United Mental Health Professionals

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Think 66: Design that Understands Us
UnitedED Mental Health Professionals

Mental Health Professionals United Around Education
Lack of Mental Health Professionals in Districts

Currently, many states lack the funding and resources necessary to support students' mental health and higher educational aspirations through school counselors, social workers, and psychologists.

Source: The Education Trust analysis of data from the 2015–16 Civil Rights Data Collection and the 2015–16 Common Core of Data
Importance of Mental Health Professionals in Schools


Oftentimes, school districts have tight budgets and often cannot afford to hire mental health professionals.

However, mental health professionals provide a myriad of benefits to students including, but not limited to: emotional support, behavioral management skills, academic support and planning, familial issues, academic troubles, mental health and well-being.
How can we increase accessibility to counselors and improve student flourishing in K-12 schools?
UnitED Mental Health Professionals is a non-for-profit seeking to partner certified mental health professionals to in-need districts.

*Professionals must be certified counselors, social workers, or psychologists
*Districts must be in agreement to partner with the organization
Are you ready to unleash flourishing?

Are you a certified school counselor, social worker, or school psychologist passionate about improving the mental well-being of K-12 students?

UnitED Mental Health Professionals is a non-for-profit placing certified mental health professionals in high-need public school districts within the United States.
Forms of Service

Mental health professionals can join UnitED Mental Health Professionals along the following three pathways

**Direct Service**
- 4-year commitment
- Placement into a district
- Loan forgiveness and stipend

**Traveling Training**
- Travel providing teacher sensitivity training
- Provide resources for social work curriculum
- Loan forgiveness and travel stipend

**Data Scientist**
- Create, collect, and analyze feedback surveys
- Match counselors to districts
- Educate the professionals about districts’ needs,
- Collect yearly feedback
Counselors will have a 4-year commitment to be placed in a school district. There they will see students and teach a social work curriculum based on the specific needs of the school (Years 2-4). Compensation is in the form of student loan forgiveness and a stipend.

To ease the transition of counselors, every 2 years a new counselor will be brought in and the original and second counselor will work together for two-years.
**Initial Placement:** matched with a partner school

**Student Sessions:** Begin setting up appointments with all students. Goal is to see every student in the school 1-2 times per month.

**Curriculum:** Assess school needs to begin social work curriculum construction

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**Counselor 2:** Counselor 2 arrives and begins working with counselor 1.

**Student Sessions:** Counselors 1 & 2 continue seeing students.

**Curriculum:** Teach lessons to students and faculty with Counselor 2 shadowing.

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**Year 1**

**Student Sessions:** Continue seeing students.

**Curriculum:** Begin teacher sensitivity training and constructing the social work curriculum.

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**Year 2**

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**Year 3**

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**Year 4**

**Student Sessions:** Counselors 1 & 2 continue seeing students.

**Curriculum:** Teach lessons to students and faculty.

**Counselor 1:** Leaves at end of year 4.
Traveling Training

Counselors will have a 4-year commitment to be placed in multiple school districts. Compensation is in the form of student loan forgiveness and a travel stipend.

Professionals will spend a year at an in-need school learning about what needs exist, and then tailoring a social work curriculum to be implemented within the school. Furthermore, establish a teacher sensitivity training program and educator support network.
Quarter 1

Research: Begin meeting with students, faculty, and staff to assess what needs exist.

Find a logistical way to integrate the social work curriculum into the school (i.e. in health classes, as an afterschool program, etc.)

Teacher Training: Begin getting to know the teachers.

Curriculum Writing: Work on constructing the social work curriculum tailored specifically to the school.

Quarter 2

Curriculum Writing: Continue writing curriculum.

Teacher Training: Continue hosting weekly teacher sensitivity training workshops. Also, host teacher collaboration sessions to continue building the support network.

Quarter 3

Curriculum Writing: Begin sharing the curriculum and setting up the infrastructure for the next school year to adopt the curriculum.

Teacher Training: Continue training and support networks.

Quarter 4

Curriculum Writing: Begin sharing the curriculum and setting up the infrastructure for the next school year to adopt the curriculum.

Teacher Training: Continue training and support networks.

Leave at end to be placed in a new school and continue the timeline again.
03 Data Scientist

For those interested in education policy and research, this opportunity will be a chance to assess what individual needs exist within a school district based off of administrative, teacher, parent, and student feedback.

Responsibilities will include creating and collecting feedback survey data, analyzing the data, matching counselors to districts, educating the professionals about the districts’ needs, and collecting yearly feedback from districts in the system.
Quarters 1-2
Formulate other feedback measures for the end of the year survey.
If needed: begin working on another district - counselor match

Quarters 1-2
Prepare to collect feedback for the year.
If needed: begin working on another district - counselor match

Quarter 3

Summer
Create the feedback measures (surveys for administration, teachers, parents, students) to be implemented at the school. Implement the surveys and collect feedback.

Quarter 4
Analyze the data. Present the data to the professional to be going to the district.
Feedback

In order for a district to partner with UnitED, they must comply to take part in the accountability measurements.

All students and educators will take a pre-survey before counselors arrive, and a follow-up survey at the end of every year.

This will allow the program to improve by seeing progress, or lack thereof, and seek to immediately incorporate the feedback. Every counselor will have four-years to implement the changes from the surveys, and it will keep the rotating counselors attuned to the needs and infrastructure set in place.
Eudaimonia

This program is designed to enhance the well-being of students and faculty as well as support the professional development of mental health professionals. For all involved, the program is meant to be specifically tailored to the needs of the individual. For the professionals this comes in the form of receiving loan forgiveness and a stipend to carry-out their jobs in high need areas. For schools, this comes in the form of alleviating their budget by providing mental health resources specifically tailored to their needs. For teachers, this comes in the form of additional training and formation of support networks. For students, this comes with someone to talk to about the challenges they face, receive guidance on high education, and have reliable support.
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Are you ready to unleash flourishing?

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