## **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.OL- Introduction to Mental Health Counseling

**Spring 2018**

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**Office:** 2126 School of Education

**Office Hours:** Monday2:00-5:00 PM; Tuesday 2:00-5:00 PM (ONLINE); Wednesday 2:00-5:00 PM and Thursday2:00-5:00. Online at Google Hang out (Gwen Newsome); Skype (JourneyPro Newsome)

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. (2018). *Foundations for clinical mental health counseling: An introduction*

*to the profession.* (3rd ed). Upper Saddle River, NY: Pearson.

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

*century,* (3rded). 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.

on 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.

**Course Description:**

***CON 5381.0L. Introduction to Mental Health Counseling (3)***

**Course Description**

This course is a course designed to provide an overview of the historical development of community mental health counseling and the emerging identity of the clinical mental health counselor. It investigates ethical considerations and program development within a multicultural context. Attention is also focused on theory, research and application, prevention, case management and consultation. Instruction is delivered by way of lecture, class readings and discussions, PowerPoint presentations and selected media presentations.

**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.

|  |  |  |
| --- | --- | --- |
| ***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 actively participate in this class and turn all assignments in on time. In addition to attending class, partipating in class discusions, turning in assignments according to the schedule on this syllabus, active participation includes logging into Blackboard regularly for updates on chapter content, participation in class discussion board topics if indicated and responding to emails in a timely manner. You will need to make sure your NCCU email account is active and that you can receive messages correctly. If you have difficulties with your email account or Blackboard in general, please contact the campus Helpdesk at https://www.nccu.edu/knowledgebase/faq.cfm?id=530.

3. 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.

4. 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, 6th edition. 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 lose one letter grade. Please review your APA Publication manual and other resources included on this syllabus as you prepare assignments for class. Under External Links on Blackboard, you will also find online APA writing resources.

5. When submitting your assignments on Blackboard be sure they are submitted under Assignments. Do not send assigments by email without special permission.

6. Academic Honesty: All candidates will demonstrate integrity in the execution of class assignments and activities. You will not submit work without providing proper references. You will not copy and/or plagiarize comments from your classmates.

**Major Assignments and Due Dates**

In order to appreciate the breadth and scope of community agency clinical mental health counseling, a variety of assignments are required for this course. All due dates are actually *“no later than”* dates which means you may turn your assignments in at any time prior to that date. In the case of submitting your work on th due date, the assignment must be submitted prior to the beginning of class. All assignments will be graded and returned via Assignments. Requirements and a brief synopsis of each assignment are listed below:

**Requirements:**

● **Written Communication:** Written communication is free of errors so that the overall message is clear. Reflections may be written in the first person. Other APA papers must be written in the third-person.

● **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual (include a title page, an abstract, and references if applicable). Resources and citations are formatted according to APA (6th Edition) Style.

1. **Clinical Licensure and Professional Disclosure Statement (PDS)**

**This assignment requires that you investigate requirements for licensure in North Carolina or a state in which you are interested in working. This assignment requires you to complete a Professional Disclosure Statement. The PDS aligns with the requirement for licensure in North Carolina.** http://www.ncblpc.org/forms/06\_Professional\_Disclosure/PDS\_Instructions\_for\_LPCA.pdf **.**

1. **Self-Care/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 the articles and how you plan to incorporate this information into our personal wellness plan. **This is a four-page written assignment.**
2. **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.**
3. **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 are posted to Bb.
4. **Program Proposal with Brief Literature Review (Group Project- Four people per group).**

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.** *–*

1. **Homework assignments**

There are number of homework assignments listed in Assignments. They include brief reflections on weekly video clips, and short papers.

1. **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):

**Nrth Carolina Counseling Association**

**Conference Dates:** Thursday, February 1, 2018 – Friday, February 2, 2018

**Location:** [Durham Convention Center](http://durhamconventioncenter.com/), Durham, NC

Other related professional development activities as approved by instructor.

**Option #2**

Select at minimum three peer reviewed articles from the clinical mental health literature 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 by way of your discussion board 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)***

**Week One**

**January 8 -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>

**Week Two**

## **January 22 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 Counseling**

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

**Week Three**

**January 26**

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

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

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

**Week Four**

**February**

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

**Counselors Work and What They Do**

**Week Five**

**February 5**

**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)

**Week Six**

**February 12**

**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>

**Week Seven**

**February 19**

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

**Working with Military Populations, Law Enforcement**

**Week Eight**

**February 26**

**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**

**Week Nine**

**March 5**

**Midterm Examination**

**Week Ten**

**March 19**

**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)

**Week Eleven**

**March 26**

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

**Week Twelve**

**April 2**

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

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

**Week Thirteen**

**April 9**

**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**

**Week Fourteen**

**April 16**

**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**

**Week Fifteen**

**April 23**

Presentations

**Week Sixteen**

**April 30**

Final Examination

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

Program Proposal and lit review

[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

Video Reflections

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.”

**Statement of Inclusion/Non-Discrimination**

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

**Student Disability Services**

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building. 

A report to a responsible employee constitutes a report to the University. Prompt reporting by responsible employees make it possible for students to get the support they need and for NCCU to respond appropriately to incidents of sexual misconduct. When a report is made to a responsible employee, the

University has an obligation to investigate and take appropriate action.

Students who are new to SDS or who are requesting new accommodations should contact SDS at (919) 530- 6325 or sds@nccu.edu to discuss the programs and services offered by SDS. Students who are already registered with SDS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SDS website at www.nccu.edu/sds and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

**Confidentiality and Mandatory Reporting**

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU’s Sexual Misconduct Policy (POL 80.07.1). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University’s Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU’s Policies, Rules and Regulations website at www.nccu.edu/policies/retrieve.cfm?id=450. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-6334 or TitleIX@nccu.edu, or submitting the online form through

**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*

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