PSY576 Counseling in Community Settings

Reformed Theological Seminary–Orlando
Wednesdays, 1:00 – 4:00 p.m., 3 hours
Spring Semester, 2016
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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 management, 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. Be skilled in crisis intervention and management.
6. 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.

REQUIRED TEXTBOOKS

REQUIREMENTS

1. Complete the required reading. The reading report should be completed on your Canvas account by 5:00 p.m. on May 13th.

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 instructor. The write-up for this project should be completed in your Canvas account for this course by 5:00 p.m. on May 4, 2016.

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. Presentation dates will be assigned. Scan a copy of the program’s promotional literature and upload it to your Canvas account so that it is available to your fellow students. If no literature is available, create a handout. The facility/program must be pre-approved by the instructor. 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, whether insurance is taken, scholarships, etc.
   h. Contact information

Community referral categories and examples:

1. Abuse recovery (e.g., The Healing Tree, Florida Home Recovery, the Beta Center, Victim Service Center of Orange County, etc.)
2. Addiction recovery (e.g., The Grove Counseling Center, The Center for Drug Free Living, Fresh Start Ministries, etc.)
3. Sexual addiction e.g., (Living in Freedom Every Day, 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, University Behavioral Center, Tri-County Psychiatric Associates—ADHD Clinic, 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, etc.)
7. Grief support (e.g., New Hope for Kids, The Compassionate Friends, Grief Share, etc.)
8. Crisis pregnancy (e.g., Crisis Pregnancy Center, Sanford and Oviedo, etc.)
9. General family support (e.g., Central Florida Dream Center, Florida United Way 211, The Howard Phillips Center for Children and Families, 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., 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. Lost cost or free medications (contact specific drug companies for their programs)
15. Disabilities (e.g., ELEOS Care Network, Freedom Ride, Heavenly Hoofs, UCF Center for Autism and Related Disabilities, Center for Independent Living in Central Florida, etc.)
16. Hospice care (e.g., Hospice of the Comforter, etc.)
17. HIV/AIDS (e.g., The Place of Comfort, Florida AIDS Insurance Continuation Program, etc.)
18. Family caregivers (e.g., Share the Care, etc.)
19. Troubled teens (e.g., Covenant House of Florida, House of Hope, etc.)
20. Food and Nutrition (e.g., WIC—Women, Infants, and Children, etc.)

3. Option 1: 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, develop a website, show a promotional video, or write an e-newsletter for the organization. Students can work in groups with a maximum of three members. The workload should be as equally distributed among the group members as possible.

Each group will present their organization to the class. Creativity is encouraged. A PowerPoint (or equivalent) presentation and electronic (PDF) handouts should be used with the presentation and uploaded to the group leader’s Canvas account. 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.

Option 2: Community Mental Health Service Specialty and Presentation

Students will research and present a particular specialty in the mental health field that that could potentially serve as a form of direct client resource to the community. This is an individual project. Students must interview at least three practitioners in the field with this particular specialty. You should reference these interviews in your presentation. The project should address the following questions and include other relevant and helpful information:

1. What is the history of this specialty?
2. What theories are associated with the specialty?
3. How does this specialty relate to other disciplines in the field (i.e., Is it a sub-discipline of...
another area? Did it emerge out of another field and become its own specialization? Does it have its own sub-disciplines?

4. What books, articles or online resources are available for practitioners in this area?
5. Are there any professional associations connected to this area? Which seem most helpful?
6. Are there graduate programs or training organizations related to this area? Which seem most prominent?
7. What certifications are associated with the specialty? You should research details about multiple programs (quality, cost, location of training) and decide which certification program(s) you would recommend.
8. In what types of positions/careers do people with this specialty tend to practice?
9. What populations benefit most from this specialty (i.e., clients with specific diagnoses, histories or demographics)?

10. What are the primary clinical methods/interventions used in this specialty?
11. How extensive is the research in this field? Is it empirically-based research (i.e., based on peer-reviewed studies published in reputable journals) or more qualitatively derived?
12. Are there potential pitfalls or “extreme” theories or practices in this area that you would want to avoid or explore with caution?
13. How would a client find someone with this specialty? How would you promote awareness if you practiced in this area?
14. What books, articles, online resources, groups, programs or other resources are available for clients facing a struggle related to this specialization?
15. If you pursued this specialization after graduation, what might that path look like?
16. How did you become interested in this area?
17. Have you ever received treatment by someone with this specialization or participated in an associated groups or program? What was your experience like?
18. Have you incorporated any elements of this specialty into your student counseling? What was that like?

Students will present their specialty to the class. Creativity is encouraged. A PowerPoint (or equivalent) presentation and electronic (PDF) handouts should be used with the presentation and uploaded to the person’s Canvas account. Presentation dates will be assigned.

GRADING

20% Required Reading
20% Community Preventative Education Project
20% Community Referral Research and Presentation
40% Community Mental Health Service Organization Group Project and Presentation

Course grades will be determined by adding earned scores from the assignments above. Grades will be based on the following scale:

A  = 97-100%  B- = 86-87%  D+ = 75-77%
A-  = 94-96%  C+ = 83-85%  D  = 72-74%
B+  = 93-91%  C  = 80-82%  D-  = 70-71%
B  = 88-92%  C-  = 78-79%  F  = below 70%
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 the instructor 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, ten percentage points will be deducted from the total score.