PSY576 Counseling in Community Settings

Reformed Theological Seminary–Orlando
Thursdays, 1:00 – 4:00 p.m., 3 hours
Spring Semester, 2012
Instructor: Scott Coupland, Ph.D.
Office Hours: By appointment
Telephone: (407) 366-9493, ext. 238
E-mail: scoupland@rts.edu

PURPOSE

The purpose of this course is to examine the specialty of community counseling. The course itself will be shaped by three major components: 1) the study of current trends and topics in community counseling, 2) the practice of specific techniques and interventions, and 3) the application of the techniques in community settings. The general principles of community counseling, including, but not limited to, prevention, intervention, education, outreach, advocacy, consultation, crisis intervention, and service delivery will be discussed. The emphasis of the course will be on understanding the challenges of counseling in various community settings and the application of specific interventions in these settings. The format of the course will allow each student the opportunity to apply his/her academic talents, life experiences, clinical background, and Christian worldview to the counseling profession.

OBJECTIVES

At the completion of this course, students should demonstrate the following competencies:
1. More fully comprehend the counseling profession and the demands of practicing therapy in our current cultural milieu.
2. Develop an understanding of his or her role as a social change agent and client advocate.
3. Grow in their ability to serve vulnerable populations through preventive education and specific models of community counseling.
4. Be familiar with different community agencies and contexts of community counseling.
5. Understand their personal and professional self as a counselor in a community setting.

FORMAT

Information will be conveyed to the students via lecture, group discussion, interviews, and presentations.

TEXTBOOK

REQUIREMENTS

1. Community Preventative Education Project
Each student will spend a minimum of one-hour educating some sector of the Orlando-metro community regarding a selected mental health related topic (one-hour per person if multiple people work together). Identify a target audience and a mental health related topic that would be beneficial for this audience. Make sure you coordinate this project with a key person within the target audience and confirm the relevancy of the topic for the audience. Research your topic and present it to the target group. What to turn in: A description of the topic, the format, location, duration, and date(s) of the presentation, and the number of people in attendance. The project must be pre-approved by the professor. The write-up for this project should be submitted via email to scoupland@rts.edu by 5:00p.m. on May 10, 2012.

2. Community Referral Research and Presentation
The purpose of this assignment is to broaden your awareness of community resources and referral sources. Each student will identify a counseling/mental health referral source in the Orlando metro area, visit the facility in person, interview the director of the facility, collect detailed information about the services provided, obtain any printed literature, and then present this information to the class. Copies of the literature should be made for each student (if no literature is available, create a handout). The facility must be approved by the professor (interviewing private practice counselors is not permissible for this assignment). Your presentation should cover the following information:
   a. Purpose/mission of the organization
   b. Location
   c. Population served
   d. Services provided, including the form of these services (e.g., inpatient, outpatient, phone consultation, etc.)
   e. Duration of treatment/services
   f. Funding sources
   g. Fees/insurance
   h. Contact information
Students will be responsible for adding and dating their agency information to the community referral notebook in the Oviedo Counseling Clinic. Presentation dates will be assigned.

3. Community Mental Health Service Organization Group Project and Presentation
The purpose of this assignment is for students to (1) select a community mental health service “organization” that could potentially serve as a counseling/mental health referral source, and then (2) identify the legal requirements for establishing and running this organization, and (3) develop three unique strategies for marketing this organization. Students will be randomly divided into 4 groups and with the professor’s assistance select a specific organization for this project. The final hour of the first eight weeks of class time will be used for planning and working on this project as a team. The workload should be as equally distributed among the group members as possible.

During the last 4 weeks of the course, each group will take a class period to present their projects to the class. A Powerpoint presentation and electronic handouts should be used to present the legal aspects necessary for establishing and running the organization. Three unique marketing
strategies should be developed and presented in whatever creative manner will help to convey the marketing approach. For example, using the internet to show a website that was developed for the organization, showing a promotional video for the organization, or write an e-newsletter for the organization.

**GRADING**

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>30</td>
<td>Community Preventative Education Project</td>
</tr>
<tr>
<td>20</td>
<td>Community Referral Research and Presentation</td>
</tr>
<tr>
<td>150</td>
<td>Community Mental Health Service Organization Group Project and Presentation</td>
</tr>
<tr>
<td>200</td>
<td>Total Possible Points</td>
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Course grades will be determined by adding earned points from the assignments above. Grades will be based on the following scale:

- A = 194-200 points
- B- = 172-175 points
- D+ = 150-155 points
- A- = 188-193 points
- C+ = 166-171 points
- D = 144-149 points
- B+ = 182-187 points
- C = 160-165 points
- D- = 140-143 points
- B = 176-181 points
- C- = 156-159 points
- F = 139 points and below

**ACADEMIC STANDARDS**

Classroom attendance and participation is expected at all class sessions. If a student should miss a class, it is expected he/she will contact another student regarding the information covered. It is the student’s responsibility to inform me if he/she cannot attend class. Unexcused absence will affect the students’ grades. If an emergency arises, please contact me as soon as possible. Students who miss class persistently throughout the semester may be at risk for failing the course.

All assignments will be due on the date specified in the syllabus. For each day an assignment is late, 5 points will be deducted from the total score.
Missionary care agency (for US citizens that are missionaries in other countries), April 15
Sandy, Olivia, Lisa, John
Non-profit counseling center, April 22
Mark, April, Quiana, Mike
Church-based counseling center, April 29
Zach, Shane, Kim, Heather
For-profit counseling center, May 6
Demetrius, Christy, Rachael, Olivia L.
International care (counseling and counseling training for foreign national caregivers)
Inpatient eating disorder clinic

Groups
For-profit counseling center
Church-based counseling center
Missionary care agency (for US citizens what are missionaries in other countries)
International care (counseling and counseling training for foreign national caregivers)
Inpatient eating disorder clinic
Substance abuse program
Children and adolescent referral agency for CPS
EAP
Pastoral retreat center
Residential adolescent treatment program

Relevant Books

Twelve Months to Your Ideal Private Practice: A Workbook by Lynn Grodzki, 2003

Crisis-Proof Your Practice: How to Survive and Thrive in an Uncertain Economy by Lynn Grodzki, 2009

How To Survive And Thrive As A Therapist: Information, Ideas, And Resources For Psychologists In Practice by Kenneth S. Pope, Melba J. T. Vasquez, 2005


The Success Therapist: Your Guide to Building the Practice You’ve Always Wanted by Larina Kase, 2005

Be a Wealthy Therapist: Finally, You Can Make A Living Making A Difference by Casey Truffo, 2007

Practice Building 2.0 for Mental Health Professionals: Strategies for Success in the Electronic Age by Tracy Todd, 2009
Financial Success in Mental Health Practice: Essential Tools and Strategies for Practitioners by Steven Walfish and Jeffrey E. Barnett


Relevant Resources
Legal and ethical issues—Dennis Gowin, Larry Shyers
Private practice—Grace Clinic, New Beginnings
Counseling in the church—Chuck DeGroat, Kelly Winkler
Social service agency and consultation—Curtis McGown, Emily Lee
Substance abuse programs—Aaron Moore, Brad Ravenhorst or Salvation Army (rehab program)
Working with the physicians—Joan Coupland
HMO’s—Russ Phillips
Lay Ministries of the church—Jamie Richard
School counseling—Jessica Gilstrap
Domestic violence and child abuse shelters—New Options, Harbor House
Career counseling agencies—Rachel Blackston
Settings: EAP, churches, community mental health centers, social service agencies, hospitals, private practice, residential treatment facilities, etc.
Types of counseling: Individual, Group, Family
Program Foci: Intervention, Prevention, Outreach, Aftercare, Intensive, Outpt., etc.; Age: Older Adult, Children, Adolescent, Adult, Young Adult.
Government
Seminole County Mental Health Center
Center for Drug Free Living
Florida Hospital
Domestic Violence
Parachurch Organizations
Frontline Outreach
CCC
House of Hope
Orlando Union Rescue Mission, Inc.
The Church
Northland
Review of assignments for Counseling in Community Settings

Everyone will write either a topical article (Carol as point person) or a book review (Cheryl as point person).
Everyone will write a 2-3 sentence testimonial about his or her experience in the MAC program (this will be used on the RTS website).

Facebook page and ad: Joel and Tracy
Clinic website design: Lizzie and Yvette
   Podcasts (video): Lani, Alex, Alec, Joel, Brain, Yvette
   Links to community resources: Tracy
   Recommended reading/book list: Carol and Cheryl
   Student counselor bios—for first years, staff, and supervisors: Alec
Newsletter (email): Elizabeth
Premarital package notice for pastors; David
Customer service improvements
   Quality of service survey: Mindy
Google positioning and ad: Mindy

Other tasks that we may work on as a group:
Follow up email at 3 months post termination
Brochure
MAC program website

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   Recommended reading/book list: Carol and Cheryl
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Premarital package notice for pastors; David
Customer service improvements
   Quality of service survey: Mindy
Google positioning and ad: Mindy

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MAC program website
Steve, Susan, Michael
Church-based counseling center

Tim, Zach, Jim
Church-based groups

Elizabeth, Kathy, Kim, Kimberly

Agnes
Counseling in China
Culture shaping. How to sell counseling to Chinese people.
Premarital (especially), marital, family, individual counseling for the church.
Business plan for establishing counseling center in China.

Belinda
Dream Center
One stop model of help. Hub for various forms of ministry. Career, missions, youth, food
ministry, thrift store, abuse group.
Counseling and referrals as a ministry of the Dream Center.
Granting
Steps for establishing a non-profit organization.
How to market the services to churches.

Fritz, Matt
Retreat center for people in ministry

Trent
Conflict resolution and leadership develop for churches
Course Objectives Related to MAC Student Learning Outcomes

Course: PSY576 Counseling in Community Settings  
Professor: Scott Coupland, PhD  
Campus: Orlando  
Date: 2/24/12

<table>
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<tr>
<th>MAC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>None</td>
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<tr>
<td><strong>Scripture</strong></td>
<td>Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
<td>Minimal</td>
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<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>None</td>
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<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Moderate</td>
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<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Minimal</td>
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<tr>
<td><strong>Winsomely Reformed</strong></td>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
<td>Moderate</td>
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<td><strong>Preach</strong></td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>None</td>
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<td><strong>Worship</strong></td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>None</td>
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<td><strong>Shepherd</strong></td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>Strong</td>
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<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context,</td>
<td>Moderate</td>
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<td>within the broader worldwide church, and with significant public issues.</td>
<td>about being counselors in the church and in secular settings.</td>
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