CON 5381 Introduction to Clinical Mental Health Counseling Syllabus
Online Fall 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 Canvas, you will be able to access each week's learning materials asynchronously. You are expected to complete all weekly tasks (e.g., weekly exercises, video lectures, discussion boards) by the conclusion of the week (Monday night at 11:59PM) that they are assigned. For example, Week 1 is due 8/21/23 at 11:59pm. Once a due date ends for a week, and the link for it disappears, it is no longer available. Each week's materials is treated as equal to an in-class experience. If you miss the access to the week, 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 are experiencing challenges, please let your instructor know, as there may be opportunities to submit assignments late.

If you have questions about your Canvas account, please call 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.

Con 5381 Student Learning Outcomes *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 (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.l.m)	Lectures, readings	Reflection and knowledge gaining exercises, PDS, Counselor Interview, 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, Program Proposal
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. (CACREP CMHC 3.d.e.)	Lectures, readings, online resources	Reflection and knowledge gaining exercises, Professional Plan, discussion posts, Service Learning Project
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, Service Learning, discussion posts, Program Proposal

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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, Service Learning Project
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, Program Proposal

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. **AT THIS TIME, PLEASE SAVE ALL ASSIGNMENTS FROM THIS CLASS, AS THEY MAY BE NEEDED FOR YOUR PORTFOLIO WHEN IT IS IMPLEMENTED.**

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 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
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.   CANVAS

The syllabus, assignments, grading rubrics, readings, and all other materials related to the course can be
found on Canvas. **Please ensure that you have complete access to the course on Canvas by the end of
the first week of class.** If you have questions about your account, please contact the campus Helpdesk at
https://nccu.teamdynamix.com/TDClient/1852/Portal/Home/ or contact the Eagle Technical Assistance
Center (ETAC) at 919-530-7676. Not knowing how to use various functions of Canvas 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 an 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 three **optional** synchronous meetings) and logging into Canvas and completing the work for each week is how students "attend" an online class.

==In all interactions on Canvas, 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 (excerpted below).

Counselor-in-Training Disposition and Behaviors

Counselor professional values provide a conceptual basis for ethical principles. These principles are the foundation for ethical behavior and decision making of counselors and counselors-in-training. The fundamental principles of professional ethical behavior are

- **autonomy**, or fostering the right to control the direction of one's life;
- **nonmaleficence**, or avoiding actions that cause harm;
- **beneficence**, or working for the good of the individual and society by promoting mental health and well-being;
- **justice**, or treating individuals equitably and fostering fairness and equality;
- **fidelity**, or honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships; and
- **veracity** or dealing truthfully with individuals with whom counselors come into professional contact.

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 Canvas 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 guide is available on Canvas. *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 <u>that</u> 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 <u>remain</u> 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.

<u>Academic Honesty Policy</u>
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.

While ChatGPT and similar programs are useful tools for brainstorming and creating starting points for projects, students are not permitted to generate writing of papers or intellectual property from such programs and are required to write their own material.

<u>Statement of Inclusion/Non-Discrimination</u>
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 (70 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 Canvas 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.

The following parameters guide the instructor's grading of participation and dispositions.

- *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. **On the Front Lines: Counselor Interview (85 points)**

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 (they are bolded) 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. If you are having trouble finding an LCMHC to interview, please contact me.

You will create a 7-10 minute presentation (PowerPoint or other alternative formats) about what you learned in the interview and record yourself in a video presenting the presentation.

Be sure to include some description about who your interviewee is, 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 the bolded questions
and you can choose others to ask):

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. What does having a strengths-based perspective look like in practice?

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 and/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 graduate 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 practice 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?**

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 Canvas to access "PDS Instructions" and a "PDS Template" for you to model your own after. These are both located in Canvas in the week during which this assignment is due. 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. Charting Your Course: Professional Plan (70 points)

Please 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, counselor educator), what you would like to specialize in (e.g., children, couples, families, geriatric populations; also could be specific to conditions or presenting concerns such as trauma, eating disorders), 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. Learning on the Ground: Service Learning Project (100 points)

Service learning "represents an opportunity for experiential learning and meaning-making to support counselor development" (Lloyd-Hazlett, 2018). This project consists of 3 components.

Component 1: Volunteer

Each student is required to complete **a minimum of 6 hours** of volunteer work for this course Students will choose among four options (see information about the options in Appendix A of the syllabus). Once you have read through the choices in Appendix A, please indicate your choice on the following form: https://forms.gle/zFToyZ7ygz7tKat29 and Dr. Beckwith will be in touch with next steps. The volunteer work is a required and necessary component to complete the other two parts of the assignment (below).

At the completion of the volunteer work, students and their supervisors are asked to complete a Completion Form (Appendix B), which students will submit to Canvas as part of this assignment.

Student expectations for Learning on the Ground: Service Learning Project:

- Responsible and reliable commitment to our partner organization throughout your volunteer experience.

- Honest and open communication with instructor about hours completed, challenges that arise, and support that is needed.

- Knowledge that you are representing the Counselor Education Program and North Carolina Central University in your interactions and communication with the partner organization. As such, professional dispositions should be followed at all times.

- Commitment to respecting and affirming the identities of those with whom

you interact in your service learning experience.

Component 2: Video Presentation (60 points)

Upon satisfying the hourly commitment to the partner organization, students are asked to **create a video of themselves presenting a presentation (Powerpoint, Prezi, or alternative format) that includes the following information**. The videos will be shared with the class:

1. Where did you conduct your service learning project?

2. Tell us about the work of this organization (or program). What is their mission? What kinds of services do they provide and to whom?

3. Did you receive any training provided by the organization (or program)?

4. What specific tasks did you do as part of your service learning?

5. Were you able to interact with any Licensed Clinical Mental Health Counselors in this work? Were you able to work with any other graduate students in this experience?

6. Did this work challenge any assumptions that you thought before you engaged in this work?

7. Tell us about the major challenges you encountered in your service learning experience and how you overcame them.

8. Share your two biggest take-aways from this experience.

Component 3: Reflection (40 points)

For component 3, students are asked to reflect a bit deeper on the service learning experience. **This reflection will be shared only with the instructor.**

Please reflect on the following and **write 1-2 pages** about your experience:

1. What did you learn from this experience?

2. What did you like about this experience?

3. What did you dislike about this experience? (You can be honest!)

4. This semester, we have learned about important foundational principles of counseling, such as a wellness approach, a focus on prevention, awareness of human development across the life span, and a commitment to multicultural social justice competence. In what ways were you able to pull from one or more of these principles in your service

learning work?

5. Would you recommend that the organization with which you volunteered be included in future projects for this course? Why or why not?

6. Did this experience change your vision of what your future in counseling looks like in any way? If so, how?

G. Let's Build It!: Program Proposal and Presentation (120 total points)

Proposal (100 points)

Think of what your community does not have enough of and let's build it!

Identify a specific mental health service that you are interested in delivering. It could be preventative (e.g., sexual assault and dating violence prevention program, parenting skills training, stress- management workshop, workshop on healthy relationships) or could be focused on healing or assisting those experiencing a problem or mental illness (e.g., counseling services for adolescents with depression, support for caregivers of children with special needs or learning differences, grief counseling for children who have lost caregivers to Covid-19). **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:**

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 want to discuss how other services like this exist and 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 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 Opportunity (10 points; this is optional)**

- Read *What Happened to You?: Conversations on Trauma, Resilience, and Healing* by Oprah Winfrey and Bruce Perry, MD, PhD (2021) and write a 3-page reflection paper on (1) your reactions to what you read and (2) the ways in which this conceptualization of how trauma impacts an individual and what healing can look like integrates into clinical mental health counseling work.

VIII. COURSE EVALUATION

Assignment	Due Date	Points
Participation and Dispositions	**Ongoing**	**70** (Discussion board (15) x 4= 60 points; 10 pts instructor evaluation of student's participation and dispositions at end of semester)
Weekly Reflection and Knowledge Gaining Exercises	**Monday nights** by 11:59PM	**100** (10 exercises, 10 points each)
On the Front Lines: Counselor Interview	**9/18** by 11:59PM	**85**
Professional Disclosure Statement (PDS)	**9/25** by 11:59PM	**75**
Charting Your Course: Professional Plan	**10/16** by 11:59PM	**70**
Learning on the Ground: Service Learning Project	**11/6** by 11:59PM	**100**
Let's Build It!: Program Proposal & Presentation	**11/20** 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 August 14-21	**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) **No** weekly exercise	Gerig Ch. 2 Kiselica & Robinson (2001) Moorhead, Duncan, & Fernandez (2023)
Week 2 August 22-28	**Module 3** Foundations and overarching theories (CACREP CMHC 1.a.b.c) (CACREP CMHC 3.a.e.2.j.) Weekly exercise in Canvas	Gerig Ch. 3 Myers & Sweeney, 2008 Shallcross, 2013 Erickson's Model
Week 3 August 29- September 4	**Module 4** Culturally responsive counseling (CACREP CMHC 3.a.e.2.j.) Weekly exercise in Canvas	Gerig Ch. 10 Ratts et al. (2016) Singh, Appling, & Trepal (2020) Optional: Babu (2017)
Week 4 September 5- 11	**Module 5** Overview of commonly used counseling theories (CACREP CMHC 1.a.b.c) Weekly exercise in Canvas	Gerig Ch. 4 Hoy et al. (2016) Varanasi (2021) TED talk with Dr. Burke Harris (in BB)
Week 5 September 12- 18	**Module 6** The road to becoming a mental health counselor (CACREP CMHC 2. k.) **No** weekly exercise in Canvas	Gerig Ch. 5 Review websites in Canvas re: licensure **Assignment due 9/18 by 11:59PM: On the Front Lines: Counselor Interview**

| Week 6
September 19-25 | **Module 7**
Ethical and legal considerations for the mental health counselor
(CACREP CMHC 2.l.m)

Weekly exercise in Canvas | Gerig Ch. 6
Forester-Miller & Davis (2016)
Morris, Linley, & Galupo (2020)

Optional: *Thoughtful Podcast* ep. with Dr. Birrell

Assignment due 9/25 by 11:59pm: Professional Disclosure Statement (PDS) |
| --- | --- | --- |
| Week 7
September 26-October 2 | **Module 8**
What we do
(CACREP CMHC 2.a.c.)

Weekly exercise in Canvas | Gerig Ch. 7
Bray (2021)
Be Antiracist Podcast ep. with Rebecca Coakley
Thoughtful Podcast ep. with Dr. Rousmaniere |
| **Week 8-9**
October 3-16

Deadlines are extended due to Fall Break | **Module 9**
Where we work
(CACREP CMHC 2.a.c.)

Weekly exercise in Canvas | Gerig Ch. 8
Choose 2 of selected podcasts in Canvas

Assignment due 10/16 by 11:59pm: Charting Your Course: Professional Plan |
| Fall Break is October 9-10 | | Extra time to complete Week 8 and to participate in Learning on the Ground: Service Learning projects if possible. |

Week 10 October 17-23	**Module 10** Involving assessments and research in counseling (CACREP CMHC 1.b.) Weekly exercise in Canvas	Gerig Ch. 9 Keith et al. (2023) West-Olatunji & Wolfgang (2017)
Week 11 October 23-30	**Module 11** Realities of managed care and reimbursement and Suicide prevention and assessment (CACREP CMHC 3.d.e.) (CACREP CMHC 2.i.) Weekly exercise in Canvas	Gerig Ch. 11 CDC's suicide statistics The ACA Podcast on Suicide Assessment: Sharpen Your Clinical Skills
Week 12 October 31-November 6	**Module 12** Lifecycle of community mental health programs (CACREP CMHC 3.a.e.2.j.) Weekly exercise in Canvas	Gerig Ch. 12 **Assignment due 11/6 by 11:59pm: Learning on the Ground: Service Learning Project**
Week 13 November 7-13	**Module 13** To infinity, and beyond! (CACREP CMHC 3.d.e.) (CACREP CMHC 2.i.) Weekly exercise in Canvas	Gerig Ch. 13 Choose 1 article from *Counseling Today* Choose from a list of relevant podcast Episodes.

Week 14 November 14-20	**Module 14** Importance of self-care (CACREP CMHC 1.b.) **No** weekly exercise in Canvas	Bradley et al. (2013) Nelson et al. (2018) Optional: Tulshyan & Burey (2021) **Assignment due 11/20 by 11:59pm:** **Let's Build It!: Program Proposal and** **Presentation**
Week 15 November 21-27	**Module 15** Program Development Presentations!	View Program Proposal Presentations and vote for your favorite

Schedule is tentative and subject to change.

Appendix A:

Learning On the Ground: Service Learning
"Truth and Service"

Identified as a Community Engaged Institution by the Carnegie Foundation for the Advancement of Teaching, the NCCU community lives by the institution's motto, "Truth and Service."

What is Service Learning?

Service learning has been defined as "a credit-bearing, educational experience in which students a) participate in an organized service activity that meets identified community needs, and b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Bringle & Hatcher, 1995, p. 112, as cited in Langellier et al., 2020).

With regard to counselor education, service learning "represents an opportunity for experiential learning and meaning-making to support counselor development" (Lloyd-Hazlett, 2018).

For CON 5381, each student is required to complete **a minimum of 6 hours** of volunteer work this semester. Students get to choose among the following four options. There will be reflection assignments attached to this service learning, as well. Please contact me (Dr. Beckwith) with any questions, as there is a great deal of information shared here.

Please choose from the options below:

The options for the CON 5381 Fall 2023 Learning on the Ground: Service Learning project are listed below. Please know that **these options are offered on a first come-first served basis.** There are two sections of CON 5381 and the options are available to both sections. If you are interested in a particular option, I encourage you to fill out the Google form to select your preferred option as soon as possible, as the spaces will fill up. Please note that each student volunteer is subject to approval by the partner organization after the student volunteer makes their selection.

Please make your choice here by Monday, 8/21.

1) **Eagle Counseling, Consultation, and Research Clinic (ECCRC)** [REMOTE or IN PERSON]

   What is ECCRC?

   The ECCRC (also known as the Eagle Counseling Clinic) is a community clinic of the NCCU Counselor Education Program founded in 2022. The mission of Eagle Counseling Clinic is to provide affordable, accessible counseling services founded in cultural awareness, social justice, and wellness principles to improve the overall mental and emotional health of the Durham community and beyond, while providing clinical training experiences for

graduate counseling students. The clinic's vision is to serve as a model of counseling services, counselor training, and research focusing on community outreach and engagement, total wellness, substance use recovery support, telehealth counseling options, and school and community partnerships. See more here: http://www.nccucounseling.com/student2/index.php/clinic-homepage

What does ECCRC do?

ECCRC provides mental health counseling to individuals who are 13 years of age and older, as well as couples and families. The clinic offers in-person and telehealth services to individuals in Durham County and across North Carolina. Counseling services are grounded in a holistic approach to wellness, cultural awareness, and social justice.

Counseling services provided by NCCU counseling students who are completing their Practicum and Internship.

What does ECCRC need from CON 5381 student volunteers?

- Outreach

ECCRC opened its doors one year ago (in August 2022) and has achieved so very much in this time. Because of how new it is, the clinic is still developing and getting information out to communities about the work that it does. Clinic staff and students are continuously engaging in community outreach and would love help in doing this outreach work in the Durham area and across the state. Because the clinic offers telehealth (remote) counseling services, student counselors can see clients who live all across North Carolina. There is a particular focus on serving residents of rural NC communities.

If you are interested in learning more information about ECCRC and sharing this information with your community (visiting YMCAs, churches, libraries, etc.), this opportunity is for you. Sign up to learn more about how you can to outreach wherever you live in NC.

If you are based in the Triangle, you could attend scheduled "tabling events" to promote the Eagle Counseling Clinic at community festivals and fairs. There is an event in Raleigh in September that the clinic is planning to attend. See photos from a Summer 2023 tabling event here: http://www.nccucounseling.com/student2/index.php/news/1395-durham-mental-health-awareness-kickoff-event-at-durham-central-park-june-30-2023

*Depending on the needs of the clinic at the start of the Fall semester, there may be another opportunity for volunteers outside of outreach. Check in with Dr. Beckwith if you are interested in the possibility of volunteering on other projects with ECCRC.

2) **National Alliance on Mental Illness of North Carolina (NAMI NC) Helpline** [REMOTE]

NAMI NC is an education, advocacy, and support organization of families, friends, and individuals whose lives have been affected by mental illness.

For over 30 years, NAMI North Carolina has worked with dedicated community volunteer

leaders to raise awareness and provide essential education, advocacy, and support so people affected by mental illness can build better lives.
Learn more here: https://naminc.org/about-nami-north-carolina/

NAMI NC operates a **Helpline** that operates from 8:30am – 5pm Monday-Friday. The Helpline is in need of volunteers who can provide at least a few weeks of regular 2-hour shifts. This work will be done **remotely** from your location. Openings for this opportunity are: Mondays 12-5pm, Tuesdays 12-5pm, and Wednesdays 8:30-12. **Committing to three 2-hour shifts is required.**

What is the Helpline?

The NAMI NC Helpline is a compassionate "warmline" dedicated to providing a single source for mental health information, support, and helpful referrals to local resources. The helpline is open for families and individuals affected by mental illness and is free and confidential. NAMI NC staff and volunteers listen to callers, provide support and resources, and continually vet and update resources to reflect the best option for callers. The NAMI NC Helpline is NOT a crisis line.

This would be an incredible way to receive training in how to support individuals with mental illness and to learn about more resources in your area. This volunteer work can be done virtually/remotely from anywhere in NC.

According to NAMI NC, an ideal volunteer would have these qualities:

- o Excellent communication skills, particularly in listening and ability to convey respectful, empathetic tones;
- o Basic knowledge of mental illnesses, treatments, recovery, and mental health care systems with an interest in learning more;
- o Minimum basic skills with MS Office (Word, Outlook, Excel);
- o Bilingual English/Spanish ability strongly welcomed but not required;
- o Respect and compassion for people affected by mental health conditions with a desire to help others facing mental health challenges;
- o Ability to manage emotionally stressful situations with a positive spirit and open-mindedness; and
- o Passion to learn about mental health conditions, resources, and behavioral health systems.

3) **Stress First Aid** [IN PERSON for 1 day- Durham]

Stress First Aid is a program that provides education and skills to help community members prevent negative impacts of stress and to enhance coping and resilience. Learn more below.

Using the Stress First Aid framework and model, you can learn how to *identify* stress reactions in yourself and others, *reduce* the risk for stress injury, and *promote* coping and

resilience among individuals and groups in social, occupational, and academic settings.

The overarching aim of Stress First Aid (SFA) is to identify and mitigate the negative impacts of stress before they impair health and well-being. SFA was initially developed under the auspices of the U.S. military for implementation by the United States Navy and Marine Corps. It has since been successfully adapted for use by health care professionals and first responders across the country. The SFA model is based on five evidence-informed factors that help people recover from stress and adversity. These include the need for safety, calm, connection, sense of competence or self-efficacy, and hope.

What is SFA?

Stress First Aid is a peer support training designed to provide participants with a tool kit on how to perform a timely safety assessment and response when they suspect a co-worker or peer needs support. SFA trains peers to recognize and communicate about suspected psychological injuries with individuals with the goals of preserving lives, preventing further harm, and promoting recovery.

Training

Due to a federal grant and a partnership with Duke University School of Nursing, NCCU students can become trained in Stress First Aid for **free.**

The 4.5 hour training will take place **Friday, 9/29 in person at NCCU from 9am – 1:30pm. In addition to completing the Google form, please also go ahead and register for the SFA training at this link (choose the 9/29 NCCU option):**

https://nursing.duke.edu/student-resources/student-success-center/stress-first-aid-program

You will also be required to complete a 1-hour virtual booster session. This virtual session will give you and other participants an opportunity to practice the SFA model that you have learned. Choose from the following two options for your booster session: Thursday, 10/5 from 10:45-11:45am OR Tuesday, 11/7 from 12-1pm.

Once trained in SFA and boosted, you will be required to write a 1-page plan for how you envision using SFA in your community. The paper concludes the 6 hour requirement.

4) **Licensed Clinical Counselors of North Carolina (LCCNC)** [REMOTE]

Licensed Clinical Counselors of NC (LCCNC) is a professional association dedicated to supporting and advocating for Licensed Clinical Mental Health Counselors (and graduate students) across the state. LCCNC promotes the development of Licensed Clinical Mental Health Counselors (LCMHCs) through professional excellence and advocacy; the association also provides a voice for public policy, directs the activities of a professional lobbyist, and

responds to the continuing education needs of LCMHCs in North Carolina.

The standing committees of LCCNC are as follows
- Advocacy
- Education and Professional Development
- University Relations
- Communications and Media
- Membership
- Conference

Each committee needs assistance from student volunteers to support the association. This service will be done remotely. Tasks will vary across the committees. If you are interested in volunteering with LCCNC, it is required by LCCNC that you join as a student member ($40 for a year's membership).
Important note: LCCNC membership benefits include free conference registration if you wish to attend their 2023 conference in October and free training and networking opportunities.

If you are interested in volunteering with LCCNC for your service learning project but the $40 membership fee presents a challenge, please contact Dr. Beckwith, as there may be funding available to cover membership when needed.

One of the committees listed above is the annual LCCNC Conference. Volunteering to help out at the conference is another option for service learning. This option would be in person, as the conference is being held in Forsyth County in Lewisville, NC this year on October 14-15th. It provides a great way to meet other counseling graduate students and counselors in the state. More information can be found here: https://www.lccnc.org/2023_conference_information.php

The link to indicate your first choice service learning project can be found here.

School of Education

Department of Counseling and Higher Education

Appendix B:

**CON 5381: Introduction to Clinical Mental Health Counseling
Learning on the Ground: Service Learning Project**
Completion of Service Learning Experience

_____ has completed a minimum of 6 hours of service with us at
      (Name of student)

_____ as of _____.
  (Name of organization or project)   **(Date of completion)**

Optional:

Supervisors/managers, if you wish to share any additional information about your experience
with the student or with the service learning project, please do so in the space provided.

_____
_____
_____
_____
_____

_____
Signature of supervisor

_____
Name of supervisor (print please)

_____
Date

_____
Signature of student

_____
Date