
CON5381 Introduction to Clinical Mental Health Counseling Syllabus
Online Spring 2023
Counselor Education Program
Department of Counseling and Higher Education
School of Education, North Carolina Central University

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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 is expected to teach, mentor, provide service to the community, present at local and national conferences and conduct program relevant research.

Land acknowledgment:

Your instructor wishes to acknowledge that in Durham, NC, we are on land that was the traditional territory of multiple indigenous groups, including the Eno, Occaneechi, Lumbee, and Tuscarora nations.

I. COURSE DESCRIPTION

This course provides an overview of the history of mental health counseling and current topics impacting the profession. The emerging identity of the clinical mental health counselor is explored in terms of theoretical influences, diverse roles and tasks of counselors within various community settings, and professional ethics. There will be an emphasis on multicultural and social justice perspectives shaping the field of clinical mental health counseling with regards to best practice, research, and program development. Attention is also focused on clinical mental health counselors' advocacy efforts, case management, and consultation in interdisciplinary environments.

II. METHODS OF INSTRUCTION

This course will be delivered online and makes use of a variety of instructional methods, including but not limited to: recorded lectures, informational slides, class readings,

discussion boards, multimedia presentations. In Blackboard under the “Course Content” tab, you will be able to access a “Module” folder corresponding to each week we virtually (and asynchronously) “meet” during the course. **You are expected to complete all tasks (e.g., weekly exercises, video lectures, discussion boards) within each module folder by the conclusion of the week (Monday night at 11:59PM) that they are assigned. For example, “Week 1: Module 1 and Module 2” are due 1/16/23 at 11:59pm. Once a due date ends for a module folder, and the link for it disappears, it is no longer available.** Each module folder is treated as equal to an in-class experience. If you miss the access to a module folder, it is as if missing a class on campus. You will need to check with a classmate to see what was missed and the participation policy (described below) applies.

If you have questions about your Blackboard (Bb) account, please call Bb or the IT department at 919-530-7676. Please note that if you are experiencing challenges or life stressors and are unable to complete a module on time, you are encouraged to contact your instructor to discuss possible and appropriate next steps to ensure you are able to get the information and benefit from the learning exercises in each module.

III. COUNSELOR EDUCATION PROGRAM OBJECTIVES AND COURSE OBJECTIVES

The program develops counselors who:

- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the [ACA Code of Ethics](#);
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize [cultural competence](#) in practice;
- Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
- Develop leadership ability and [advocate](#) to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

Additionally, students are expected to 1) demonstrate effective leadership skills; 2) actively engage in class activities and contribute positively to group interactions, 3) demonstrate critical and creative thinking skills, and 4) interact with faculty, staff, and others in a way that demonstrates inclusivity, ethical awareness, and cultural awareness while promoting well-being, healthy relationships, academic success, and career mastery as a professional counselor.

Please review the NCCU Counseling Website: www.nccucounseling.com. You are responsible for all material included in the [student handbook](#). You are expected to demonstrate dispositions that align with expectations of behavior for professional counselors. You may also find it helpful to review the links to learn [how to get started in an online course](#).

<p><i>Con 5381 Student Learning Outcomes</i> <i>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:</i></p>	<p><i>Method for Obtaining Outcome</i></p>	<p><i>Method for Evaluation of Outcome (Evidence)</i></p>
Understand the history, philosophy, and trends in clinical mental health counseling (CACREP CMHC 1.a.b.c)	Lectures, readings	Reflection and knowledge gaining exercises, discussion posts
Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling (CACREP CMHC 2.1.m)	Lectures, readings	Reflection and knowledge gaining exercises, PDS, discussion posts
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 CMHC 2.a.c.)	Lectures, readings, interview and research for database	Reflection and knowledge gaining exercises, Counselor Interview assignment, Power to the People assignment
Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. (CACREP CMHC 2.k.)	Lectures, readings, research for professional plan	Reflection and knowledge gaining exercises, professional plan and PDS
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 3.d.e.)	Lectures, readings, online resources	Reflection and knowledge gaining exercises, professional plan, discussion posts
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 (CACREP CMHC 3.a.e.2.j.)	Lectures, readings discussions, conducting counselor interview	Reflection and knowledge gaining exercises, Counselor interview, Considerations of Mental Health in Popular Media, discussion posts, proposal project

Promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (CACREP CMHC 1.b.)	Lectures, class readings	Discussion posts, professional plan and PDS, Power to the People assignment, Considerations of Mental Health in Popular Media
Know public policies on the local, state, and national levels that affect the quality and accessibility of mental health services (CACREP CMHC 2.i.)	Lectures, readings, discussions, research for professional plan	Reflection and knowledge gaining exercises, Proposal Project

TASK STREAM STATEMENT (*note, this software is not yet available to students):

Task Stream is a way the School of Education and the Counselor Education program collects artifacts and evaluates student progress toward meeting educational requirements. Maintaining an electronic portfolio (i.e., “Task Stream”) is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You must maintain a Task Stream account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage. You will receive notice if an assignment needs to be uploaded to Task Stream. Please note that some of the assignment names may be different than what appears in Task Stream. Task Stream has replaced Foliotek. Students will be notified when Task Stream becomes available.

VI. TEXTS AND OTHER RESOURCES

Required textbook

Gerig, M.S. (2018). *Foundations for clinical mental health counseling: An introduction to the profession*. (3rd ed). Pearson.

Additional required readings and other learning materials will be made available on Blackboard throughout the semester.

Online resources

<http://www.nccuCounseling.com>: Counselor Education at NCCU.

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

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

<http://www.counseling.org/>: American Counseling Association.

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

<http://ncblcmhc.org>: North Carolina Board of Licensed Clinical Mental Health Counselors (Information regarding licensure.)

https://www.csi-net.org/page/About_CSI: Chi Sigma Iota, Counseling Honor Society

VII. BLACKBOARD

The syllabus, assignments, grading rubrics, readings, and all other materials related to the course can be found on Blackboard. **Please ensure that you have complete access to the course on Blackboard by the end of the first week of class.** If you have questions about your Blackboard (Bb) account, please contact the campus Helpdesk at <https://nccu.teamdynamix.com/TDCClient/1852/Portal/Home/> or contact the Eagle Technical Assistance Center (ETAC) at 919-530-7676. Not knowing how to use various functions of Blackboard is not an acceptable reason for not completing assignments.

VIII. COURSE POLICIES

Attendance

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes.

Please note a new NCCU policy as of Fall 2022 regarding attendance: **Attendance Verification Policy**

Before Financial Aid is disbursed each semester, NCCU must confirm that each student has begun attendance in each course. Instructors must validate each student's attendance

for each course.

Students who do not attend classes during the first two (2) weeks of class will be dropped due to non-attendance. Students must attend at least **one** day to confirm attendance in the course.

Students who do not attend before the census date will be dropped. After the census date (the 10th day of class), any student who misses the equivalent of two (2) weeks of class meetings or 13.3% of total instructional time (as set forth below) prior to the determined drop date for the university (as noted in the Academic Calendar) will receive an automatic grade of WA (withdrawal due to lack of attendance) at the point of the withdrawal date. This will be the final grade for the grading period. This grade will automatically be entered by the faculty member teaching the course.

Two Weeks of Instruction equates to the following:

M/W/F Classes: 6 total absences

M/W or T/R Classes: 4 total absences

Classes that meet once a week: 2 total absences

*Special consideration must be granted if a student has accommodations as required by the Americans with Disabilities Act based on a documented disability or another documented need. Special consideration may be granted if a student is absent or late due to the student's participation in a University-sponsored program or event.

After the University's established withdrawal date, as noted in the Academic Calendar, a student will earn the letter grade commensurate with his/her/their course performance. The student's final grade will be based on the student's performance and participation, to include attendance as noted in the instructor's syllabus. A faculty member may incorporate points for class participation or online synchronous or asynchronous class participation (i.e., Blackboard, Blackboard Collaborate, WebEx, Zoom) as they deem appropriate based on the nature of the course content and delivery.

Recording Class Attendance

If a student misses three (3) consecutive class meetings and the faculty member deems advisable, the faculty member is required to enter that information into Navigate or any other academic system used to track student attendance, and to also report the information to the student's academic dean for appropriate follow-up.

Students who miss class to participate in University-sponsored activities can request documentation from the appropriate office (Athletics, Honors, etc.) to note that they have an excused absence for the missed class time. It is ultimately the student's responsibility to inform the faculty member of such activities at least one (1) week before the authorized absence, and to make up all work as determined by the faculty member.

This class is an asynchronous class (there are four **optional** synchronous meetings) and logging into Blackboard and completing the work for each week is how students "attend" an online class.

In all interactions on Blackboard, students are evaluated on their engagement and dispositions. Students are expected to demonstrate attitudes, behaviors, and dispositions consistent with behaviors expected of professional counselors.

Dispositions and Participation in Class (at least 10% of Student grade)

As a part of your attendance and participation evaluation, students are encouraged to practice professional behaviors. This practice of professional behaviors includes the following:

- 1) Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
- 2) Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery.
- 3) Demonstration of effective leadership skills.
- 4) Active engagement in class activities and participate as a group member.
- 5) Contributions to class discussion displaying critical and creative thinking skills

As your instructor, I do not foresee there being any concerns about professional behaviors; each of you have demonstrated these behaviors, as evidenced by acceptance into the program. If there is a reason for me to have any concern about a student's dispositions and there is a potential for the student to receive a less than ideal evaluation in this area, I will be in contact with that student immediately to address the concern.

(**See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.)

Students are encouraged to reach out to the instructor with any concerns and to inform her of any potential issues in regards to attendance/participation. Additionally, students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least a week before the authorized absence, and to make up all work as determined by the instructor.

Assignments

- All assignments must be completed and turned in on time. Assignments must be turned in via Blackboard by 11:59 PM on the day that they are due (unless otherwise specified). Late assignments are subject to grade penalties. Students are encouraged to communicate with their instructor ahead of the due date to ask for an extension to avoid point reductions. If no contact is made with the instructor to discuss an extension, give points will be deducted for each day the assignment is late. For example, if 15 points are possible for an assignment, only 10 are possible for an assignment turned in one day late, 5 points are possible for an assignment

turned in two days late, etc. You are encouraged to get in touch with your instructor ahead of the due date if you are experiencing difficulties with getting an assignment completed on time. **If you do turn in an assignment late, please email the instructor and let her know.**

- All written assignments are to be typed in Times New Roman, 12-point font, double-spaced, with 1” margins and a cover page. All sources used must be referenced in APA 7 style. Cover pages and reference pages are not counted toward the required page length. An APA style template is available on Blackboard.
*Note: An abstract is not needed for course papers and section headings will be determined by how you organize your paper rather than following a typical research article format). *

Emails

I will do my best to respond to emails within 24 hours during the week and within 48 hours on the weekends. Emails with questions about assignments due that week should be sent to me at least 48 hours prior to the due date.

Respect and Compassion

- Your instructor strives to embrace the *love ethic* (bell hooks, 2000) in each class. The love ethic means that multiple components of love – “care, commitment, trust, responsibility, respect, and knowledge” – are embraced throughout our lives, including at work, in the classroom, and with people we encounter.
- Students are expected to assist in creating and maintaining an environment that is conducive to learning. All members of the learning community will demonstrate such respect by refraining from distracting, discourteous, or harmful behavior.
- Students are expected to practice classroom confidentiality: in other words, whatever is discussed in the classroom is expected to remain in the classroom. Failure to practice classroom confidentiality may result in grade deductions.
- Emotional safety is paramount. Disrespecting another’s racial, religious, gender, sexual, or other identity; attacking another’s point of view; etc. will not be tolerated.

Academic Honesty Policy

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. Academic dishonesty will result in a grade of “F” in the course.

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 Accessibility Services

Students in need of support for personal conditions (i.e. neurodiversity, psychosocial & physical diagnosis, and/or medical conditions) can request reasonable accommodations under the Americans with Disabilities Act through the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss available programs and services. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by logging into the Eagle Accommodate Student Portal here: <https://nccu-accommodate.symplicity.com> Students can also find the Eagle Accommodate System in the MyEOL portal.

Students are expected to renew previously granted accommodations prior to the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services must register with SAS.

Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

Other Campus Programs, Services, Activities, and Resources to Support NCCU Students:

- Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.
- Counseling Center. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other

services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

- University Police Department. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the NCCU Student Code of Conduct (Code). The Code outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the Code.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the NCCU Student Code of Conduct.

VII. COURSE ASSIGNMENTS

A. Participation, Dispositions, and Preparedness (80 points)

Each weekly module will open on Tuesdays at 12am and will close the following Monday at 11:59PM. Participation in class will include reading and viewing all learning materials in the weekly content module on Blackboard for that week. In addition to reading and reviewing the learning materials, students are asked to participate in the discussion forum each week by replying to the prompt posted by the instructor. Each discussion post is worth 4 points. Full credit for the discussion post includes demonstrating that you have engaged with the readings and learning materials for the week and responding to at least two classmates' posts.

Responding to peers requires that students regularly read what others are writing in the virtual conversation. Please try to contribute to discussion boards earlier in the week so that you can have an active exchange with your classmates. All discussion posts and responses are due by Monday night at 11:59PM. 15 discussion boards x 4 points = 60 total.

You will receive up to 10 additional points for your overall participation and demonstration of dispositions (professional behaviors, see page 3 of the syllabus) based on instructor discretion. Additionally, you will receive up to 10 additional points based on your assessment of your participation and your dispositions in the class. In other words, at the end of the semester, you will give yourself a grade out of 10 points and provide a 4-5 sentence rationale for this grade. The instructor retains discretion to increase or decrease your grade on the basis of observation.

The following parameters can help you in assigning this portion of your grade.

- *Student always contributes to the in-class discussion and class activities in a timely manner. The following constitute participation: raising thoughtful questions, contributing to class discussion by building on other's ideas, communicating understanding of the readings, participating fully in activities. Student demonstrates counseling dispositions, as evidenced by behaviors and attitudes in the class. (10 points).*
- *Student provides minimal reflection or thoughtfulness in the discussions ways or has been inconsistent in responding to peers or has demonstrated some concerns in their dispositions in the class, but it working to improve on those disposition. (5 points).*
- *Student rarely or never contributes to the discussion in the aforementioned ways or has shown concerning behaviors or dispositional concerns throughout the semester. (0 points).*

B. Weekly Reflection and Knowledge Gaining Exercises (100 total points)

Gaining knowledge about mental health care systems is an important component of becoming a clinical mental health counselor. Just as important as gaining knowledge is the ability to be reflective about one's experiences as a counselor. Most weeks (**10 weeks**) throughout the semester you will be asked to complete an exercise that will be accessible from the module folder for that week. Each week, you will wither be asked a reflection question about the week's reading or to seek the answer to a practical information question that is relevant to the week's reading. These practical questions include such tasks as finding out what emergency mental health services exist in your community and how to access them if needed; what materials are needed for an application for clinical mental health licensure in your state; and what mental health resources exist in your community for the uninsured. **Each week's exercise will be worth 10 points.**

C. Choose Your Own Adventure (85 points)- You may select either assignment below.**(1) Counselor Interview:**

Reach out to a licensed clinical mental health counselor (LCMHC in NC, or an LPC or LMHC, depending on the state you/they reside in) to solicit an interview. The interview might run somewhere from 30 minutes to an hour. **You must ask at least 6 of the questions below and can choose additional questions from the list.** You are welcome to add additional questions or respond with spontaneous follow-up questions. The important thing is that you have had a conversation with enough depth that you can reflect on the interviewee's experiences of being a mental health counselor.

You will create a 7-10 minute presentation (PowerPoint or other alternative formats) about what you learned in the interview. **Be sure to include some description about who they are, where they work, and your experience of the phone call or video call as well. It is recommended that you send a thank you note or email to your interviewee following your interview as a courtesy for their time.**

Sample questions to ask the counselor being interviewed (you must ask at least 6 of these questions):

1. Can you describe a day in your life as a counselor at your site?
2. What is the full range of services that you provide at the site?
3. Which client populations do you generally see?
4. How does your professional identity as a counselor play a role in your work?
5. How do you practice self-care and protect yourself against burnout?
6. How has the Covid pandemic impacted your work as a counselor?
7. Are there common referrals or additional services that you recommend for clients?
8. What other types of helping professionals do you interact with at your site?
9. What is an ethical issue that you have encountered in your work as a counselor and how did you handle the issue?
10. What does it mean to be developmental and wellness-oriented with the clients you see?
11. How do you practice multicultural or social justice counseling?
12. How has your education in counseling impacted your work?
13. Are you aware of any gaps in your training now that you are working as a counselor?
14. How is your work as a counselor different than what you expected it to be when you were in grad school?
15. Which frameworks or theories are important to the counseling services you provide?
16. Do you have a theoretical orientation that you generally use? If so, how did you cultivate this?
17. In your work with clients, how do you see the impact of trauma show up in counseling?
18. Are there any advocacy practices that you are involved in as a counselor?
19. In what ways do you or does your site seek to decolonize counseling or make counseling more responsive to the communities you work with?
20. What advice would you like to share with a future counselor?

.....OR.....

(2) Considerations of Mental Health in Popular Media

We are constantly exposed to different forms of media that influence the way we understand certain phenomena. Popular media includes newspapers, magazines, television, online streaming, movies, websites, radio shows, podcasts, and the various forms of social media. Given the volume and types of media we encounter, many of the messages conveyed are not consciously examined for meaning nor for the impact they can have on us individually and as a society.

This assignment provides the opportunity to intentionally deconstruct, examine, and interpret the explicit and implicit cultural messages conveyed by various media sources about mental health issues. You can choose a source that you view as a positive representation of mental health or one that does not represent or accurately reflect mental health well.

Please include the following required content in your assignment in a 7-10 minute presentation (PowerPoint or other alternative formats):

- 1) **Identify** and provide the source you have chosen (i.e., upload article, picture, video, link, etc.). You may examine any media of your choice (Internet, social media, magazines, television, radio, etc.).
- 2) **Caption:** Provide a brief **summary** of the media item selected and why you have selected it.
- 3) **Cultural Learning:** Identify and explain a cultural message (i.e., explicit or implicit) about mental health in the media item selected. For example, how is mental health depicted in this media item? What messages might a consumer of the media receive about mental health?
- 4) **Mental Health Counseling Consideration and Action:**
 - a) What are potential counseling considerations associated with the identified cultural message in the media item?
 - b) How can clinical counselors respond or address the message identified in the media item?
- 5) **Be succinct and concise** and keep the presentation to 7-10 minutes.

D. Professional Disclosure Statement (PDS) (75 points)

According to the North Carolina Board of Licensed Clinical Mental Health Counselors (NCBLCMHC), counselors in North Carolina are mandated to provide a Professional Disclosure Statement (PDS) to each client prior to beginning clinical mental health counseling services. The Board's requirement aligns with the American Counseling Association's Code of Ethics (ACA, 2014) which requires counselors to "review in writing and verbally with clients the rights and responsibilities of both the counselor and the client" (A.2.a. Informed Consent). The goal of this requirement is to ensure that both parties (the client and the counselor) understand the nature of the relationship and the types of services that can be expected. The PDS is also a great way to share with your clients a little bit more about who you are, as a counselor.

Refer to the links in Blackboard to access "PDS Instructions" and a "PDS Template" for you to model your own after. These are both located in Blackboard (Content tab → Assignments folder → Assignment resources). If you are interested in pursuing licensure in a state other than NC, please refer to that state's board requirements for a PDS. There is also an example in the Gerig text on page 131-132, although it does not contain all of the components that the NC Board of Licensed Clinical Mental Health Counselors requires.

Be sure that your final version lines up with what is required in the state you will pursue licensure! And please remember, this document is just your first draft of your PDS. You will add on to this document, editing and amending it, as you go on in the program and in your career. This is the foundation you are creating in this class.

E. Professional Plan (75 points)

You will complete a *detailed* outline, using section headers and bullet points with full sentences that provide sufficient context and explanation of your current plan for your career.

Please include the following five sections in your outline:

- (1) Description of your professional goals as they are right now.
- (2) The licensure you will need to achieve those goals.
- (3) Any additional credentials (e.g., certifications) that will support your goals
- (4) Any professional organizations you would like to join.
- (5) Information about pertinent advocacy issues (impacting the counseling profession, e.g., Gerig, p. 300-311, or a specific client population) in which you wish to involve yourself, as you pursue your professional goals.

To begin this assignment, you will need to consider what type of mental health professional you are hoping to be (e.g., clinical mental health counselor, addictions specialist, couple and family counselor, counselor educator), what you would like to specialize in, and the necessary steps that you need to take from this point forward to reach that goal. This includes considering what you need to do during training in your preparation for this role (e.g., specific coursework, clinical experiences, number of credit hours), the licensure requirements for the state you will ultimately pursue licensure in, as well as different counseling organizations that you should consider being a member of and why (check out counseling.org and your particular state's counseling organization).

F. Power to the People (85 points)

People in the community often have limited knowledge of what mental health services are available or how to locate, access, and use these services. Add to this lack of knowledge, the power of stigma, as it relates to issues of mental health and wellness and we will find that many individuals and families are not accessing services that they would like to receive. The profession of counseling involves advocacy that includes educating the community about the importance of wellness and mental health and the procedures to obtain such services when needed. Counselors need to know the type of agencies and services that are available in their community and how to access and to use them.

Your goal is to develop an informational presentation that is easy to understand, follow, and apply. You are to select a specific mental health issue (e.g., post-traumatic stress disorder, postpartum depression, attention deficit hyperactivity disorder) and an agency or practice that helps people with that issue. ****You will need instructor approval for your selected issue in order to prevent duplication of topics.****

To receive full credit for this assignment, the following tasks will need to be completed.

- 1) Describe and provide education on the mental health issue. Use at least 2 scholarly journal sources to provide information to the public about this mental health issue.
- 2) Identify *what* type of treatment or care works well for this issue (for example, if you chose borderline personality disorder as your mental health issue, you could discuss the use of dialectical behavioral therapy (DBT) for this condition).
- 3) Identify an agency or practice that provides this type of treatment for individuals dealing with this this mental health issue.
- 4) Describe in detail the procedures to access and use the services of the agency/practice.
 - a. Describe how a person would find out about this agency and share contact information for the agency/practice.
 - b. Explain the services that the agency or practice provides, including the treatment that you have identified.
 - c. Describe in detail all of the required steps to receive services (e.g., is a referral needed?)
 - d. Describe what insurances are accepted, if any at the agency/practice?
 - e. Share any additional information that you think a potential client should know, such as the existence of a waiting list, whether telehealth counseling is an option, etc.
- 5) Develop a presentation (Powerpoint or other format) providing information on items 1-4 and record a video of you giving the presentation.
- 6) Presentation Time: 7 minutes.

G. Program Proposal and Presentation (120 total points)

Proposal (100 points)

Identify a specific mental health service that you are interested in delivering (e.g., sexual assault and dating violence prevention, parenting skills training, stress-management, workshop on healthy relationships, counseling for adolescents with depression). This program should meet the needs of a specific client population and be accessible. For this assignment you will apply the model of mental health delivery systems (Gerig, p. 284) and create a detailed proposal for your intended program. This proposal will be a total of 5-7 pages. Include the following section headers in your proposal:

1. **Needs assessment** – First, build a case based on scholarly literature and any local/national news articles for a particular mental health service need. Describe *why* it is important to provide this service. Second, include your ideas about how to assess what these needs look like more specifically in your local community. As an example- if the service need is around vocational training for people who have been incarcerated, address why vocational training is needed and how could you determine what specific gaps exist in Durham (your community)/what residents need to aid in this transition as well as the specific barriers this population faces in seeking employment here. To assess specific gaps, you might describe how you would survey/what you would ask local people encountering this issue or people involved in supporting individuals belonging to this population. **This section of your proposal should be 1-2 pages in length.**
2. **Mission statement**– Craft a clear, concise vision for your program. **3 sentences or less!**
3. **Goals** – Detail the areas your program is attempting to show improvement (e.g., symptoms of depression, relationship satisfaction). Include a description of aspects of your program that would lead to this improvement. These can be **listed in an outline format. You should have at least 3 goals.**
4. **Program** – In a narrative format (i.e., not an outline) describe how your program would run. What are all of the various components and what is the timeline? How do counseling theories we have discussed in class influence decisions you made about your program? **This section of your proposal should be 2 pages in length.**
5. **Leaders and Funding** – Discuss in narrative format your qualifications/what you contribute to this program as well as the skills/certifications/training you could seek out to enhance your contribution. Identify one funding source or grant you could apply for to secure the financial resources you need to deliver the program. Additionally, what other professionals or community

organizations might you want to involve in the program? Why? **Minimum of 1 page.**

6. **Environmental supports** – Describe the kinds of equipment and space you will need to run the program. Where will it be held? Is it accessible?
Minimum ½ page.
7. **Program evaluation** – How will you evaluate the success of your program? What will you want to ask participants about the quality? How will you measure your outcomes/goals? **Minimum ½ page.**

Presentation (20 points)

You will create a **narrated Powerpoint (or alternative format) presentation** using just a **single slide**. Your presentation of this slide should go as close to a **full 2 minutes** as possible- no more, no less. Hit the highlights of your proposal. Think of it as a quick “elevator pitch” for your program! This presentation will be shared on Blackboard and viewable by your classmates. On our last day of class, you will log in to BB and view the compilation of presentations. The class will vote on which proposal should get our *imaginary* funding.

H. Extra Credit Opportunities (10 points each)

- (1) **NCCU Counselor Education Program 4th Virtual Annual Career Institute:** “Addressing Career Counseling and Employment Needs: Prioritizing the Physical, Mental, and Economic Health and Well-Being of People Living with HIV” on **Friday, 1/13 from 8:30am-1pm**

Students have the opportunity to attend the Annual Career Institute (and write a reflection paper) for extra credit in the course. This event is free, but you must register for it. If you would to receive a certificate of completion, you will need to pay a student fee; otherwise it is free. To register:

<https://www.eventbrite.com/e/4th-annual-career-institute-tickets-450497148097>

Students will be asked to write a 1-2 page reflection paper discussing their impression of each of the guest speakers, including information about what new information was learned; what was most interesting about each presentation; and how can this information be integrated into clinical mental health counseling work.

This paper (worth 10 points) can be submitted on Blackboard with a due date of March 1st.

- (2) **NCCU Safe Zone/Trans Zone Virtual Training:** Facilitated by the NCCU LGBT Resource Center and Diversity and Inclusion on **Friday, 2/24 from 1-3pm**

This free training is open to current students and faculty in the Counseling and Higher Education Department. Registration will open on January 10, 2023 and closes on February

20th. All attendees will be given a certificate upon completion of the training. More information is below:

Safe Zone - Language surrounding the LGBTQ+ community consistently changes. This training begins with an introduction to the usage of pronouns, common terminology, and ways to be an effective ally to members of the LGBTQ+ community.

Trans Zone - Similar to Safe Zone, this training dives a little deeper into the specificities of terminology and topics related to trans-identified individuals.

Students will be asked to submit their certificate of completion and a 1-page reflection paper on what they are taking away from the training. This paper can be submitted on Blackboard with a due date of March 31st.

VIII. COURSE EVALUATION

Assignment	Due Date	Points
Participation and Dispositions	Ongoing	80 (Discussion board (15) x 4= 60 points; 10 pts instructor evaluation; 10 pts student self evaluation)
Weekly Reflection and Knowledge Gaining Exercises	Monday nights by 11:59PM	100 (10 exercises, 10 points ea.)
Choose Your Own Adventure: (1) Counselor Interview or (2) Considerations of MH in Media	2/13 by 11:59PM	85
Professional Disclosure Statement (PDS)	2/20 by 11:59PM	75
Professional Plan	3/20 by 11:59PM	75
Power to the People	4/3 by 11:59PM	85
Program Proposal & Presentation	4/17 by 11:59PM	120
Total		620

A	558-620
B	496-557
C	434-495
F	< 434

IX. COURSE SCHEDULE

Date	Focus	Readings due
Week 1 January 9-16	Module 1 Introductions The role of the mental health counselor (CACREP CMHC 1.a.b.c)	Gerig Ch. 1
	Module 2 History of the field (CACREP CMHC 1.a.b.c)	Gerig Ch. 2 Kiselica & Robinson, 2001(in BB)
	Extra credit opportunity: NCCU 4 th Annual Career Institute 1/13 8:30am- 1pm	10 points extra credit for attending and submitting a 1-2 pg. reflection paper
Week 2 January 17-23	Module 3 Foundations and overarching theories (CACREP CMHC 1.a.b.c) (CACREP CMHC 3.a.e.2.j.) Weekly exercise in Blackboard	Gerig Ch. 3 Myers & Sweeney, 2008 (in BB) Shallcross, 2013 (in BB) Erickson’s Model (in BB)
Week 3 January 24-30	Module 4 Culturally responsive counseling (CACREP CMHC 3.a.e.2.j.) Weekly exercise in Blackboard	Gerig Ch. 10 Ratts et al., 2016 (in BB) Babu, 2017 (in BB) Comstock et al., 2008 (Optional; in BB)
Week 4 January 31- February 6	Module 5 Overview of commonly used counseling theories (CACREP CMHC 1.a.b.c) Weekly exercise in Blackboard	Gerig Ch. 4 Hoy et al., 2016 (in BB) Varanasi, 2021 (in BB) TED talk with Dr. Burke Harris (in BB)
Week 5 February 7-13	Module 6 The road to becoming a mental health counselor (CACREP CMHC 2. k.) No weekly exercise in Blackboard	Gerig Ch. 5 Assignment due 2/13 by 11:59PM: Choose Your Own Adventure: Counselor Interview --or-- Considerations of Mental Health in Popular Media

<p>Week 6 February 14-20</p>	<p>Module 7 Ethical and legal considerations for the mental health counselor (CACREP CMHC 2.1.m)</p> <p>Weekly exercise in Blackboard</p>	<p>Gerig Ch. 6 Forester-Miller & Davis, 2016 (in BB) Morris, Linley, & Galupo, 2020 (in BB)</p> <p><i>Thoughtful Podcast</i> ep. with Dr. Birrell (Optional; in BB)</p> <p>Assignment due 2/20 by 11:59pm: Professional Disclosure Statement (PDS)</p>
<p>Week 7 February 21-27</p>	<p>Module 8 What we do (CACREP CMHC 2.a.c.)</p> <p>Weekly exercise in Blackboard</p> <p>Extra credit opportunity: NCCU Safe Zone/Trans Zone Virtual Training: Facilitated by the NCCU LGBTA Resource Center and Diversity and Inclusion on Friday, 2/24 from 1-3pm</p>	<p>Gerig Ch. 7 Bray, 2021 (in BB)</p> <p><i>Be Antiracist</i> Podcast ep. with Rebecca Coakley (in BB) <i>Thoughtful Podcast</i> ep. with Dr. Rousmaniere (in BB)</p> <p>10 points extra credit for attending and submitting certificate and a 1pg. reflection paper</p>
<p>Week 8 February 28- March 6</p>	<p>Module 9 Where we work (CACREP CMHC 2.a.c.)</p> <p>Weekly exercise in Blackboard</p>	<p>Gerig Ch. 8 Choose one of selected podcasts (in BB)</p>
<p>Spring Break March 6-12</p>	<p>Practice self care!</p>	

<p>Week 9 March 14-20</p> <p>(This week's module will open on March 7th during Spring Break, so you have 2 weeks to complete it).</p>	<p>Module 10 Involving assessments and research in counseling (CACREP CMHC 1.b.)</p> <p>Weekly exercise in Blackboard</p>	<p>Gerig Ch. 9 West-Olatunji & Wolfgang, 2017 (in BB)</p> <p>Assignment due 3/20 by 11:59pm: Professional Plan</p>
<p>Week 10 March 21-27</p>	<p>Module 11 Realities of managed care and reimbursement and Suicide prevention and assessment (CACREP CMHC 3.d.e.) (CACREP CMHC 2.i.)</p> <p>Weekly exercise in Blackboard</p>	<p>Gerig Ch. 11</p> <p>CDC's suicide statistics (in BB) The ACA Podcast on Suicide Assessment: Sharpen Your Clinical Skills</p>
<p>Week 11 March 28- April 3</p>	<p>Module 12 Lifecycle of community mental health programs (CACREP CMHC 3.a.e.2.j.)</p> <p>Weekly exercise in Blackboard</p>	<p>Gerig Ch. 12</p> <p>Assignment due 4/3 by 11:59pm: Power to the People</p>
<p>Week 12 April 4-10</p>	<p>Module 13 To infinity, and beyond! (CACREP CMHC 3.d.e.) (CACREP CMHC 2.i.)</p> <p>Weekly exercise in Blackboard</p>	<p>Gerig Ch. 13 Choose 1 article from <i>Counseling Today</i></p> <p>Choose from a list of relevant podcast episodes</p>

Week 13 April 11-17	Module 14 Importance of self-care (CACREP CMHC 1.b.) No weekly exercise in Blackboard	Bradley et al., 2013 Nelson et al., 2018 Optional: Tulshyan & Burey, 2021 Assignment due 4/17 by 11:59pm: Program Proposal and Presentation
Week 14 April 18-24	Module 15 Program Development Presentations!	View Program Proposal Presentations and vote for your favorite Assignment due 4/24 by 11:59pm: Self-evaluation of participation and dispositions

**Schedule is tentative and subject to change.*

