

## "Reflective Professionals Building Learning Communities"

### COURSE TITLE

COUN 407 Community Counseling

### INSTRUCTOR INFORMATION

name  
office  
phone  
e-mail

### COURSE DESCRIPTION

This course presents a theoretical framework that focuses on meeting the counseling needs of an identified target population in a programmatic fashion. Prevention, crisis intervention, and community-based interventions will be presented. Specific skills in target population identification, needs assessment, goal formulation, intervention design, and program evaluation will be developed. The course contributes to both the appraisal and research components of the program. (Course work and materials are on Blackboard.com. At least one class may be done on the blackboard format.)

### PREREQUISITE

COUN 403 Frameworks for Counseling

### RECOMMENDED TEXTS

Lewis, J.A., Lewis, M.D., Daniels, J.A., & D'Andrea, M.J. (2003). *Community counseling*. Monterey, CA: Brooks/Cole.

Articles (these can be accessed from the Library on line course reserve at:  
<http://www.neiu.edu/~neiulib/catalogs.html>)

Albee, G.W., & Ryan-Finn, K.D. (1993). An overview of primary prevention. *Journal of Counseling & Development*, 72, 115-121.

Covey, S. (2004). *The 8th habit: From effectiveness to greatness*. New York: Free Press.

Edwards, J.K., & Pyskoty, C.E. (2004). Clinical training needs of Illinois counselors: A survey of internship sites. *Illinois Counseling Association Journal*.

Schorer, J. (2004). Prevention programs for children and adolescents: Essential components for effective outcomes. Unpublished master's thesis, Northeastern Illinois University.

Seligman, M.E.P., & Hollon, S.D. (1999). The prevention of depression and anxiety. *Prevention & Treatment*, 2, 8-20.

Kitzman, H., Yoos, L., Cole, R., Korfmacher, J., & Hanks, C. (1997). Prenatal and early childhood home-visitation program processes: A case illustration. *Journal of Community Psychology*, 25, 27-35.

<http://www.interscience.wiley.com/cgi-bin/abstract/46080/ABSTRACT>

### INSTRUCTIONAL MODE

Lecture/discussion, small group and/or individual investigations, individual/group projects

### COURSE OBJECTIVES

The objectives of the course support the College of Education Performance Outcomes #5  
Instruction, #9  
Assessment, #10  
Professional Development, #11  
Collaboration, and #12 Research.

They also support CACREP Community Counseling Standards and are designed to help students

1. to identify the basic principles of community counseling and incorporate those principles into students' professional roles.
2. to develop the ability to carry out valid need assessment activities.
3. to acquire the ability to develop multi-modal intervention strategies.
4. to identify basic counseling skills and to develop the ability to elaborate those skills to a programmatic counseling-based orientation.
5. to incorporate a preventive dimension within counseling.
6. to acquire a theoretical understanding of crisis counseling and to develop the skills necessary for successful crisis intervention.
7. to identify and master the critical steps of process management required to design and implement programs to meet the needs of specific groups within the community.
8. to develop the ability to translate measured needs into operational goals.
9. to develop the ability to differentiate successful programs from unsuccessful programs through the use of evaluative data.
10. to identify and legitimize the numerous roles necessary for counselor success in the community.
11. to become familiar with community resources, local procedures, and linkages that can be activated in community counseling.
12. to increase counselors' awareness of the political implications of their work.

### REQUIRED PROJECTS

1. Each student will develop an ongoing relationship with a community agency or organization of his or her choice. There is no specific time requirement, but the relationship should exist over a period of time. Each student will keep a log of these activities to be submitted at the end of the term.

2. Utilizing course concepts, each student will write an Agency Analysis Paper that factually describes the goals, resources, target population, programs, processes, and outcomes of the agency. After describing the agency, the student will analyze its functioning from a community counseling perspective. Possible 25 points.
3. Working in small groups, each student will participate in the creation of a Community Counseling Project responsive to the measured needs of a specific group that focuses on a specific problem. This program development will not be implemented, but must be carefully designed. Possible 25 points.
4. In groups, students will identify a common problem or psychopathology that counselors typically treat from a 1-to-1 perspective, and using good community counseling and public health concepts, students will design a prevention program that could be implemented. This is not to be a replication of any of the prevention programs that already exist. Possible 25 points.

### STUDENT EVALUATION AND GRADING POLICY

Agency Analysis Paper - 25 possible points  
 Community Counseling Project - 25 possible points  
 Prevention Program - 25 possible points  
 Final Examination - 15 possible points  
 Class Participation - 10 possible points

### INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this department indicates that an admitted student agrees to self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection and awareness and improvement of interpersonal skills.

### ASSESSMENT OF LEARNING (FEEDBACK LOOP)

Assessment of learning begins in the initial class session and is on-going throughout the course. Data from the specific assessment tools will be analyzed and the results used to improve instruction and facilitate increased student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

### STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the university provides reasonable accommodations for both employees and students with disability. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University Policy on Services for Students with Disabilities may be found at: <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>.

Students should feel free to meet with the instructor, in confidence, at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course and their learning experience.

### STUDENT RESPONSIBILITIES

Students are expected to attend all class sessions, be on time, participate in class activities, complete required projects, and take the final examination.

### COURSE SCHEDULE AND TOPICS

#### Week 1

Introduction and overview: Power point and discussion

Personal Mission Statement: Online at Covey.com

Assignment for next week: Do library/Web search for mental health prevention trends

#### Week 2

Principles of community counseling and a consultation model Power point

Ch. 1 and Albee & Ryan-Finn

#### Week 3

Multi modal model

Research: quantitative vs. qualitative approaches

Ch. 2 and Seligman & Hollon

#### Week 4

In-class need assessment

Suicide prevention skills

Agency Analysis Paper due

Ch. 3 and Seligman

#### Week 5

General systems theory

Generic counseling skills

Crisis intervention skills

Ch. 4-5 and Edwards & Pyskoty

#### Week 6

Fundamentals of prevention programs

Ch. 6 and Shorer; Kitzman et al.

#### Week 7

Communication theory and analyzing communication

Agency Mission Statements; In-class work on projects

Week 8

Review Department of Counselor Education Mission Statements  
Basic supervision skills  
In-class work on projects  
Powerpoint

Week 9

Community Counseling Projects due  
Presentations

Week 10

Program development: Program evaluation goal formulations and goal analysis  
Critical process management skills and strategic planning  
Ch. 8 and Covey

Week 11

Networking

Week 12

Make-an-agency assignment (in groups)

Week 13

In-class/library work on projects

Week 14

In-class/library work on projects

Week 15

Community or prevention projects due  
Discussion of final exam  
Personal Mission Statements; summary and conclusions

## BIBLIOGRAPHY

- Albee, G.W., & Ryan-Finn, K.D. (1993). An overview of primary prevention. *Journal of Counseling & Development*, 72, 115-121.
- Bernard, J.M. & Goodyear, R.K. (2003). *Fundamentals of clinical supervision* (3rd Ed.). Boston: Allyn & Bacon.
- Borders, L.D. & Brown, L.L. (2005). *The new handbook of counseling supervision*. Alexandria, VA: American Counseling Association.
- Capuzzi, D. (Ed.). (2004). *Suicide across the life span*. Alexandria, VA: American Counseling Association.
- Covey, S. (2004). *The 8th habit: From effectiveness to greatness*. New York: Free Press.
- Deitch, I. & Howell, C.W.(Eds.). (1996). *Counseling the aging and their families*. Alexandria, VA: American Counseling Association.
- Echterling, L., Presbury, J., & McKee, J.E. (2004). *Crisis intervention: Promoting resilience and resolution*. Alexandria, VA: American Counseling Association.
- Edwards, J.K., & Pyskoty, C.E. (2004). Clinical training needs of Illinois counselors: A survey of internship sites. *Illinois Counseling Association Journal*.
- Herlihy, B. & Corey, G. (2006). *ACA ethical standards casebook* (6th Ed.). Alexandria, VA: American Counseling Association.
- Kelly, V. & Juhnke, G. (Eds.). (2005). *Critical incidents in addictions counseling*. Alexandria, VA: American Counseling Association.
- Kitzman, H., Yoos, L., Cole, R., Korfmacher, J., & Hanks, C. (1997). Prenatal and early childhood home-visitation program processes: A case illustration. *Journal of Community Psychology*, 25, 27-35.
- Robinson, J.E., Rotter, J.C. et al. (2004). *Fears, stress, and trauma: Helping children cope*. Alexandria, VA: American Counseling Association.
- Schorer, J. (2004). Prevention programs for children and adolescents: Essential components for effective outcomes. Unpublished master's thesis, Northeastern Illinois University.
- Seligman, M.E.P., & Hollon, S.D. (1999). The prevention of depression and anxiety. *Prevention & Treatment*, 2, 8-20.

Stevens, P. & Smith, R.L. (2004). *Substance abuse counseling: Theory and practice* (3<sup>rd</sup> ed.). Alexandria, VA: American Counseling Association.

Vernon, A. & Clemente, R. (Eds.). (2004). *Assessment and intervention with children and adolescents*. Alexandria, VA: American Counseling Association.

Walz, G. & Kirkman, C. (Eds.). (2002). *Helping people cope with tragedy*. Greensboro, NC: CAPS Press.

## Appendix: Table of Standards

The course objectives for COUN 407 Community Counseling are designed to support the College of Education/NCATE Performance Outcomes and CACREP Community Counseling Standards.

SCC = Standards for Community Counseling

SMCFC/T= Standards for Marital, Couple, and Family Counseling/Therapy Programs

1. to identify the basic principles of community counseling and incorporate those principles into students' professional roles.  
COE #10  
CACREP SCC A.1, A.2
2. to develop the ability to carry out valid need assessment activities.  
COE #9  
CACREP SCC B.3
3. to acquire the ability to develop multi-modal intervention strategies.  
COE #9  
CACREP SCC C.2
4. to identify basic counseling and diagnostic skills and to develop the ability to elaborate those skills to a programmatic counseling-based orientation.  
COE #5  
CACREP SCC C.4; C 5  
CACREP SMCFC/T C 1
5. to incorporate a preventive dimension within counseling.  
COE #5  
CACREP SCC C. 2  
CACREP SMCFC/T C 2
6. to acquire a theoretical understanding of crisis counseling and to develop the skills necessary for successful crisis intervention.  
COE #5  
CACREP SCC C.7
7. to identify and master the critical steps of process management required to design and implement programs to meet the needs of specific groups within the community.  
COE #9  
CACREP SCC C.2
8. to develop the ability to translate measured needs into operational goals.  
COE #9  
CACREP SCC B.4

9. to develop the ability to differentiate successful programs from unsuccessful programs through the use of evaluative data.  
COE #9  
CACREP SCC B.3, B.4
10. to identify and legitimize the numerous roles necessary for counselor success in the community.  
COE #10  
CACREP SCC A.2, B.1
11. to become familiar with community resources, local procedures, and linkages that can be activated in community counseling.  
COE #11  
CACREP SCC B.1, B.2
12. to increase counselors' awareness of the political implications of their work.  
COE #14  
CACREP SCC C.1, C.3, C 5  
CACREP SMCFC/T C. 4