CO 650 Community Counseling

Georgina Panting-Sierra
CO 650 COMMUNITY COUNSELING
DRAFT
Area of Counseling and Pastoral Care
Georgina Panting, Ed.D.
Adjunct Professor of Counseling
Phone:  (407) 401-1990
E-mail:  Georgina_Panting@asburyseminary.edu

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, written assignments and experiential activities.
Required Texts:


Required Articles:


Recommended Texts & Articles:


**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 by the due date. Although late papers will be accepted, they will not receive written comments and will receive a lower grade, by one third of a grade per week.

Because of the nature of this course some self-disclosure and personal examination should be expected. This information is confidential and must be treated as such.

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.

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).

**Grading Rubrics:**

If you review the rubric carefully before you begin your assignment then you will know the standards to evaluate your work. Rubrics will be uploaded into the Course Center.

**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:
A 94+  C 73
A- 90  C- 70
B+ 87  D+ 67
B 83  D 63
B- 80  D- 60
C+ 77  F below 60

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 2 or more class sessions, you will not receive a passing grade. Poor participation will
   hurt your grade.

2. Community Prevention/Education Project      [20%]
   You will prepare and present a minimum of two one-hour educational workshops with a
   specific community in need regarding a selected mental health related topic. You may work
   with other students as a team to address a variety of topics with the same community.
   Workshops should be well researched and organized as well as professionally presented. You
   need to coordinate this project with a key person from the target audience. Each presenter is
   expected to write and turn in a 8 page-report with at least the following information: A
   description of the topic, the format of the presentation, logistics, demographics of the target
   population, objectives and handouts.

3. Portfolio of Community Resources: Research and Presentation    [20%]
   You will identify a community agency or program that provides services for the underserved
   populations in the Orlando metro area or in your community. Special attention should be
   paid to agencies that also offer counseling services. You will visit the facility in person,
   interview the director, collect detailed information about their goals and services, obtained
   printed literature, and then present this information to the class. A detail rubric for this
   project will be posted.

4. Research Paper           [20%]
   This research paper, which is on an issue related to the content of the class, should not be less
   than 10 pages and not more than 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. A detail rubric for this paper will be posted.

5. Social Justice Position Paper [10%]
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.
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.

6. Mid-Term and Final examination [30%]
The mid-term exam will cover all material from the first week of class and may include short answer, essay questions and multiple-choice questions. The final exam will be an essay exam and will cover all material presented in class. This exam will be a take-home exam and may be taken open book and open notes.

Schedule:
TBA