



# DOANE UNIVERSITY

## SYLLABUS

COU 620: Role of the Counselor in the Community

### Course Content

**Course Number:** COU 620

**Course Title:** Role of the Counselor in Community

**Course Dates:** Autumn Term; August 16 – October 9

**Credit Hours:** 3 Credits

**Instructor:** Arden Szepe, PhD, NCC

**Office Phone:** 402-467-9007

**Office Email:** arden.szepe@doane.edu

**Classroom:** TBA

**Meeting Times:** Wednesdays, 6pm – 10:30 pm

### Course Description

This course investigates core issues in mental health counseling with a focus on the role of professional counselors in their community. The course explores the multiple roles and responsibilities of counselors as practitioners and consultants. Students will develop knowledge of community-based resources and will be exposed to models of mental health prevention and wellness, crisis intervention techniques, the psychological dimensions of disaster, trauma-informed care, and suicide risk assessment and prevention. The course also examines the impact of technology on the counseling relationship, counseling process, and the profession and explores how to effectively utilize technology to provide counseling in rural, underserved areas.

Upon completion of this course students will know how to provide counseling in emergency situations and how to use technology effectively in counseling. **Pre-requisite: COU 601, COU 602, COU 610.**

### Course Objectives:

- Students will recognize the importance of a counseling identity through counseling organizations, the roles of counselors in the community, as well as models of consultation. (CACREP 2.F.1.b) (CACREP 2.F.1.c) (CACREP 2.F.1.f)
- Students will demonstrate the application of ethical standards on consultation, crisis informed counseling, and technology assisted counseling practices. (CACREP 2.F.1.i) (CACREP 2.F.5.d)
- Students will develop a plan of consultation and referral for clients in crisis (CACREP 2.F.5.k)
- Students will demonstrate an understanding of crisis intervention based models and how to use crisis assessment and intervention with clients in crisis situations (i.e., suicidal, homicidal, natural disaster, trauma, etc.) (CACREP 2.F.5.l) (CACREP 2.F.5.m) (CACREP 5.C.3.a) (CACREP 2.F.7.c) (CACREP 2.F.3.g) (CACREP 2.F.3.i)
- Students will demonstrate appropriate application of crisis interventions and assessments.

(CACREP 2.F.1.k)

- Students will identify symptoms related to forms of abuse and neglect as well as determine appropriate means of reporting and treating clients with these issues. (CACREP 2.F.7.d)
- Students will demonstrate an understanding of the issues surrounding technology assisted counseling practice including the application of these methods. (CACREP 2.F.1.j)  
(CACREP 2.F.5.e)

**REQUIRED TEXTS:**

Herman, J. (2015). *Trauma and recovery: The aftermath of violence from domestic abuse to political terror*. Basic Books: New York, NY. ISBN: 978-0-465-06171-6

CACREP Standards Addressed in this Course

Program Objective	Standard Identifier	Standard	Method of Instruction	Assessment
5	2.F.1.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	Readings, Lecture	Reading Application Questions  DMH Case Study Paper/Presentation  Risk Assessment & Intervention Paper/Demonstration
5	2.F.1.c	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Readings, Lecture	Reading Application Questions  DMH Case Study Paper/Presentation

1	2.F.1.j	technology's impact on the counseling profession	Readings, Lecture, Telehealth Training, Guest Lecturer	Reading Application Questions
3	2.F.3.g	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	Readings, Lecture, Case Study Analysis	Reading Application Questions DMH Case Study Paper/Presentation
3	2.F.3.i	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Readings, Lecture	Reading Application Questions
1,3	2.F.5.d	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Readings, Lecture, Telehealth Training, Guest Lecturer	Reading Application Questions
1	2.F.5.e	the impact of technology on the counseling process	Readings, Lecture, Telehealth Training	Reading Application Questions
2	2.F.5.k	strategies to promote client understanding of and access to a variety of community-based resources	Readings, Lecture	Reading Application Questions Risk Assessment & Intervention Paper and Demonstration
2	2.F.5.l	suicide prevention models and strategies	Readings, Lecture, Guest Lecturer	Reading Application Questions DMH Case Study Paper/Presentation Risk Assessment & Intervention Paper/Demonstration

2	2.F.5.m	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	Readings, Lecture	Reading Application Questions  DMH Case Study Paper/Presentation  Risk Assessment & Intervention Paper/Demonstration
7	5.C.3.a	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Readings, Lecture,	Reading Application Questions  DMH Case Study Paper/Presentation  Risk Assessment & Intervention Paper/Demonstration
7	2.F.7.c	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Readings, Lecture, Guest Lecturer	Reading Application Questions  DMH Case Study Paper/Presentation  Risk Assessment & Intervention Paper/Demonstration
7	2.F.7.d	procedures for identifying trauma and abuse and for reporting abuse	Readings, Lecture,	Reading Application Questions  DMH Case Study Paper/Presentation

Measurement of Outcomes

Assignments (Direct): Reading Reflection Questions, DMH Case Study Development, Disaster Mental Health Case Study Paper and Presentation, Risk Assessment and Intervention Paper and Demonstration.

Instructor Evaluations (Indirect): Student Presentation and Participation, Professional Performance Evaluation, Professional Development Self-Assessment

## Instructional Methods

This will be an interactive course, which includes **an elevated level of classroom participation** utilizing lecture and instruction, videos, reading reflection questions, case study analyses, student presentations and literature reviews. Students will be required to integrate content, knowledge, and application in practice.

*Active participation is essential to your learning. Due to the emphasis on experiential learning, lateness and absences cannot be made up.*

## Suggestions for getting the most out of this Course

This is a graduate level course that uses collaborative activities as one of its learning methods. Anything other than your best effort will negatively impact not only you, but your classmates as well. Since this is a graduate level course you will be required to read all of the assigned material and know it well enough to apply it to situations that will arise in your professional life.

In addition to 36 hours of classroom time, student should expect to spend a **minimum of 32-50** hours outside of the classroom reading, reviewing research, and preparing for classroom assignments, tasks, and active participation.

## Course Requirements

1. **Attendance/Preparedness/Participation:** Student will be expected to **attend** all classes, come **prepared**, and **participate** in all discussions. The success of this course for each student depends on appropriate engagement with the materials presented either by the instructor or other students. After each class session the instructor will award up to 4 points for that particular session. Points will be awarded as follows: 2 points for attendance, 1 point for preparation, and 1 point for participation. An absence, no matter what the reason, will result in no points awarded for that session.

**Total possible point to be awarded in this area: 32**

2. **Weekly reading application:** Students will read assigned material and respond to questions specifically related to this reading each week. Students are expected to provide thoughtful responses that are at least two to three pages double-spaced in length. Students are encouraged to critically think about and apply the reading material to counseling practice. Students' responses should be uploaded to LiveText before the start of class on the due date.

**Total possible points to be awarded in this area: 40**

3. **Disaster Mental Health Case Study Submission:** During the first class, students will choose a disaster mental health topic. Students will develop a detailed case study related to their topic and upload it to LiveText before the start of class on the third week of class for feedback and approval by the instructor in order to proceed with development of their paper and presentation.

**Total possible points to be awarded in this area: 50**

4. **Disaster Mental Health Case Study Paper and Presentation:** This project will expand upon your case study. Students will be provided an outline with specific topics to be covered from which to develop a 12-15 page double-spaced paper. Students will present their case study project to the class during the last two classes of the term. Project papers should be uploaded to LiveText before the start of class on the date they are assigned to do their presentation. The paper will account for 100 points and the presentation will account for 25 points of the total points available for this assignment.

**Total possible points to be awarded in this area: 125**

5. **Risk Assessment and Intervention Paper and Demonstration:** Students will conduct a crisis intervention in response to a case study they will be assigned. Students will submit a 5-7 page, double spaced paper that demonstrates their ability to conduct a risk assessment, including but not limited to suicide, homicide, psychosis, and/or self-harm. Following the assessment, students must be able to discuss implications and demonstrate their ability to make clinical judgments based on their conceptualization of the risk and to connect the client to appropriate care. In addition to effectively relating their understanding and clinical skills in the paper, students will participate in an in-class demonstration where they will be asked to interview a client as part of a team to determine risk, make clinical decisions and treatment plan as necessary. The paper will account for 50 points of the total points available and the in-class demonstration will account for 25 of the total points available.

**Total possible points to be awarded in this area: 75**

**Total Course Points Available: 322**

Evaluation Criteria
---------------------

## **Final Grade**

All assignments are due on the date indicated in the course schedule. Students will lose 1 point for every day over the due date. The final grade will be an accumulation of 244 total points based on the following criteria:

**Attendance, preparation and participation:** 32/322 pts (10% of overall grade)

**Weekly reading application:** 40/322 pts (12% of overall grade)

**Disaster Case Study Submission:** 50/322 pts( 16% of overall grade)

**Disaster Case Study Paper and Presentation:** 125/322 pts (39% of overall grade)

**Risk Assessment and Intervention Paper and Demonstration:** 75/322 pts (23% of overall grade).

**Grading Scale:**

A+	100-97	B+	89.9-87	C+	79.9-77	D+	69.9-67	F	Below 60
A	96.9-93	B	86.9-83	C	76.9-73	D	66.9-63		
A-	92.9-90	B-	82.9-80	C-	72.9-70	D-	62.9-60		

Expectations

**Student Responsibilities**

- Students will read course assignments and/or research articles assigned prior to the class session and are prepared to apply the concepts during discussions and the experiential portion of the class.
- Students will be integrative learners and are expected to present questions and discussion related to the class readings and scholarly reviews or research. Not all readings will be discussed in detail, which requires students to use the readings as a guide for learning, and be prepared to interact with the readings as a background for their interaction.
- Students will be active learners. This means that students should arrive on time, actively participate in classroom discussions, be prepared to assume the role of student expert using assigned literature reviews, **have cell phones and computers off and out of sight during class, and remain in class throughout the duration of the session.**
- Students will experience some discomfort as they work to gain skills.
- Students will be respectful, open to feedback and willing to provide feedback, willing to role play clients or assume leadership roles, and be open to both personal and professional change.
- Students will abide by all ethical standards governing confidentiality and professionalism.
- Students will use resources in addition to the text to enhance learning and complete academic tasks.

## Professional Practice Expectations:

- Actively listen to others and demonstrate a desire to understand other points of view
- Respond in a self-reflective and self-critical manner to feedback.
- Show motivation to master new material, examine and challenge current beliefs and practices, and increase competency in areas related to professional practice.
- Demonstrate sensitivity, awareness and acceptance of others.
- Demonstrate tolerance for the ambiguity inherent in the counseling profession and the ethical standards governing the profession.
- Assume the role of professional consultant when discussing cases and issues and discuss issues using best practice and professional ethical standards.
- Demonstrate an awareness of personal values and beliefs as they pertain to and affect decision making in the counseling profession and in your interactions with others.

### Tentative Schedule

Date	Topic	Reading Assignment	Assignment Due
Week 1 05/23/2019	<ul style="list-style-type: none"> <li>• Syllabus overview and introduction to course</li> <li>• Choose topic for disaster mental health (DMH) case study paper &amp; presentation</li> </ul>	Chapters 1, 2 & 3 (Webber, Mascari) Chapters 1, 2 & 3 (Miller), Chapter 1, 2, 4 & 9 (Kanel)	Select Case Study Topic (by end of class)
Week 2 05/30/2019	<ul style="list-style-type: none"> <li>• History of crisis intervention</li> <li>• Crisis theory, domains, &amp; intervention</li> <li>• Understanding disaster mental health</li> <li>• Understanding the impact of trauma</li> <li>• Counselor roles in disaster mental health</li> </ul>	Chapters 4 & 17 (Webber, Mascari) Chapters 3, 4, 6 & 7 (Miller) Chapter 3, 7 & 8 (Kanel)	Weekly reading application #1
Week 3 06/06/2019	<ul style="list-style-type: none"> <li>• Assessment in crisis counseling</li> <li>• Settings and implications for diagnosing, treatment and referral</li> <li>• Ethical and professional issues</li> <li>• Special populations</li> </ul>	Chapters 5 & 6 (Webbber, Mascari) Chapters 5, 8 & 9 (Miller), Chapters 5, 6, 11 & 12 (Kanel)	Weekly reading application #2  Submit DMH Case Study draft for feedback.
Week 4 06/13/2019	<ul style="list-style-type: none"> <li>• Risk assessment – danger to self or others, psychosis</li> <li>• Suicide prevention models and strategies</li> <li>• Professional identity, multiplicity of roles &amp; counselor self-care</li> </ul> <p><i>*Guest Speaker – Dave Meyers of Bryan Health</i></p>	Chapter 10 (Kanel)  Case study for risk assessment and intervention paper and demo.	Weekly reading application #3  Finalized DMH Case Study
Week 5 06/20/2019	<ul style="list-style-type: none"> <li>• Identifying abuse/neglect</li> <li>• Procedures for reporting</li> <li>• Ethical and professional issues</li> <li>• Models of consultation</li> <li>• Implications for treatment</li> <li>• Use of intake procedures as assessment tools</li> </ul>	Complete online telehealth training  Research article on assigned topic.	Weekly reading application #4



Week 6 06/27/2019	<ul style="list-style-type: none"> <li>Risk assessment and intervention demo</li> <li>The impact of technology on the counseling relationship, process and profession</li> <li>Ethical implications in telehealth</li> </ul> <p><i>*Guest Speaker – Jon Day of Blue Valley Mental Health</i></p> <ul style="list-style-type: none"> <li>Promoting resilience, optimum development and wellness across the lifespan</li> </ul>	Research article on assigned topic.	Weekly reading application #5  Risk assessment and intervention paper  <b>***No class next week***</b>
Week 7 07/04/2019	*No Class – Fourth of July*	None (see last week)	None
Week 8	<ul style="list-style-type: none"> <li>Week one of student DMH presentations</li> </ul>	Research article on assigned topic.	Weekly reading application #6 Submit DMH paper
Week 9	<ul style="list-style-type: none"> <li>Week two of student DMH presentations</li> </ul>	Research article on assigned topic	Weekly reading application #7 Submit DMH paper

Course Declarations
---------------------

**LiveText/Blackboard Usage:** LiveText and Blackboard will be utilized to collect various artifacts that can represent the student’s body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student’s personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

**Questions, Concerns, Grievances:** Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

**Non-Discrimination Policy**

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

### **Title IX Policy Statement**

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

### **Academic Integrity**

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

### **Access/Services for Students with Disabilities**

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

**Changes in Syllabus:** Circumstances may occur which require adjustments to the syllabus.

Changes will be made public at the earliest possible time.