



COUN 7340: Global Mental Health Issues and Professional Sustainability/COUC 7340: Global Mental Health Issues and Professional Sustainability in the Creative Arts Therapies

Institutional Information

Antioch University Seattle
Counselor Education & Supervision (CES)

Basic Course Information

COUN 7340: Global Mental Health Issues and Professional Sustainability/COUC 7340: Global Mental Health Issues and Professional Sustainability in the Creative Arts Therapies

3 credits (quarter)

Term Year

Required prerequisites: First year doctoral courses.

First and last day of the course)

(Meeting times and locations (On Campus, Hybrid (w/ ASYNC & SYNC) and/or Online denoted per date)

Instructor Information

(Instructor's name)

2400 3rd Avenue, Suite 200, Seattle, WA 98121

Antioch email address (only - Do *not* include personal or other email address.)

Office hours/instructor availability:

(ZOOM Drop-in Hours and link)

Course Owner and Course Liaison Information

- **Primary Course Owner/Liaison:**
Ned Farley, PhD: efarley@antioch.edu
- **Secondary Course Owner/Liaison:**
Maria Gonzalez, PhD: mgonzalez3@antioch.com
 - Course Consultant: Ned Farley, PhD: efarley@antioch.edu

Course Description:

This course explores the importance of understanding mental health concerns as a member of the global community with special attention to the relevance of counselor education with an international student population. This course stresses the necessity that counselor educators have a solid base of understanding of cultural interpretations of mental health/mental illness and models of treatment. For Creative Arts Cognate students, this is expanded to include an understanding of how creative arts therapies can contribute to and be utilized by counselors with creative arts therapy backgrounds.

Learning Experiences

Pedagogical Design: This course is a mix of didactic and experiential learning and will be taught in a hybrid modality. Attendance (for both on-campus and synchronous remote classes), completion of all online work (discussion forums and any recorded lecture material), and overall active participation are crucial for success. Students will explore the goals outlined through didactic lectures and experiential work including reading, large and small group discussion, videos, skills practice, research, interviewing and writing. All phones should be silent during class. Laptops should only be used for class related activities. Because of the experiential learning inherent in this course, the instructor uses an emergent design process, which means that the instructor

may change the design of the course depending upon group and class development needs. The instructor will discuss this process with student participants should the need arise.

Program Competencies & Outcomes

By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas.

Primary Learning Objectives (PLOs):

By successfully completing the requirements for this course, participants will be able to:

1. To explore cultural interpretations of mental health/mental illness.
2. To explore the importance of understanding mental health concerns as a member of the global community with special attention to the relevance of counselor education with an international student population.
3. Understand how creative arts therapies can contribute to and be utilized by counselors with creative arts therapy backgrounds related to global mental health.
4. To explore models of treatment and multidimensional approaches – Biological, psychological, cultural, economic, community, and organizational dimensions are central to understanding and addressing mental health and mental illness around the world.
5. Increase awareness of collectivism when working with clients/families/communities.
6. To recognize that mental Health is *always* cultural – there is no mental illness without cultural influence on its expression (e.g., paranoia is not expressed through delusions of “being Jesus Christ” in Muslim and Buddhist societies). Thus, understanding cultural difference is a key part of understanding mental health.
7. To explore how global perspective is central to understanding mental health and teaching about mental health.
8. Teaching and consulting about global mental health. Counselor educator roles and practices.
9. Learn how counselor educators implement advocacy as global allies.
10. Increase how to get involved with ACA to do international advocacy and leadership.

Student Learning Objectives (SLOs):

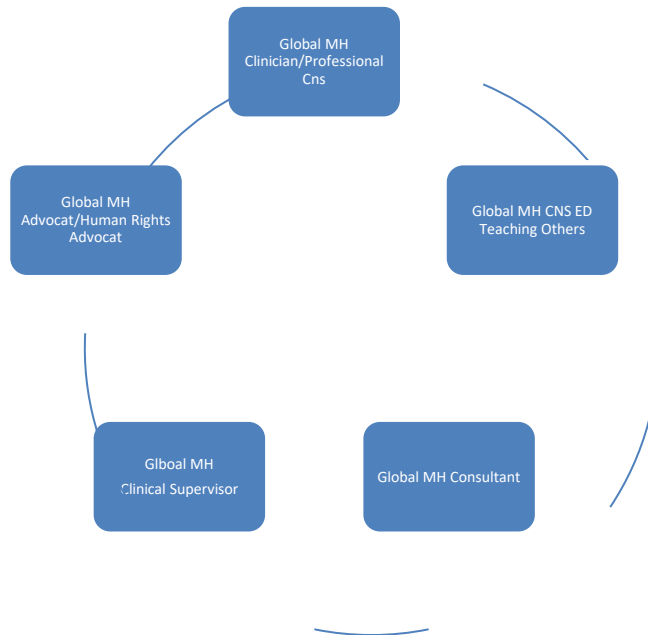
By the end of the course, students are expected to:

1. Examine and analyze cultural interpretations of mental health/mental illness.
2. Evaluate the relation between teaching strategies and effective class design for global education.
3. Synthesize and evaluate how global perspective is central to understanding mental health and teaching about mental health.
4. Modify teaching, consulting, leadership and advocacy methods to address diversity and international communities. (CACREP Standard 6.B.5.H.)
5. Develop an understanding of the ethical and culturally relevant counseling practices in multiple global settings. (CACREP standard 6.B.1.F.)
6. Understand the roles and responsibilities related to educating counselors globally and demonstrate awareness about ethical and culturally relevant international strategies used in counselor preparation. (CACREP standards 6.B.3.A. & 6.B.3.H.)
7. Explore strategies in leaderships in consultation related to international counseling related activities. (CACREP standard 6.B.5.G.)
8. Demonstrate awareness about current international topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession. (CACREP standard 6.B.5.H.)
9. Models and competencies for micro, meso and macro liberation work and policy levels (CACREP Standards 6.B.5.J.).
10. Explore strategies of leadership in relation to current international multicultural and social justice issues. (CACREP Standards 6.B.5.K.).

11. Demonstrate an understanding of ethical and culturally relevant international leadership and advocacy practices. (CACREP standard 6.B.5.L.).

Related 2016 CACREP Standards:

Section 6.B.1.F. (Counseling) Ethical and culturally relevant counseling multiple settings
Section 6.B.3.A.(Teaching) Roles and responsibilities related to educating counselors
Section 6.B.3.H. (Teaching) Ethical and culturally relevant strategies used in counselor preparation-delete
Section 6.B.5.G. (Leadership & Advocacy) Strategies in leadership in consultation
Section 6.B.5.H. (Leadership & Advocacy) Current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.
**Section 6.B.5.J (Leadership & Advocacy) Models and competencies for clients on the individual, system and policy levels
**Section 6.B.5.K. (Leadership & Advocacy) Strategies of leadership in relation to current multicultural and social justice issues.
Section 6.B.5.L. (Leadership & Advocacy) Ethical and culturally relevant leadership and advocacy practices



Student Learning Objectives	Key Performance Indicators	Direct Evaluative Methods
Develop an understanding of the ethical and culturally relevant counseling practices in multiple global settings (CACREP standard 6.B.1.F.)	<i>Course readings, active participation during class and on online forums. Weekly case study seminars.</i>	Weekly case studies about global counseling and advocacy practices. Teaching demonstration. Theoretical paper.
Understand the roles and responsibilities related to educating counselors globally and demonstrate awareness about ethical and culturally relevant international strategies used in counselor preparation (CACREP standards 6.B.3.A. & 6.B.3.H.)	<i>Course readings, active participation during class and on online forums. Weekly case study seminars.</i>	Weekly case studies about global counseling and advocacy practices. Teaching Demonstration. Theoretical paper.
Explore strategies in leaderships in consultation related to international counseling related activities (CACREP standard 6.B.5.G).	<i>Course readings, active participation during class and on online forums.</i>	Weekly case studies about global counseling and advocacy practices. Theoretical paper.
Demonstrate awareness about current international topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession (CACREP standard 6.B.5.H.; 6.B.5.J) (Leadership & Advocacy)	<i>Course readings, active participation during class and on online forums. Weekly case study seminars.</i>	Weekly case studies about global counseling and advocacy practices. Social justice letter. Teaching Demonstration.
Explore strategies of leadership in relation to current international multicultural and social justice and advocacy issues and learning models for advocacy and policy levels (CACREP Standards 6.B.5.K; 6.B.5.H; 6.B.5.J). (Leadership & Advocacy)	<i>Course readings, active participation during class and on online forums. Weekly case study seminars.</i>	Weekly case studies about global counseling and advocacy practices. Teaching Demonstration.
Demonstrate an understanding of ethical and culturally relevant international leadership and advocacy practices (CACREP standard 6.B.5.L.). (Leadership & Advocacy)	<i>Course readings, active participation during class and on online forums. Weekly case study seminars.</i>	Weekly case studies about global counseling and advocacy practices. Teaching Demonstration. Theoretical papers.

Learning Resources

Required Textbooks & Readings	
Book Titles & Authors	ISBN
Gysbers, Hohenshil, T. (2013). <i>Counseling Around the World</i> . Alexander, VA: American Counseling Association. (Can be found on vital source)	978-1-55620-316-9

Moodley, R. (2015). <i>International Counseling Case Studies Handbook</i> . New York: New York. Jon Wiley & Sons. (Can be found on vital source)	987-1-119-09827-0
Watters, E. (2010). <i>Crazy Like Us: Globalization of the American Psyche</i> . New York, New York: Free Press. ISBN-10: 1416587098 https://www.npr.org/templates/story/story.php?storyId=122490928	978-1-4165-8709-5
*Other required readings (articles, chapters, etc.) will be posted on Sakai.	

Counseling Around the World
 Author: Hohenshil, Thomas H. Edition: 2013 (Ed.)
 ISBN 13: 978-1-55620-316-9
 ISBN 10: 1-55620-316-0
 MBS Direct SKU #: 1367221
 Publisher: American Counseling Association
 Adoption is Required New or Used

Selected Format	New	Used
Paperback	\$60.00	\$45.00

Alternate Format
 VitalSource eBook \$63.50 NA
 EXPIRES 365 DAYS AFTER ACTIVATION
 PRICES SUBJECT TO CHANGE

International Counseling Case Studies Handbook
 Author: Moodley, Roy Edition: 2015
 ISBN 13: 978-1-119-09827-0
 ISBN 10: 1-119-09827-0
 MBS Direct SKU #: 2096978
 Publisher: John Wiley & Sons
 Adoption is Required New or Used

Selected Format	New	Used
VitalSource eBook	\$62.25	NA

Crazy Like Us: The Globalization of the American Psyche
 Author: Watters, Ethan Edition: 2010
 ISBN 13: 978-1-4165-8709-5
 ISBN 10: 1-4165-8709-8
 MBS Direct SKU #: 1155433
 Publisher: Simon & Schuster, Inc.
 Publisher Imprint: Threshold Editions
 Adoption is Required New or Used

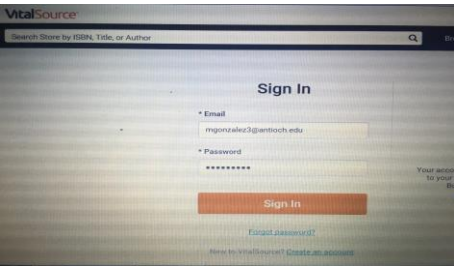
Selected Format	New	Used
Paperback	\$17.00	\$12.75

EXPIRES 365 DAYS AFTER ACTIVATION
 PRICES SUBJECT TO CHANGE

Supplemental Resource

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

To log in to VitalSource and access your bookself:
 1. Go to <https://www.vitalsource.com/login>.



Teaching Statement:

(Add personal teaching statement here)

Books/Readings for fun (not required):

- KATZ, C. (2015). A GUIDE TO GLOBAL MENTAL HEALTH PRACTICES. NEW YORK, NEW YORK: ROUTLEDGE.
- SOREL, E. (2013). 21ST CENTURY. GLOBAL MENTAL HEALTH. BURLINGTON, MA: JONES & BARTLETT LEARNING.
- CARROLL, J., & RYAN, J. (2005). TEACHING INTERNATIONAL STUDENTS. NEW YORK, NEW YORK: ROUTLEDGE
- Mills, C. (2014). Decolonizing Global Mental health. The psychiatrization of the majority world. New York, New York: Routledge.
- McAuliffe, G. & Eriksen, K. (eds.) (2011). *Handbook of Counselor Preparation: Constructivist, Developmental, and Experiential Approaches*. Thousand Oaks, CA: Sage/ACES.
- Patel, V., Minas, H., Cohen, A., & Prince, M.J. (Editors). *Global Mental Health: Principles and Practice*. Oxford, 2014.
- West, J.D., Bubenzer, D.L., Cox, J.A., & McGlothlin, J.M. (eds.) (2013). *Teaching in Counselor Education: Engaging Students in Learning*. Alexandria, VA: ACES.
- World Health Organization: The World Health Report 2001 - Mental Health: New Understanding, New Hope.
Available at <http://www.who.int/whr/2001/en/>
- World Health Organization: *Mental health and development: targeting people with mental health conditions as a vulnerable group*. Publication Date: 2010. Available at:
http://www.who.int/mental_health/policy/mhtargeting/en/index.html
- Kohrt, B.A., & Mendenhall, E. (2015). *Global Mental Health: Anthropology and Global Public Health*. New York, New York: Routledge. ISBN-10: 1611329248
Sent for a desk copy request
- Morrall, P., & Hazelton, M. (2003). *Mental Health: Global Policies and Human Rights*. Philadelphia, PA: Wiley ISBN-10: 1861563884
- Didley, M., Silove, D., & Gale, F. (2012). *Mental Health and Human Rights: Vision, praxis, and courage*. United Kingdom: Oxford University Press. ISBN-10: 0199213968
- Almedom AM, et al. Maternal psychosocial well-being in Eritrea: application of participatory methods and tools of investigation and analysis in complex emergency settings. *Bull WHO* 2003;81:360-366
- Armenian HK, et al. Risk factors for depression in the survivors of the 1988 earthquake in Armenia. *J Urban Health* 2002;79:373-382
- Betancourt TS, Khan KT. The mental health of children affected by armed conflict: Protective processes and pathways to resilience. *International Review of Psychiatry* 2008;20:317-328
- Bolton P, Tang AM. An alternative approach to cross-cultural function assessment. *Soc Psychiatr Epidemiol* 2002;37:537-543
- Cardozo BL, et al. Mental health of women in postwar Afghanistan. *Journal of Women's Health* 2005;14:285-293
- Eytan A, et al. Determinants of postconflict symptoms in Albanian Kosovars. *J Nerv Ment Dis* 2004;192:664-671
- Hinton DE, Lewis-Fernandez R. Idioms of distress among trauma survivors: subtypes and clinical utility. *Cult Med Psychiatry* 2010;34:209-218
- Kessler RC, et al. Lifetime prevalence and age-of-onset distributions of mental disorders in the World Health Organization World Mental Health Survey Initiative. *World Psychiatry* 2007;6:168-176
- Patel V, et al. Women, poverty and common mental disorders in four restructuring societies. *Social Science & Medicine* 1999;49:1461-1471
- Patel V, Kleinman A. Poverty and common mental disorders in developing countries. *Bull WHO* 2003;81:609-615
- Prince M, et al. No health without mental health. *Lancet* 2007;370:859-77
- Sabin M, et al. Factors associated with poor mental health among Guatemalan refugees living in Mexico 20 years after civil conflict. *JAMA* 2003;290:635-642

Schubert CC, Punamaki R-L. Mental health among torture survivors: cultural background, refugee status and gender. Nord J Psychiatry Online 2010.

Free Self-care workbooks

Self-care 101: <https://www.blurtitout.org/wp-content/uploads/2017/12/The-Self-Care-Project-worksheets.pdf>
Empowerment focus: <https://www.empowermt.org/wp-content/uploads/2016/11/Self-Care.pdf>
Guidebook on Vicarious Trauma: Recommended Solutions for Anti-Violence Workers (feminist perspective) https://vtt.ovc.ojp.gov/ojpasset/Documents/OS_Vicarious_Trauma_Guidebook-508.pdf
Free wellness Book (lots of fun self-care quizzes): <https://www.blurtitout.org/wp-content/uploads/2017/12/The-Self-Care-Project-worksheets.pdf>
<https://static1.squarespace.com/static/575cf8c120c647c0a0062afa/t/5a1f4308e4966bb1ff15b754/1511998216344/self+care+workbook.pdf>
All types of self-care (sobriety, mindfulness, ect.) <https://mindremakeproject.org/2018/11/12/free-printable-pdf-workbooks-manuals-and-self-help-guides/>
Self-Care and Compassion: <https://www.queensu.ca/studentwellness/sites/webpublish.queensu.ca.swswww/files/files/Counseling/Just%20as%20I%20am%20Workbook.pdf>
For those who identify as a mother: <https://www.queensu.ca/studentwellness/sites/webpublish.queensu.ca.swswww/files/files/Counseling/Just%20as%20I%20am%20Workbook.pdf>
Depression Self-Management Toolkit <https://www.commongroundhealth.org/Media/Default/Resource%20library/Behavioral%20health/Tools/Depression%20Self%20Management%20Toolkit%20Feb%202012.pdf>
Me and White Supremacy Workbook www.meandwhitesupremacybook.com

***Not free*

Singh, A. (2018). The Queer and Transgender Resilience Workbook: Skills for Navigating Sexual Orientation and Gender Expression (New Harbinger Self-Help Workbook). Oakland, CA: New Harbinger Publications; Workbook edition.

Helpful Counseling Links

American Counseling Association(ACA) link: www.counseling.org
International Association for Counselling (IAC): <https://www.iac-irtac.org/?q=about-us>
Washington State Department of Health link: www.wastategov/deptofhealth
Washington Counseling Association link: www.wacounseling.org
ACA trauma and disaster link: <http://www.counseling.org/knowledge-center/trauma-disaster>
ACA Divisions link: <http://www.counseling.org/about-us/divisions-regions-and-branches/divisions>
ACA Code of Ethics link: <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>
ACA AMCD MC Competencies link:
http://www.counseling.org/Resources/Competencies/Multicultural_Competerencies.pdf
ACA Social Justice Code of Ethics link: http://www.psyr.org/jsacp/Ibrahim-v3n2_1-21.pdf
ACA Facebook Page link: <https://www.facebook.com/American.Counseling.Association>
<https://implicit.harvard.edu/implicit/selectatest.html>
<https://www.nqttn.com/> National Queer and Trans Therapist of Color Network
https://www.therapyforblackgirls.com/gd_therapist/ Therapy for Black Girls

Women of Color Network www.wocninc.org

Pro Bono Therapy for Black Lives Matter Activists www.healingforactivists.com/cities/therapy-for-activists-philadelphia/

RESOURCES FOR PH.D. STUDENTS

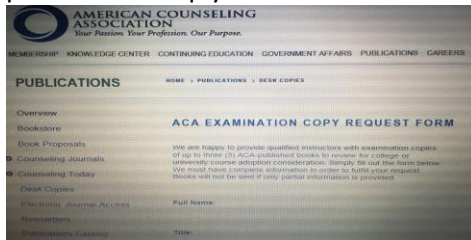
American Counseling Association (ACA) Website

<https://www.counseling.org/>

ACA Clearinghouse: A database with example syllabuses for counseling courses



ACA Examination Copy Request for Desk Copies. Cns Educators-in-training can order up to 3 ACA books per membership year for free.



Vital Source: Free desk copies for instructors. <https://www.vitalsource.com/>

CESNET List Serve: Counselor and Counselor Educator Online List Serve.

Helpful for course suggestions, research questions and participant gathering, information and resources related to teaching, clinical, supervision, and advocacy work.

National Board of Certified Counselors (NBCC) <http://nbcc.org/>

NBCC Student Scholarships NBCC Website: <http://www.nbcc.org/Programs/Scholarships>



Course Requirements

To obtain credit for this course, all students must meet minimum attendance, scholarship, and competency standards. The specific course criteria and assessment standards for obtaining credit and competency are delineated below.

Attendance. Each student is expected to be on time and attend all classes. Failure to attend less than 90% of the class meeting time, or 27 clock hours, will result in no credit for the course unless appropriate makeup work is completed. If a student falls below the minimum standard of attendance (90%), it is the student's responsibility to arrange for appropriate makeup work with the instructor. No makeup work or credit will be granted in those

cases where 80% or more of the class meeting time has been missed. Anyone who misses first night of class will not be able to remain in course.

Completion and Timeliness of Work: Students are expected to complete their work by the due date, unless prior arrangements have been made with the instructor. All assignments should be completed thoroughly, addressing each prompt or element of the assignment. Participation in in-class activities is considered an important component of the coursework.

Participation: Active participation in class exercises, online forums and discussions. (e.g., to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners). Level of involvement and depth of content will reflect on course competencies: critical thinking, verbal communication, oral presentation, and interpersonal skills.

Scholarship. All written papers must conform to APA writing standards of doctoral-level scholarship. Completion of written assignments (written work should be typed, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas; research papers should reflect APA format). Further revisions are at the discretion of the instructor. Students may submit papers electronically via email and turn in hard copy to the instructor. Students are responsible to be proactive and approach the instructor, prior to deadline, for *possible* considerations for extensions. Student must receive approval from instructor either in a verbal or written format. Extension of an assignment may result in partial credit to no credit. Failure to turn in an assignment will result in failure of the course. Any demonstration for lack of responsibility or disrespect towards instructor for the above will be reflected in the competency narrative for emotional maturity, ethical conduct, and other competencies. For final paper, revisions will not be allowed in this class. Assignments are expected to be on time. Assignments that receive “partial credit” or “no credit” should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. Hard copies of final papers can be mailed if the student supplies a self-addressed stamped envelope.

Course Evaluations: The final course evaluation (Week 10) is required for all students in all courses.

Competency

CES COURSE & PROFESSIONAL COMPETENCY ASSESSMENT CRITERIA

COURSE COMPETENCY: In order to be granted credit for a specific course, at a minimum, all CES students must demonstrate an overall “Required Competency”.

Assessment Criteria for CES Students

In addition to the competencies specific to each course, CES students are also evaluated on 5 areas of **Professional Core Competencies (PCC)**, with subsidiary **Skill or Knowledge Domains (SKD)**, to be demonstrated in each course and throughout their graduate counseling or therapy experience with peers, faculty, clients, and colleagues. These Professional Core Competencies are:

PCC – Professionalism and SKD – Professional:

Adheres to the ethical guidelines of ACA. Behaves in a professional manner towards supervisors, instructors, peers, and clients (e.g. emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

PCC - Reflective Practice and SKD – Perceptual:

Demonstrates capacity to engage in self-analysis, flexibility in thinking, sitting with abstract concepts and complexity. Exhibits ability to take responsibility for behavior, choices, and mistakes.

PCC - Applied Critical Thinking and SKD - Conceptual/Evaluative:

Able to recognize multiple sides of an issues, tolerate ambiguity, accept situations which require flexibility in thinking and creative solutions.

PCC - Diversity and Social Justice and SKD – Executive:

Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination, oppression, and consciously resists engaging in microaggressions. Microaggressions for these purposes are defined as; subtle or overt communications lacking in cultural awareness that humiliate, offend, or invalidate a person verbally or nonverbally, intentionally or unintentionally

PCC - Written Communication and SKD – Conceptual/Evaluative:

Writes clearly, professionally and reflectively; integrates personal and academic material. Presents ideas and information in an organized format. Demonstrates Master’s level technical writing skills and APA style. Does not engage in plagiarism of any type.

Competency Attainment Levels

All students are expected to demonstrate *Required Competency* in order to receive credit for the course. The levels of competence that will be assessed for this course are as follows:

1. **Below Competency (BC)** – reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria. Failure to meet minimum attendance, graduate-level of written work, submission of assignments, and contribute practice lab sessions. A lack of self-awareness, cultural awareness, and harmful use of counseling skills and interactions with peers. Defensive attitude toward feedback.
2. **Required Competency (RC)** – indicates beginning sufficiency in meeting the criteria specified in the syllabus with no major difficulties in terms of the defined criteria. Minimum attendance is met, all the assignments are submitted with graduate-level of written work, and participated all the in-class practice lab sessions. Receive and provided feedback effectively, and demonstrate multicultural awareness. Required Competency is achieved through the satisfactory completion of all course assignments and the quality of class participation and professionalism. The expectation is that all work will be submitted on or before the date it is due (*unless there is a prior arrangement with the instructor, written work submitted beyond the due date will not be accepted*). As a mastery-learning course, assignments will be returned with a **P** (Pass) or **I** (Incomplete). Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Academic dishonesty will be penalized in accordance with AUS policies.
3. **Intermediate Competency (IC)** – denotes the student has met the “Required Competency” criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria. Demonstrate insightful reflections, synthetic and critical thinking, and active risk-taking in practicing new skills. Reflection papers including intrapersonal challenges and developments, as well as multicultural awareness and competency. Integrate feedback to professional development in both oral and written presentations.
4. **Advanced Competency (AC)** – denotes the student has met the “intermediate Competency” criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria. Advance level of professional counselor educator identity-embraces professional counselor identity, advance level of conceptualization, demonstration of theory, skills, supervisee professionalism, and the remaining competency domains. Integrate feedback to professional development in both oral and written presentations.

Final Assessment

All students will receive a final assessment of their overall competency for this course based on a mastery model of accomplishment—on student’s ability to demonstrate an increased capacity to understand and apply the learning material as they progress through this course. Hence, as students demonstrate this progression, they will

receive a level of competency attainment for the course that is commensurate with the quality of their final demonstration of learning.

Counselor Competency & Fitness

Antioch University is obligated, as a CACREP-equivalent institution, to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association *Code of Ethics*, Section F.5.b. states that “students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.”

Section F.8.d. states Addressing Personal Concerns Counselor that “educators may require students to address any personal concerns that have the potential to affect professional competency.” Further, Section F.9.b. states “Counselor educators 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

In this course, you are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Diversity Statement: This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate.

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., **what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends**. Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, **the student risks a failing grade** in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important **that everyone feels safe, comfortable, and free** to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another’s positions; relating to others in an empathic manner occurs in class *just as with clients*. You are encouraged to make your feelings and thoughts known, yet, to **do so in a “counselor manner”, i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills**. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals’ coping abilities. You are encouraged to seek professional assistance and notify your instructor if you feel that your work is being compromised.

Laptops and cell phones: No social media, texting or class during class time.

ACA Code of Ethics (2005)

Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors.

(See C.1., H.1.)

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends. Any violations of the ethical standards will be dealt with accordingly, examples of violation include, Facebook, texting, online chats, or other forms of communication with another person(s) via telephone or social networks. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, **the student risks a failing evaluation** in the course. In addition, the instructor will refer the breach of confidentiality to your advisor and department chair for a correction action plan for the student. Computer usage in class can only be for note taking or class related activities only. Please arrange phone accommodations before class with the instructor.

Audio- or Video-recording of Classes

Audio- or Video-recording of Classes. Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

Evaluation Procedures

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.

- 6.. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.
7. Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

University Policies

Antioch University Policies:

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/

Questions about policies may be directed to Dr. Erica Holmes, Academic Dean of Students, Eholmes4@antioch.edu.

Reasonable Accommodation for Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact Jill Haddaway, Disability Support Services Coordinator: 206-268-4822 or dss.aus@antioch.edu.

Library Services and Research Support

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you will find books carefully selected to help you in your academic pursuits. In addition, you will also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206-268-4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206-268-4507 or bstuart@antioch.edu.

Writing Support at Antioch University

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for **free writing support**:

Writing Lab (room 323 Library/CTL): The Writing Lab offers *free* peer-based writing consultations (schedule directly online at <https://antiochctl.mywconline>; call 206-268-4416; or email writinglab.aus@antioch.edu) and drop in hours. They also conduct workshops and maintain resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by students here. Check their [website](#) for future workshops on topics related to academic writing.

The Virtual Writing Center (VWC): The VWC is located at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwc@antioch.edu.

The Writers' Exchange (WEX): fee-based writing support

The Writers' Exchange (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.

CLASS SCHEDULE AND SUMMARY OF ASSIGNMENTS

*NOTE: Additional supplemental materials may be provided during this course. Course activities subject to change as necessary at the discretion of the instructor. In addition, please be available during week #11 of the quarter to accommodate any required changes in the above schedule.

CLASS DATE	TOPIC	READINGS	HOMEWORK DUE
Wk 1.	First Class. Introductions. Syllabus. Assign case studies. A Brief History of Global Mental Health (GMH)		
Wk 2.	Global mental health counselling and human rights Advocacy and Leadership models for dismantling oppression on micro, meso and macro levels of systemic change.	<ul style="list-style-type: none"> • Hohensil Section 1: Setting the stage for Global Counseling • Moodley Case studies Chapter 1 • Watters: Introduction 	
Wk 3.	Location: Africa Counseling in African Countries Case studies Seminar Facilitator _____ Seminar Facilitator _____	<ul style="list-style-type: none"> • Hohensil Section 2: Counseling in African Countries • Moodley Case studies Part two: Counseling & Psychotherapy in Africa • Watters: 3 	
Wk 4.	Location: Australia and Asia Counseling in Asian Countries Case studies Seminar Facilitator _____ Seminar Facilitator _____	<ul style="list-style-type: none"> • Hohensil Section 3: Counseling in Asian Countries • Moodley Case studies Part three: Counseling & Psychotherapy in Australia and Asia • Watters: 1 	
Wk 5.	Location: Europe Counseling in European Countries Seminar Facilitator _____ Seminar Facilitator _____	<ul style="list-style-type: none"> • Hohensil Section 4: Counseling in European Countries • Moodley Case studies part 5: Counseling & Psychotherapy in Europe • Watters: 2 	Sj Letter due
Wk 6.	Location: The Americas (North, Central & South) Seminar Facilitator _____ Seminar Facilitator _____	<ul style="list-style-type: none"> • Hohensil Section 6: Counseling in North American Countries • Section 8: Counseling in South and Central American Countries • Moodley Case Studies Part 4: Counseling & Psychotherapy 	

		in Central, North and South American	
Wk 7. 5/18/20	Counseling in Middle Eastern Countries Case studies part 6: Counseling & Psychotherapy in the Middle East. Seminar Facilitator _____ Seminar Facilitator _____	<ul style="list-style-type: none"> • Hohensil Section 5: Counseling in Middle Eastern Countries • Moodley Case studies part 6: Counseling & Psychotherapy in the Middle East. • Watters: 4 	
Wk 8.	Online: Case studies Watters Book	<ul style="list-style-type: none"> • Watters: Conclusion • Hohensil Section 7: Counseling in Oceania Countries • Moodley Case studies: chapter 35 Conclusion 	Theory Paper due
Wk 9. 6/1/20	Teaching Demonstrations Presenter: Presenters:	<ul style="list-style-type: none"> • Hohensil Section 9: Analysis, Synthesis and Future 	Teaching Demonstrations
Wk 10. 6/8/20	Teaching Demonstrations Presenter: Presenter:		Teaching Demonstrations
Wk 11. 6/10/18	No Class		

Assignments

Assignment 1: Teaching Demonstration

Develop a 45-50 minute teaching demonstration. You should incorporate two different techniques or differences in learning styles. Demonstrations will be scheduled for the last two classes (week 9 & 10).

Introduction, Statement of problem and review: Students are expected to obtain relevant background information on a mental health issue of choice in a particular part of the world. In addition, discuss current international topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession working with clients with this mental health issue. The review can encompass both Western **and** a specific developing country literature, but must focus on the issue as it may present in a low-resource country or conflict zone.

Intervention strategy section: Students are expected to cohesively lay out the major issues surrounding the development, modification, and/or implementation of a prevention or intervention strategy addressing their chosen mental health problem.

Leadership & Advocacy Section: Students are expected to cohesively lay out the major issues surrounding the social justice issues impact the problem and/or intervention strategy. Provide leadership and/or advocacy strategies for change and enhancement for human rights. Discuss ethical and culturally relevant international leadership and advocacy practices. Any advocacy/leadership models and competencies for diverse communities and polices. Strategies of leadership in relation to current multicultural and social justice issues.

Conclusion Section: Students are expected to provide a conclusion and reference page.

Assignment 2: Weekly Case Studies

Group seminar: Working in a group allows each person to work on a task towards the collective goal of knowledge sharing and gathering. Each student will be delegated two case studies. Student will be in charge of their assigned case study and use the questions at the end of the chapter to use as facilitating questions with their peers. Students are encouraged to bring in creative art questions/activities into the seminar. Students will have 60 minutes to focus on their individual case study.

Seminars include the following:

- For your selected country, describe the roles and responsibilities related to educating counselors globally about your region include culturally relevant international strategies used in counselor preparation.
- For you region, explore strategies in leaderships in consultation related to international counseling & consulting related activities and ethical and culturally relevant international leadership and advocacy practices.
- Regional topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.
- Strategies of leadership in relation to current international multicultural and social justice issues.

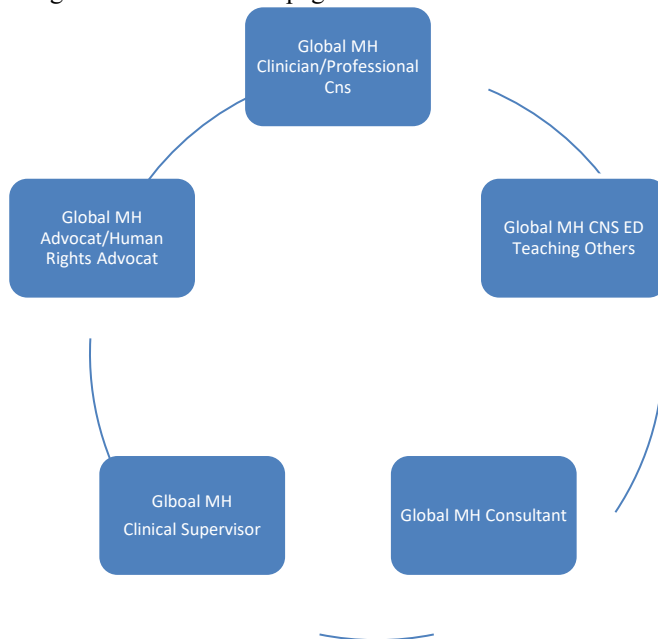
Assignment 3: Social Justice and Advocacy Letter

The purpose of this assignment is encourage your identity as a Counselor Educator to continue advocacy and will require that you write a letter or email related to a social justice issue affecting global mental health. To create a thoughtful and well-informed letter/email, you will need to engage in your own research on the subject and include

that information in your letter/email with correct referencing of resources (you must cite at least two professional references of research in the body of your letter and include a references page/section). This letter/email must be in your own words though you can use template letters to inform yours.

Assignment 4: Global Mental Health Theory Paper Global Mental Health Theory Paper

Prepare a written theoretical paper of how you define global mental health counseling with regard to issues of social justice and the necessary areas of professional competence (e.g. Attitudes, Knowledge, Skills, Action). This is a reflective and critical analysis to how this definition connects to emerging counseling theories as well as how this might be a framework for operationalizing global mental health advocacy at the micro, meso, and macro systemic levels. Include a case conceptualization of how you would incorporate, as a counselor, counselor educator, advocate, consultant and supervisor this framework into your relationship with your client, students, supervisees, communities, and others. Integrate course readings/materials, seminar discussions, and class experiences that integrate learning themes, highlight professional areas of strengths, and makes note of competency gaps and related professional growth goals. As a professional submission, be sure to link to assertions and conclusions to the literature utilizing APA style guidelines (although first person may be used). APA style, 10 page paper, including cover and reference page.



	INTERMEDIATE COMPETENCY	REQUIRED COMPETENCY	BELOW COMPETENCY
Weekly Case Study Presentations	Addresses all aspects of the assignment; each prompt or question is responded to with complete, thoughtful reflections. Main ideas are clear and well developed.	Addresses all aspects of the assignment; each prompt or question is responded to fully. Main ideas are developing.	Some aspects of the assignment are not addressed. Main ideas forums responses are unclear.
Social Justice and Advocacy Assignment	Addresses all aspects of the assignment; Main ideas are clear and well developed. Cite two evidence-based resources to support ideas stated in letter. References are APA style.	Addresses all aspects of the assignment; Main ideas are developing. Errors with APA reference page.	Some prompts or questions are not addressed. Main ideas are unclear. Colloquial rather than scholarly tone. Lacks evidence based resources.
Final Theory Paper	Addresses all aspects of the assignment thoroughly. Ideas are well formed and clearly supported with evidence. Writing demonstrates exemplary graduate-level APA format and style. Content is coherent, well organized, and written in a scholarly tone.	Addresses all aspects of the assignment; each prompt or question is responded to fully. Main ideas are developing and supported with evidence. Writing demonstrates developing graduate-level APA format and style. Paper demonstrates developing scholarly tone.	Some prompts or questions are not addressed. Main ideas are unclear. Paper does not demonstrate understanding of material or lacks synthetization of thoughts about professional counselor identity.
Teaching Demonstration	Addresses all aspects of the assignment thoroughly. Ideas are well formed and clearly supported with evidence. Had a variety of deliverances of content for the different types of learners. Able to answer questions and receive feedback in a professional and respectful manner. Completed presentation in a timely manner.	Addresses all aspects of the assignment; each prompt or question is responded to fully. Main ideas are developing and supported with evidence. Only had one type of content deliverance. Able to answer questions and receive feedback in a professional and respectful manner. Did not complete presentation in a timely manner, ran over within 5 minute mark.	Some prompts or questions are not addressed. Main ideas are unclear. Not able to answer questions and receive feedback in a professional and respectful manner. Did not complete presentation in a timely manner, ran over within 10 minute mark.

Assignments

Teaching Demonstration Rubric

Counseling Education & Supervision (CES)

COUN 7340: Global Mental Health Issues and Professional Sustainability/COUC 7340: Global Mental Health Issues
and Professional Sustainability in the Creative Arts Therapies

Antioch University Seattle

School of Applied, Psychology, Counseling, and Family Therapy

Student name _____ Date _____

Assignment description: Describe assignment criteria; transfer each criteria into the Content list below (examples given). Please apply writing guidelines from Style Guidelines for Writing Academic Papers (David & Blake, 2013): Appendix A (David & Blake, 2014) to guide your American Psychological Association (APA) writing style; Appendix B (David & Blake, 2013) for illustrations of organization and of accurate citation and reference formats. Please double space the body of your paper; please staple your paper; please do not use plastic covers for your papers.

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Advance Competency 4	Content
				<i>Statement of problem and evidence based information</i>
				<i>Intervention strategy Section: expected to cohesively lay out the major issues surrounding the development, modification, and/or implementation of a prevention or intervention strategy addressing their chosen mental health problem.</i>
				<i>Counselor Education Leadership & Advocacy Section: expected to cohesively lay out the major issues surrounding the social justice issues impact the problem and/or intervention strategy.</i>
				<i>Counselor Education Leadership & Advocacy Section: List and unpack any international topical and political issues impacting your region and how those issues affect the daily work of counselors and the counseling profession.</i>
				<i>Counselor Education Leadership & Advocacy Section: Provide leadership and/or advocacy strategies for change and enhancement for human rights. Discuss ethical and culturally relevant international leadership and advocacy practices. Any advocacy/leadership models and competencies for diverse communities and polices. Strategies of leadership in relation to current multicultural and social justice issues</i>
				<i>Education Strategy Section</i>

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Advance Competency 4	Structure of Teaching Demonstration
				<i>Introduction</i>
				<i>Inclusion of all assignment criteria</i>
				<i>Conclusion</i>
				<i>APA format for crediting sources</i>
				<i>APA format accuracy for citations</i>
				<i>APA format accuracy for references</i>
				<i>Incorporate two different techniques or differences in learning styles</i>
				<i>Inclusive and cultural responsiveness with group</i>
				<i>Articulate cohesively the lesson</i>
				<i>Complete teaching demonstration within 40-45mintues</i>

COMMENTS:

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Summary Comments
			<i>Overall content</i>
			<i>Overall teaching demonstration</i>

OTHER COMMENTS:

Teaching Demonstration Feedback Form
Antioch University Seattle

Please circle the appropriate number to rate each aspect of the presentation; 1 being unsatisfactory and 5 being completely satisfied.

The presenters knowledge of the material discussed.	1 – 2 – 3 – 4 – 5
The presenters preparation and presentation of the material planned.	1 – 2 – 3 – 4 – 5
The presenters ability to answer questions and provide meaningful answers for the audience.	1 – 2 – 3 – 4 – 5

The presenters ability to identify with the audience and connect with them meaningfully about the topic.

1 – 2 – 3 – 4 – 5

The presenters style and format.

1 – 2 – 3 – 4 – 5

Please include some helpful additional comments:

Seminar Discussion on Case Studies Rubric

Counseling Education & Supervision (CES)

COUN 7340: Global Mental Health Issues and Professional Sustainability/COUC 7340: Global Mental Health Issues and Professional Sustainability in the Creative Arts Therapies
 Antioch University Seattle
 School of Applied, Psychology, Counseling, and Family Therapy

Student name _____

Date _____

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Presentation Content
			Able to facilitate dialogue about case study
			Discuss responsibilities related to educating counselors and culturally relevant international strategies used in counselor preparation related to your client
			Describe the roles and responsibilities related to educating counselors globally about your region include culturally relevant international strategies used in counselor preparation
			Discuss strategies in leaderships in consultation related to international counseling & consulting related activities and ethical and culturally relevant international leadership and advocacy practices.
			List and unpack any international topical and political issues impacting your client and how those issues affect the daily work of counselors and the counseling profession
			Discuss leadership in relation to current international multicultural and social justice issues in regards to your case study.
			Discuss and unpack ethical and culturally relevant international leadership and advocacy
			Cultural in depth assessment
			Cultural intersections between counselor and client
			Use chapter questions within seminar
			Professional and respectful

Global Mental Health Social Justice and Advocacy Letter/Email Rubric

Counseling Education & Supervision (CES)

COUN 7340: Global Mental Health Issues and Professional Sustainability/COUC 7340: Global Mental Health Issues and Professional Sustainability in the Creative Arts Therapies

Antioch University Seattle

School of Applied, Psychology, Counseling, and Family Therapy

Student name _____

Date _____

Assignment description: Describe assignment criteria; transfer each criteria into the Content list below (examples given).

Advanced Competency is used only for Internship and Case Consultation. For all other courses, delete the Advanced Competency column.

Please apply writing guidelines from Style Guidelines for Writing Academic Papers (David & Blake, 2013): Appendix A (David & Blake, 2014) to guide your American Psychological Association (APA) writing style; Appendix B (David & Blake, 2013) for illustrations of organization and of accurate citation and reference formats. Please double space the body of your paper; please staple your paper; please do not use plastic covers for your papers.

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Letter Content
			Professional introduction of presenting systemic problem (1-2 para)
			Cohesive description about an international topical and political issue and how those issues affect the daily work of counselors and the counseling profession (2-5 para)
			State what change you are requesting (supported by peer reviewed research)
			Two professional references
			Reference Page APA Style Letter/email
			Thoughtful and well- informed
			Overall content and structure

Global Mental Health Theory Paper Rubric

Counseling Education & Supervision (CES)

COUN 7340: Global Mental Health Issues and Professional Sustainability/COUC 7340: Global Mental Health Issues
and Professional Sustainability in the Creative Arts Therapies
Antioch University Seattle
School of Applied, Psychology, Counseling, and Family Therapy

Student name _____

Date _____

Assignment description: Describe assignment criteria; transfer each criteria into the Content list below (examples given).

Advanced Competency is used only for Internship and Case Consultation. For all other courses, delete the Advanced Competency column.

Please apply writing guidelines from Style Guidelines for Writing Academic Papers (David & Blake, 2013): Appendix A (David & Blake, 2014) to guide your American Psychological Association (APA) writing style; Appendix B (David & Blake, 2013) for illustrations of organization and of accurate citation and reference formats. Please double space the body of your paper; please staple your paper; please do not use plastic covers for your papers.

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Content
			Define global mental health counseling with regard to issues of social justice and the necessary areas of professional competence.
			How you would incorporate, as a counselor, counselor educator, advocate, consultant and supervisor this framework into your relationship with your client, students, supervisees, communities, and others
			Integrate course readings/materials, seminar discussions, and class experiences that integrate learning themes
			highlight professional areas of strengths,
			makes note of competency gaps and related professional growth goals.

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Structure
			Introduction
			Link to assertions and conclusions to the literature utilizing APA style guidelines
			Conclusion
			APA format for organization
			APA format for style
			APA format for crediting sources
			APA format accuracy for citations
			APA format accuracy for references

OTHER COMMENTS:

Below Minimum Competency 1	Required Competency 2	Intermediate Competency 3	Summary Comments
			Overall content
			Overall structure

OTHER COMMENTS: