

PSY576 COUNSELING IN COMMUNITY SETTINGS

Reformed Theological Seminary

Summer, 2018
3 Credit Hours

Instructor

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Class meeting time
Mon & Tue 1:00-4:15pm
6/18-19, 6/25-26 7/16-17, 7/23-24, 7/30
Office Hours
Wednesday-Friday 1-4:00pm

Course Description

The purpose of this course is to examine the specialty of community counseling, including crisis situations and the impact of trauma. The course will be shaped by three major components: 1) the study of community counseling theory and practice, 2) a theoretical and practical study of crisis situations, and 3) the study of the impact of trauma including case conceptualization and treatment models. 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.

Community: The general principles of community counseling, including, but not limited to, prevention, intervention, education, outreach, advocacy, consultation, and service delivery will be discussed. The emphasis of this portion of the course will be on understanding the challenges of counseling in various community settings and the application of specific interventions in these settings.

Trauma: The trauma portion of this course is designed to provide a neurological, physiological, developmental, cognitive and spiritual understanding of the impact of trauma and vicarious trauma. Through lectures, class discussions, case studies, assigned reading and written assignments, students will become familiar with case conceptualization, treatment models, common mistakes/concerns, complications, realistic expectations, and comorbid conditions.

Crisis: The crisis portion of this course presents a theoretical and practical study of crisis situations in individual, family, and community life. Basic theoretical models will be introduced and compared. Particular attention will be paid to crisis assessment and intervention, especially as it relates to some of the more common crises seen in mental health counseling settings (e.g., suicidal ideation/risk).

Note: This syllabus is for academic year 2018-19 only. It is to provide a bridge between the old MFTC Jackson curriculum and the new MAC program curriculum. All students taking this class will have had training in crisis counseling (PSY596 Crisis Situations in the old curriculum). Studies in this course will extend their knowledge of crisis. Some students will have had trauma training (PSY590 Abuse/Trauma in the old curriculum). For those who have studied trauma, this course will extend their knowledge of trauma. None will have had exposure and training to learn Community Counseling resources. This course is tailored to fill these gaps so that upon successful completion, all students will have mastered all material covered in the new PSY576 Counseling in Community Settings course.

Course Objectives (Knowledge and Skill Outcomes)

Students will demonstrate comprehension of the following (applicable CACREP standard in parenthesis):

- CO1. **Counseling Demands** - More fully comprehend the counseling profession and the demands of practicing therapy in our current cultural milieu. Describe effective procedures for maintaining counselors' well-being and effective performance. (2.F.5.m)
- CO2. **Roles in Community Counseling** - Describe the roles of mental health counselors and their relationship to interdisciplinary teams. Develop an understanding of the counselor's role as a social change agent and client advocate. (2.F.5.k,m; 5.C.2.a; 5.C.3.d)
- CO3. **Theories of Community Counseling** - Describe the principles, theories, and practices of community interventions, including inpatient, outpatient, partial treatment, and aftercare. (2.F.3.i; 2.F.5.k,m; 5.C.2.a,c)
- CO4. **Community Counseling Populations**- Grow in their ability to serve vulnerable populations, including clients from different cultural or ethnic groups, through preventive education and specific models of community counseling (2.F.3.i; 2.F.5.k,m,j; 5.C.3.e)
- CO5. **Agencies and Contexts** - Be familiar with different community agencies and contexts of community counseling (2.F.5.k,m)
- CO6. **Types of Trauma** - Nature and types of trauma (2.F.3.g; 2.F.5.m; 5.C.2.f)
- CO7. **Conceptualization Frameworks for Trauma** - Theoretical frameworks for conceptualizing trauma including neurological, physiological, developmental, cognitive and spiritual (2.F.3.g; 2.F.5.m; 5.C.2.f)
- CO8. **Treatment of Trauma** - Survey of post trauma intervention and treatment models (2.F.3.h; 2.F.5.m)
- CO9. **Vicarious Trauma** - Caring for the practitioner (2.F.5.m)
- CO10. **Crisis Assessment** - Know how to assess the severity of various crisis situations and intervene according to need. (2.F.3.g; 2.F.5.m)
- CO11. **Theories of Crisis Intervention** – Theories and models of crisis intervention to be applied in a broad spectrum of clinical settings. (2.F.3.g; 2.F.5.m)
- CO12. **Specialized Crisis Issues** - Major issues of specialized crisis situations both developmental and situational (2.F.3.g; 2.F.5.l,m)
- CO13. **Theological Framework** - for intervening in and understanding crisis situations.
- CO14. **Crisis Impact on the Family** - Understand how crises impact the family and be able to identify some methods for intervening in families/individuals experiencing crises.

Assignments (Student Performance Evaluation Criteria)

A1. **Quizzes on Required Reading and Class Participation (10%).**

A2. **Community Referral Research Paper and Presentation (30%).** The purpose of this assignment is to broaden the students' awareness of community resources and referral agencies. Students will work in groups of two (dyads). Each group will identify a counseling/mental health referral source in the Jackson-metro area; visit the facility in person; interview the director or similar key leadership of the facility; collect detailed information about the services provided; obtain any printed literature, and then share this information using a PowerPoint presentation to the class. Presentation dates will be per the course schedule. The agency resource's promotional literature should be scanned and uploaded along with the class presentation PowerPoint slide deck to your Canvas account ahead of the presentation date so that it is available to 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. At a minimum, class presentation should cover the following information:

- a. Purpose/mission of the organization
- b. Location(s)
- c. Population served
- d. Services provided, including the form of these services (e.g., inpatient, outpatient, phone consultation, etc.)
- e. Delivery system(s) (if different from the above)
- f. Duration of treatment/services
- g. Funding sources
- h. Fees, whether insurance is taken, scholarships, etc.
- i. Resource literature, videos, etc. produced by the agency
- j. Contact information

The following are broad categories of community services offered by agencies in the Jackson Metro area. Within each category, there may be options that may be considered resource agencies appropriate for this project. All potential agencies considered for this project must be submitted for approval by the instructor in advance.

Family and Child Protective Services (e.g. United Way: Youth Crisis Center, Child Advocacy Center, etc.)
 Adoption Services (e.g. Bethany Services, Center for Pregnancy Choices, etc.)
 Faith-based Social Services (e.g. Catholic Charities; Good Samaritan Center, Operation Shoestring, etc.)
 College and Career Counseling (e.g. Get2college)
 Womens' Crisis Assistance (e.g. Rape Crisis Hotline; Emergency Shelter for Battered Families, etc.)
 Employee Assistance Programs
 Addiction Treatment Programs (e.g. Three Oaks Behavioral Health of Ridgeland, AAA, etc.)
 Aid/Advocacy for Homeless (e.g. Stewpot Ministries; Gateway Mission; Salvation Army, etc.)
 Rehabilitation Counseling (e.g. MS Dept of Rehabilitation Services)
 Financial Aid Resources (e.g. Consumer Credit Counseling Service; United Way- First Call for Help, etc.)
 Advocacy/Aid for Immigrants (e.g. Mississippi Immigrants Rights Alliance, Jackson)
 Suicide Prevention and Crisis Intervention (e.g. Contact Crisis Counseling Hotline)
 Hospice (e.g. Hospice Ministries Ridgeland)
 AIDs Counseling (MS Dept. Health: AIDS Care and Treatment Program)
 MS State Hospital (e.g. Whitfield hospital)
 Hinds County Dept. of Human Services (DHS)
 Etc.

A3. Trauma Case Study (30%). Case of a trauma client in a community mental health setting who was just assaulted. Develop a bio/psycho/social/spiritual assessment and treatment plan.

A4. For students who have taken Crisis Situations (PSY 596) (30%): In lieu of taking the crisis section of this course (PSY 576), students must write a paper of 10 or more pages on a topic of their choosing which advances on their current knowledge base of crisis counseling. The paper should include substantial bibliography. Students must first submit their topic in a one page summary to the professor for approval. This proposal will include a summary of the relevance of the topic to the subject and how it will build on their present knowledge base and include a minimum of three significant bibliographic items.

A5. For students have taken Addictions and Abuse (PSY 590) : In lieu of taking the trauma section of this course (PSY 576), students may choose to write a paper of 10 or more pages on a topic of their choosing which advances on their current knowledge base of trauma counseling. The paper should include substantial bibliography. Students must first submit their topic in a one page summary to the professor for approval. This proposal will include a summary of the relevance of the topic to the subject and how it will build on their present knowledge base and include a minimum of three significant bibliographic items. Note: this paper replaces the Trauma Case Study (30%).

Methods of Instruction

This course will be taught in the following format: traditional classroom environment.

Required Materials (Texts, Readings, and Videos)

- M1. Newsome, D W; Gladding, S T. (2018) Clinical Mental Health Counseling in Community and Agency Settings. Chapters 13-15. (On reserve in Library)
- M2. van der Kolk, B. (2014). The Body Keeps the Score. Penguin Books. ISBN-13: 978-0143127741
- M3. Langberg , D. (2003). Counseling Survivors of Sexual Abuse. Xulon Press. ISBN-10: 1591605199

Supplemental Materials:

- M4. Corbett, S., & Fikkert, B. (2014). When helping hurts: How to alleviate poverty without hurting the poor . . . and yourself. Chicago: Moody. ISBN-13: 978-0802409980
- M5. Wiger, D. E. & Harowski, K J. (2003). The essentials of crisis counseling and intervention. Hoboken, New Jersey: Wiley. ISBN: 978-0471417552
- M6. Read Chapter 1 (“Approaching Crisis Intervention”) from James, R. K., & Gilliland, B. E. (2013). Crisis intervention strategies (7th ed.). Belmont, CA: Brooks/Cole.
- M7. Call, J. A., Pfefferbaum, B., Jenuwine, J. A., & Flynn, B. W. (2012). Practical legal and ethical considerations for the provision of acute disaster mental health services. *Psychiatry*, 75, 305-322. doi: 10.1521/psyc.2012.75.4.305
- M8. Ramos, C., & Leal, I. (2013). Posttraumatic growth in the aftermath of trauma: A literature review about related factors and application contexts. *Psychology, Community, and Health*, 2, 43-54. doi: 10.5964/pch.v2i1.39
- M9. “Trauma Needs a Witness” by Alison Carper <http://opinionator.blogs.nytimes.com/2015/09/15/trauma-needs-a-witness/>
- M10. “Toward a Biblical Theology of Suffering” by Ken Williams
- M11. Sandoval, J., Scott, A. N., & Padilla, I. (2009). Crisis counseling: An overview. *Psychology in the Schools*, 46, 246-256. doi: 10.1002/pits.20370
- M12. Walsh, F. (1996). The concept of family resilience: Crisis and challenge. *Family Process*, 35, 261-281. doi: 10.1111/j.1545-5300.1996.00261.
- M13. Bonanno, G. B. (2005). Resilience in the face of potential trauma. *Current Directions in Psychological Science*, 14, 135-138. doi: 10.1111/j.0963-7214.2005.00347.

M14. Cohen, K., & Collens, P. (2013). The impact of trauma work on trauma workers: A metasynthesis on vicarious trauma and vicarious posttraumatic growth. *Psychological Trauma: Theory, Research, Practice, and Policy*, 5, 570-580. doi: <http://dx.doi.org/10.1037/a0030388>

Course Process and Schedule

The lecture portions of this course will be taught once weekly. It is important that you be prepared when class begins. Assigned readings must be completed prior to the start of class.

Lecture ID	Date	Topic	Reading Due	Assignments Due	CACREP 2016 Standards
L1	6/18	Course Overview Counseling Demands / Self Care	TBD	TBD	2.F.5.m
L2	6/18	Roles in Community Counseling			2.F.5.k,m 5.C.2.a 5.C.3.d
L3	6/18	Theories of Community Counseling			2.F.3.i 2.F.5.k,m 5.C.2.a,c
L4	6/19	Community Counseling Populations			2.F.3.i 2.F.5.k,m,j 5.C.3.e
L5	6/19	Comprehensive Planning			2.F.5.k,m
L6	6/19	Agencies and Contexts			2.F.5.k,m
L7	6/25	Development of Trauma	Langberg, Part 1 van der Kolk, pp 107-205		2.F.3.g 2.F.5.m 5.C.2.f
L8	6/25	Neurology and Physiology of Trauma	van der Kolk, pp 51-107 Grossman, pp 1-123; pp 132-138.		2.F.3.g 2.F.5.m 5.C.2.f
L9	6/25	Regulation of Physiology	van der Kolk pp 205-232 - Grossman 2-5		2.F.3.h 2.F.5.m
L10	6/26	Phases of Treatment	Langberg, Parts 2-5		2.F.3.h 2.F.5.m
L11	6/26	Treatment Approaches	van der Kolk, Part 5, pp 205-359		2.F.3.h 2.F.5.m
L12	6/26	Vicarious Trauma	Langberg, Part 6		
L13	7/16	Student Presentations			2.F.3.g 2.F.5.m
L14	7/17	Student Presentations			2.F.3.g 2.F.5.m
L15	7/30	Play Therapy for Traumatized Children	TBD	TBD	2.F.3.g 2.F.5.m

Policies and Important Information

All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. <https://owl.english.purdue.edu/owl/resource/560/01/>). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

Access to Research Database. RTS provides MAC students access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

Submission of work. Written assignments are to be emailed to the instructor for this course by 11:59 PM on the date due. Keep a digital copy of your work. Hard copy assignments must be turned in to the MAC office by 4:00 PM on the date due.

Late work. All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

Anonymity. All written assignments and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

Return of work. All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

Grading Scale:

A (97-100)	B- (86-87)	D+ (75-77)
A- (94-96)	C+ (83-85)	D (72-74)
B+ (91-93)	C (80-82)	D- (70-71)
B (88-90)	C- (78-79)	F (Below 70)

Attendance Policy:

Regular attendance is expected and required. An unexcused absence from one (1) class meeting will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

Class Participation:

Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

Accommodation of Students with Special Learning Needs:

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor prior to the start of this

course. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not disclose that they has a disability, then the student is agreeing to take full responsibility for any related consequences that may occur.

Student Learning Outcome Table

The table below shows how the objectives of this course will be met by readings, lectures and assignments used. Details about specific course objectives, assignments, and evaluation methods can be found in previous sections of this syllabus.

CACREP Standard(s)	Course Objective	Reading(s)*	Lecture(s)	Assignment(s)
2.F.3.g	CO6 Types of Trauma CO7 Conceptualization Frameworks for Trauma CO10 Crisis Assessment CO11 Theories of Crisis Intervention CO12 Specialized Crisis Issues	TBD	TBD	TBD
2.F.3.h	CO8 Treatment of Trauma			
2.F.3.i	CO3 Theories of Community Counseling CO4 Community Counseling Populations			
2.F.5.k	CO2 Roles in Community Counseling CO3 Theories of Community Counseling CO4 Community Counseling Populations CO5 Agencies and Contexts			
2.F.5.l	CO12 Specialized Crisis Issues			
2.F.5.m	CO11 Theories of Crisis Intervention CO3 Theories of Community Counseling CO8 Treatment of Trauma			
2.F.5.j	CO11 Theories of Crisis Intervention CO3 Theories of Community Counseling CO8 Treatment of Trauma			
5.C.2.a	CO2 Roles in Community Counseling CO3 Theories of Community Counseling			
5.C.2.c	CO3 Theories of Community Counseling			
5.C.2.f	CO6 Types of Trauma CO7 Conceptualization Frameworks for Trauma			

5.C.3.d	CO2 Roles in Community Counseling			
5.C.3.e	CO4 Community Counseling Populations			