I. COURSE DESCRIPTION:

This course examines the history, philosophy, and current trends of counseling in community agencies. Roles and functions of clinical mental health counselors and professional issues, such as credentialing, core provider status, expert witness status, and practice privileges within managed care systems are studied. This course emphasizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. Prevention, intervention, consultation, education, and advocacy in community agencies are also studied.

II. REQUIRED READING:


III. SUPPLEMENTAL READING:


IV. COURSE ALIGNMENT WITH CONCEPTUAL FRAMEWORK:

This course is congruent with the Conceptual Framework of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

To Serve, To Lead, To Transform

A. Mission of the School of Education and Psychology: Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.

B. Goal of the School of Education and Psychology: The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles: (1) a caring person, (2) an informed facilitator, (3) a reflective decision maker, and (4) a committed professional. Together these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

C. Core Curricular Experiences and Learning Outcomes:

1. As a Caring Person, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) effective counseling, prevention, and intervention;
   (b) service to clients who represent diverse populations; and
   (c) advocacy to better the lives of individuals and communities.

2. As an Informed Facilitator, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
   (a) meaningful assessment that facilitates a plan of action,
   (b) diagnosis leading to appropriate treatment, and
   (c) promoting optimal academic development in the school setting.

3. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) conduct research that contributes to the knowledge base of the profession;
   (b) critically evaluate research and apply current information to decision making; and
   (c) conduct meaningful program evaluations that inform development and enhance services.
4. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
(a) applying and adhering to ethical and legal standards specific to the counseling practice;
(b) adhering to the professional orientation and roles that are relevant to the counseling practice;
(c) collaborating and consulting with other professionals, both within the clinical or school setting and with other community professionals;
(d) utilizing the foundation knowledge specific to the area of counseling practice, and
(e) leading in the development and management of counseling practice in a clinical or school setting.

V. KNOWLEDGE AND SKILL OUTCOMES:

Upon successful completion of this course, students should:

1. Understand the history, philosophy, and trends in clinical mental health counseling. [CACREP MH-A.1]*
2. Understand the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. [CACREP MH-A.3]
4. Understand the impact of crisis, disasters, and other trauma-causing events on people. [CACREP MH-A.9]
5. Understand the operation of an emergency management system within clinical mental health agencies and in the community. [CACREP MH-A.10]
6. Understand the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network. [CACREP MH-C.5]
7. Understand the principles of crisis intervention for people during crisis, disasters, and other trauma-causing events. [CACREP MH-C.6]
8. Be able to apply effective strategies to promote client understanding of and access to a variety of community resources. [CACREP MH-D.4]
9. Be able to maintain information regarding community resources to make appropriate referrals. [CACREP MH-F.1]
10. Be able to advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients. [CACREP MH-F.2]
11. Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling, as well as ethical and professional issues relevant to Christian counselors. [CACREP MH-A.2]

* Identifiers between brackets refer to the Clinical Mental Health (MH) domain required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), to which the given course expected outcome contributes.
VI. METHODS OF INSTRUCTION:

This course will utilize a number of instructional methods, including lectures and discussions, essay exams, reflection papers, audiovisual media, agency visitation, projects, and presentations.

VII. DIVERSITY CONSIDERATIONS:

Counselors need to develop proficiencies for working with clients from diverse backgrounds to ensure that all clients have the opportunity to achieve a desired level of emotional and psychological well-being. To help counselor candidates acquire an understanding of diverse client characteristics and the ability to maintain an effective therapeutic environment, this course will specifically address relevant multicultural issues affecting clients in various community agency settings. There will also be discussion concerning multicultural counselor competencies in various agency contexts.

VIII. INCORPORATION OF TECHNOLOGY:

Students will be required to utilize various applications of technology to complete written assignments and oral presentations. Students will need to check their SAU e-mail and eClass regularly for course updates and materials.

IX. INCORPORATION OF RESEARCH:

1. Students:

Students will conduct research activities related to community mental health agencies and services provided in the local area by interviewing actual counselors in these settings.

2. Instructor:

The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate.


X. COURSE CONTRIBUTION TO THE SEP GOAL OF SERVANT LEADERSHIP AND INTEGRATION OF FAITH AND LEARNING:

As stated above, the goal of the SEP professional education unit is to facilitate the comprehensive development of professionals as servant leaders in their communities. Toward that goal, this course will enable students to acquire knowledge and skills necessary to promote the mental health and wellness of the persons they serve, as that promotion of health and wellness is supported by the Christian Seventh-day Adventist faith and the SEP Conceptual Framework. Consideration will also be given to how the value system of Christian counselors enhances the ethical principles of the Counseling profession.

XI. CLASS POLICIES:

1. Special Needs Accommodations:

In keeping with University policy, any student with a disability who needs academic accommodations should contact Disability Support Services at 236-2574 or stop by Lynn Wood Hall, room 137 to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at www.southern.edu/disabilitysupport.

Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their professors in relation to particular course requirements.

2. Academic Integrity:

Morally and spiritually, Southern Adventist University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high, ethical Christian levels of honesty.
Instructor Responsibilities:

a) The instructor will explain clearly the requirements for assignments, examinations, and projects.

b) The instructor will assume “no collaboration” is the rule unless he or she states otherwise.

Student Responsibilities:

a) Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others’ material as their own.

b) Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with the instructor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.

c) Students are to assume that all course work is “no collaboration” unless stated otherwise by the instructor.

The instructor reserves the right to check students’ resources to ensure that appropriate citations have been used. If the instructor suspects that academic dishonesty has occurred, he or she will take the following steps:

1. Privately discuss the incident with the student.

2. After the meeting, if the instructor is convinced the student was dishonest, he or she will file an incident report with the Graduate Dean describing the infraction and the penalty administered. The instructor will also give a copy of the report to the student.

3. In verified instances of academic dishonesty, applied penalties may include the following:
   - Record a failing grade on the exam, assignment, or project.
   - Assign a failing grade in the class.
   - Allow the student to resubmit the assignment with a reduced value for the assignment.
   - Assign the student a paper, project, or activity that improves the student’s understanding of the value and nature of academic integrity.

4. After two reported incidents of academic dishonesty, the Graduate Dean will notify the Dean of the School of Education and Psychology and the Director of Graduate Programs in Counseling. Two incidents also make a student eligible for dismissal from the University.

5. At any point, the student may appeal any of the above actions through the established appeal procedures spelled out in the “Grievance Procedures” section of the current *Counseling Student Handbook*.

3. Attendance and Participation:

Regular class attendance and punctuality are expected. Unexcused tardiness and absence from class will lower student participation grades. Students will not receive participation credit for class periods in which they are not present. It is important for students to be on time to class each class period.
4. **Make-up or Late Work and Extra-credit:**

Assignments are due at the beginning of class on the dates listed in the course schedule. Assignments should be submitted to the instructor before class begins. Work submitted after the due date will result in a deduction of one letter grade per day late. No assignments will be accepted after three days beyond the due date. If students find themselves in extenuating circumstances, they should contact the instructor as soon as possible.

5. **Course Evaluation:**

Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. Students may access the online evaluation at access.southern.edu and then log in using their SAU e-mail login and password, and then select **Course Evaluation** from **Course Tools**. All comments and evaluations are completely anonymous and the results are made available to professors only after grades are submitted to the Records Office.

XII. **COURSE REQUIREMENTS AND ASSESSMENT:**

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section **V-Knowledge, Skill, and Practice Outcomes**) being assessed by the given requirement.

1. **Attendance:**

   Regular class attendance and punctuality are expected. Tardiness and absence from class will result in a lowered participation grade. Students may not have more than 2 unexcused absences in this course.

2. **Class Participation:**

   Students are expected to participate in class. In order to participate, students must have read the chapter and assigned readings prior to arriving to class (see course schedule for dates). At the beginning of class, all students must power off their cell phones and laptops that are not being used for academic purposes. Use of personal electronic devices (for personal use) is not allowed during class time.

3. **Community Agency Visitation, Interview, & Presentation:**

   Students are required to visit a community agency that provides counseling services during the semester. These visits will provide students with exposure to services that are offered by local mental health agencies. This will be a great opportunity to learn first-hand about community agency practices (and even inform the eventual choice of an internship placement). Therefore, students will need to be prepared to ask questions of the agency representative during their visit. Students should also gather information from brochures and
from agency websites. **Students must inform the instructor of the agency they will visit in order to avoid duplication!!!**

For the visit, students will complete a “Verification of Observational Experience and Reflection” form (which is attached to this syllabus). The form will be DUE at the beginning of the class period on the date listed.

Students will also complete an interview with a community agency counselor at the same agency. For this interview, students will complete an “Interview a Community Agency Counselor” form (which is attached to this syllabus). The form will be DUE at the beginning of the class period on the date listed.

After gathering the above information from the agency they have selected, students will create and present a PowerPoint presentation to the rest of the class. Student presentations should be 30-40 minutes in length and if possible should include photographs of the agency and the counselor interviewed. The information presented will likely enrich the learning experience for the entire class. Students should aim to sign up for a class period in which a similar topic will be discussed.

4. **Professional Membership:**

   During this class, the counseling profession and some of the developing trends in the professional practice of a counselor will be discussed. One way to stay up-to-date on the emerging status, concerns, and practice within a discipline is to become a member of the professional organization associated with the discipline. For that reason, students will need to join the American Counseling Association (ACA) for credit in this course. To join, they should visit: [http://www.counseling.org/Counselors/MemberJoin.aspx](http://www.counseling.org/Counselors/MemberJoin.aspx)

   Note: Before students are accepted as a candidate for internship they will be required to present documentation of membership in a discipline-relevant professional organization.

5. **Reading/Yalom’s Book Reflection Paper:**

   Yalom’s book *The Gift of Therapy* has been assigned as required reading. Students must read the assigned reading for the week and be prepared to discuss the reading in class. A three (3) page reflection paper summarizing what students have learned from reading this book and identifying key aspects applicable to their work and identity as counselors will be due near the end of the course. This paper needs to be submitted with a self-graded rubric.

6. **Chapter Summaries and Thoughts:**

   Students will read each chapter in Gladding & Newsome prior to class and provide a typed summary/thought paper for each chapter. **These thought papers must be 2 pages in length and are to be submitted to the instructor by the beginning of the class period.** When two chapters are assigned for the week, papers should be divided by chapter. These papers need to be submitted with a self-graded rubric each week.
7. **Advocacy Letter:**

Students will write a letter to advocate for the profession. There are requests for such letters in *Counseling Today* and at the ACA website (www.counseling.org). Students will need to use professional letter writing skills. Students will submit their letters to the instructor for review prior to mailing. The following website may also be helpful: http://www.counseling.org/public-policy/public-policy.

8. **Self-Reflection Paper:**

Students will write a four (4) page paper and include the following headings: 1. *How and where I see myself fitting into the counseling profession in the future*; 2. *How I plan to engage in personal (emotional, physical, and spiritual) wellbeing including preventing burnout*; and 3. *How I plan to engage in professional development (staying current with information)*. Students need to reference content from chapter 9 of the textbook for this paper. This paper should include an introduction and a conclusion. APA format is required. This paper must be submitted to the professor by the beginning of class on the date due in order to be considered on time. This paper needs to be submitted with a self-graded rubric.

9. **Mid-Term and Final Exams:**

Mid-term and final exams will cover textbook chapters and class discussion material.

XIII. **COURSE GRADING SYSTEM:**

1. **Testing Methods:**

Class attendance and participation, assigned reading, research activities, reflection papers and exams will be used for evaluation.

2. **Grading Criteria:**

The following is a summary of the criteria used for assigning grades:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Number of Points</th>
<th>Percentage of Final Grade</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Community Agency Project</td>
<td>15</td>
<td>15</td>
<td>2, 4, 5, 6</td>
</tr>
<tr>
<td>Professional Membership</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Reflection Paper on Yalom’s Book</td>
<td>10</td>
<td>10</td>
<td>1-10</td>
</tr>
<tr>
<td>Chapter Summaries and Thoughts</td>
<td>25</td>
<td>25</td>
<td>1-10</td>
</tr>
<tr>
<td>Advocacy Letter</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Self-Reflection Paper</td>
<td>5</td>
<td>5</td>
<td>2-4</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>15</td>
<td>15</td>
<td>1-10</td>
</tr>
<tr>
<td>Final Examination</td>
<td>15</td>
<td>15</td>
<td>1-10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
3. Distribution of scores:

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59%</td>
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</tbody>
</table>

Evaluation Feedback:

Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.

Near the end of this semester, the instructor will assess student development toward the personal and professional goals students are expected to achieve as they progress through the Counseling program. This assessment is separate from the course requirements listed above, and in order to complete it, the instructor will fill out the Evaluation of Personal and Professional Dispositions form included in the Graduate Student Handbook. If the instructor has concerns about development in this area, he or she will discuss them with students individually. If, on the other hand, there are not any concerns, results will be handed out in class at the end of the semester; but no individual meeting will take place between the instructor and the student, unless the student requests it. Results will be submitted to students’ academic advisors and the SEP Unit Assessment System Manager. They will be reviewed by the Counseling Programs Council twice in the program:

1) When students are being considered for admission to candidacy, which occurs right before they enter their field experiences
2) During student's last semester prior to graduation.

Results from these two reviews will be individually discussed by the faculty advisor and the student, whether or not there are reasons for concern.

XIV. COURSE CALENDAR:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>CACREP Common Core Curricular Experiences</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th</td>
<td>• Course overview&lt;br&gt;• Choose an agency to profile&lt;br&gt;• Sign up for presentation date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th</td>
<td>• Gladding &amp; Newsome Ch. 1&lt;br&gt;- Historical Overview&lt;br&gt;• Gladding &amp; Newsome, Ch. 2&lt;br&gt;- Professional Identity</td>
<td>☑ II.G.1a History and philosophy of the counseling profession&lt;br&gt;☑ II.G.1h The role and process of the professional counselor advocating on behalf of the profession&lt;br&gt;☑ II.G.1f Professional organizations, including membership benefits, activities, services to members, and current issues</td>
<td>G &amp; N, Chs. 1 &amp; 2&lt;br&gt;Summary &amp; Thoughts&lt;br&gt;Yalom Intro – Ch. 10</td>
</tr>
<tr>
<td>Th</td>
<td>• Gladding &amp; Newsome, Ch. 3&lt;br&gt;- Ethical &amp; Legal Considerations&lt;br&gt;- Ethical &amp; Professional Issues Relevant to Christian Counselor</td>
<td>☑ II.G.1j Ethical standards of professional organizations and credentialing bodies and applications of ethical and legal considerations</td>
<td>G &amp; N, Ch 3&lt;br&gt;Summary &amp; Thoughts&lt;br&gt;Yalom Ch. 11 – 16</td>
</tr>
<tr>
<td>Th</td>
<td>• Gladding &amp; Newsome, Ch. 4&lt;br&gt;- Clinical Mental Health Counseling in a Diverse Society</td>
<td>☑ II.G.1i Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</td>
<td>Agency Profile Form&lt;br&gt;G &amp; N, Ch 4&lt;br&gt;Summary &amp; Thoughts&lt;br&gt;Yalom Ch. 17-24</td>
</tr>
<tr>
<td>Th</td>
<td>• Gladding &amp; Newsome, Ch. 5&lt;br&gt;- The Counseling Process</td>
<td>☑ II.G.5b Counselor characteristics and behaviors that influence helping processes</td>
<td>G &amp; N, Ch. 5&lt;br&gt;Summary &amp; Thoughts&lt;br&gt;Yalom Ch. 25 – 31</td>
</tr>
<tr>
<td>Day</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>Th – /</td>
<td>• Gladding &amp; Newsome, Ch. 6 - Client Assessment &amp; Diagnosis</td>
<td>☑ II.G.5b Counselor characteristics and behaviors that influence helping processes</td>
<td></td>
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<td></td>
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<td>Agency Counselor Interview Form</td>
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<td></td>
<td></td>
<td>G &amp; N, Ch. 6 Summary &amp; Thoughts</td>
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<td>Yalom Ch. 32-39</td>
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<tr>
<td>Th – /</td>
<td>• Gladding &amp; Newsome, Ch. 7 - Holistic Approaches...</td>
<td>☑ II.G.5b Counselor characteristics and behaviors that influence helping processes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Gladding &amp; Newsome, Ch. 8 - Consultation, Advocacy, and Evaluation</td>
<td>☑ II.G.5f A general framework for understanding and practicing consultation.</td>
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<td></td>
<td></td>
<td>Advocacy Letter</td>
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<td></td>
<td></td>
<td>G &amp; N, Chapter 7-8 Summary &amp; Thoughts</td>
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<td>Yalom Ch. 40 – 46</td>
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<tr>
<td>Th – /</td>
<td>Mid-term Examination</td>
<td></td>
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</tbody>
</table>

**SPRING BREAK – / to /**

<p>| TH – /  | • Gladding &amp; Newsome, Ch. 9 - Managing Suicide Risk, Crises and Disasters, Stress and Burnout | ☑ II.G.1c Counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event II.G.5g Crisis intervention and suicide prevention models, including the use of psychological first aid strategies |
|         |                                                                          | Self-Reflection Paper                                                |
|         |                                                                          | G &amp; N, Ch 9 Summary &amp; Thoughts                                       |
|         |                                                                          | Yalom Ch. 47 – 54                                                    |
| TH – /  | • Gladding &amp; Newsome, Ch.10 - Working with Groups                       | ☑ II.G.2d Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies |
|         | • Gladding &amp; Newsome, Ch.11 - Couples &amp; Family Counseling              | G &amp; N, Chs. 10 &amp; 11 Summary &amp; Thoughts                                |
|         |                                                                          | Yalom Ch. 55 – 62                                                    |
| TH – /  | • Gladding &amp; Newsome, Ch. 12 - Counseling Adults                        | ☑ II.G.2d Individual, couple, family, group, and community strategies for working with and advocating for diverse |
|         |                                                                          | G &amp; N, Chapter 12 Summary &amp; Thoughts                                 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
</tr>
</thead>
</table>
| TH – / | **Student Agency Presentations**

- •Gladding & Newsome, Ch. 13 - Counseling Children and Adolescents
- Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies

- **Student Agency Presentations**

- •Gladding & Newsome Ch. 14 - Community Agencies, Medical Settings, and Other Specialized Clinical Settings
- Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications

- •Gladding & Newsome, Ch. 15 - College and University Settings, Career Counseling, & Coaching
- •Gladding & Newsome, Ch. 16 - Employee Assistance Programs, Private Practice Settings, and Managed Care
- *Guest Lecturer: Marcel Schwantes
- Career and educational planning, placement, follow-up, and evaluation
- Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
- A general framework for understanding and practicing consultation.

- **Student Agency Presentations**

- •Gladding & Newsome Ch. 14 - Community Agencies, Medical Settings, and Other Specialized Clinical Settings
- Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications

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<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
</tr>
</thead>
</table>
| TH – / | **Final Exam**
| | **Reflection Summary on Yalom**
| | G & N, Chs. 15 & 16 Summary & Thoughts

FINAL EXAMS WEEK – / to /
PROFILE OF AGENCY

Name ____________________________ Date ____________

Agency/Group: ________________________________

Description of clientele (i.e. ages, socioeconomic level, diagnoses): ________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Services provided: ________________________________

Hours of operation: ________________________________

Disaster management plan: ________________________________

Affiliations & accreditation of the agency: ________________________________

_____________________________________________________________________________________

Service providers & credentials of employees:

_____________________________________________________________________________________

_____________________________________________________________________________________

Average caseload of counselors: ________________________________

Funding: ________________________________

_____________________________________________________________________________________

Description of experience (How was your time spent?) : ________________________________

_____________________________________________________________________________________

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[over]
Learning experiences: 
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Personal feelings/reflections: 
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INTERVIEW WITH A COMMUNITY AGENCY COUNSELOR

What, where, and when was your graduate training?

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Was the program CACREP accredited? _______________________________________

What are the rewards of being a counselor? What do you like about the profession?

__________________________________________________________________________
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What do you believe is the biggest challenge a counselor faces in an agency setting?

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How do you manage professional and personal growth and health?

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Learning experiences: __________________________________________________________

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Personal feelings/reflections: ________________________________________________

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Yalom Reflection Summary

I ___________________________ have read _____% of the Yalom book. I understand that in order to get full credit for the Yalom Reflection Summary I must have read 100% of the book and submit this page to the instructor with the Yalom Reflection Summary.

_________________________________________  ________________
Signature                                            Date