Instructor:
Office:
Phone:
E-mail:
Office Hours:
Class Room:
Class Dates:
Class Times:
Website:

Note: The Instructor will add the above information each semester.

Catalog Description, Credit Hours and Prerequisites of Course:
This course includes theoretical and applied information regarding community counseling services and application of crisis intervention and consultation. A variety of delivery systems, staffing procedures, emergency services, treatment paradigms, and the need for collaboration among mental health professionals in community and crisis counseling crisis situations will be presented and discussed. (3)
Prerequisite: Graduate Standing and Permission of the Instructor.

Required Texts:


Supplementary Readings:
You will be responsible for any additional notes, articles, or book chapters that are assigned as additional readings.
**Course Objectives:** At the conclusion of this course, students will be able to address and understand:

<table>
<thead>
<tr>
<th></th>
<th>CACREP 2016 Standard</th>
<th>Evidenced By:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>strategies to promote client understanding of and access to a variety of community-based resources</td>
<td>2F – 5k</td>
</tr>
<tr>
<td>2)</td>
<td>mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</td>
<td>5C – 2c</td>
</tr>
<tr>
<td>3)</td>
<td>strategies for interfacing with the legal system regarding court-referred clients</td>
<td>5C – 3c</td>
</tr>
<tr>
<td>4)</td>
<td>strategies for interfacing with integrated behavioral health care professionals</td>
<td>5C – 3d</td>
</tr>
<tr>
<td>5)</td>
<td>strategies to advocate for persons with mental health issues</td>
<td>5C – 3e</td>
</tr>
<tr>
<td>6)</td>
<td>Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.</td>
<td>5C-6</td>
</tr>
</tbody>
</table>

**Course Outline:**

- **Professional Identity of Counselors**
  - Structures and Operations of Professional Organizations
    - American Counseling Association (ACA)
    - Divisions e.g., Association of Counselor Educators and Supervisors (ACES)
  - Training Standards
    - Accreditation
    - Licensure
    - Right to Practice
    - Recognition
  - Credentialing Bodies
    - NBCC
    - Ethical Standards
  - Sociocultural, Demographic and Lifestyle Diversity Implications
    - Professional development
- **Roles and Functions of Counselors**
  - Modalities
    - Multi-modal Settings
    - Interdisciplinary Teams
  - Client Advocacy
    - Indirect Service
Direct Service
- Intake interviews
- Mental health history
- Treatment plans

Characteristics of Community Counseling Institutions
- Organization
- Administration
- Fiscal
- Legal
- Political
- Types of services
- Employment requirements
- Promotion of services
- Ease of access to services

Understanding of Counseling Communities and Services
- Theories and Techniques of Community Needs Assessment
  - Design
  - Implement
  - Evaluate
- Inter and Intra Professional Relationships
- Client Characteristics
  - Socioeconomic status
  - Unemployment
  - Aging
  - Gender
  - Culture
  - Ethnicity
  - Chronic illness
  - Developmental transitions
  - Interpersonal, family and community violence

Principles of Program Development and Service Delivery
- Developmental Orientation
  - Prevention
  - Support Groups
  - Peer Facilitation Training
  - Parent Education
  - Career Information and Counseling
  - Encouragement of Self-Help
  - Program Evaluation
- Strategies for Promotion of Client Understanding of Access to Resources
- Strategies for Client Advocacy in Public Policy and Government Relations

General Principles of the Community Counseling Model
- Intervention
- Consultation
- Education
- Outreach
• Human Services Programs
  o Networks
  o Public
  o Private
  o Volunteer
  • Counseling in Community Agency Settings
    o Comprehensive Mental Health Centers
    o Community Counseling Center
    o Vocational Rehabilitation
    o Corrections
    o Youth Residential Facilities
    o Student Personnel in Higher Education
    o Community Planning
    o Service Centers
    o Youth Services
    o Pastoral Counseling
    o Crisis Telephone Services
  • Current Issues of Counselors
    o Private Practice
    o Third Party Reimbursement
    o Supervision
    o Grant Writing
    o Managed Care
    o Others
  • Crisis
    o Triage and assess individuals in crisis and write an evaluation of such individuals.
    o Conduct counseling sessions with individuals in crisis on the telephone, in person at the agency, and in the field.
    o Explain and apply ethics of confidentiality in crisis situations.
    o Demonstrate knowledge of post-traumatic stress syndrome and other clinical symptoms and diagnoses often associated with crises.
    o Demonstrate knowledge of various crisis situations and appropriate interventions
    o Develop safety plans, policies and procedures for the client, self, and other professionals and bystanders.

Course Schedule
Note: The specific course schedule will be added each semester by the instructor.

Methods of instruction
The instructor will utilize a combination of:
• Classroom lectures and discussions
• Classroom experiential exercises
• Web-assisted instructions and tests/exams
Grading Policy

The following grading system is used in the Graduate Programs at Molloy College:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Quality</th>
<th>Point Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0–100</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>90.0–92.9</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>87.0–89.9</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>83.0–86.9</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>80.0–82.9</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>77.0–79.9</td>
<td>Not accepted for credit toward degree requirements.</td>
</tr>
<tr>
<td>C</td>
<td>73.0–76.9</td>
<td>Not accepted for credit toward degree requirements.</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Lowest acceptable grade.

Please refer to Molloy College Graduate Course Catalogue for further grading details.

Grading:

Grades will be assigned on the basis of:

A. Written examinations (20%)
B. Written critiques of professional articles (10%)
C. Written evaluation of Case Studies (20%)
D. Graduate quality research paper (25%)
E. Review of an Agency (20%)
F. Student Membership in Professional Counseling Organization (5%)

Course Requirements:

Reading Assignments:
Lectures and supplementary material will be posted online. Students are expected to complete all assigned readings and assignments before class meetings.

Examinations:
There will be written exams to evaluate the student’s grasp of the material. Exams will be based on required readings from books, articles, and lecture materials. All exams will be announced; therefore, it will be the student’s responsibility to be present. Makeup exams, including their content and style, will be at the discretion of the professor.

Critique of professional articles:
Students will read and critique research articles from peer-reviewed journals. Further instructions will be given in class.
Written evaluation of Case Studies:
Students will write up a case study based on information from a sample client in a crisis situation, supplied by the instructor. Further instructions will be given in class.

Research Paper:
Students will write a research paper in APA style based on a topic in community counseling. Further instructions will be given in class.

Review and Presentation of an Agency
Students will provide an in-depth review of a counseling agency. Sections to be included in the review are: mission statement, agency goals, target population, staff patterns (who is hired as counselors; what is their credentials and how many on staff), future employment opportunities for counselors, sources of funding, salaries, types of services offered, client demographics (i.e. sex, age, ethnicity), mean number of sessions per client, and how the agency interfaces with other agencies. The final section of the paper will consist of your personal reaction to the agency (i.e. would you work there? Why or why not?) The paper will conform to APA format standards. Please use appropriate headings. The paper will be 4-6 pages in length, excluding the title page and reference page. Grading will be based on the content, clarity, and thoughtfulness of the paper, as well as adherence to APA format. Further instructions will be given in class.

Student Membership in Professional Counseling Organization:
As a counseling professional you are encouraged to join a counseling organization. ACA, ACES, NARCES, NYMHA, are some examples of professional organizations. Further instructions will be given in class.

Note: Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.

Course Expectations

Academic Honesty
The college maintains and affirms a strong policy of academic honesty. Academic integrity is the responsibility of the entire Molloy College community. Members of the academic community have a duty neither to cheat nor condone cheating, fabrication, plagiarism, or facilitation of academic dishonesty. Academic infractions are subject to disciplinary action as described in the Student Handbook.

Academic Writing
Students are expected to write in a professional and clear manner. Some assignments must be written in accordance with the APA Publication Manual (6th edition). Specific APA requirements will be outlined within each assignment. Please refer to the APA Publication Manual for additional information regarding writing in APA style. Students may also seek writing support at the Molloy College Writing Center.
Attendance
As stated in the college catalogue, “students are expected to attend classes regularly and punctually.” It is the accepted practice at Molloy College that faculty take attendance in all courses. Students should notify faculty if an absence if necessary as the result of a serious situation. Failure to attend class for two (2) consecutive weeks at any point in the semester, without notification of extenuating circumstances, will result in an administrative withdrawal from the course. Administrative withdrawal results in removal from the course with a grade of "WA" or "WF" determined by the point in the term and the academic performance. Students should consult the College catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

Civility, Respect, and Sensitivity in the Classroom
We will be dealing with a number of sensitive issues in this class. All of us are responsible for creating an environment in which we feel comfortable and respected, and one to which we can all contribute. Confidentiality is of the utmost importance when dealing with sensitive matters. It is essential that all of us are respectful of each other, even when we disagree, so that a healthy discourse can unfold. Molloy College strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, and differentiate values. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. We need to foster a safe educational experience in which there is a shared sense of respect among and between the students, the instructor and various points of view. Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked to do the following: 1) turn off all cell phones before class; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g., popping gum, noisy eating, excessively pungent foods); 4) minimize side conversations, and; 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

Communicating across the Curriculum Requirement
This requirement is met as the course encompasses all areas of the language arts through the achievement of its objectives, both stated and implied. The course engages students to read, write, listen, and speak through opportunities embedded in various class assignments. See “Grading” section for specific breakdown for this course.

Counselor Dispositions
The counselor dispositions are assessed and guided by the counselor education framework. Students in the MS in CMHC program at Molloy College are assessed by following the beliefs and attitudes related to the areas of competence, reflection and caring. As students’ progress through the program they will be assessed on the major areas in counselor education stemming from these core principles. All students are expected to exhibit the professional dispositions outlined by the ACA Code of Ethics (2014). This includes, but is not limited to, being in class on time, accepting feedback,
conducting oneself professionally and ethically, and maintaining confidentiality. Students who do not uphold these dispositions will lose points for this course and will be encouraged to meet with their instructor and program director. See Student Handbook for further details.

**Late Assignments**
Assignment due dates are clearly indicated in this syllabus. Students are expected to submit assignments on time. Failure to submit assignments by their due date may result in a significant point deductions or a failing grade for the assignment. If extenuating circumstances arise, be sure to speak to the instructor as soon as possible and before the due date of the assignment.

**Students with Disabilities Statement**
If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the Office of Disability Support Services. It is located in the Casey Building, Room 011. This should be done as early as possible in the semester so that appropriate accommodations may be implemented as soon as possible. Contact: Cari Rose-Tomo, MS, Coordinator, phone: 516.323.3315 and email: crosetomo@molloy.edu or dss@molloy.edu. Please note, no accommodations can be provided without coordination and documentation from the Office of Disability Support Services.

**Technology**
Technology is ubiquitous within education. Throughout the semester, technology is likely to be used within and outside of the classroom. However, the use of technology for purposes other than explicit course content during class time is strictly prohibited. This can include but is not limited to using cellphones, tablets, or computers and laptops.

**MHC 528 - Homework Assignments and Related Instructional Activities:**
The requirements of this course include participation in classroom activities, as well as reading to prepare for class discussions, research, and out of class activities. Please note, these are estimates and some students may require more time.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Estimated Time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings</td>
<td>Read assigned material to prepare for class lectures</td>
<td>1400</td>
</tr>
<tr>
<td>Exams</td>
<td>Study and prepare for exams</td>
<td>2000</td>
</tr>
<tr>
<td>Additional Activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written critiques of professional articles</td>
<td>Critique and write up of articles from peer reviewed journals</td>
<td></td>
</tr>
<tr>
<td>Written evaluation of Case Studies</td>
<td>Critically evaluate case studies and present in written paper</td>
<td></td>
</tr>
<tr>
<td>Review of Agency</td>
<td>Review and analyze community counseling agency. Write up review, present findings to the class Library work, literature. Review, critically analyze and read articles, check databases, write paper in APA format.</td>
<td>1600</td>
</tr>
<tr>
<td>Graduate quality research paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5,000</td>
</tr>
</tbody>
</table>
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE*</th>
<th>CACREP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Introduction to course; Syllabus review</td>
<td></td>
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<tr>
<td>Class 2</td>
<td>History of community counseling and crisis events</td>
<td></td>
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<tr>
<td>Class 3</td>
<td>Ethics and professional development of community counselors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 4</td>
<td>Roles and duties of community/crisis counselors</td>
<td></td>
<td>5C – 2c</td>
</tr>
<tr>
<td>Class 5</td>
<td>Working within the community: institutions and interdisciplinary teams</td>
<td></td>
<td>5C – 3d</td>
</tr>
<tr>
<td>Class 6</td>
<td>Working within the community: system navigation and the legal system</td>
<td></td>
<td>5C – 3c</td>
</tr>
<tr>
<td>Class 7</td>
<td>Mid-semester exam/project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 8</td>
<td>Community needs assessment</td>
<td></td>
<td>2F – 5k</td>
</tr>
<tr>
<td>Class 9</td>
<td>Client conceptualization and needs assessment; advocacy and social justice</td>
<td></td>
<td>5C – 3e</td>
</tr>
<tr>
<td>Class 10</td>
<td>Program development and evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 11</td>
<td>Principles of the community counseling model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 12</td>
<td>Counseling within specific agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 13</td>
<td>Crisis Counseling Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 14</td>
<td>Ethics of Crisis Situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 15</td>
<td>Final Crisis Project</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*In addition to the readings herein, please refer to CANVAS for additional and supplementary readings and content.

**Content related to CACREP standards commence and/or are primarily addressed during the indicated week. However, please note CACREP standards are integrated throughout the entirety of the course.