
CON5381 Syllabus
Introduction to Mental Health Counseling
Online Fall 2020

Counselor Education Program, Department of Allied Professions
School of Education, North Carolina Central University

Instructor: Kelly King, PhD, LCMHCA, NCC	E-mail: kking52@nccu.edu
Office: School of Education 2125	Phone: 919-530-5049
Office hours: Monday 1-5, Tuesday 12-3 Wednesday 8-11 (virtual, 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.

I. COURSE DESCRIPTION

This course provides an overview of the history of community 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., quizzes, video lectures, discussion boards) within each module folder by the conclusion of the week that they are assigned. For example, "Module 1 and Module 2" would be due by 8/30 at 11:59pm. Once a due date ends for a module folder, and the link for it disappears, it will not be made available again.

Each module folder is treated as equal to an in-class experience. If you miss the access to a module folder, you need to think of it as 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.

III. COURSE OBJECTIVES

<p>Con 5381 Student Learning Outcomes <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>Method for Obtaining Outcome</p>	<p>Method for Evaluation of Outcome (Evidence)</p>
<p>Understand the history, philosophy, and trends in clinical mental health counseling (CACREP CMHC 1.a.b.c)</p>	<p>Lectures, readings</p>	<p>Quizzes, discussion posts</p>
<p>Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling (CACREP CMHC 2.1.m)</p>	<p>Lectures, readings</p>	<p>Quizzes, PDS, discussion posts</p>
<p>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.)</p>	<p>Lectures, readings, interview and research for database</p>	<p>Quizzes, Counselor Interview assignment, Local Agency Database</p>
<p>Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. (CACREP CMHC 2.k.)</p>	<p>Lectures, readings, research for professional plan</p>	<p>Quizzes, professional plan and PDS</p>
<p>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.)</p>	<p>Lectures, readings, online resources</p>	<p>Quizzes, professional plan, discussion posts</p>
<p>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.)</p>	<p>Lectures, readings discussions, conducting counselor interview</p>	<p>Quizzes, Counselor interview, discussion posts, proposal project</p>
<p>Promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (CACREP CMHC 1.b.)</p>	<p>Lectures, class readings</p>	<p>Discussion posts, professional plan and PDS</p>
<p>Know public policies on the local, state, and national levels that affect the quality and accessibility of mental health services (CACREP CMHC 2.i.)</p>	<p>Lectures, readings, discussions, research for professional plan</p>	<p>Quizzes, Proposal Project</p>

VI. TEXTS AND OTHER RESOURCES

Required textbook

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

Additional required readings will be made available on Canvas 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

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

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>: APA tutorial site.

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

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

<http://ncblpc.org>: Information regarding licensure.

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 nccu.edu/facultyandstaff/its/helpdesk.cfm 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. **As of Fall 2017 NW and NF attendance grades will no longer be assigned.**

*For this online course, if the instructor notices more than 2 weeks of non-participation on the online platform, students will receive an email of concern from the instructor. Further, the student will not receive points for any assignments missed. Students are expected to contact the instructor immediately with an update and plan for the rest of the semester. If there is no contact, the instructor will report the facts to the student's academic dean for appropriate follow-up. It is the student's responsibility to inform the instructor of any authorized absence, and to make up all work as determined by the instructor.

Students are encouraged to reach out to the instructor with any concerns and asked to inform the instructor of any potential issues in regards to attendance/participation. 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 one 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. Five 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. **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 style. Cover pages and reference pages are not counted toward the required page length. A (homemade) APA style template is available on Blackboard.
****Note: you do not need to include an abstract for your course papers and all section headings will be determined by your organization for your paper (i.e., they will not follow a typical research article format). ****

Emails

By and large, I will respond to emails within 24 hours during the school 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

- 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, 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 (formerly 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 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 the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/sas 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.

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

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 (NCCU POL 01.04.4). 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, Regulations and Rules website at www.nccu.edu/policies. 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) 530-7944 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

Other campus resources to support NCCU students include:

- 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.

COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:

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.

In addition to community standards to which all students are accountable, the Code outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University's commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the Operations, Recovery and Continuity plan. The plan highlights and details the University's preparations to safely open for the Fall 2020 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines, and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the Operations, Recovery and Continuity plan.

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.

Foliotek Statement

Maintaining an electronic portfolio (i.e., 'Foliotek') 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 Foliotek 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 portfolio and file storage.

VII. COURSE ASSIGNMENTS (rubrics on Blackboard in assignment submission portal)

A) Preparedness and Participation (80 total points, 60 instructor eval. and 20 self eval.)

Class will include discussions and other tasks on Blackboard, all contained within the module folder for that week. Your participation grade is based on your **timely, thorough completion of all class discussions and activities** (quizzes included in each module receive a separate score, see Assignment B below). This includes demonstrating that you have completed all assigned readings and viewed or listened to all course materials by the designated deadline. Please note that the Blackboard system tracks what parts of the website you use, and the instructor will be able check to see if you are watching the videos. Within discussions, students must engage with their classmates by regularly reading what others are writing and contributing to the virtual conversation. In addition to responding to the prompt provided by the instructor, you must also communicate with your classmates. **Please contribute to discussion boards early on in the week so that you can have an active exchange with your classmates.**

You will receive the remaining 20 points based on your assessment of yourself. In other words, you will give yourself a participation grade out of 20 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: Up to 20 points.*
- *Student sometimes contributes to the in-class discussion and class activities in the aforementioned ways: Up to 15-20 points.*
- *Student rarely contributes to the in-class discussion and class activities in the aforementioned ways: Up to 10-15 points.*
- *Student never contributes to the in-class and class activities in the aforementioned ways: < 10 points.*

B. Quizzes (120 total points)

Most weeks (12 weeks) throughout the semester you will have open book, open note quizzes. These will be accessible from the module folder for that week. Quizzes will focus on important pieces of information coming out of the assigned readings. At the conclusion of the week, when the module (and therefore the quiz) has closed, you will be able to review the correct answers for each question.

C. Professional Plan and Professional Disclosure Statement (PDS) (100 points)

This assignment has **two parts**: (1) a professional plan and (2) a professional disclosure statement. See below for information on what should be included for each.

Part 1. You will complete a *detailed* outline. Use section headers and bullet points with full sentences that provide sufficient context. Here are the five sections of your outline: (1) description of your professional goals and the (2) licensure, (3) credentials, (4) professional organizations, and information about (5) advocacy issues (impacting the counseling profession, e.g., Gerig, p. 300-311, or a specific client population) that supports these 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).

Part 2. For the PDS, refer to the following link 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- be sure that your final version lines up with what is required in the state you will pursue licensure!

D. Local Agency Database (50 points)

Each student is required to identify a MINIMUM of 5 mental health agencies and turn in information about them to contribute to a shared database of local agencies. These agencies are to be located in the surrounding area, particularly where you might consider interning and/or living in North Carolina or your home state. Your instructor will ultimately combine all agency information and post it for each student in the class to access as a directory. This could be of use to you as you search for a potential internship, a referral source for clients while in advanced practicum or internship, or for potential future employment.

An excel document with columns for the agency and all relevant information required for this database is located on Blackboard for you to download and fill in. ****Do not modify this spreadsheet! The format needs to be consistent so that all of your contributions can be combined. There is a column for “other information” that you can add anything noteworthy about the site that does not neatly fit in another column**** The completed excel file with your 5+ agency profiles are to be turned in via Blackboard in order to be merged.

E. Counselor Interview (120 points)

Reach out to a licensed clinical mental health counselor (or 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 the 3 bolded questions below and can then choose additional questions from among the following 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 (1) describe the counselor's daily tasks, (2) discuss how they work with professionals from other disciplines (in the agency or via referrals) and (3) reflect on which self-care practices you want to incorporate into your own routine and/or how you would expand upon what they have shared. Your discussion of their responses and your thoughts about them in a **3-page paper**. Be sure to include some description about who they are, where they work, and your experience of the phone call as well.

Potential questions:

1. **Can you describe a day in the life of a counselor at your site?**
2. **How do you understand your role as an LPC/LCMHC/LMHC in relation to the other helping professionals you work with?**
3. **How do you practice self-care and protect yourself against burnout?**
4. What is the full range of services that you provide at the site?
5. Which client populations do you generally see?
6. Are there common referrals or adjunct services that you recommend for clients?
7. What other types of helping professionals do you interact with at your site?
8. Are there aspects of your work that take you outside of the counseling office, such as advocacy or case management type of activities?
9. What do LPCs/LCMHCs/LMHCs uniquely contribute to the work that you do?
10. What does it mean to be developmental and wellness-oriented with the clients you see?
11. How do you practice cultural responsiveness with your clients?
12. How has your education in counseling positively impacted your work?
13. Are you aware of any gaps in your training now that you are working as a counselor?
14. Which frameworks or theories are important to the counseling services you provide?
15. Do you have a theoretical orientation that you generally use? If so, how did you cultivate this?

F. Program Proposal and Presentation (150 total points)

Proposal (100 points)

Identify a specific mental health service that you are interested in delivering (e.g., relapse prevention group, sexual assault and dating violence prevention, parenting skills training, stress-management, workshop on healthy relationships). 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 or 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 the Durham (or 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 and concise vision for your program. **No more than 3 sentences!**
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 (50 points)

You will create a **narrated powerpoint** 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 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 our class and view the compilation of presentations. The class will then vote on which proposal should get our **imaginary** funding.

VIII. COURSE EVALUATION

Assignment	Due Date	Points
Participation	Instructor ongoing evaluation (60 points)	80
	Self eval. due 11/22 by 11:59pm to BB (20 points)	
Quizzes	Due as assigned in module folder (12 quizzes, 10 points each)	120
Professional plan + PDS	Due 9/27 by 11:59PM to BB	100
Local Agency Database	Due 10/18 by 11:59PM to BB	50
Counselor Interview	Due 11/1 by 11:59PM to BB	120
Program Proposal + Presentation	Due 11/15 by 11:59PM to BB	150
	TOTAL	620

Grading Scale:

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

IX. COURSE SCHEDULE

Date	Focus	Readings due
Week 1 August 24-30	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
Week 2 August 31- September 6	Module 3 Foundations and overarching theories (CACREP CMHC 1.a.b.c) (CACREP CMHC 3.a.e.2.j.)	Gerig Ch. 3 Myers & Sweeney, 2008
Week 3 September 7- 13	Module 4 Culturally responsive counseling (CACREP CMHC 3.a.e.2.j.)	Gerig Ch. 10 <i>Read/skim to compare/contrast the following 2 articles:</i> Ratts et al., 2016 Sue, Arredondo, & McDavis, 1992
Week 4 September 14- 20	Module 5 Overview of commonly used counseling theories (CACREP CMHC 1.a.b.c)	Gerig Ch. 4 Hoy et al., 2016
Week 5 September 21- 27	Module 6 The road to becoming a mental health counselor (CACREP CMHC 2. k.)	Gerig Ch. 5 <i>Review the following 2 websites:</i> http://nbcc.org http://www.amhca.org/home Assignment due 9/27: Professional plans and PDS

Week 6 September 28- October 4	Module 7 Ethical and legal considerations for the mental health counselor (CACREP CMHC 2.1.m)	Gerig Ch. 6 Guterman & Rudes, 2008
Week 7 October 5- October 11	Module 8 What we do (CACREP CMHC 2.a.c.)	Gerig Ch. 7 Day-Vines et al., 2007
Week 8 October 12-18	Module 9 Where we work (CACREP CMHC 2.a.c.)	Gerig Ch. 8 Assignment due 10/18: Local Agency Database
Week 9 October 19-25	Module 10 Involving assessments and research in counseling (CACREP CMHC 1.b.)	Gerig Ch. 9
Week 10 October 26- November 1	Module 11 Realities of managed care and reimbursement (CACREP CMHC 3.d.e.) (CACREP CMHC 2.i.)	Gerig Ch. 11 <i>Browse the following 2 NC government websites on managed care:</i> https://www.ncdhhs.gov/providers/lme- mco-directory https://www.ncdhhs.gov/medicaid- transformation Assignment due 11/1: Counselor Interview
Week 11 November 2- November 8	Module 12 Lifecycle of community mental health programs (CACREP CMHC 3.a.e.2.j.)	Gerig Ch. 12
Week 12 November 9- 15	Module 13 To infinity, and beyond! (CACREP CMHC 3.d.e.) (CACREP CMHC 2.i.)	Gerig Ch. 13 Assignment due 11/15: Program Development Write-up and Recording

Week 13 November 16-22	Module 14 Importance of self-care (CACREP CMHC 1.b.)	Bradley et al., 2013 Nelson et al., 2018
	Module 15 Program Development Presentations!	View program proposal powerpoint and vote for your favorite Assignment due 11/22: Self-evaluation of participation

Schedule is tentative and subject to change