect detailed information about the services provided, obtain any printed literature, and then present this information to the class. Scan a copy of the literature and email it to your fellow students and upload it to Canvas (if no literature is available, create a handout). The facility must be approved by Dr. Rojas (interviewing private practice counselors is not permissible for this assignment). Your presentation should cover the following information:
   a. Purpose/mission of the organization
   b. Location
   c. Population served
   d. Services provided, including the form of these services (e.g., inpatient, outpatient, phone consultation, etc.)
   e. Duration of treatment/services
   f. Funding sources
   g. Fees/insurance
   h. Contact information
Students will be responsible for adding and dating a printed copy of the agency information to the community referral notebook in the Oviedo Counseling Clinic. Presentation dates will be assigned.

3. Community Mental Health Service Organization Group Project and Presentation
The purpose of this assignment is for students to develop a community mental health service program or organization that could potentially serve as a counseling/mental health referral source. An outline for this project is provided below. Three unique marketing strategies should
be developed and presented in whatever creative manner will help to convey the marketing approach. For example, using the internet to show a website that was developed for the organization, showing a promotional video for the organization, or write an e-newsletter for the organization. Students will be randomly divided into 5 groups and with the professor’s assistance select a specific program or organization for this project. The final hour of the first eight weeks of class time will be used for planning and working on this project as a team. The workload should be as equally distributed among the group members as possible.

Each group will take a class period to present their projects to the class. A Powerpoint presentation and electronic handouts should be used to present an overview of their project. Presentation dates will be assigned.

Project Outline
I. Business or Program Name
II. Mission Statement
   A. In about 30 words or fewer, explain your reason for being and your guiding principles.
III. Program/Service
   A. Read journal articles that 1) discuss the problem your program or services will address, 2) include information about the population you will work with, and 3) describe the change process/strategies you will utilize. Conducting a literature review will enable you to either choose an evidence based program or service or to create a program or service that is informed by research in some way, thereby increasing the likelihood of its effectiveness. Each student will be responsible for writing a paragraph summary of one article that was useful in this process and for citing it in APA format.
   B. Describe your program or services in depth. Define your niche, your unique corner of the market.
IV. Personnel
   A. Primary owners/operators
   B. Number of employees
   C. Type of labor (skilled, unskilled, and professional)
   D. Where and how will you find the right employees?
   E. Quality of existing staff
   F. Pay structure
   G. Training methods and requirements
   H. Who does which tasks?
   I. For certain functions, will you use contract workers in addition to employees?
V. Consumers
   A. Identify your targeted customers, their characteristics, and their geographic locations
      1. Age
      2. Gender
      3. Location
      4. Income level
      5. Social class and occupation
      6. Education
      7. Other (specific to your industry)
VI. Location
   A. What qualities do you need in a location?
B. Describe the type of location you’ll have.
   1. Physical requirements
   2. Amount of space
   3. Type of building
   4. Zoning
   5. Power and other utilities

VII. Pricing
   A. What are the pricing, fee, or leasing structures of your programs or services?

VIII. Legal Environment
   A. Choose a legal form of ownership: Sole proprietor, Partnership, Corporation, Limited liability corporation (LLC)? Why have you selected this form?
   B. Identify the legal requirements and steps for establishing and running this organization.
   C. Describe the following:
      1. Licensing requirements
      2. Permits
      3. Health, workplace, or environmental regulations
      4. Special regulations covering your industry or profession
      5. Zoning or building code requirements
      6. Insurance coverage
      7. Trademarks, copyrights, or patents (pending, existing, or purchased)

IX. Professional and Advisory Support
   A. List the following:
      1. Board of directors
      2. Management advisory board
      3. Attorney
      4. Accountant
      5. Insurance agent
      6. Banker
      7. Consultant or consultants
      8. Mentors and key advisors

X. Competition
   A. What service providers, programs, or businesses will compete with you?
   B. List your major competitors. (Names and addresses)
   C. Will they compete with you across the board, or just for certain services, certain customers, or in certain locations?
   D. Will you have important indirect competitors? (For example, video rental stores compete with theaters, although they are different types of businesses.)
   E. How will your programs or services compare with the competition?

XI. Marketing Plan
   A. Outline a marketing strategy that is consistent with your niche.
   B. How will you get the word out to customers?
   C. Advertising: What media, why, and how often? Why this mix and not some other?
   D. To whom will you market your program or services?
   E. What is the current demand in target market?
   F. What barriers to entry do you face in entering this market with your new company?
      Some typical barriers are: high capital costs, high production costs, high marketing costs, consumer acceptance and brand recognition, training and skills, unique
technology and patents, and shipping costs.

1. How will you overcome the barriers?

G. What factors will give you competitive advantages or disadvantages? Examples include level of quality or unique or proprietary features.

H. Develop and present three unique strategies for marketing this organization. For example, create: a website that was developed for the organization, a promotional video for the organization, a brochure including a logo, a magazine advertisement, or write an e-newsletter for the organization.

XII. Evaluation

A. Describe how you plan to evaluate the effectiveness of your program or service.

GRADING

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment Description</th>
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<tbody>
<tr>
<td>30</td>
<td>Community Preventative Education Project</td>
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<tr>
<td>20</td>
<td>Community Referral Research and Presentation</td>
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<tr>
<td>150</td>
<td>Community Mental Health Service Organization Group Project and Presentation</td>
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<tr>
<td>200</td>
<td>Total Possible Points</td>
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Course grades will be determined by adding earned points from the assignments above. Grades will be based on the following scale:

- A = 194-200 points
- A- = 188-193 points
- B+ = 182-187 points
- B = 176-181 points
- B- = 172-175 points
- C+ = 166-171 points
- C = 160-165 points
- C- = 156-159 points
- D+ = 150-155 points
- D = 144-149 points
- D- = 140-143 points
- F = 139 points and below

ACADEMIC STANDARDS

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

All assignments will be due on the date specified in the syllabus. For each day an assignment is late, 5 points will be deducted from the total score.
**Course Objectives Related to MAC Student Learning Outcomes**

Course: PSY576 Counseling in Community Settings  
Professor: Vanessa Rojas, Ph.D.  
Campus: Orlando  
Date: Spring 2015

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<thead>
<tr>
<th>MAC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><strong>FOUNDATIONS</strong></td>
<td>Moderate</td>
<td>Students understand their personal and professional self as a counselor in a community setting.</td>
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<tr>
<td>Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling/soul care, a variety of counseling models and theories, ethics and professional standards of practice, and a psychological, biblical and theological framework for counseling/soul care.</td>
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<tr>
<td><strong>COUNSELING, PREVENTION, AND INTERVENTION</strong></td>
<td>Strong</td>
<td>Students learn to serve vulnerable populations through preventive education and crisis intervention strategies. They will also become familiar with different community agencies and contexts of community counseling.</td>
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<td>Able to describe and apply the principles of mental and spiritual health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a cultural/global society.</td>
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<tr>
<td><strong>DIVERSITY AND ADVOCACY</strong></td>
<td>Strong</td>
<td>Students develop an understanding of how a sinful environment can negatively impact vulnerable populations and develop an understanding of his or her role as a social change agent and client advocate.</td>
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<tr>
<td>Understands and demonstrates how living in a cultural/global society affects clients who are seeking clinical mental health counseling services, as well as the effects of sin such as racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.</td>
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<tr>
<td><strong>ASSESSMENT</strong></td>
<td>Strong</td>
<td>Students learn crisis assessment.</td>
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<td>Understands and applies various models and approaches to clinical evaluation and their appropriate uses, including 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.</td>
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<tr>
<td><strong>RESEARCH AND EVALUATION</strong></td>
<td>Minimal</td>
<td>Students understand the role that research plays in developing an evidence based program or service.</td>
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<td>Understands and demonstrates the ability to critically evaluate research relevant to the practice of clinical mental</td>
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health counseling through a biblical worldview.

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<th><strong>DIAGNOSIS</strong></th>
<th>None</th>
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<td>Knows and applies the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM), and evaluates them through a biblical and theological framework.</td>
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<th><strong>INTEGRATION</strong></th>
<th>Moderate</th>
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<td>Integration of biblical &amp; theological concepts with counseling practices.</td>
<td>Students understand the demands of practicing therapy in our current culture. Students learn to integrate biblical and theological concepts with community and crisis intervention counseling theories.</td>
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<th><strong>SANCTIFICATION</strong></th>
<th>Moderate</th>
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<td>Demonstrates a love for Triune God</td>
<td>Students develop compassion toward vulnerable populations as a reflection of God’s deep compassion for all of us.</td>
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