Argosy University, Chicago Campus
MA Community Counseling
PC6420 Community Mental Health
Section BLA Spring I, 2012

FACULTY
Lillian Felton
Phone: 847-477-8127
E-mail: lfelton@argosy.edu
Office Hours: By appointment.

MEETING DATES
First Weekend Meeting: January 20-22, 2012

CLASS SCHEDULE
Friday 6-8:45pm
Saturday 9am-5pm
Sunday 9am-4pm

WEB-AUGMENTED ACTIVITIES

Starting with the first week of the term and ending with the last week of the term:
January 9th –February 29th
Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

MASTER OF ARTS IN COMMUNITY COUNSELING MISSION STATEMENT
The Master of Arts in Community Counseling Program has been designed to provide students with a sound foundation for eventual practice of professional community-based counseling. The program introduces students to basic counseling skills that integrate individual and group theoretical foundations of professional psychology into appropriate client interaction and intervention skills. The program emphasizes the development of attitudes, knowledge, and skills essential in the formation of professional counselors who are committed to the ethical provision of quality services.

COURSE DESCRIPTION
This course examines the community mental health system, offering ideas of areas of improvement while informing students about the use of the system. The areas of discussion are the community mental health service delivery system, community mental health funding and organizational structures, ethics and specific issues relative to the community counselor.
COURSE DELIVERY FORMAT
This course has class meetings scheduled on weekends and is web-augmented with a weekly online component found at http://myeclassonline.com/. This online component is meant to supplement the content delivered in the face-to-face meetings and provides weekly instructional contact with the instructor of this course. Students can expect weekly reading assignments and online discussion questions that offer opportunities to interact with fellow students and course faculty, as well as opportunities to engage with faculty and other students around activities meant to deepen and enhance the learning experience. In addition, the faculty may use the web-based learning environment to provide supplemental resources and reading material.

The course will be available online to students one week prior to the beginning of the term. For questions pertaining to the online format, please refer to the registration bulletin.

TECHNOLOGY:
http://intcampus.ecollege.com/TechReq.learn

PROGRAM OUTCOMES
The program outcomes of our Master of Arts in Community Counseling program are rooted in the CACREP standards. Each learning objective in this syllabus is tied to the program outcomes and each program outcome corresponds to a specific CACREP standard (the exact standard is delineated by numeric representation, i.e. CACREP Section II.K.2.a & II.K.5.b.c. & Community Counseling Section C.7, etc.).

Program Outcome One: Professional Identity

Competency 1. Understand and value all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing.

Program Outcome Two: Social and Cultural Diversity

Competency 1. Apply core theory and research regarding the cultural context of relationships, including current issues and trends in a multicultural and diverse society, to the practice of professional counseling.

Program Outcome Three: Human Growth and Development

Competency 1. Apply core theory and research regarding the nature and needs of individuals at all developmental levels to their work as professional counselors.

Program Outcome Four: Career Development

Competency 1. Apply core theory and research pertaining to career development, the psychology of work, and related life factors to the practice of professional counseling.
Program Outcome Five: Helping Relationships

   Competency 1. Exhibit the knowledge base and skills needed to ethically and effectively deliver a range of professional counseling and consultation services.

Program Outcome Six: Group Work

   Competency 1. Understand the theoretical and experiential foundations of group purpose, development, and dynamics and will apply group counseling methods and skills to the practice of professional counseling.

Program Outcome Seven: Assessment

   Competency 1. Understand principles of testing and measurement and will apply both individual and group methods of assessment and evaluation to their work as professional counselors.

Program Outcome Eight: Research and Program Evaluation

   Competency 1. Understand how research methods, statistical analysis, needs assessment, and program evaluation are conducted and the role of these practices in the counseling profession.

Program Outcome Nine: Communication Skills

   Competency 1. Communicate clearly and effectively, both orally and in writing.

Program Outcome Ten: Interpersonal Effectiveness (IE)

   Competency 1. Develop and improve positive relationship skills via effective communication, respect for others, appreciation of diversity and cultural sensitivity, and awareness of their impact on others.

COURSE OBJECTIVES:

Each learning objective in this syllabus is tied to the program outcomes, and each program outcome corresponds to a specific CACREP standard, which is delineated by numeric representation, i.e. CACREP Section II.K.2.a as II.K.2a; or a specific Community Counseling Program standard as CC-A7.

Students will demonstrate:

1. Knowledge of the historical, philosophical, societal, cultural, economic, and political dimensions of past and current trends in the field of community mental health (CC-A.1).
2. Knowledge of the history and philosophy of the counseling profession, including significant factors and events relative to the field of community mental health (CACREP Section II.K-1a).
3. Knowledge of the roles, functions, preparation standards, credentialing, licensure and professional identify of community counselors and the relationships with other human service providers relative to the field of community mental health (II.K.1b; CC- A2, B1).
4. Understanding of the organizational, fiscal, and legal dimensions of a community mental health organization (CC-B2).
5. Understanding of community intervention, consultation, education, and outreach services as well as characteristics of human services programs and networks (public, private, and volunteer) in local communities (CC-B4).
6. Knowledge of individuals served by institutions and agencies offering community mental health services along with the various types of programs available to them (CC-C1, C2).
7. Identification of ethical and legal issues involved when working with clients, provision of services, and designing programs (II.K.5g; CC-B4, A4).
8. A general understanding of policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues related to community counseling (CC-A3).
10. Comprehension of the effects of diversity factors (socioeconomic status, age, cultural heritage, etc.) on clients’ usage of community services (CC-A5).
11. Knowledge and use of different strategies for client advocacy in public policies regarding equity and accessibility (CC-C6).
12. Ability to intervene and to provide counseling services and referrals to clients when crisis situations arise (CC-C7).

REQUIRED TEXTS:

<table>
<thead>
<tr>
<th>Title</th>
<th>Community Counseling : Empowerment Strategies for a Diverse Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s)</td>
<td>Lewis J.A. &amp; Lewis, M.D., Daniels, J. A. &amp; D’Andrea, M. J.</td>
</tr>
<tr>
<td>Copyright</td>
<td>2011</td>
</tr>
<tr>
<td>Publisher</td>
<td>Brook/cole</td>
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<td>ISBN</td>
<td>9780495903352</td>
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<table>
<thead>
<tr>
<th>Title</th>
<th>Essentials of Crisis Counseling and Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s)</td>
<td>Wiger, D. E. &amp; Harowski, K. J.</td>
</tr>
<tr>
<td>Copyright</td>
<td>2003</td>
</tr>
<tr>
<td>Publisher</td>
<td>John Wiley &amp; Son</td>
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<tr>
<td>ISBN</td>
<td>0-471 41755-6</td>
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<td>Edition</td>
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CLASS POLICIES AND EXPECTATIONS

University Attendance Policy

Students are expected to engage in weekly academic activity by attending classes and/or participating in the online portion of a course.
Academic activity is defined by (a) attending a face-to-face course, (b) posting a substantive response in a discussion section of the online classroom, (c) engaging in online tutorials, (d) submitting an assignment either in-person or via the online classroom, or (e) taking an exam. **Students who do not have any academic activity for 14 consecutive days, either online or class meetings, will be administratively withdrawn from the course and may be administratively withdrawn from the University.** Online and blended courses start on the first day of the semester or session. A student who does not participate in the course prior to the Add/Drop date for the session, and has not submitted an official Add/Drop Form, will be dropped from the course automatically and receive a refund based on the applicable Argosy University refund policy. The add/drop period usually ends the first week or 7 days of the term for 7.5 week courses, and the first 10 days of the semester for 15 week classes.

**Attendance is not equivalent to participation.** Student grades will be impacted by the frequency and quality of participation in class, whether face-to-face or online, consistent with the requirements of the particular course and as outlined in the course syllabus. The last day of attendance is based on the student’s last academic related activity in the classroom.

In blended courses (those consisting of in-residence and online components), students missing equal to or greater than **30% of face-to-face and online instruction time, or two or more weeks of no online participation will receive an automatic “F” grade in the course**

**Department Attendance policies**

Students are expected to be punctual to all classes and practicum. Absences should occur only for such urgent reasons as ill health or critical emergency. Whenever possible, students should notify the faculty of these absences in advance. Excessive late arrivals or absences, regardless of the reason, may jeopardize a student’s academic standing.

Attendance in all blended (weekend) and evening face-to-face class meetings is required. A student who cumulatively **misses three (3) hours** of class will receive a reduction of the final grade unless the student successfully completes additional work with the instructor’s consent.

A student who **misses six (6) or more hours of on-campus class will be required to withdraw from the course.** Exceptions may be made in extreme situations and on a case by case basis in the event of severe illness, critical emergency or family crisis. Documentation of these events must be submitted to the instructor (i.e. a doctor’s note, etc.). Additional work will be assigned in lieu of mandatory withdrawal.

A student who **misses 9 or more hours of either on-campus class meeting time, or 2 or more weeks of online participation, or a combination of both online and in class time, will receive an F grade automatically.**

**Department Online participation & Attendance Policies**
Students are expected to complete weekly reading and online assignments. Online components of the course begin as the term begins.

Timely online participation is a form of class attendance. Student financial aid may be affected by when a student last participates online.

Two weeks of absences, either online or on ground, will lead to automatic withdrawal from the class.

Students can only take online courses with the Program

Online Participation Expectations

Students are expected to complete weekly reading and online assignments. Online components of the course begin as the term begins. Courses with class meetings spread through Term I and Term II are bridged courses, which will all start on the 4th week of the first term, and end in the middle of the 4th week in Term II. In other words, online participation will begin during the 4th week of the first term.

Timely online participation is a form of class attendance. Student financial aid may be affected by when a student last participates online.

Students are expected to post online discussions by Friday of each week and respond to, two classmates by Sunday of each weeks. Additional postings if assigned will state dates. Late postings will be deducted 1 point from the earned score for each day late and will not be accepted after Sunday of that week’s postings. Late responses to classmates will not be accepted.

GRADING SCALE:
100 to 93% = A
92 to 90% = A-
89 to 88% = B+
87 to 83% = B
82 to 80% = B-
79 to 78% = C+
77 to 73 = C
72 to 70 = C-
69 & below = F

***Incomplete and Incomplete in Progress:
Only due to extenuating circumstances, and only if at least 67% of the course requirements have been completed, can a student be given a grade of “I” or “IP” by the instructor’s discretion. A student who receives an “I” will need to complete the remaining course requirements within 10 days after the end of semester. A student in this situation can also be granted an “IP” (“Incomplete in Progress”) if the instructor perceives student’s difficulties in completing all the work within ten days after the semester ends. In this case, the student will need to fulfill all the course requirements by the end of the following semester. An “I” or “IP” will automatically change to an “F” grade if it is not made up by the required completion date.
REQUIRED ACTIVITIES:

Students are required to:
1. Complete all online assignments. 20 % = 70 pts.
2. Read all required texts and participate in all class discussions and activities. 25% = 100 pts.
3. Develop a proposal for community mental health center (group proposal). 25% = 110 pts.
4. Final paper. 30% = 120 pts.

COURSE OUTLINE AND ASSIGNMENT SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Themes/Topics</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/9-1/15</td>
<td>● Crisis and trauma interventions.</td>
<td>Wiger and Harowski, chapters 1-2.</td>
<td>Please read &amp; understand the syllabi.</td>
<td>Post by 1/13 Midnight</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Principles of crisis intervention.</td>
<td></td>
<td>Familiarize yourself with online portion of the class.</td>
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<tr>
<td></td>
<td></td>
<td>● Crises interventions models</td>
<td>Wiger and Harowski, chapters 1-2.</td>
<td>Check on your online Module assignments for this week</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>● The community counseling model</td>
<td>Lewis and Lewis, chapters 1-2.</td>
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<td></td>
<td></td>
<td>● Preventative education.</td>
<td></td>
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<td>2</td>
<td>1/16-1/22</td>
<td>● Outreach to vulnerable population</td>
<td>Wiger and Harowski, chapter 3-5.</td>
<td>In class session 01/20.</td>
<td>Post by 1/20 Midnight</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Community counseling and the counseling process</td>
<td>Lewis and Lewis, chapter 3-5.</td>
<td>Activities as assigned.</td>
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<tr>
<td></td>
<td></td>
<td>● Crisis assessment &amp; intervention strategies.</td>
<td></td>
<td>Check on your online Module assignments for this week</td>
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<tr>
<td></td>
<td></td>
<td>● The community counselor as social change agent.</td>
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Spring I 2012
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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Reading</th>
<th>Assignments</th>
<th>Due Date</th>
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</table>
• The helper.  
• Client advocacy. | Wiger and Harowski, chapter 6-7 Lewis and Lewis, chapter 6 | Check on your online Module assignments for this week | Post by 1/27 Midnight. |
| 4    | 1/30-2/5 | • Managing the community  
• Counseling program. | Lewis and Lewis, chapter 8. | Information collection visit to CMHC of your choice in preparation for the proposal and final paper. Please post online your initial impressions from the visit. Check on your online Module assignments for this week | Post by 2/3 midnight. |
| 5    | 2/6-2/12 | • Group crisis intervention.  
• Ethical and legal aspects of crisis intervention. | Wiger and Harowski, chapters 8-9. | Group preparation for the in-class presentation. Check on your online Module assignments for this week | Proposal due by 2/10 Midnight  
Please post your proposal by 2/12 midnight |
### INSTRUCTIONS FOR ASSIGNED ACTIVITIES

**THE COMMUNITY MENTAL HEALTH VISIT AND PAPER**

The purpose of the CMH systems paper is to give students the opportunity of investigating the organizational structure and dynamics of an actual community mental health center.

**Procedure:**

Conduct a face-to-face interview with an employee of a community mental health center of your choice. The employee should be a person knowledgeable of the center’s general system. The content of your systems paper should be derived from your interview with the employee. Systems papers derived directly from the center’s website or brochures will not be acceptable. Draw reference from at least 2-3 different journal publications addressing discussed issues or type of the population served. Follow the outline below relative to the content of your interview.

1. Demographic Information
   a. Name of the organization

### Class Group Presentation

(This is NOT a paper).

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2/13-2/19</td>
<td>Applications of the community counseling model</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Supplemental research for the final systems paper.</strong></td>
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<tr>
<td></td>
<td></td>
<td>Post by 2/17 Midnight.</td>
</tr>
<tr>
<td>7</td>
<td>2/20-2/24</td>
<td>Integration of learned information.</td>
</tr>
<tr>
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<td><strong>Final paper due.</strong></td>
</tr>
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<td></td>
<td>Post by 2/24 Midnight Paper is due 2/26 by midnight via drop box</td>
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</table>
b. Name and title of the employee you interviewed

c. Current location(s) and main address, phone number and web address.

d. Name of the CEO.

e. Service area(s)

2. History of the Organization

   a. When the organization was founded
   b. Why the organization was developed.
   c. The purpose/mission of the organization at that time.
   d. Significant accomplishments.
   e. Past funding sources.
   g. Population(s) served.

3. Current Organization System

   a. Population(s) served.
   b. Funding source(s).
   c. Budget - total amount of operational budget and sources.
   d. Staffing pattern, i.e., how many counselors, social workers, psychologists, support staff, etc.
   e. Types of programs/services provided in terms of primary, secondary and tertiary prevention.

4. Other Organizational Activities

   a. Research conducted by the organization.
   b. Efforts to educate the community, i.e. (general population) regarding mental health.
   c. Efforts to influence public policy on behalf of their clients.
   d. Non-client related consultation to other professional organizations, i.e. efforts made by the organization to educate another organization around issues that are not related to a specific client.

5. Your Observations

   a. What seems to be going well for this center? Not so well? What are the organization’s strengths? Weaknesses?
   b. What suggestions do you have for this organization?

Secure brochures of this organization to share with your classmates.

COMMUNITY MENTAL HEALTH CENTER PROPOSAL
In cooperation with your assigned group members (2-3-4 people each), you are to develop a proposal for a small community mental health center of your choice. You have a three million dollar annual budget. Each group must deliver 30-45 minute oral presentation addressing outline below (including time for answering questions and class comments) of the proposal during the second weekend of class.

**The proposal should follow this outline:**

1. Name and address of your organization.
   a. Provide rationale for choice location

2. Your mission statement.

3. Needs Assessment (why you need to develop this center)
   a. Description of target population.
   b. Describe the community you will serve (demographics) giving the geographic boundary and history of the community.
   c. Definition of the problem that needs to be addressed.
   d. Current available resources for this population, if any.

4. Program(s) goals
   Example: To reduce the number of psychiatric hospitalizations for all registered clients by 50%.
   To increase the GAF of all clients to at least 60.
   Only 3% of registered youth will be re-incarcerated following 6 months therapeutic treatment.

5. Program planning.
   a. How will services be delivered?
   b. How many people will be served?
   c. How will you outreach these individuals?
   d. How will the program be staffed? (clinical and support staff)

6. The budget

7. Program accountability
   a. How will you document program activities?
   b. How will you measure attainment of your goals?

   Example:
   The percentage of registered clients who are psychiatrically hospitalized during the fiscal year 2012.
   The number of registered client’s who attain a GAF of 60 or above.
The percentage of youth who are re-incarcerated after 6 months of therapeutic treatment.

UNIVERSITY POLICIES AND STATEMENTS

Library
All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University’s core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at http://library.argosyu.edu. Detailed descriptions of online resources are located at http://library.argosyu.edu/misc/onlinedblist.html.
In addition to online resources, Argosy University’s onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University’s Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at http://library.argosyu.edu/infolit/

Academic Policies
Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the Publication Manual of the American Psychological Association, 5th Edition (2001). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the Publication Manual of the American Psychological Association, 5th Edition for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.
Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.
Americans with Disabilities Act Policy
It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request. Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity
Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Instructional Contact Hours/Credit
Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the eclassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
ACKNOWLEDGEMENT OF THE SYLLABUS

I have read and understand the syllabus and the course requirements of PC6420, Community Mental Health presented by Lillian Felton Spring I 2012 at Argosy University Chicago

________________________________________________________________________

Student signature ___________________________ date ___________________________

________________________________________________________________________

Print your name