



NATIONAL
YOUTH
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Empowering Futures: A Mental Health Pre-Apprenticeship Program for Young People

Module 4

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Program Overview

This comprehensive curriculum is designed to prepare young people (ages 16-24) for careers in the mental health field through a pre-apprenticeship program. It combines foundational knowledge, skills development, hands-on experience, and wraparound support to equip participants for success in this rewarding field.

Curriculum Goals

- Increase awareness of mental health careers and pathways. Facilitate transitions to registered apprenticeships or employment opportunities in the mental health field.
- Develop foundational knowledge in mental health concepts, terminology, and support strategies.
- Build essential skills in communication, active listening, problem-solving, and cultural competency.
- Provide hands-on experience through supervised pre-apprenticeship placements in diverse mental health settings.
- Foster personal and professional development through mentorship, peer support, and access to mental health services.

Curricular Approach

Learner-Navigator Approach

The curriculum must follow a learner-navigator model, where:

Learners: Youth participants (18+), with limited prior experience in mental health fields.

Navigators: Facilitators (e.g., NYEC members) who guide the sessions. These individuals may not have formal mental health training but need clear guidance to facilitate.

Ideal Navigator and Learner Roles

Navigator

Role: Facilitator guiding participants through content and skill-building exercises in a way that encourages engagement, while also providing support to the learners and fostering a supportive environment for practice and feedback.

Ideal Profile:

- NYEC member or community leader with experience in youth programming, communication training, and/or leadership.
- Strong interpersonal skills and the ability to model effective communication strategies.
- Familiarity with the following topics is preferred, but not required:
 - mental health topics
 - conflict resolution
 - active listening techniques

Responsibilities:

- Deliver content using the facilitator guide, ensuring all key topics are covered.
- Facilitate group discussions and encourage participation.
- Provide feedback on self-reflection exercises and wellness plans.
- Lead role-playing and practice activities, providing constructive feedback to Learners.
- Create a safe, inclusive space for discussions.
- Manage guest speaker sessions and coordinate logistics.
- Coordinate observation opportunities with mental health professionals for real-world context.

Learner

Role: Participant actively engaging in skill-building exercises to enhance communication abilities and interpersonal effectiveness and gain foundational knowledge about mental health.

Ideal Profile:

- Youth aged 16–24, potentially disconnected from work or school and/or interested in exploring mental health career pathways and developing professional and interpersonal communication skills.
- Limited prior exposure to mental health topics but a strong interest and willingness to learn.

- Open to engaging in interactive activities, such as discussions and role-playing scenarios; open to receiving feedback.

Responsibilities:

- Actively participate in discussions, activities, and group exercises.
- Complete all self-reflection exercises and wellness plans.
- Practice applying communication strategies, such as active listening and conflict resolution.
- Reflect on feedback from the navigator and peers to improve skills.
- Observe and document communication strategies used by mental health professionals during shadowing opportunities.
- Provide feedback on learning experiences for continuous improvement of the program.

Implementation Plan

Navigator Activities

Preparation: Review the facilitator guide and additional resources provided for each module.

Session Facilitation: Conduct interactive sessions, ensuring clear communication of key topics.

Coordination: Arrange for guest speakers and manage Q&A sessions. Arrange for other activities, such as career fairs or shadowing of a mental health professional.

Feedback: Evaluate Learners' participation and provide constructive guidance on activities.

Learner Activities

Learning Engagement: Participate in discussions on mental health, communication, and more.

Skill Application: Engage in role-playing and group activities to practice foundational strategies and ensure understanding of topics.

Personal Growth: Develop a final portfolio to demonstrate acquired knowledge and growth throughout the program.

Curriculum Structure

The curriculum is divided into four modules, each focusing on a key area of learning:

- Module 1: Introduction to Mental Health
- Module 2: Communication and Interpersonal Skills
- Module 3: Mental Health Support Strategies
- Module 4: Career Exploration and Pathways

Use of Technology

When Learners have technology available in addition to Internet access, there are ways to bring the use of technology into the mix. For example, Navigators can use tools like Kahoot for icebreakers and warm-ups, adding a bit of fun and engagement when possible. There are also many activities in the curriculum that require Learners to do research on certain topics, so these activities naturally integrate technology, as Learners can use their phone, tablet, or computer to do so.

However, we also know that some Navigators might be working with Learners who don't have access to their own devices, like tablets or computers, or they might be teaching in spaces without Wi-Fi. As a result, we've made sure the curriculum is flexible and can work even in simple learning environments. If the Navigator recognizes that Learners might not be able to research topics easily (for whatever reason), the Navigator should print out research articles ahead of the class that the Learners can read and use for those activities.

Session Outline

Week	Session	Module & Session Topic(s)	Time
1	1	Pre-apprenticeship Overview & Introductions 1.1 Mental Health Awareness	2.5 hours
	2	1.2 Cultural Perceptions of Mental Health 1.3 Stigma Reduction	2.5 hours
2	3	1.4 Mental Health Conditions 1.5 Recovery and Resilience	2.5 hours
	4	1.5 (continued) Recovery and Resilience 1.6 Self-Care and Well-being	2.5 hours
3	5	Module 1 review 2.1 Active Listening	2.5 hours
	6	2.2 Non-verbal Communication 2.3 Effective Communication	2.5 hours

4	7	2.3 (continued) Effective Communication 2.4 Conflict Resolution	2.5 hours
	8	2.4 (continued) Conflict Resolution Module 2 review	2.5 hours
5	9	3.1 Crisis Intervention 3.2 De-escalation Techniques	2.5 hours
	10	3.3 Peer Support Frameworks	2.5 hours
6	11	3.4 Basic Counseling Skills	2.5 hours
	12	3.5 Cultural Competency in Care Module 3 Review	2.5 hours
7	13	4.1 Mental Health Careers 4.2 Educational Pathways	2.5 hours
	14	4.2 Educational Pathways (continued) 4.3 Job Search Strategies	2.5 hours
8	15	4.4 Networking and Professional Development 4.5 Transition Support	2.5 hours
	16	4.5 Transition Support Portfolio Presentations & Course Wrap-up	2.5 hours
Total time:			40 hours

Module 4: Career Exploration and Pathways

4.1 Mental Health Careers: Exploring the Diverse Range of Careers in the Mental Health Field

4.2 Educational Pathways: Understanding the Educational Requirements and Pathways for Different Mental Health Professions

4.3 Job Search Strategies: Developing Resumes, Cover Letters, and Interview Skills

4.4 Networking and Professional Development: Building Professional Networks and Accessing Continuing Education Opportunities

4.5 Transition Support: Preparing for Registered Apprenticeships or Employment in Mental Health Settings

Purpose

The purpose of this module is to equip learners with the knowledge, skills, and tools necessary to navigate and succeed in a diverse range of mental health careers. It aims to provide a comprehensive understanding of career pathways, educational requirements, and professional development strategies, empowering individuals to confidently pursue and advance in their chosen mental health field while contributing to community well-being.

Learning Outcomes for Module 4

- Identify a wide range of mental health careers, from entry-level to advanced roles, and their associated responsibilities and settings.
- Understand the educational, credentialing, and professional requirements for various mental health career pathways.
- Explore diverse educational and training options, including degrees, certifications, and professional programs.
- Develop professional tools, including resumes, cover letters, and interview techniques tailored for mental health career opportunities.

- Master the ability to align application materials with job descriptions and organizational goals to enhance employability.
- Build confidence and effective communication skills for behavioral, situational, and competency-based interviews.
- Recognize the importance of networking and develop strategies for establishing and maintaining professional connections.
- Explore the role of mental health professionals in fostering community well-being and advancing public health.
- Develop a personalized action plan for securing employment, apprenticeships, or advanced training opportunities in mental health.
- Create a professional development plan that includes networking, continuing education, and long-term career goals.

Session 13: Module 4.1: Mental Health Careers & Module 4.2 Educational Pathways

150 minutes (2.5 hours)

Materials

- Laptop/computer with Internet and projector
- PowerPoint presentation: *Session 13_Empowering Futures - A Mental Health Pre-Apprenticeship Program for Young People*
- Physical copies (quantity dependent on total number of Learners) of *Session 13: Mental Health Career Deep Dive*
- Physical copies (quantity dependent on total number of Learners) of *Session 13: Career Pathway Flowchart*
- Pencils/pens
- Any necessary items for the icebreaker activities that you choose (See notes below.)

Preparation

- Read through all the activities below.
- Print all the necessary documents and worksheets for the session.
- Copy and paste Community Norms (agreed upon in Session 1) on Slide #3 of PowerPoint presentation.
- Research and choose 1 icebreaker that will last 5-10 minutes.
- **Read ahead to Session 14 and read over the required preparation tasks, as some will require some planning ahead of time.**

Instructions

Activity 1: Community Norm Review & Icebreaker (10 minutes)

- Navigator welcomes Learners and takes time to show the Community Norms to the group; these are the Community Norms agreed upon in their last session. Navigator asks Learners to take a moment to read them silently and asks if they have anything they want to add or change.

- The Navigator then takes the group through an icebreaker activity (or two) of their choosing.

Activity 2: Mental Health Careers (30 minutes)

- Navigator will cover the content on slides 6-14, encouraging Learners to take thorough notes and make sure they have the appropriate time to do so on each slide.

Activity 3: Mental Health Profession Deep Dive (40 minutes)

- The Navigator will tell the Learners that they are going to elect one mental health profession and research its educational requirements, career responsibilities, and potential growth opportunities. They will be required to share findings with the larger group and discuss common themes or unique challenges. They will use the handout *Session 13: Mental Health Career Deep Dive* to organize their findings.

Resources that the learners can use for this career exploration are:

<https://www.bls.gov/k12/students/careers/career-exploration.htm>

<https://www.careeronestop.org/ExploreCareers/explore-careers.aspx>

<https://youth.gov/youth-topics/youth-employment/career-exploration-and-skill-development>

<https://www.onetcenter.org/tools.html>

- Navigator asks each pair to present their findings to the class.
- Navigator does a general poll (Learners raise hands) while asking Learners which of the careers they'd be interested in pursuing, and why.

Suggested Brain Break: 5 minutes

Activity 4: Work Environments & Career Pathways in Mental Health (10 minutes)

- Navigator goes through the content on Slide 17 and guides students through a quick Think-Pair-Share to discuss the following question with the group:
How do different work settings (e.g., schools, hospitals, nonprofits) impact the roles and responsibilities of mental health professionals?

- Navigator reviews the career pathways in mental health on Slide 18, and then the impact of mental health professionals on Slide 19.

Activity 5: Career Pathway Flowchart (25 minutes)

- Navigator explains that Learners will create a visual flowchart of a career pathway, outlining education, certifications, and work experience needed to achieve specific goals. Said flowchart should include actionable steps required to pursue that mental health career. Navigator should encourage Learners to share their flowcharts with them and their peers for feedback. Learners can use the flowchart on the *Session 13: Career Pathway Flowchart* handout or create their own.
- During the debrief of everyone's career pathway flowchart, Navigator should prompt the Learners with the following question for discussion:
What factors influenced your choice of a mental health career, such as personal interests, values, or community needs?

Activity 6: Educational Pathways (15 minutes)

- Navigator covers content on Slide 22 and then encourages Learners to get out their phones/tablets/laptops and research nearby institutions that offer educational programs or certifications for some of the mental health professions they're interested in, taking note of application requirements, duration of program, and other important details (Slide 23).
- Navigator asks Learners to share out what they found.

Activity 7: Diverse Pathways to Achieve Goals & Group Discussion (20 minutes)

- The Navigator covers the content on Slide 24 and then asks Learners to sit in a circle. The Navigator leads them through a group discussion over the following questions:
What are the benefits of starting in an entry-level role and advancing through continued education?
How can mentorship and networking support your journey through educational pathways?

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A Mental Health Pre-Apprenticeship Program for Young People

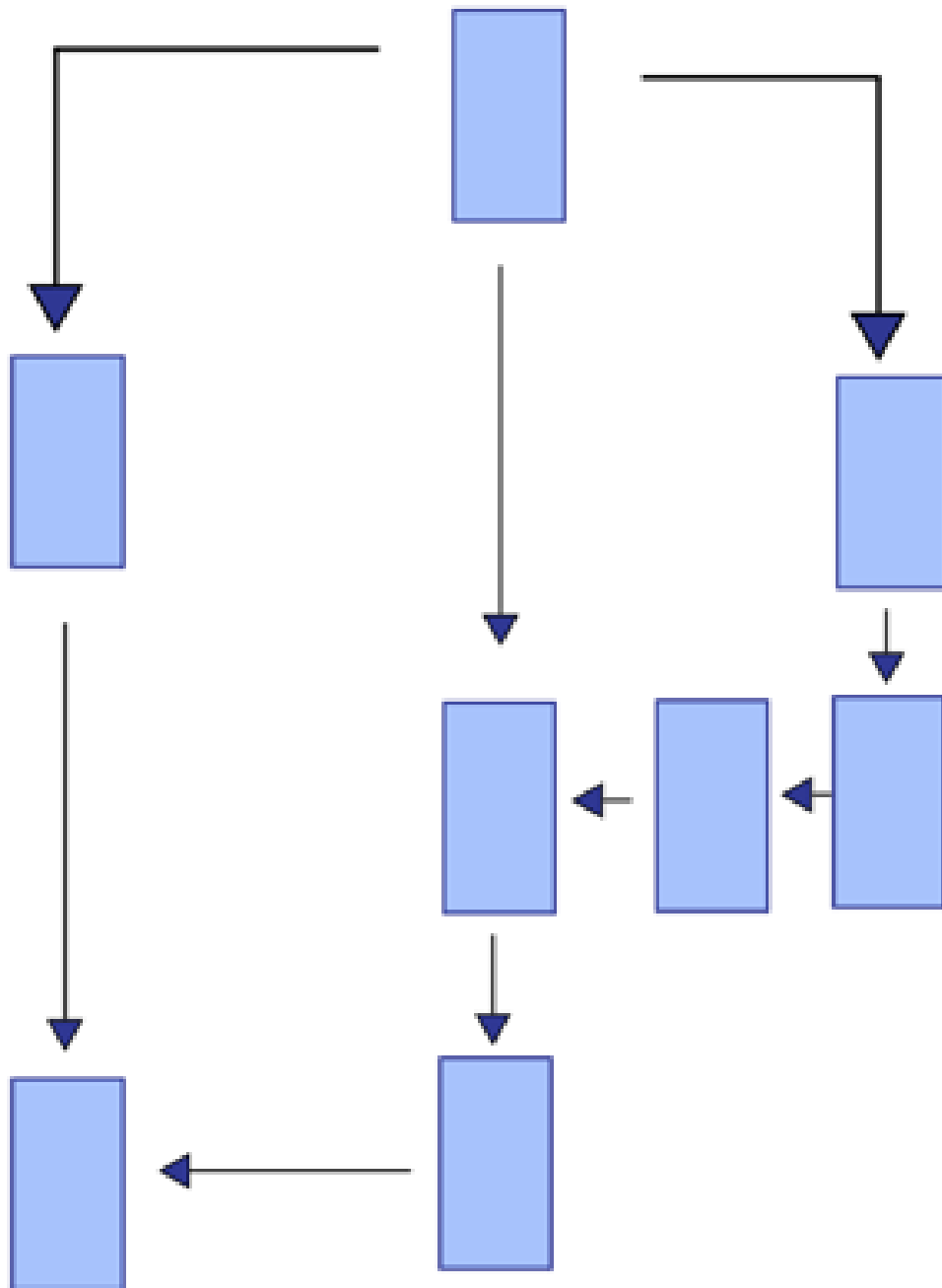
Session 13: Mental Health Career Deep Dive

Career	
Responsibilities	
Common Areas of Work	
Typical Salary	
Educational, Licensing, and/or Certification Requirements	
Educational Pathways	
Potential Growth Opportunities	
Other Important Considerations (Ex: High likelihood of burnout)	

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Session 13: Career Pathway Flowchart



Session 14: Module 4.2: Educational Pathways (continued) & Module 4.3: Job Search Strategies

150 minutes (2.5 hours)

Materials

- Laptop/computer with Internet and projector
- PowerPoint presentation: *Session 14_Empowering Futures - A Mental Health Pre-Apprenticeship Program for Young People*
- Pencils/pens
- Any necessary items for the icebreaker activity that you choose (See notes below.)

Preparation

- Read through all the activities below.
- Print all the necessary documents and worksheets for the session.
- Copy and paste Community Norms (agreed upon in Session 1) on Slide #3 of PowerPoint presentation.
- Research and choose 1 icebreaker that will last 5-10 minutes.
- **Create an editable Google Doc and QR code for said Google Doc and place it on Slide 9.**
- **Identify and invite mental health professionals who can attend the class and serve as guest speakers.**
- **Add examples of resumes to Slide 17; these could be your own or resumes of some of the guest speakers you invite.**
- **Find a relevant (and recent) job posting on LinkedIn or Indeed for a job related to mental health. Copy and paste said job description on Slide 19.**

Instructions

Activity 1: Community Norm Review & Icebreaker (10 minutes)

- Navigator welcomes Learners and takes time to show the Community Norms to the group; these are the Community Norms agreed upon in their last session. Navigator asks Learners to take a moment to read them silently and asks if they have anything they want to add or change.

- The Navigator then takes the group through an icebreaker activity (or two) of their choosing.

Activity 2: Minute to Win It – Module 4.1/4.2 Review (10 minutes)

- Navigator will divide the group into two teams. Navigator will explain that the team needs to nominate one person, who will go to the front of the space and will be the Team Writer.
- Once the Navigator begins the 1-minute stopwatch, both teams have 1 minute to write as many terms and concepts as they can remember from the last session, focusing on mental health professional roles and pathways. The Learners who are not the Team Writer will need to yell ideas to the Team Writer to help them write as much as they can.
 - Note: This activity can get very loud. You might consider warning neighboring offices/groups that it will be loud for about 1 minute.
- After the minute is up, Navigator instructs the Team Writers to stop writing.
- Navigator starts to read aloud what Team 1 wrote on the board and asks them to explain some (not all) of the terminology and concepts they wrote up there. If the Learners respond with an incorrect definition or statistic, Navigator will correct them in a friendly way.
- Navigator will do the same thing with Team 2 and what they wrote on the board, inviting the Learners to engage in a dynamic review of the topics covered in the last class.
- Navigator will repeat this exercise, choosing 2 new Team Writers.

Activity 3: Educational Pathways & Financial Considerations (20 minutes)

- Navigator reviews careers and educational pathways on Slide 8.
- Navigator explains to Learners that together, they will create a Funding Guide on a shared Google Doc. Using the following 10-15 minutes, Learners need to research scholarships, grants, and student loan options for mental health education and training and copy/paste them into the shared Google Doc.
- Navigator leads Learners through a debrief of the Funding Guide and asks Learners to explain the resources they added to the Google Doc.

- Navigator covers content on Slide 10.

Activity 4: Guest Speaker (35 minutes)

- Navigator should invite professionals from diverse mental health fields, including community health managers and credible messengers, to discuss their career paths and daily responsibilities with the Learners, as well as what educational path they took to get there.
- Navigator should host a Q&A session for learners to ask specific questions about the roles and their paths to said roles.

Suggested Brain Break: 5 minutes

Activity 6: Job Search Strategies (23 minutes)

- Navigator covers the content on Slides 14-16. Navigator shows examples of resumes on Slide 17 and asks Learners to identify the different sections in each of the sample resumes.
- Navigator leads Learners through a Think-Pair-Share on the following question:
What strategies can help make your resume stand out in the mental health field?

Activity 7: Cover Letters (32 minutes)

- Navigator covers the content on Slides 19-20.
- Navigator puts Learners in small groups and shows them a recent and relevant job posting for a mental health professional position (Slide 21). Navigator tells Learners to work together to write a cover letter as if they were applying for this position. Navigator tells Learners that they can pretend they have all the required qualifications (degrees, certifications) if need be.
- The Navigator will then rotate the completed cover letters and instruct the Learners to provide feedback on the cover letter they are reading from the other group.

Activity 8: Interview Preparation (15 minutes)

- Navigator covers the content on Slides 22-23. Navigator pauses and tells Learners to turn to a partner and pretend to answer the example interview questions on those slides.

- Navigator covers content on Slide 24, and debriefs the lesson with Learners, asking if they have any questions or things they need to clarify.

Session 15: Module 4.4 Networking and Professional Development & Module 4.5 Transition Support

150 minutes (2.5 hours)

Materials

- Laptop/computer with Internet and projector
- PowerPoint presentation: *Session 15_Empowering Futures - A Mental Health Pre-Apprenticeship Program for Young People*
- Physical copies (quantity dependent on total number of Learners) of:
 - *Session 15_NIWL Apprenticeships Fact Sheet Jan 2025 (1)*
 - *Session 15_PSS Fact Sheet Jan 2025 (1)*
 - *Session 15_SUDMHC Fact Sheet Jan 2025 (1)*
 - *Session 15_YDPA One-Pager - February 2025 (1)*
- Any necessary items for the icebreaker activity that you choose (See notes below.)

Preparation

- Read through all the activities below.
- Print all the necessary documents and worksheets for the session.
- Copy and paste Community Norms (agreed upon in Session 1) on Slide #3 of PowerPoint presentation.
- Research and choose 1 icebreaker that will last 5-10 minutes.
- **Design a review activity of your choice; ideally said activity should last 10 minutes and help the Learners review concepts covered in Modules 4.1-4.3.**

Instructions

Activity 1: Community Norm Review & Icebreaker (10 minutes)

- Navigator welcomes Learners and takes time to show the Community Norms to the group; these are the Community Norms agreed upon in their last session. Navigator asks Learners to take a moment to read them silently and asks if they have anything they want to add or change.
- The Navigator then takes the group through an icebreaker activity (or two) of their choosing.

Activity 2: Review (10 minutes)

- Navigator will walk Learners through a review activity of their choice, ideally covering topics from Modules 4.1-4.3 to gauge the Learners' understanding.

Activity 3: Networking and Professional Development (25 minutes)

- Navigator covers content on Slides 7-9, highlighting the importance of networking with the Learners.
- Navigator will organize a mock networking event where Learners rotate roles as hosts and participants. Said mock networking event will allow learners to practice building connections and practice effective communication techniques. The Navigator should hold a group debrief at the end and ask learners about their overall experience, what went well, and what they'd like to practice more.

Activity 4: LinkedIn (20 minutes)

- Navigator walks through the basics of LinkedIn and provides time for learners to update or create their LinkedIn profiles, ensuring they highlight relevant skills, experiences, and career goals.
- Navigator will ask for a volunteer who does not have a LinkedIn account and will help them create one, demonstrating how to build one to the rest of the group.

Activity 6: Continuing Education Opportunities (5 minutes)

- Navigator covers content on Slide 12, taking time to show Learners the websites for NAMI and ACA, as well as resources like Coursera.

Suggested Brain Break: 5 minutes**Activity 7: Registered Apprenticeship Programs & Transition Support (25 minutes)**

- Navigator covers the content on Sides 15-18, explaining the concept of Registered Apprenticeship Programs (RAPs).

- Navigator will hand out the one-pagers for the different RAPs to all of the Learners and encourage them to read through the examples of RAPs related to mental health. Learners will research three registered apprenticeship programs in mental health, noting eligibility requirements, training components, and potential career outcomes. Navigator will encourage Learners to scan the QR codes on Slide 19 to continue to do their research. Handouts listed below:
 - *Session 15_NIWL Apprenticeships Fact Sheet Jan 2025 (1)*
 - *Session 15_PSS Fact Sheet Jan 2025 (1)*
 - *Session 15_SUDMHC Fact Sheet Jan 2025 (1)*
 - *Session 15_YDPA One-Pager - February 2025 (1)*
- Navigator will debrief with Learners and ask them which RAPs appealed to them (if any), and why. The Navigator will lead a debrief, during which the learners share their findings and discuss how (and if) these apprenticeship programs align with their individual career goals.

Activity 8: Portfolio Work Time (50 minutes)

- Navigator allows Learners to use some of the time in the session to work on their Portfolios, which they will be presenting in the next session. Navigator encourages Learners to check in with them to ask questions and to seek out peer feedback.

Session 16: Module 4.5: Transition Support, Portfolio Presentations, & Course Wrap-up

150 minutes (2.5 hours)

Materials

- Laptop/computer with Internet and projector
- PowerPoint presentation: *Session 16_Empowering Futures - A Mental Health Pre-Apprenticeship Program for Young People*
- Physical copies of the Learners' K-W-L worksheets from Session 1
- Physical copies (quantity dependent on total number of Learners) of *Empowering Futures Post-test*
- Posters or Post-it Super Sticky Easel Pad Sheets (see [here](#))
- Pencils/pens, markers
- Any necessary items for the icebreaker activity that you choose (See notes below.)

Preparation

- Read through all the activities below.
- Print all the necessary documents and worksheets for the session.
- Copy and paste Community Norms (agreed upon in Session 1) on Slide #2 of PowerPoint presentation.
- Research and choose 1 icebreaker that will last 5-10 minutes.

Instructions

Activity 1: Community Norm Review & Icebreaker (10 minutes)

- Navigator welcomes Learners and takes time to show the Community Norms to the group; these are the Community Norms agreed upon in their last session. Navigator asks Learners to take a moment to read them silently and asks if they have anything they want to add or change.
- The Navigator then takes the group through an icebreaker activity (or two) of their choosing.

Activity 2: Review: Learners Become the Teacher! (15 minutes)

- Navigator divides the Learners into 4 groups and tells them to grab markers and a poster (Post-it note Easel). In their groups, they need to create an infographic related to the specific topic assigned to them, focusing on the key takeaways from the last session.

Group 1: Registered Apprenticeship Programs (General)

Group 2: Youth Development Practitioner

Group 3: Substance Use Disorder and Mental Health Counselor

Group 4: Peer Support Specialist

- Navigator has the groups take turns presenting their infographic/poster to their peers and explaining the topics to the peers.

Activity 3: Workplace Readiness and Transition Steps (15 minutes)

- Navigator will cover content on Slides 7-8.
- Navigator will guide Learners through a Think-Pair-Share on the following question:
What challenges might you face when transitioning into a professional mental health setting, and how can you prepare for them?
- Navigator will cover content on Slide 10.

Activity 4: Empowering Futures Post-test (20 minutes)

- Navigator will hand out the Empowering Futures post-test and tell Learners to try their best as they complete the test, which will be used to compare to their results back from Session 1 when they completed it for the first time.

Suggested Brain Break: 5 minutes

Activity 5: Portfolio Sharing (70 minutes)

- Navigator has the Learners present their portfolios to their peers one-by-one; presentations should last anywhere from 6 to 10 minutes for each Learner. The other Learners are given Post-it notes and are instructed to write one piece of feedback (positive, or an area for growth) on the Post-it note; the Post-it notes will be given to each Learner after they are done presenting.

- Navigator uses the rubric to grade the Learners' portfolios.

Activity 6: K-W-L and Wrap-up (15 minutes)

- Navigator will hand out the K-W-L worksheets that Learners filled out in Session 1. Navigator will instruct Learners to reflect on what they had previously written, and then to take time to complete the L (what I've learned) section. Navigator will collect the worksheets when Learners are done and use them as an additional form of evaluation.
- Navigator will wrap up the course.

References for Module 4

Books and Scholarly Articles:

- Bolton, R. (1986). *People skills: How to assert yourself, listen to others, and resolve conflicts*. Simon & Schuster.
 - ▶ Covers communication, interpersonal skills, and career development strategies relevant to mental health pathways.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
 - ▶ Explores emotional intelligence, which underpins effective communication and career success in mental health professions.
- Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
 - ▶ Discusses foundational skills for careers like counseling, psychotherapy, and related mental health roles.
- Rogers, C. R. (1951). *Client-centered therapy: Its current practice, implications, and theory*. Houghton Mifflin.
 - ▶ Introduces empathy and client-centered approaches essential in mental health careers.
- Morrison-Valfre, M. (2020). *Foundations of mental health care* (6th ed.). Elsevier.
 - ▶ Comprehensive overview of mental health professions, responsibilities, and care delivery.
- Lussier, R. N. (2022). *Management fundamentals: Concepts, applications, and skills development* (9th ed.). SAGE.
 - ▶ Provides insights into management and leadership skills relevant for community health managers and program coordinators.

Organizational and Government Reports:

- U.S. Department of Labor. (2023). *Registered apprenticeship programs: Building career pathways*. Retrieved from <https://www.apprenticeship.gov>
 - ▶ Explains the structure, benefits, and examples of RAPs in mental health careers.
- Bureau of Labor Statistics. (2023). *Occupational outlook handbook: Mental health counselors and marriage and family therapists*. Retrieved from <https://www.bls.gov/ooh/community-and-social-service/mental-health-counselors-and-marriage-and-family-therapists.htm>
 - ▶ Offers data on job roles, salaries, and career outlooks for mental health professionals.
- National Alliance on Mental Illness (NAMI). (2022). *Mental health careers: An overview*. Retrieved from <https://www.nami.org>
 - ▶ Highlights career options, responsibilities, and pathways in the mental health field.

Scholarly Articles:

- Anthony, W. A., & Huckshorn, K. A. (2008). The recovery-oriented system of care. *Behavioral Health Management*, 28(4), 24–27.
 - ▶ Describes the evolving roles of mental health professionals in recovery-focused systems.
- Decety, J., & Jackson, P. L. (2006). A social neuroscience perspective on empathy. *Current Directions in Psychological Science*, 15(2), 54–58. <https://doi.org/10.1111/j.0963-7214.2006.00406.x>
 - ▶ Examines the role of empathy in mental health professions.
- Burnard, P. (1991). A method of analysing interview transcripts in qualitative research. *Nurse Education Today*, 11(6), 461–466.
 - ▶ Provides a framework for analyzing qualitative career interviews and exploring pathways.

Online Resources:

- Career OneStop. (2023). *Explore careers: Tools and resources for job seekers*. Retrieved from <https://www.careeronestop.org>
 - ▶ A resource for career exploration, including pathways in mental health.
- Youth.gov. (2023). *Youth employment: Career exploration and skill development*. Retrieved from <https://youth.gov>
 - ▶ Guides youth in identifying skills and exploring pathways in various fields, including mental health.
- MindTools. (2023). *Networking skills: How to build professional relationships*. Retrieved from <https://www.mindtools.com>
 - ▶ Practical advice on networking and professional development.

Case Studies and Practical Tools:

- Harvard Health Publishing. (2023). *The role of mentorship in career growth*. Retrieved from <https://www.health.harvard.edu>
 - ▶ Explores how mentorship supports career development in mental health.
- National Institute of Mental Health (NIMH). (2023). *How to prepare for a career in mental health*. Retrieved from <https://www.nimh.nih.gov>
 - ▶ Details educational pathways and preparation tips for mental health careers.
- O*NET Online. (2023). *Career exploration tools and resources*. Retrieved from <https://www.onetcenter.org>
 - ▶ Provides a database for exploring mental health professions and skill requirements.

Key Definitions and Sources:

- Definition of Mental Health Careers:
Corey, G. (2017). *Theory and practice of counseling and psychotherapy*. Cengage Learning.

- Educational Pathways:
Morrison-Valfre, M. (2020). *Foundations of mental health care*. Elsevier.
- Networking and Professional Development:
Lussier, R. N. (2022). *Management fundamentals*. SAGE.
- Registered Apprenticeship Programs (RAPs):
U.S. Department of Labor. (2023). *Apprenticeships: Earn while you learn*. Retrieved from <https://www.apprenticeship.gov>

Activity-Based Learning References:

- YouTube. (n.d.). *Understanding career pathways: Insights from professionals*. [Video]. Retrieved from <https://www.youtube.com>
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