



COLLEGE OF EDUCATION  
COUNSELING PSYCHOLOGY  
ALABAMA A & M UNIVERSITY

Course Number	COUN 528
Course Title	Introduction to Community and Mental Health Counseling
Call Number/Section	
Class Times	
Class Location	
Textbook	Lewis, Lewis, Daniels, D'Andrea. (2011). Community Counseling: A Multicultural-Social Justice Perspective (4 <sup>th</sup> Ed).
Instructor	
Office and Office Hours	
E-mail address	
Telephone number	

### **Course Description**

In this course, students learn the history, philosophy, trends, and practices within community mental health agencies. This course will review the roles and function of clinicians and help students in developing the knowledge and skills needed to work as professional counselors. This will include reviews of the profession, professional identity, management of programs, and ethics; as well as teaching students how to advocate for clients; develop and review programs; understand, assess, and manage emergencies and crises.

### **Course Objectives**

1. Students will be knowledgeable of the history of community mental health as well as ethical and legal standards of conducting practice in community settings.
2. Students will be able to demonstrate the knowledge and apply skills necessary for the practice of mental health counseling within a community agency setting, to include: client assessment and diagnosis, case conceptualization and treatment planning, managed care systems, prevention, disaster, program development, and consultation and referral skills.

3. Students will be able to apply principles of advocacy to assist clients as well as advocacy for marginalized and oppressed populations at local and national levels.
4. Students will be knowledgeable of the organizational structure and management of community mental health services, to include: program planning, funding sources, needs assessment and planning, evaluation, and accountability.
5. Students will be able to analyze and interpret data regarding an issue that impacts a population within a community and develop intervention programs to meet the unique mental health needs of the population and community.
6. At the end of this course, students will have a firm understanding of the factors that influence decision-making for mental health services and diverse community setting, including cultural diversity, economic, social, political, environmental context, and social justice and advocacy. In addition, students will know about government policy and regulations, rules, and responsibilities of professional counselors for service delivery in community settings.

**Course Learning Outcomes and Relationship to Professional Standards and Evaluation Methods**

**CACREP (2016) Standards Covered in COUN 528**

<u>Standard</u>	<u>Evaluation</u>
F.1. Professional Counseling and Ethical Practice	
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	Advocacy Project
c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Advocacy Project
d. the role and process of the professional counselor advocating on behalf of the profession	Advocacy Project
e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Advocacy Project

h. current labor market information relevant to opportunities for practice within the counseling profession	Therapeutic Community Program
F.2. Social and Cultural Diversity	
b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Community Client Case Conceptualization
c. multicultural counseling competencies	Community Client Case Conceptualization
F.5. Counseling and Helping Relationships	
b. a systems approach to conceptualizing clients	Community Client Case Conceptualization
g. essential interviewing, counseling, and case conceptualization skills	Community Client Case Conceptualization
k. strategies to promote client understanding of and access to a variety of community-based resources	Advocacy Project

## Description of Course Assignments

### 1. Attendance and Participation

### 2. Therapeutic Community Program

Students will identify a population within the community that they would like to work with in their career. Students will identify an issue, population, need, and a community setting to design a therapeutic program. Student will evaluate the current labor market to establish the need for this type of program within the population and counseling community. Students will research individual and community needs and assets to determine what would best serve those they work with and develop a plan for the program implementation.

### 3. Community Client Case Conceptualization

In groups, students will choose a character from a book or a movie to create a case conceptualization around. Characters should be representative of the diversity present in clients and mental health issues within community counseling. Students will write a case conceptualization and treatment plan based on community counseling, including multicultural counseling competencies. One paper will be turned per group.

### 4. Advocacy Project

For this assignment, students can choose from the projects below or create your own (with professor approval). Upon completion of the project, write a summary of your project and a reflection of what you learned from the project, how it impacted your development as a counselor, and how it will affect your future as a counseling professional. Unless otherwise

stated in the descriptions below, the final paper should have 5-6 pages of content and be in APA format.

**A. Volunteer for a Community Mental Health Center:** Students can volunteer at a community mental health center for at least ten hours over the course of the summer semester. Students should seek out experiences different from those they already have. Experiences can include assistance with running of the facility, paperwork for the facility, client services of the facility, or/and fundraising. If you choose this option, you can complete the hours via online volunteer work.

**B. Community Advocacy Project:** Students who choose this option will need to consider underserved, overlooked, and in-need sub-populations in their geographic location for the summer. Visit and speak (this can be done online via Zoom) to some members of this population and conduct an informal needs assessment. Based on your conversations and needs assessment, decide on an advocacy strategy you can implement within this semester for the population. Implement your advocacy strategy. In your reflection, discuss how your advocacy could impact your population and the local counseling community.

**C. Professional Advocacy Project:** Students will identify one of the following: (a) false perceptions and sources of false information about the professional counseling field, and sources of correct information, (b) a special topic in mental health, or (c) general education to fight stigma around mental health and seeking help through counseling. Using this information and your knowledge of the counseling profession, create a “smart story” to educate the general public about professional counseling. Smart stories can be in the form of a 20-minute podcast, a 20 minute recorded video (like a TED talk), or an interactive digital essay (such as a blog post with links to videos, articles, etc.). After creating your smart story, disseminate it to at least 5 local people, organizations, media outlets, social media outlets, etc. for public consumption. Final paper should contain a link to your smart story and the reflection and should be limited to 2 pages of content.

## GRADING PROCEDURE

Assignment	Points
Attendance and Participation	20
Therapeutic Community Program	40
Community Client Case Conceptualization	40
Advocacy Project	100
<b>Total</b>	<b>200 (divide by 2 for final grade)</b>
<b>Grading Scale</b>	<b>A: 200-180 B: 179-160 C: 159-140 D: 139-120 F: 119-below</b>

## GUIDELINES

This syllabus represents a contract between the student and the instructor for this course. The syllabus delineates essential details about the course, course content, and performance. As the instructor, I reserve the right to modify assignment structure, re-arrange topic discussion, and to make as needed changes to the course. Students will always be notified in advance of said changes in writing, via email and/or blackboard. Additionally, a student is officially enrolled in this course until the university procedure for withdrawal from the course has been executed. Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

### **LIBRARY SUPPORT**

The Libraries at Alabama A&M provide access to materials and services that support the academic programs. The Alabama A&M University Library Website is <http://www.aamu.edu>. This site provides access to the resources to all campus libraries.

### **REMEDIATION**

Faculty in the College of Education expect all candidates to be proficient in the areas of spoken and written communication. Consequently, the course instructor reserves the right to recommend remediation for any candidate who oral and written communication skills are considered unsatisfactory. This remediation might include an objective diagnostic writing evaluation or additional course work, not for punitive measures, but to improve students' knowledge and comprehension in this course.

### **SERVICES FOR STUDENTS WITH DISABILITIES**

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services, Student Center, Room 203, 256-372-4263.

### **ATTENDANCE POLICY**

The attendance policy complies with the Alabama A & M University guidelines. A graduate student is permitted **one** (1) unexcused absence for each credit hour generated by the class. Two absences will lower your grade by one grade; this holds true for subsequent absences. Students are expected to attend all classes. This instructor does not have to be contacted in the event of your absence, except in the event of extended absences. Students are allowed one unexcused absence. **Two absences = 1 letter grade lower; Three absences = failure of course.**

### **ETHICS STATEMENT**

**All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University.** Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from

the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

### **CLASSROOM DECORUM**

It is expected that students will take responsibility for their own education and will help to create an environment conducive to learning. Additionally, each classroom should be embraced as a professional experience. Cell phones will be turned off or placed on the silent mode during class. Disregarding this request will lower your grade by one letter grade. Appropriate attire is required.

Laptops may be used in class but are only to be utilized for class related activities (e.g., taking notes). If it becomes apparent you are using the computer for non-class activities (e.g., checking your email, playing games) then you may be asked to turn off your computer and refrain from bringing it into class in the future. Laptop use is restricted to the back or sides of the classroom so that other students are not distracted during lecture.

Students who violate the Student Code of Conduct will be referred to the Department's Academic Standards Committee. The Psychology & Counseling Master's Program adhere to the code of ethics that govern our profession: ACA, <http://www.counseling.org/knowledge-center/ethics>; and the NCC, <http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf>.

### **IRB COMPLIANCE**

Should this course implement a research/evaluation project, no stage of the research project for this course is to begin prior to the student, course instructor, a student advisor receiving a stamped copy of the IRB Approval Form. Initiating any stage of research/evaluation prior to approval is a direct ethical and academic violation and will result in failing the course. Students may request additional information about IRB requirements from the Office of Research Grant and Support.

### **COURSE EVALUATION**

Alabama A&M University is committed to professional growth and development for each faculty member as well as to enhance course development. To assist in this process, students are asking to complete an online faculty evaluation at the end of each academic course. Individual Responses are not shared with the faculty member, only a summative report of students' responses.

### **DISCRIMINATION/HARRASSMENT**

Alabama A&M University is committed to providing a workplace and educational environment, programs, and activities free of discrimination and harassment. This policy does not allow curtailment or censorship of constitutionally protected expression. This procedure applies to present and former employees of the University, students, applicants for admission or employment, and participants in University programs or activities (includes customers for services, vendors, contractors, and volunteers). A complaint may be filed with the Office of Human Resources (HR) by any present or former employee of the University, student, applicant for admission or employment, or participant in a University program or activity, who believes (s)he has been discriminated against or harassed in violation of this Policy. Any such complaint

must be filed within 300 calendar days of the incident. The Complaint Form can be found at:  
[http://www.aamu.edu/administrativeoffices/hrservices/Documents/Complaint%20Form.p df](http://www.aamu.edu/administrativeoffices/hrservices/Documents/Complaint%20Form.pdf)

### Tentative Course Outline

<b>Date</b>	<b>Topic/s</b>	<b>Readings</b>	<b>Assignments</b>	<b>CACREP</b>
8/25	Ice breaker Syllabus Review Discuss Advocacy Project	Chapters 1 & 2		
9/1	Counseling in Context, Theories, & Models of Mental Health Counseling	Chapter 3		2.F.1.b
9/8	Race-Based & Historical Trauma Outreach to marginalized clients	Chapter 4		2.F.5.k 2.F.2.b 2.F.2.c
9/15	Developmental and Preventative Interventions Community-based case conceptualization Adverse Childhood Experiences	Chapter 5		2.F.5.g 2.F.5.h
9/22	Community Counseling in Agency Settings, In- patient Setting	Chapter 9		2.F.1.b 2.F.1.h
9/29	Managing a Community Counseling Program Logic Models in Community Counseling	Chapter 11	Case Conceptualization due	
10/6	Client Advocacy; Theories of Change in Community Counseling	Chapter 6		2.F.1.e 2.F.5.b 2.F.5.k
10/13	Week to work on Advocacy Project			

10/20	Community Counseling In School Settings	Chapter 10		2.F.1.b 2.F.1.h
10/27	Community Collaboration and Advocacy	Chapter 7		2.F.1.b 2.F.1.e 2.F.2.b
11/3	Week to work on Therapeutic Community Program			
11/10	Social and Political Action Strategies	Chapter 8		2.F.1.d 2.F.1.e
11/17	Acting as a Competent Community Counselor Professional Organizations & Credentials Current labor trends of counselors	Chapter 12	Therapeutic Community Model due	2.F.1.d 2.F.1.h
11/24	Thanksgiving Break - No Class			
12/1	Course wrap up Final discussions		Advocacy Project due	
12/8	Exam week		Final Exam	