

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDCO 705

ISSUES AND TRENDS IN COMMUNITY COUNSELING

COURSE DESCRIPTION

An overview of key areas of community counseling, including rehabilitation counseling, career counseling, school counseling, community advocacy, and counseling in diverse settings such as mental health agencies, employment agencies, and population-specific programs.

RATIONALE

This course provides an overview of the community mental health system; the theories, principles, and practices of counseling in human services agencies and other community settings; and the process of promoting community awareness, resilience, and change. Emphasis is placed on community outreach, interventions among vulnerable populations, client advocacy, and multicultural competence.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Demonstrate understanding of the historical development, professional foundations, theoretical framework, and contextual influences of community counseling.
- B. Assess the mental health and counseling needs in a local community.

- C. Examine the roles and functions of community counselors in community development.
- D. Apply effective counseling practices among diverse populations.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the Course Requirements Checklist found in Module/Week 1.

- C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student will participate in 4 Discussion Board Forums throughout the course, each divided between 2 modules/weeks. The student will select 1 of the case studies in the Sue et al. textbook from the module/week's assigned readings and select 2 of the reflection and discussion questions from this case study and answer them fully and in depth. The thread must be between 400 and 450 words, articulate course-related knowledge, demonstrate critical reflection, and draw upon multiple scholarly sources. The student will respond to at least 2 classmates' threads, each with a 250–300-word reply. (Learning Outcomes: A and D)

- D. Community Needs Analysis Paper

The student will write a 10–12-page paper assessing the mental health needs within his/her community. Focusing on one of the major identified needs, the student will then evaluate what services are offered and by what organizations. The paper must follow current APA format and must have a minimum of 10 recent/current sources. (Learning Outcomes: A, B, and C)

- E. Case Treatment Strategy Paper

The student will develop a 10–12-page treatment strategy based on a provided case study. Using the community counseling model, the paper must demonstrate examination of the case contextualized in the student's local community and an investigation into various service providers that meet the presented needs. The paper must have at least 10 sources and follow current APA format. (Learning Outcomes: B, C, and D)

F. Community Action Proposal or Community Organization Impact Paper

The student may choose to develop a community action proposal for a marginalized population in his/her community that has unmet mental health needs that are ignored or overlooked by service providers. The student will describe the population, current issues, needed services, a proposed program, a rationale, a budget, etc. for potential consideration by an interest group, committee, or funding organization. Alternatively, the student may write an investigative paper assessing the impact of a mental health organization in his/her community. The student will interview someone in the executive leadership face-to-face. Based on the interview and secondary research, he/she will first describe the organization, its history, current status, purpose, mission, and clientele; then critically assess the organization's effectiveness and impact. The 12–15-page proposal/paper must have at least 12 sources and follow current APA format. (Learning Outcomes: A, B, C, and D)

G. Quizzes (4)

Quizzes will cover the *Community Psychology: Foundations for practice* text by Scott & Wolfe, and the *Counseling for seemingly impossible problems* text by June & Black. Each quiz is open-book/open-notes, has a 1-hour time limit, and contains 25 questions. (Learning Outcomes: A and C)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirement Checklist	10
Discussion Board Forum Threads (4 at 50 pts ea)	200
Discussion Board Forum Replies (4 at 25 pts ea)	100
Community Needs Analysis Paper	150
Case Treatment Strategy Paper	150
Community Action Proposal or Community Organization Impact Paper	200
Quizzes (4 at 50 pts ea)	200
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Test/Exams

- a. For timed tests/exams, students are required to complete the exam within the assigned time limit. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.

- b. Students must take an exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

D. Dual Relationships

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

E. Limits of Confidentiality

In the event of a student's disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance learning dean. The incident and action taken will become part of the student's permanent record.

F. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

EDCO 705

Textbooks: June & Black: *Counseling For Seemingly Impossible Problems* (2011).
 Scott & Wolfe: *Community Psychology* (2015).
 Sue et al.: *Case Studies in Multicultural Counseling & Therapy* (2014).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Scott & Wolfe: chs. 1–4 Sue et al. chs. 1–4	Course Requirements Checklist Class Introductions DB Forum 1 Thread	10 0 50
2	June & Black: chs. 1–4 1 presentation	DB Forum 1 Replies Quiz 1	25 50
3	Scott & Wolfe: chs. 5–8 Sue et al.: chs. 5–8 1 presentation	DB Forum 2 Thread Community Needs Analysis Paper	50 150
4	June & Black: chs. 5–8 1 presentation	DB Forum 2 Replies Quiz 2	25 50
5	Scott & Wolfe: chs. 9–12 Sue et al.: chs. 9–12 2 presentations 1 website	DB Forum 3 Thread Case Treatment Strategy Paper	50 150
6	June & Black: chs. 9–14 2 presentations	DB Forum 3 Replies Quiz 3	25 50
7	Scott & Wolfe: chs. 13–15 Sue et al. chs.: 13–17 1 presentation 1 website	DB Forum 4 Thread Community Action Proposal <i>or</i> Community Organization Impact Paper	50 200
8	June & Black: chs. 15–19	DB Forum 4 Replies Quiz 4	25 50
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.