Professional Community Counseling, CEPD 6141

Semester/Year: Fall/2013

Time/Location: Thursdays 5:30pm – 8:00 pm/Ed Center, #5

Instructor: Julia Whisenhunt, Ph.D., LPC, NCC

Office Location: Education Annex, Room # 241

Office Hours: Mondays, Tuesdays, Thursdays 2:00-5:30
*Please schedule appointments when possible*

Telephone: Direct Line: 678-839-6116
Department Line: 678-839-6554

Email: jwhisenh@westga.edu

Online Support
D2L Home Page
https://westga.view.usg.edu/

D2L UWG Online help
http://uwgonline.westga.edu/students.php

D2L 24 hour Help
https://d2lhelp.view.usg.edu/

UWG Distance Learning
http://uwgonline.westga.edu/

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

Resources for Distance & Off-Campus Students
http://libguides.westga.edu/content.php?pid=194459

Ingram Library Services
http://www.westga.edu/library/

University Bookstore
http://www.bookstore.westga.edu/
COURSE DESCRIPTION

This course provides an overview of professional community counseling including historical perspective; ethical and legal issues; licensure, certification, and other credentialing; as well as rules and functions of professional community counselors. Students will have opportunities to interact with community counselors and clients, assess community mental health needs, and learn about the organization and function of community counseling agencies. Additionally, counseling implications of multiculturalism and technology will be discussed.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National, state and CACREP standards are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

This course will be delivered approximately 51% online. This requires the online equivalent of 1147.5 minutes of instruction (seat-time) and an additional 2295 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online quizzes</td>
<td>240 minutes</td>
</tr>
<tr>
<td>Online mandated reporter training</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Discussion board responses</td>
<td>390 minutes</td>
</tr>
<tr>
<td>Narrated lectures</td>
<td>147.5 minutes</td>
</tr>
<tr>
<td>Podcasts and videos</td>
<td>325 minutes</td>
</tr>
<tr>
<td></td>
<td>1147.5 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for three times the number of minutes listed above to complete the online activities.
COURSE OBJECTIVES:

Students will:

1. understand the history and philosophy of the counseling profession, including significant factors and events and an understanding of the historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community human service/mental health movement; (Knowledgeable; CACREP II.K.1.a; CC-A.1);
2. understand the roles, functions and relationships of community counselors in various practice settings and their relationship with other human service providers; (Knowledgeable; CACREP II.K.1.b; CC-A.2; CCB. 1);
3. demonstrate knowledge of the role of professional organizations, primarily ACA, its divisions, branches, and affiliates in terms of their relationships to preparation standards, credentialing, licensure and professional identity of community counselors; (Knowledgeable; CACREP II.K.1.d; CC-A.2);
4. understand policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community counseling and how public policy impacts issues of professional credentialing; (Knowledgeable; CACREP II.K.1.e; CC-A.3);
5. demonstrate understanding of ethical standards of ACA and related entities and the application of ethical and legal considerations in professional counseling specifically related to the practice of community counseling; (Knowledgeable; CACREP II.K.1.h; CC-A.4);
6. understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling (Culturally competent, Knowledgeable; CACREP CC-A.5);
7. understand the organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice; (Knowledgeable; CACREP CC-B.2);
8. demonstrate knowledge of strategies for community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems; (Knowledgeable; CACREP CC.B.3);
9. understand general principles of community intervention, consultation, education, and outreach; and characteristics of human services programs and networks (public, private, and volunteer) in local communities (Knowledgeable; CACREP CC-B.4);
10. understand the typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services (Knowledgeable; CACREP CC-C.1);
11. demonstrate knowledge of models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, and encouragement of self-help; and (Knowledgeable; CACREP CC-C.2); and
12. demonstrate knowledge of effective strategies for promoting client understanding of and access to community resources. (Knowledgeable; CACREP CC-C.3);
TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

**Required Texts:**


**Required Instructional Resource:** Tk20 Subscription
These are available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do).
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index_550.php](http://www.westga.edu/coe/index_550.php).
For assistance, email tk20@westga.edu.

**References:**
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. **Attend class and participate** in class discussions and activities. *Course Objectives all (1-12)*

2. **Quizzes.** Read assigned chapter(s) and complete D2L quiz related to the chapter by the assigned due date. Quiz format includes multiple choice and true/false. **12 @ 2.5 points each=30 points. Course Objectives all (1-12)**

3. **Policy Positions (Paper and Notes).** This activity is meant to introduce you to policy issues in mental health, and the impact on agencies, counselors, and clients. Refer to the assignment guidelines for a list of websites to visit. Please take reading notes as you go (reactions, questions, insights, concerns). After visiting the required sites, write a reflective paper (Times New Roman, 12 point, double spaced, not to exceed 3 pages) summarizing how these readings impacted your sense of the profession, your work as a counselor and the state of mental health care in Georgia and the U.S., and your understanding of issues for clients/consumers. Submit a copy of your reading notes and your reflective paper as one attachment using the D2L dropbox. **10 points. Course Objective 3**

4. **Professional Organization Presentation.** Working as part of your assigned group, prepare a class presentation of no more than 15 minutes and handouts that provides your classmates with in depth information about one of the following organizations. Post a copy of your handout to the respective D2L discussion board. **5 points. Course Objective 3**
   American Counseling Association [http://www.counseling.org](http://www.counseling.org)
   Council for Accreditation of Counseling and Related Educational Programs [http://www.cacrep.org/](http://www.cacrep.org/)
   National Board for Certified Counselors [http://www.nbcc.org](http://www.nbcc.org)

5. **Director, LPC, Client Interview.** Each student is to arrange an onsite (no phone interviews) visit to a community counseling agency. At that agency, arrange to spend some time with the director, an LPC who is employed by the agency, (the director and the LPC must be two different individuals), and (if possible) a client of the agency. If it is not possible to interview a client of the agency that you visit, find an individual who has been the recipient of counseling services who is willing to be interviewed about their experience. Respond to each of the required questions, which are indicated in the assignment guidelines. Submit a copy of your interview questions with the interviewees’ responses summarized and a one page (double spaced) reaction to the visit using the D2L dropbox. Also, briefly discuss your findings on the respective discussion board for your peers to review. **15 points. Course Objectives 2, 7, 9, 10**

6. **Community Assessment Project.** Working as part of a group, you will conduct a needs assessment and prepare a protocol for a new community based service program. Submit the needs assessment and proposal using D2L. Indicate who in the group had primary responsibility for each section. Components of the project include: outline for the project submitted on or before the due date noted on the course schedule, description of the community setting and needs
assessment, program description, program funding, and program evaluation. See the assignment guidelines for additional information. The same grade will be assigned to all group members, expect in the case of extraneous circumstances. **24 points. Course Objective 8, 11, 12**

7. **Discussion Board Responses.** View the assigned video vignettes and listen to the assigned podcasts. Respond to the discussion board questions by the due date. 13 DBs @ 1 points each. **13 points. Course Objectives: all 1-12**

8. **Online mandated reporter training.** Complete the free online mandated reporter’s training offered by the Governor’s Office of Children and Families (see D2L weblink; [https://www.prosolutionstraining.com/content/page.cfm/321](https://www.prosolutionstraining.com/content/page.cfm/321)). Submit a copy of your certificate of completion as verification of your successful training. **3 points. Course Objectives: 4, 5**

### Evaluation Procedures:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Quizzes</td>
<td>30 (2.5 each)</td>
<td>Quant. Assessment</td>
<td>Recurring; See schedule</td>
</tr>
<tr>
<td>3. Policy position paper and notes</td>
<td>10</td>
<td>Rubric</td>
<td>9-19-13</td>
</tr>
<tr>
<td>4. Professional organization presentation</td>
<td>5</td>
<td>Rubric</td>
<td>10-3-13</td>
</tr>
<tr>
<td>5. Director, LPC, Client Interview</td>
<td>15</td>
<td>Rubric</td>
<td>11-21-13</td>
</tr>
<tr>
<td>6. Community assessment project</td>
<td>24</td>
<td>Rubric</td>
<td>Outline 9-26-13 Final Product 12-5-15 Presentation 12-12-13</td>
</tr>
<tr>
<td>7. Discussion Board Responses</td>
<td>13</td>
<td>Rubric</td>
<td>Weekly; See schedule</td>
</tr>
<tr>
<td>8. Mandated reporter training</td>
<td>3</td>
<td>S/U</td>
<td>11-7-13</td>
</tr>
</tbody>
</table>

**TOTAL 100 points**

**Grading Policy:**  
A->90% B->80% C->70% F<70%

A grade of Incomplete (“I”) can be granted only in cases of non-academic emergency (i.e., illness, death in family, etc.). Prior permission from the instructor is required. Late assignments, if accepted, will be penalized at a rate of half credit.

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

*Please carefully review the information at [Common Language for Course Syllabi](https://www.prosolutionstraining.com/content/page.cfm/321). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.*

Student Review: CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See [Graduate Student Handbook](https://www.prosolutionstraining.com/content/page.cfm/321) for details.) If there is reason revealed in class (including lab practice) for concern, the instructor
will inform the student about the concern and the review procedure. Therefore, another exception to confidentiality is the student review process that will involve informing other CEP faculty members about the concern.

Diversity:
The Department of Clinical and Professional Studies values diversity and is committed to fostering and maintaining an educational environment which appreciates individual differences in all areas of departmental operation including selection and admissions, hiring, classroom instruction, texts, and materials, clinical practice and supervision, research, departmental administration, and policy formation.

To this end, CPS will not tolerate or condone any, actions, practices, or processes by any CPS faculty member, staff person, or student which discriminates against or is prejudicial toward any person or group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Attendance: Attendance is required. Students are expected to attend each class, to be on time, and to be present for the full class session. Any potential problems or exceptions to any part of this requirement should be discussed immediately with the instructor. Two or more absences and/or tardies will result in a reduction of the final grade at the rate of 2 points per absence and 1 point per tardy for each subsequent event. Attendance will be taken each class meeting. You are responsible for all information and changes in the course content that may occur in your absence. No email submissions will be accepted unless otherwise approved by the instructor. Late submissions will be allowed only for valid university business and/or essential medical/dental care.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.
Class organization: This course will be interactive and use a variety of instructional strategies including online work, lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

Student participation: When called upon, students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess students’ class preparation; their level of understanding of course concepts; enhances group work; develops students’ critical thinking skills, and their ability to speak in front of fellow classmates.

Class handouts: Handouts will generally be posted on Course, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Cell phones & Electronic Equipment: The use of cell phones, including texting and internet, is not permitted in this class. If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. Any non-class-related use of computers is considered unprofessional and is not accepted in this class. If you are found using any electronic devise for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

Professional Conduct: Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

Extra Credit: No extra credit opportunities will be offered for this class.

Late Work: Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late assignments, if accepted, will be penalized at a rate of half credit.
Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Communication may take place through D2L, but this is not the preferred means of communication.

Changes to The Syllabus: This syllabus is subject to change with notice.
### CLASS OUTLINE (subject to change)

<table>
<thead>
<tr>
<th>Class Session</th>
<th>To Prepare for Class</th>
<th>Class/Activities Topic</th>
<th>Assignments Due</th>
<th>Quiz Chapter</th>
</tr>
</thead>
</table>
| 1 8/29 F2F    | Course Den Readings: 1) Glossoff & Kocet 2) Kaplan et al  
Text: Wheeler & Bertram, Chpt.1 | 1) Introduction to Course  
2) Introduction to Course Den  
3) Review of syllabus  
4) The Counseling Profession | Quiz 1 (after class) | 1 |
| 2 9/5 Online  | Course Den Readings: 1) ACA Counselor Identity Article  
Text: Wheeler & Bertram, Chpt.2  
Text: Herlihy & Corey, pp. 25-54  
(ACA Code of Ethics) | 1) Professional Identity | Podcast: Professional Identity in Counseling  
Video: Counselor Identity  
Discussion Board Response to Counselor Identity Video  
Quiz 2 | 2 |
| 3 9/12 Online | Course Den Readings: 1) Augusta State  
2) ACA Press Release  
Text: Herlihy & Corey, Chpt. 2 | 1) Professional Practice in a Multicultural Society | Podcast HYT019: Multiculturalism and Diversity  
Video: Cultural issues  
Video: Values  
Video: Julea Ward Speaks  
Discussion Board Response to Cultural Issues and Values videos |  |
| 4 9/19 F2F    | Course Den Readings: 1) Calley  
2) ACA Code of Ethics  
Text: Wheeler & Bertram, Chp. 3  
Text: Herlihy & Corey, Chpt. 10; pp. 13-23 | 1) Laws and Ethics Ethical Decision Making | Podcast HT001: Counselor and the Law  
Video: Confidentiality  
Video: Privacy  
Discussion Board Response to Laws and Ethics Podcast  
Policy Reflection Paper and Notes due  
Quiz 3 | 3 |
| 5 9/26 Online | Course Den Reading: 1) Watts  
Text: Wheeler & Bertram, Chp. 5  
Text: Herlihy & Corey, Chpt. 3 | 1) Confidentiality and Privileged Communication | Podcast HT002—The ethics of Confidentiality  
Video: Confidentiality  
Video: Privacy  
Discussion Board Response to Confidentiality and Privacy Videos  
Outline for Community Assessment Project Due  
Quiz 5 | 5 |
| 6 10/3 F2F    | Course Den Reading: 1) Cameron and Turtle-song  
Text: Wheeler & Bertram, Chpt. 10  
Text: Herlihy & Corey, Chpt. 1 | 1) Records and Documentation | Video: Release of Records  
Video: Responding to Subpoena  
Discussion Board Response to Release of Records and | 10 |
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Course Den Readings:</th>
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<tbody>
<tr>
<td>7</td>
<td>10/10</td>
<td>Course Den Readings: 1) Moleski &amp; Kiselica 2) ACA Article on Boundaries Text: Wheeler &amp; Bertram, Chpt. 9 Text: Herlihy &amp; Corey, Chpt. 7</td>
</tr>
<tr>
<td>8</td>
<td>10/17</td>
<td>Course Den Readings: 1) NBCC Policy 2) Kaplan Text: Wheeler &amp; Bertram, Chpt. 4 Text: Herlihy &amp; Corey, Chpt. 4</td>
</tr>
<tr>
<td>9</td>
<td>10/24</td>
<td>Course Den Reading: 1) Expert Witness_NBCC Text: Wheeler &amp; Bertram, Chpt. 4 Text: Herlihy &amp; Corey, Chpt. 4</td>
</tr>
<tr>
<td>10</td>
<td>10/31</td>
<td>Course Den Reading: 1) Granello Text: Wheeler &amp; Bertram, Chpt. 8 Text: Herlihy &amp; Corey, Chpt. 8</td>
</tr>
<tr>
<td>11</td>
<td>11/7</td>
<td>Course Den Readings: 1) Doverspike 2) Alghazo, Upton, Cioe Text: Wheeler &amp; Bertram, Chpt. 6</td>
</tr>
<tr>
<td>13</td>
<td>11/21</td>
<td>Text: Wheeler &amp; Bertram, Chpt. 11</td>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Discussion Board Response to Boundary Videos Quiz 9</th>
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<tbody>
<tr>
<td>7</td>
<td>10/10</td>
<td>Responding to Subpoena Professional Organizations Presentation Quiz 10</td>
</tr>
<tr>
<td>8</td>
<td>10/17</td>
<td>1) Technology and Social Media 2) Ethics in Research and Publication Video: Research 1 Video: Research 2 Discussion Board Response to Research Videos Quiz 7</td>
</tr>
<tr>
<td>9</td>
<td>10/24</td>
<td>1) Competence and Malpractice 2) Speaker: David Kaplan, Ph.D. (ACA) (confirmed 7-12-13) Video: Competence Video: Malpractice Discussion Board Response to Competence and Malpractice Videos Quiz 4</td>
</tr>
<tr>
<td>10</td>
<td>10/31</td>
<td>1) Risk Assessment Narrated PPT: PREVENT@UWG Podcast HT008: Suicide Assessment Video: Diagnosis Discussion Board Response to Diagnosis Video Quiz 8</td>
</tr>
<tr>
<td>11</td>
<td>11/7</td>
<td>1) Duty to Warn 2) Vulnerable Populations 3) Speaker: Jane Simpson (confirmed 7-29-13) Video: Duty to Warn Discussion Board Response to Duty to Warn Video Online Training: Mandated reporter Quiz 6</td>
</tr>
<tr>
<td>12</td>
<td>11/14</td>
<td>1) Children 2) Marriage and Family 3) Speaker: Connie Hunt (confirmed 7-16-13) Video: Parent rights Video: Marriage Counseling Discussion Board Response to Parent rights and Marriage counseling videos</td>
</tr>
<tr>
<td>13</td>
<td>11/21</td>
<td>2) Private Practice 3) Licensure Law Podcast HT004: Private Practice Discussion Board Response to Private Practice Podcast Interview due Quiz 11</td>
</tr>
</tbody>
</table>
|    |    | Text: Wheeler & Bertram, Chpt. 12  
Text: Herlihy & Corey, Chpt. 9 | 1) Supervision and Consultation | Podcast HT023:  
Supervision  
Video: Supervision  
Video: Consultation  
Discussion Board Response  
Quiz 12  
Community Assessment  
Project final product due |    |
|----|----|---------------------------------|---------------------------------|---------------------------------|----|
| 14 | 12/5 |                                | 1) Supervision and Consultation | Podcast HT023:  
Supervision  
Video: Supervision  
Video: Consultation  
Discussion Board Response  
Quiz 12  
Community Assessment  
Project final product due | 12 |
| 15 | 12/12 | 5:00-7:30                      | Community Proposal Presentations |                                                |    |

**Only required readings, podcasts, and videos are listed in this schedule. Other resources are available on D2L for your reference.**

F2F=Face-to-Face  
Online=Online Asynchronous
ASSIGNMENT GUIDELINES AND RUBRICS
See D2L for Point Levels

Policy Position Paper and Notes:

HISTORY:

Surgeon General
1. Read the Overview of Mental Health Services

The Carter Center
1. Read the overview on this page
http://www.cartercenter.org/health/mental_health/index.html

FEDERAL GOVERNMENT INITIATIVES & RESEARCH:

Substance Abuse and Mental Health Services Administration (SAMHSA)
A division of the Dept of Health and Human Services (DHHS)
1. Read the “Agency Overview”
http://www.samhsa.gov/about/
2. Read the entire report “Transforming Mental Health Care in America”
http://store.samhsa.gov/product/Transforming-Mental-Health-Care-in-America/SMA05-4060
http://www.samhsa.gov/Federalactionagenda/NFC_TOC.aspx

National Institute of Mental Health (NIMH)
A federally funded research institution
1. Read the NIMH Mission and Strategic Plan
http://www.nimh.nih.gov/about/strategic-planning-reports/index.shtml

CURRENT POSITIONS & ISSUES WITHIN PROFESSIONAL ORGANIZATIONS:

American Counseling Association (ACA)
1. Look through the Public Policy section
http://www.counseling.org/PublicPolicy/

CURRENT CONSUMER ADVOCACY POLICY POSITIONS:

National Alliance on Mental Illness (NAMI)
A grassroots organization for people with mental illness and their families
1. Read “Inform Yourself”: About NAMI and About Mental Illness
2. Read the report on the state of mental health services in GA
http://www.nami.org/gtstemplate.cfm?section=grading_the_states&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=63&ContentID=30961

VISION FOR THE FUTURE OF COUNSELING: 20/20 American Counseling Association
Look through the 20/20 section of the ACA website at
http://www.counseling.org/20-20/index.aspx
<table>
<thead>
<tr>
<th>Evaluation Rubric</th>
<th>Possible Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide evidence of having visited each required website and read each required article.</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Provide a copy of reading your notes (e.g. reactions, questions, insights, concerns). These notes should be clear, grammatically correct, indicate a familiarity with the policies reviewed, and include critical thoughts and/or evaluations of the policies.</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Reflective paper demonstrates a critical reflection on the current state of the counseling profession and how this information has impacted you personally and/or professionally.</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Reflective paper is written in compliance with APA style, is grammatically correct, does not exceed the maximum page limit, is thorough, and is clearly articulated.</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points Earned:</strong></td>
<td></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
Interview with Director, LPC, and Client—Questions:

**Director**
1. What is the name of the organization?
2. What is its mission and primary goals?
3. Who does it serve?
4. What services and programs does it provide?
5. What is the administrative structure of the organization?
6. What other types of professionals are employed in this organization?
7. How is it funded?
8. What types of opportunities for staff development are available?
9. How does it determine client needs and how does it evaluate services and programs?

**LPC**
1. What is his/her official job title?
2. What are the job duties/requirements?
3. Does he/she have a professional disclosure statement that he/she can share with you?
4. What does a typical day look like?
5. What types of knowledge and skills are critical to performing well in this job and in this organization?
6. What does he/she like about the job?
7. What does he/she dislike about the job?
8. What are the chances for advancement for an LPC in this setting?
9. Has he/she ever experienced burnout working as a counselor? What does he/she do to prevent burnout?

**Client/consumer**
1. How did he/she become involved in professional counseling services?
2. What is their degree of satisfaction with the services?
3. What aspects of the services are/were helpful and which are/were non-helpful?
<table>
<thead>
<tr>
<th>Evaluation Rubric</th>
<th>Possible Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide evidence that you have conducted an interview with a clinical director. Interviewee answers are summarized and submitted in typed, 12 point Times New Roman.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Provide evidence that you have conducted an interview with an LPC. Interviewee answers are summarized and submitted in typed, 12 point Times New Roman.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Provide evidence that you have conducted an interview with a client or someone who has received counseling services. Interviewee answers are summarized and submitted in typed, 12 point Times New Roman.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Presentation of your interviews (on the D2L discussion board) is organized, clear, and highlights the most salient points of your interview project.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Reaction paper is written clearly, is grammatically correct, and well organized. Reaction paper does not exceed maximum required length (one page, double spaced), but is not less than ¾ page long.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Points Earned:</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
## Professional Organization Presentation:

<table>
<thead>
<tr>
<th>Evaluation Rubric</th>
<th>Possible Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation content is thorough, clear, and organized.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Presentation delivery maintains audience attention and encourages participation.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Handout is grammatically correct, organized, and thorough.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Presentation does not exceed the 15 minute maximum.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Evidence of each group member’s participation is provided.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Points Earned:</strong></td>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

## Discussion Board Posts:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Possible Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion board post(s) demonstrates an understanding of the respective material and a thoughtful examination of the question.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Each discussion board post/response is at least 200 words and is grammatically correct.</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Community Assessment Project:

Written paper is to include:

a. Outline includes: the target population, services in the area currently provided for the target population, why this group was chosen and why this particular need was addressed, potential contact sources in the community to find out about the issue and needs. Submit using Course Den Assignment tool by the assigned due date indicated on the course outline.

b. Description of the community setting and needs assessment includes: General characteristics of the community, unmet needs of the community, and the appropriateness of the type of program for the community; descriptive information about the community including but not limited to population statistics, racial and ethnic composition, income levels, nature of the economy, health services, educational services, mental health services, transportation services, etc. Design a questionnaire to collect data from key informants regarding gaps in services. The program you design should address one or more of these gaps.

c. Program description: Based upon your needs assessment you are to design a program to address the gaps in services identified within the community. The significant components of the proposed program should be summarized and include services to be provided, staff required, clientele served, program structure and components, plan for program creation and development, prevention components of the program, support needed to sustain the program, strategies for client outreach and access.

d. Program funding includes: a rough estimate of program costs and funding plan. Possible categories of program costs include professional staff, nonprofessional staff, building and costs associated with physical facilities, consumables, equipment, and transportation. Possible categories for funding sources are client fees, federal and state funds, federal and state grants, contributions, city and county governments.

e. Program evaluation includes: a plan for evaluating the effectiveness of the program, indicators of effectiveness, how data will be collected. Some examples include client satisfaction surveys, follow up data on incidence within targeted population, documentation of program implementation, assessment by related agencies, and independent evaluation by outside team.

Class Presentation

You will orally present your program to the class on the date scheduled for the final exam. You are encouraged to be creative with your presentation. It should be approximately 20 minutes long, professional, and include multimedia.
<table>
<thead>
<tr>
<th>Evaluation Rubric</th>
<th>Possible Points</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide evidence that all group members participated adequately in this project.</td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>Outline is comprehensive and includes all required components.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Description of the community setting and needs assessment are comprehensive and include all required components.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Program description is comprehensive and includes all required components.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Program funding is comprehensive and includes all required components.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Program evaluation is comprehensive and includes all required components.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Your final paper/project is written clearly, grammatically correct, and well organized.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Presentation of your program is organized, clear, creative, and thorough.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Presentation of your program should not exceed 20 minutes, with time for Q &amp; A.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Points Earned:</strong></td>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>