Course: CO624 O1 (SP 2009)
Title: Community Counseling
Hours: 3.00
Published: Yes, on 01/16/2009
Prerequisites: CO601

Department: Counseling
Faculty: Dr. Georgina Panting

Email: georgina.panting@asburyseminary.edu
Office: FC
SPO:

Meetings:
During 02/09/2009 to 05/22/2009 on Tuesday from 2:30p to 5:15p in EXLEXL.

Maximum Registration: 20
Catalog Description:

Objectives:

Course Description:
This course is designed to provide an understanding of the role that mental health professionals can play in the transformation of a community. Distinctions from traditional clinical counseling practices are highlighted as a means of enhancing the vision and skill repertoire of future professional counselors. Emphasis will be placed on issues related to advocacy, service to the underserved, preventive education and ethical issues in community counseling. The purpose, theories and practices of community counseling are examined from a Christian world-view. Students will reflect on their call as Christian servants, in the context of promoting the life of those who are poor, marginalized, discriminated against, and/or oppressed. Examples of faith-based community programs will be studied as models for community health agencies.

Course Goals:
As a result of completing this course, students should be able to:
1. Understand the history, philosophy, profession and practice of community counseling.
2. Expand their understanding of the counseling profession in the context of serving vulnerable populations.
3. Develop an understanding of their role as agents of social change.
4. Become familiar with current models of preventive education and community counseling.
5. Explore advocacy processes for addressing institutional and social variables that interfere with individuals’ access to services and equitable treatment.
6. Familiarize themselves with the management and organization of community mental health agencies and programs.
7. Understand various ways of collaborating with churches in reaching out those in need.
8. Reflect on the ethical challenges of community counseling.

Format of Instruction:
The format of this course combines lectures, discussion, presentations and written assignments. In order to promote a respectful learning environment, the use of laptop computers is limited to matters related to the course, such as taking notes, or reading materials for the class. Activities like checking e-mail, chatting or browsing the net during class time are not allowed. Please remember to turn cell phones off during class time.
**Required Texts:**


*All students are responsible for ordering their textbooks online or from another source. Some possible online sources are: www.cokesbury.com, www.amazon.com, www.christianbook.com, or www.bookfinder.com. If you need assistance or have any questions please contact Kandace Brooks at 407-482-7584.*

**Required Articles:** All these articles will be available in ATS data base.


**Recommended Texts:**


**Course Requirements:**

1. **Participation**

You are expected to attend all classes and actively participate in all class related activities and discussions. Discussion is the primary instructional method used for this course. If you miss 3 or more class sessions, you will not receive a passing grade.
Poor participation will hurt your grade.

2. Portfolio of Community Resources: [20%] Due MARCH 17

You will identify a community agency or program that provides services in the Central Florida region or in your community. Special attention should be paid to agencies that offer counseling services. You will visit the facility in person, interview the director or a representative and collect detailed information about:
1. Mission and vision of the organization
2. Location and contact information
3. Services provided, including the form of these services (e.g., inpatient, outpatient, phone consultation, etc.), clientele served, counseling modalities (e.g., individual counseling, family counseling, play therapy, etc)
4. Duration of treatment and/or services
5. Funding sources
6. Fees, insurance reimbursement
7. Organizational structure
8. Standardized assessments utilize

Prepare a one-page summary of the agency or program you visited and a brief 10-15 minute presentation to share with the class. Community settings or programs may include:

- Public Community Mental Health Facility
- Substance Abuse Treatment Facility
- College Counseling Center
- Crisis Intervention Service Setting
- College Career Center
- Private Mental Health Center

3. Community Prevention/Education Project [25%] DUE April 7

You will prepare and present a one-hour educational workshops for a specific community regarding a selected mental health topic. Workshops should be well researched and organized as well as professionally presented. Each student is expected to write and turn in a 6-8 page-report with the following information: A description of the topic, the format of the presentation, logistics, demographics of the target population, objectives and handouts. Some suggested topics are:

- Parenting
- Use of support groups
- Mood disorders
- Sexual Abuse
- Teen pregnancy
- Learning disabilities
- School counseling resources
- Assisting the elderly
- Gangs
- Drug use prevention

4. Research Paper [30%] Due April 21

This research paper should be 10 to 15 pages. In this paper, students should integrate Christian insights and implications to relevant areas for the goals of the class. Papers should be discussed with the instructor before decisions are made. Papers will be graded on the following bases: Demonstrated understanding of the topic; thoroughness of the paper indicated by the inclusion of issues of concern to communities in need; clarity of thought; quality of writing; overall quality; inclusion of Christian insights where applicable; APA format with not less than ten relevant, professional sources appropriately cited. See Rubric. Some suggested topics are:

- Community Empowerment
- Community Research
- Models of community organization
- Counselors as advocates
- Issues of counseling the underserved
- Counselors as agents of change

5. Social Justice Position Paper [25%] Due May 12

Prepare a 6-8 page, APA style, paper that summarizes your current understanding of counseling as advocacy for social justice by integrating all aspects of this class [your experience, class conversations, required reading, etc.]. Generously integrate material from the required reading into the body of your paper. In this paper, students should integrate Christian insights and implications to relevant areas for the goals of the class. If you are under the Christian Formation Program [you enrolled at ATS Fall 2005 or later], this paper becomes part of your portfolio for the Mercy and Justice Core Value. See Rubric.
Materials
To what degree do handouts exhibit thoughtful structure, accurate information, and attractive professional appearance and quality? Packet is accurate and easy to reference; presents summary of presentation; resource and reference lists. Between 2-3 pages
Maximum points 5 3=B

Presentation Component
To what degree does presenter exhibit professionalism in dress, demeanor, management, and audience interaction? Presenter spoke fluently; little use of notes; voice, eye contact and speech appropriate; professional dress; in charge of session; manages transitions well. No longer than 20 minutes.
Maximum points 5 3.5=B

Portfolio of Community Resources Rubric

Organization
To what extend is this organization serving the community? How is community counseling reflected in its practice and services offered? Provide a description of the agency and the services they offer. One-page summary
Maximum points 15 13=B

Presentation Component
To what degree does presenter exhibit professionalism in dress, demeanor, management, and audience interaction? Presenter spoke fluently; little use of notes; voice, eye contact and speech appropriate; professional dress; in charge of session; manages transitions well. No longer than 15 minutes.
Maximum points 5 3.5=B

Research Paper Grading Rubric

Brief Introduction
To what degree is the topic congruent with class content? To what degree is the topic appropriate for those in counseling practice? Is it well written and does it set a context for the rest of paper? About one page. Maximum points 2 1=B

Issues of concern to communities in need. To what degree has the practice of counseling been conceptualized, discussed thoroughly and thoughtfully integrated in the paper? Given limited space does the conceptualization deal with the (a) psychological, interpersonal and community dynamics involved in the issue? Are appropriate cross cultural issues addressed? b) What are the pertinent counseling issues, and what issues would be key to the community? About 3-5 pages in length.
Maximum points 10 8.5=B

Integration of Research findings To what degree has counselor’s practice and perspective integrated current and significant research findings? Given limited space does work include at least 10 citations of current research? (not older than 10 years)
Is the literature cited from pertinent to the topic? Does it come from reliable and professional sources? About 3-5 pages in length. Maximum points 10 8.5=B

Theological Perspective
To what degree has counselor’s practice and perspective been related to the role of the counselor as an agent of change in the community? Is the church’s role understood and reflected upon? Given limited space does work reflect awareness of class reading, lecture and outside research? Is it well-written and thoughtfully related to community counseling? About 2-4 pages.
Maximum points 5 3.5=B

APA format To what degree does this research paper exhibit graduate level work? An excellent paper shows logical organization; strong interaction with material; and is free from grammar and spelling errors. It is not a “cut and paste” compilation of information.
Maximum points 3 2 =B

Social Justice Paper Grading Rubric

Brief Introduction
To what degree is the topic congruent with class content? To what degree is the topic appropriate for those in counseling practice? Is it well written and does it set a context for the rest of paper? About half a page. Maximum points 1.5 =B

Issues of social justice
To what degree does the paper show a growing capacity in grappling with social justice issues as a counselor? An excellent paper demonstrates how the counselor reflects and grapples with issues of injustice. What theological issues were raised for one? (in light of the text Writings of Liberation Psychology and class articles) Between 4-5 pages
Maximum points 12  8.5=B

Theological Perspective
To what degree does paper integrate the role of a counselor as an agent of change in the community? What scripture passages are salient to this issue and why?
About 2-3 pages. Maximum points 10  3.5=B

APA format
To what degree does paper exhibit graduate level work? An excellent paper shows logical organization; strong interaction with material; and is free from grammar and spelling errors. It is not a mere “cut and paste” compilation of information. Maximum points 2  2 =B

Instructor reserves the right to change this schedule of class topics and assignments any time during the semester.

Evaluation:

Course Policies:
Attendance is required and essential for understanding and processing the material. Any absence or missed work due to an excused absence should be discussed with the instructor.
Each student is expected to complete the reading assignments as outlined in the class schedule. Students are also responsible for any and all additional assigned readings. Informed participation is expected and considered in your final grade.

Written Papers should followed the following guidelines:
All papers should have your name and your SPO number on them.
All written material should follow APA style. Use the Publication Manual for the American Psychological Association, 5th ed. for details. The basic standards of all written material include a standard 12-point font, typed, double-spaced with a one-inch margin.
As expected in any graduate-level course, quality of writing, clarity of thought, and logical development of the papers would be significantly considered for grading.
Written materials should be submitted in printed form or via email by the due date.

A late paper is one submitted after the specified due date without prior permission. A new due date must be requested at LEAST 48 hours in advanced. Late papers receive a grade, but no feedback. Late papers are penalized with 1/3 grade reduction for each late week.

Incomplete work: Regarding incomplete work, a grade of “I” denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as “F.”
Gender inclusive language is required for all papers when referring to humanity (i.e., humanity sinned, not just man; Jesus died for humankind, not just mankind.). Refer to the 5th edition of the APA Publication Manual for guidance on gender inclusive language for humanity. Papers that fail to use gender-inclusive language will incur an automatic 1/3 grade reduction.

Feedback on assignments will be timely and substantive:

Timely: For assessments of student work during the course of the academic term, the expectation of “timely” feedback is met when students have their work marked, graded, and returned within one week of its submission; in the case of classes enrolling more than 40 students, two weeks. Moreover, when assignment “B” builds on assignment “A,” assignment “A” should be returned before assignment “B” falls due. Longer assignments are often due at the end of term, and are not subject to this definition.
Substantive: For assessments of student work during the course of the academic term, the expectation of "substantive" feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

Academic Dishonesty Policy: Students are expected to follow college policy with regards to issues of academic dishonesty (e.g., cheating, plagiarism) and proper conduct in the classroom. Any confirmed incident of cheating is grounds for failure in this course. Cheating includes passing off someone else's written work as one's own as well as looking at someone else's test answers to formulate one's own test answer(s). For more details refer to Asbury Seminary catalog.

Course grading:
Asbury Seminary defines grades using the following criteria: A= Exceptional work: outstanding or surpassing achievement of course objectives, B= Good work: strong, significant achievement of course objectives, C= Acceptable work: essential achievement of course objectives, D= Marginal work: minimal or inadequate achievement of course objectives, F= Unacceptable work: failure to achieve course objectives, A plus (+) or minus (–) indicates positions between categories (for example, B+ = very good; C– = slightly below acceptable, etc.). When all is said and done and all the grades are averaged together, here is the final scale of measurement:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>94+</td>
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<tr>
<td>A-</td>
<td>90</td>
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<tr>
<td>B+</td>
<td>87</td>
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<td>B</td>
<td>83</td>
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<td>B-</td>
<td>80</td>
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<td>C+</td>
<td>77</td>
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<td>F</td>
<td>below 60</td>
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Online Section Descriptions and Communication Guidelines
The Virtual Classroom is built upon the open-source Moodle platform. By logging into http://one.asburyseminary.edu and clicking on the Virtual Campus tab (upper right corner) you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course. The following are functions with which you should familiarize yourself:

1. The Course Information Center contains many features to be used throughout the semester:
   a) Course News and Announcements, where I will post items important for the entire class;
   b) Syllabus, where a copy of the syllabus is provided;
   c) To Professor, which is a way for you to post a message directly to me and we can discuss an issue privately;
   d) Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;
   e) Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;
   f) Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.

2. Modules, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

Virtual Support Contact Information
For technical support, library research support, library loans, and Virtual media contact Information Commons: Info_Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733 For general questions and administrative assistance regarding the Virtual program, contact Dale Hale: ExL_Office@asburyseminary.edu Phone: (859) 858-2393

Accessing Information Commons Materials
1. General Questions:
   a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: http://www.asburyseminary.edu/information/hours.htm

2. Materials Requests:
   a. To search the library catalog for available materials, click here:
      http://www.asburyseminary.edu/information/index.htm
   b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.
   c. Virtual students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.
3. Research Questions:
   a. Virtual students are encouraged to contact the Information Commons for research assistance including help
determining the best sources to use for a paper, finding book reviews, or research questions about using the online
databases or any other library materials.

4. Online Databases:
   a. To access the online library resources including the library catalog and full-text journal databases, go to
http://www.asburyseminary.edu/information/index.htm and enter your 10-digit student ID# number in the login box. Your
student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0’s
to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

Copyright Policies

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reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to
furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be
"used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a
photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This
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Class Schedule:

Tuesdays from 2:30PM to 5:15PM

February 10   Introduction and Basic Concepts.

February 17    Power, advocacy and the role of the counselor

MacCluskie, K.; Ingersoll, E.R Chapter  2
Martin-Baro Chapters 1-2
ARTICLE BY: -Kisela, M. S. & Robinson, M.

February 24    The Counselor as agent of change

MacCluskie, K.; Ingersoll, E.R Chapter 3

March 3        The Counselor as agent of change

Lewis, Lewis, Daniels and  D’Andrea  Chapters 4-6

March 10 Ethical Issues in Community Counseling

MacCluskie, K.; Ingersoll, E.R Chapter 4-5
March 17   Getting to know your community resources
Presentations    ASSIGNMENT DUE: Portfolio of Community Resources and presentations

March 23   Community counseling model
Lewis, Lewis, Daniels and D'Andrea Chapter 7-8
ARTICLE BY: Canning, S.S., Pozzi, C.F., McNeil, J. D., & McInn, M. R

March 31   READING WEEK

April 7    Community Counseling and Prevention
Presentations    ASSIGNMENT DUE: Community Prevention/Education Project and presentations

April 14   Challenges in community health-care
MacCluskie, K.; Ingersoll, E.R Chapter 6-8
ARTICLE BY: Canning, S. S., Neal, M., Fine, M. & Meese, K. J.

April 21   Community change and politics
Martin Baro Chapters 3-5
ASSIGNMENT DUE: Research Paper

April 28   Outreach to vulnerable populations
Lewis, Lewis, Daniels and D'Andrea Chapter 3
Martin-Baro Chapters 6-9
ARTICLE BY: Chung, R. C-Y.

May 5    Christian-based model of integration
ARTICLES BY: Montero, C.F. P. & Preussler, R. S. C
Wesley, J. Sermon 50: The Use of Money

May 12   Conclusions    ASSIGNMENT DUE: Social Justice Position Paper

May 18   FINALS