## **new_nccuNorth Carolina Central University**

“Communicating to Succeed”

**Michaux School of Education**

## ***The School of Education’s Vision:*** *To become an international community of scholars who are culturally*

## *responsive educators and practitioners.*

# Department of Allied Professions

# Counselor Education Program

# CON 5381- Introduction to Mental Health Counseling

**Room 1076**

**Spring 2016**

**Instructor:** Gwendolyn Keith Newsome, PhD, NCC, LPC

**Phone:** 919/530-5207

**Fax** 919/530-7681

**E-mail:** [gnewsome@nccu.edu](mailto:gnewsome@nccu.edu/)

**Office:** 2126 School of Education

**Office Hours:** Monday 3:00-5:00 PM; Tuesday 3:00-5:00PM; Wednesday 3:00-5:00 PM and Thursday 2:00-5:00. Other times by appointment.

**Counselor Education Mission Statement**

*The Counselor Education Program at North Carolina Central University prepares counselors to work with children and adults in a variety of settings. The primary focus of the program is to prepare professional counselors who can promote human growth and development in rural and urban settings. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. The program makes an intentional effort to serve a diverse group of students (diverse across race, gender, age, and ethnicity). A major emphasis of the training is on clinical experiences in partnership with local agencies. These partnerships foster an understanding of multicultural and diverse populations and mastering counseling techniques that promote their empowerment in rural and urban settings. The program aims to develop professional counselors who are agency leaders and advocates for systemic change. Faculty in the program is expected to teach, mentor, provide service to the community, present at local and national conferences and conduct program relevant research.*

**Required Textbook:**

Gerig, M.S. (2013). *Foundations for clinical mental health counseling: An introduction*

*to the profession.* (2nd ed). Upper Saddle River, NY: Pearson.

Rosenberg, J., & Rosenberg, S., (2012). *Community mental health, challenges for the 21st*

*century,* (2nd ed). New York, NY: Routledge

**Recommended Texts:**

American Psychological Association (2010*). Publication manual of the American*

*Psychological Association (6th ed.)*. Washington, DC: Author**.\***

American Psychiatric Association (2013). *Diagnostic and statistical manual for mental*

*disorders-text revision. (5th ed).* (DSM-V). Washington, DC: Author.

Herlihy, B., & Corey, G. (2006). *ACA Ethical Standards Casebook (6th ed*.) Alexandria,

VA: American Counseling Association.

Summers, N. (2009). *Fundamental of case management: Practice skills for the human*

*services (3rd ed)*. Belmont, CA: Thomson-Brooks/Cole.

***\*(DO NOT USE THE FIRST PRINTING OF THE MANUAL AS THERE ARE A NUMBER OF ERRORS IN THAT EDITION. THE ERRORS ARE CORECTED IN THE SECOND AND THIRD PRINTINGS).***

**Important Websites**:

[www.nccuCounseling.com](file:///F:\Spring%202010\Profssional%20Orientation%20toCounseling\www.nccuCounseling.com): This is the address for the Department of Counselor Education at NCCU. Visit it often for departmental updates and major requirements.

<http://www.apastyle.org/>: American Psychological Association APA Writing Style home page

<http://blog.apastyle.org/>: Writing experts comment on the APA writing style.

[http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx%20): APA tutorial site.

https://www.nami.org/– National Alliance on Mental Illness

<http://www.amhca.org/> - American Mental Health Counselors Association

http://[ncblpc.org](http://www.ncblpc.org): Information regarding licensure.

<http://www.hpso.com/mail/counselorppc.jsp?refID=WW2GWi&gclid=CLaO8pzavMICFZSHaQod-nYAAQ> Information regarding liability insurance

**Online Resources:**

There are a number of additional external links listed in the Content Area of the Blackboard for this class. These resources will be useful in the completion of assigned class projects. Specific resources will be announced in class.

**Course Description:**

***CON 5381.01. Introduction to Mental Health Counseling (3)***

This class gives students an opportunity to explore the organization and functions of various local, state and federal agencies responsible for community mental health. The student will be able to identify problems peculiar to various mental health agencies and will examine prevention and treatment strategies related to community mental health counseling. Instruction is provided by way of lecture, select media presentations, class discussions and guest speakers.

*This is a hybrid class and includes indicated online class meetings on your Course Schedule section of this syllabus. Specific instruction for hybrid participation is included in the Assignment and due date section.*

**Confidentiality:**

As with the practice of counseling itself, some class discussions may be confidential in nature. While the learning environment is different from a clinical setting, growing self-awareness often involves self-disclosure. Should they occur, these disclosures should be treated as confidential information not divulged outside of the classroom environment with non-class members or instructors without permission. Also, class role-plays may be recorded and posted to private class websites. The passwords to these sites should not be shared with persons not enrolled in this class. The contents of these sites will be removed at the end of the semester. Care should be taken to make sure that any recording made on smartphones or tablets are encoded and for your viewing only.

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| --- | --- | --- |
| ***Con 5381 Student Learning Outcomes (SLOs)***  *The corresponding CACREP Clinical Mental Health Counseling (CMHC) standards\* met in this class are listed here. At the completion of this course the candidate will be able to:* | *Method for Obtaining Outcome* | *Method for Evaluation of Outcome (Evidence)* |
| Understand the history, philosophy, and trends in clinical mental health counseling through class reading and assignments. (CACREP CMHC A.1) | Lectures, class readings and discussions. | Tests and examinations |
| Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling through class readings and assignments. (CACREP CMHC A.2) | Lectures, class readings and discussions. | Tests and examinations. |
| 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 0interdisciplinary treatment teams through visit to local community mental health agency and interview with practitioner. (CACREP CMHC A.3) | Lectures, class readings and discussions and agency visit. | Agency Review Assignment  Agency Interview Paper |
| Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. (CACREP CMHC A.4) | Lectures, class readings and discussions | Tests and examinations  Professional Disclosure Statement |
| Acquire awareness of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems)(CACREP CMHC A.7) | Lectures, class readings and discussions  Guest Speakers | Tests and examinations  Proposal Project and Literature Review |
| Understand the management of mental health services and programs, including areas such as administration, finance, and accountability through development of proposal project including literature review. (CACREP CMHC A.8) | Lectures, class readings and discussions  Guest Speakers | Proposal Project and Literature Review |
| Apply and adhere to ethical and legal standards in clinical mental health counseling through class readings and discussions of current court cases influencing the practice of clinical mental health counseling. (CACREP CMHC B.1) | Class reading and discussions | Professional Disclosure Statement |
| Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling through proposal project including literature review. (CACREP CMHC B.2) | Lectures, class readings and discussions. | Tests and examinations |
| Describe the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society through research paper. (CACREP CMHC C.1) | Lectures, class readings and discussions. | Proposal Project |
| Know the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help) through research paper. (CACREP CMHC C.3) | Lectures, class readings and discussions, | Proposal Project and Lit review |
| Understand the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare-and the clinical mental health counseling services network through project proposal and literature review. (CACREP CMHC C.5) | Lectures, class readings and discussions. | Project proposal and literature review  Agency Review |
| Understand professional issues relevant to the practice of clinical mental health counseling through field assignment. (CACREP CMHC C.9) | Lectures, class readings and discussions. | Agency Visit |
| Promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities through development of the Wellness Project. (CACREP CMHC D.3) | Lectures, class readings and discussions. | Self-care Reflections |
| Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems)(CACREP CMHC D.4) | Lectures, class readings and discussions  Guest Speakers | Test and Examinations |
| Understand effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling through proposal project. (CACREP CMHC E.4) | Class readings and discussions | Proposal Project |
| Know public policies on the local, state, and national levels that affect the quality and accessibility of mental health services through program proposal project. (CACREP CMHC E.6) | Class, discussions and readings. | Test and Examinations |
| Maintains information regarding community resources to make appropriate referrals. (CACREP CMHC F.1) |  |  |
| Understand how to critically evaluate research relevant to the practice of clinical mental health counseling through class research projects and assignments. (CACREP CMHC I.1) | Class, discussions and readings. | Literature Review |
| Know models of program evaluation for clinical mental health programs through the development of the program proposal project. (CACREP CMHC.2) | Class, discussions and readings. | Tests, examinations and Proposal project |

**CACREP Clinical Mental Health Standards:**

**FOUNDATIONS**

***A. Knowledge***

1. Understands the history, philosophy, and trends in clinical mental health counseling.

2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.

3. Understands 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.

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

7. Is aware of professional issues that affect clinical mental health counselors (e.g.,

core provider status, expert witness status, access to and practice privileges within managed care systems).

8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.

***B. Skills and Practices***

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

**COUNSELING, PREVENTION, AND INTERVENTION**

***C. Knowledge***

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.

9. Understands professional issues relevant to the practice of clinical mental health counseling.

***D. Skills and Practices***

3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

4. Applies effective strategies to promote client understanding of and access to a variety of community resources.

**DIVERSITY AND ADVOCACY**

***E. Knowledge***

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

**RESEARCH AND EVALUATION**

***Knowledge***

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.

2. Knows models of program evaluation for clinical mental health programs.

**Course Policies:**

**1.** You are expected to be present and on time for all class meetings. Class attendance and participation are expected of all students. This expectation includes any assigned class activities. No more than two absences are allowed for the semester. If you will miss class, please call before the scheduled meeting time. It is your responsibility to get class notes and other pertinent information prior to the next class meeting.

**2.** Assignments are to be completed and submitted on time. Although not expected, if an assignment is turned in late, one letter grade will be deducted.

**3.** Written assignments for this course will be graded on content as well as format. This means you are expected to adhere to the writing style of the APA Publication Manual. This style includes clarity of writing; correct grammar and spelling, as well as adherence to APA style reference citation, page numbering and title page formatting. Papers submitted in a non-APA format will be returned ungraded. Please review your APA Publication Manual as you prepare assignments for this class.

4. Digital Devices**:** Students must turn off phones or place on vibrate before class begins. Please refrain from text messaging, tweeting, etc. in class. If you have an emergency, please step outside. If you are using a digital device for class work, please do not use your device for other purposes.

**5.** When submitting your assignments to the Blackboard, be sure to provide your last name and the name of the assignment, e.g., Newsome PDS. All assignments will be submitted under “Assignments”. If you have a general question about an assignment between class meetings, please submit your question to the discussion board since others might have the same question.

**Assignments and Due date:**

In order to appreciate the breadth and scope of community agency counseling, a variety of assignments are required for this course. Detailed information will be posted under assignments. Assignments are due by class meeting time. All due dates are actually *“no later than”* dates which means you may turn your assignments in at any time prior to that date. All assignments will be graded and returned via Assignments. A brief synopsis of each is listed below:

1. **Professional Disclosure Statement (PDS) – -This project will be discussed in detail in class and is based upon the requirements on the NCBLPC.** [http://www.ncblpc.org/forms/06\_Professional\_Disclosure/PDS\_Instructions\_for\_LPCA.pdf](http://www.ncblpc.org/forms/06_Professional_Disclosure/PDS_Instructions_for_LPCA.pdf%20%20%20) **Feb. 1st**
2. **Wellness Project** – You will submit your reflections regarding your personal self-care as a clinical mental health counselor. Research the counselor self-care literature and find 2-3 articles regarding the topic that resonate with you. Turn in a four-page reflection that describes that articles and how you plan to incorporate this information into our personal wellness plan. **This is a four-page written assignment.** **Feb. 21st**
3. **Agency Review-**Research and review five clinical mental health agencies. Gather information regarding the populations served , funding sources, staffing, etc. Compare and contrast these organizations. **This is a four-page written assignment.** **March 21st**
4. **Agency Interview –** From the list of reviewed agencies, pick one and conduct a personal interview with a clinical mental health practitioner in the agency. Questions to consider will be posted to Bb. **March 28th**
5. **Program Proposal with Brief Literature Review (Group Project)**

You will develop a program proposal based on an idea or strategy that you are interested in and would like to see implemented in an agency setting.

* Please provide an outline of a proposal and specify the targeted population.
* The proposal must include a comprehensive write up outlining the program, possible funding sources and a brief literature review detailing current interventions in your area of interest.
* Also include a marketing brochure or other means (website, FB page, etc) that you will use to market your program.
* **This assignment is a minimum 10-page paper not including cover page and reference list.** *–* **April 11th**
* **Poster/Poster Session.** This will be your culminating assignment for this project. Please use a level of detail that would make your poster worthy of showcase at a local or national conference. Your group will present your project in a class poster session. Detail are listed on Bb. **April 25th**

1. **Online Discussions.** For all online meetings, specific chapter discussion questions will be posted on the discussion board. You must answer a minimum of 3 discussions in detail and respond to two responses from your classmates per chapter.
2. **Examinations.** There are two examinations for this course. The dates for your midterm and final are posted on the class schedule. Questions will come from your textbook, selected readings and Blackboard postings.

**\*\*\***

***Extra Credit Opportunities****:*

**Option #1**

Conference Attendance (you must submit a 2-page summary to Blackboard within 5 days of attendance- 5 points):

**NCCA Conference** [**http://nccounselingassociation.org/events/2016-conference-information/**](http://nccounselingassociation.org/events/2016-conference-information/)February 17- 19, 2016 Greensboro NC

**ACA Conference** [**http://www.counseling.org/conference/montreal-aca-2016**](http://www.counseling.org/conference/montreal-aca-2016)

March 31-April 3, 2016 Montreal, Canada

Other conferences (as approved by instructor).

**Option #2**

Selected peer reviewed articles will be placed on the Discussion Board for your review. Please select five (5) articles to review and complete a **one-page** reflection paper on each article. The reflection will be used to gauge your response to the article. Please be thoughtful and share your understanding of the article and how it relates to this class and the information you have learned.

**Course Schedule:**

**Readings and Assignments**

*There are a series of PowerPoint presentations listed under course documents that summarize/re-iterate each chapter’s content and will be discussed in class or online. You may find these useful in supplementing your reading. There are also lists of Important Terms per chapter that may help you focus on chapter highlights. These are listed under course documents.*

***\*(Gerig =G Rosenberg and Rosenberg= RR)***

**January 11 Introductions and Expectation/ Syllabus/ Course Overview**

**\*G CHAPTER 1: What Is a Mental Health or Professional Counselor?**

**G CHAPTER 2: The Counseling Professions in Historical Perspective**

# Interview with Mike Fitzpatrick, Executive Director National Alliance on Mental Illness

<https://www.youtube.com/watch?v=C7RPJGq3QkA>

**January 18**

## **MLK Day-No Class**

## **January 25 What Does Mental Illness Look Like?**

**Call Me Crazy: A Five Film (89 minutes)**

Five shorts explore the struggle to cope with mental illness through the stories of a schizophrenic law student, a war veteran with PTSD and more.

**G CHAPTER 3: Theoretical Foundations for Clinical Mental Health Counsel**

**\*RR Chapter: 1 Recovery and Stigma in People with Psychiatric Disabilities**

**February 1 Online Session**

**G CHAPTER 5: Education, Licensure, and Certification**

**CHAPTER 6: Ethical and Legal Issues in Clinical Mental Health Counseling**

**Refer to AMCHA Code of Ethics online**

# Ending the Stigma of Mental Illness <https://www.youtube.com/watch?v=ZdUz0tlKZ78>

**February 8**

**G CHAPTER 7: Employment Settings: Where Clinical Mental Health**

**Counselors Work and What They Do**

**Speaker**

**February 15**

**G CHAPTER 9: Professional Practice in Multicultural Contexts**

**RR Chapter 2: Sexual Orientation and Gender**

# Snapping the Chain: Ending Mental Health Stigma in the African American Community

[**https://www.youtube.com/watch?v=ZcqtFlLNSa4**](https://www.youtube.com/watch?v=ZcqtFlLNSa4)

**February 22 Online Session**

**G CHAPTER 8: Appraisal and Research in the Practice of Clinical Mental**

**Health Counseling**

**Depression**

<https://www.youtube.com/watch?v=8rtThtVdnrc>

<https://www.youtube.com/watch?v=NvbWKwxA6YY>

**February 29 Midterm Examination in Class**

**March 07**

**G CHAPTER 10: Managed Care and Third-Party Reimbursement**

**Working with Military Populations, Law Enforcement**

**GUEST SPEAKER**

**March 14 SPRING BREAK**

**March 21**

**RR CHAPTER 7: Family Psychoeducation in the Treatment of Mental Illness: Historical Context, Current Practice, and Future Directions**

**CHAPTER 8: Meeting the Mental Health Challenges of the Elder Boom**

**March 28 Online Session**

**RR CHAPTER 13: Assertive Community Treatment: An Evidence-Based Practice and Its Continuing Evolution**

**Borderline Personality Disorder**

[**https://www.youtube.com/watch?v=J2RRaC-99r0**](https://www.youtube.com/watch?v=J2RRaC-99r0)

**April 04:**

**RR CHAPTER 14: Evidence-Based Treatment for Adults with Co-Occurring Mental and Substance Use Disorders: Current Practice and Future Directions**

**Guest Speaker**

**April April 11 Online Session**

**RR CHAPTER 15: Neuropsychiatric Perspectives for Community Mental Health: Theory and Practice**

**Anxiety**

<https://www.youtube.com/watch?v=8PcdRyB8YJY>

**April 18**

**G CHAPTER 11: The Changing Face of Community Mental Health**

**RR CHAPTER 3: Where Do We Go From Here? The Mental Health Consumer Movement in the United States**

**Guest Speaker**

**April 35 Proposal Project Due**

**G CHAPTER 12: The Future of Clinical Mental Health Counseling**

**RR CHAPTER** **18 “The Times They Are a Changin’— Again”: More Turbulence— Even Greater Challenges**

**May 4 Poster Sessions / Final Examination (Online after class.)**

**\*Foliotek Documents – Students in the Counselor education program please place corrected assignments in your Foliotek account.**

[Program Proposal](javascript:__doPostBack('ctl00$ctl00$Content$contentMain$Home1$repScoringGuideUnitGroups$ctl00$dgSections$ctl08$lnkSection',''))  and lit review

[Wellness Project with Self Care Reflection](javascript:__doPostBack('ctl00$ctl00$Content$contentMain$Home1$repScoringGuideUnitGroups$ctl00$dgSections$ctl11$lnkSection',''))

**Course Evaluation:**

Agency Review (25)

Agency Interview (50) 75

Program Proposal w/ Lit Review 100

Participation 100

Homework

Quizzes

Class Discussion

Self-Care Reflection 75

Midterm Examination 100

Final Exam 100

Chapter Questions (4x50) 200

Chapter Questions (Response to colleagues 4x25) 100

**Total Points 850**

**GRADING SCALE:**765> = A

764-680= B

679-595 = +C

***CAVEAT: Contents of this syllabus are subject to change due to the dynamic characteristics of the learning environment.***

ACADEMIC HONESTY REMINDER:

North Carolina Central University views academic honesty as a critical value protecting the transmission of knowledge. Academic dishonesty is a serious violation and includes providing/receiving unauthorized assistance with papers, projects, and exams; presenting, as one’s own, another’s words/ideas without acknowledgement; presenting the same papers/projects for credit in two classes without explicit professor permission; and using undocumented internet information.

**Inclement Weather Policy**

Candidates are expected to know and follow the Inclement Weather Policy of the university as stated in the Faculty Handbook – 1995, Appendix IV, p.105:

“Operation of classes is the normal and expected condition. Unless there

is a specific announcement that classes will not be held, faculty and all

concerned should assume that classes will be conducted as usual and on

the regular schedule.

In the event of hazardous driving conditions resulting from adverse weather (snow, ice, etc.), the decision to suspend classes at the University will be made by the Chancellor. An official announcement will be made by the Provost/Vice-Chancellor for Academic Affairs that classes will not be held or that classes will be suspended for a stated period of time.”

**Student Disability Services**

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register (preferably during the first 2 weeks) with the Office of Student Disability Services in Suite G20 in the Student Services Building. Please contact Kesha Lee, Director at (919)530-6325n or email [studentdisabilityservices@nccu.edu](https://webmail.nccu.edu/OWA/redir.aspx?C=n-uO4gA4n0Wh3AtbWJaff7P-7u3UbNAIeyQ2YyzR4xDH_eYRUXFyhKd8JNLVN7X7Bxt4zgLHYEo.&URL=mailto%3astudentdisabilityservices%40nccu.edu). If you are already registered with the office, you are required to return to the office each semester to review your information and receive updated accommodations.

**Veterans Services**

One of the goals of the faculty and the NCCU Veterans Affairs Office’s (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO’s primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents.  If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or [veteransaffairs@nccu.edu](https://webmail.nccu.edu/OWA/redir.aspx?C=n-uO4gA4n0Wh3AtbWJaff7P-7u3UbNAIeyQ2YyzR4xDH_eYRUXFyhKd8JNLVN7X7Bxt4zgLHYEo.&URL=mailto%3aveteransaffairs%40nccu.edu).

**ACADEMIC HONESTY REMINDER**

**Academic Integrity Policy:**

As a center of learning, teaching, and research, North Carolina Central University charges its members to maintain patterns of academic behavior, which enable these essential functions.

*Academic Dishonesty Defined*. Academic dishonesty, which is defined as any conduct which is intended by the student to obtain for himself or herself or for others an unfair or false evaluation in connection with any examination or other work fin academic credit. Cheating, fabrication, plagiarism and complicity are examples of conduct, which is academically dishonest.

Cheating is the unauthorized use of materials in connection with an examination or other work for academic credit, including, but not limited to (I) the use of books, notes, outlines, etc. during an examination where the instructor has not authorized use of such materials or information; (2) seeking unauthorized materials or information from others in connection with an examination; (3) giving or attempting to give unauthorized assistance to another person hi connection with an examination; (4)obtaining or attempting to obtain unauthorized copies of examinations (5) bringing to an examination, or attempting to use during an examination, unauthorized answers which have been prepared before the examination period; (6) copying or attempting to copy from the work of another student during an examination; and (7) submitting for evaluation in a course, part or the whole of a work for which credit has been given previously.

Fabrication is the invention, counterfeiting and/or alteration of quoted passages, data, procedures, experiments, sources or other information in connection with any academic exercise.

Plagiarism is the use of the ideas, words, or work of another without attribution when the information provided is not common knowledge either in content or form and includes, but is not limited to (1) quoting from the published or unpublished work of another without appropriate attribution; (2) paraphrasing or summarizing in one's own work any portion of the published or unpublished materials of another without attribution; and (3) borrowing from another's work, data, and facts which are not in the domain of common knowledge.

Complicity is the giving of assistance or the attempt to give assistance to another for the purpose of perpetrating academic dishonesty.

Sanctions. The penalties for conviction of the first offense of academic dishonesty may include the following and the penalties will be determined by the severity of the offense:

a. formal warning;

b. grade of “F” for the assignment;

c. grade of “F” for the course;

d. suspension for period ranging from one semester to a year.

Conviction of a second academic dishonesty offense will result in expulsion from the University.

**Course Resources:**

Bem, S. L. (1993). *The lenses of gender: Transforming the debate on sexual inequality.*

New Haven, CT: Yale University Press.

Clark, R., Anderson, N., Clark, V., & Williams, D. (1999) Racism as stressor for African

Americans. *American Psychologists,* *54,* 805-816.

Cohen, S. Kessler, R.C., & Gordon, L.U. (Eds.). (1995). *Measuring Stress: A Guide for*

*Health and Social Scientists.* Oxford, UK: University Press.

Constantine, M. (2002). The intersection of race, ethnicity, gender and social class in

counseling: examining selves in cultural contexts. *Journal of Multicultural*

*Counseling and Development, 30.*

Cromier.S., Nurius,P., & Osborne, C.(2013*). Interviewing and change strategies for*

*helpers: Fundamental skills and cognitive behavioral interventions*. (7th ed.).

Belmont, CA:Brooks/Cole.

Dass-Brailsford, P. (2007). *A practical approach to trauma: Empowering interventions*.

Thousand Oaks, CA: Sage Publications

Dohrenwend B. S. (1978). Stress and community psychology. *American Journal of*

*Community Psychology, 6,* 1-14.

Eagly, A.H. (1996). Gender and altruism. In J.C. Chrilser, C. Golden, & P.D. Rozee

(Eds), *Lectures on the Psychology of Women* (pp.43-60) New York: McGraw

Hill.

Folkman, S., & Lazarus, R., (1988). *Manual for the ways of coping questionnaire*. Palo

Alto, CA: Consulting Psychologist Press.

Gehart.D., (2013). *Theory and Treatment Planning in Counseling and Psychotherapy*.

Belmont, CA: Brooks/Cole

Guthrie, R.V. (1997). *Even the rat was white: A historical view of psychology*. Needham

Heights, MA: Allyn & Bacon,

Hershenson, D.B., Power, P.W., & Waldo, M. (1996). *Community counseling:*

*Contemporary theory and practice.* Boston: Allyn & Bacon.

Hirschfeld, M. & Cody, J. (2004). *Collaborative healing: A “shorter” therapy*

*approach for survivors of sexual abuse*. Eau Claire, WI: Pesi Healthcare, LLC

Krohne, H.W. (1996). Individual difference in coping. In M. Zeider, & N. Endler (Eds.)

*Handbook coping.* (pp. 381-409). New York, NY: John Wiley and Sons.

McClam, T. & Woodside, M. (2007). *Generalist case management: A method of human*

*service delivery* (3rd. ed).

Miller, P. (1993). *Theories of developmental psychology.* 3rd ed. NY: Freeman .

Moritsugu, J., & Sue, S. (1993). Minority status as a stressor. In Felner, R. Jason, L.,

Moritsugu, J., & Ferber, S. (Eds.) *Prevention Psychology: Theory, Research, and*

*Practice.* (pp. 163-173). New York: Pergamum Press.

Myers, L. J., Speight, S. L., Highlen, P. S., Cox, C. I., Reynolds, A. L., Adams, E. M.,

and Hanley, T. C. (1991). Identity development and worldview: An optimal

conceptualization, *Journal of Counseling and Development, 70,* 54-63.

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