

College of Education Scholar-Teacher 2022-2023: Janeé Avent Harris, PhD, LCMHCA, NCC

Assistant Dean for Diversity, Equity, & Inclusion, College of Education & Associate Professor & Program Coordinator, Counselor Education



Overview of Scholarship and Creative Activities

My scholarship and teaching are integrated as one informs the other. In my scholarship, I am committed to learning more about African American help-seeking behaviors, the role of religion and spirituality, and identifying implications for counselors to provide culturally affirming services. You will also see these themes in teaching activities (e.g., creating new courses, integrating content into existing courses, mentoring students, etc.). Further, I have been fortunate to explore other research areas related to mental health literacy and stigma and diversity, equity, and inclusion considerations in counseling and academia/counselor education. I am especially proud of the diverse ways that my research has been dispersed in traditional scholarly avenues (e.g., peer reviewed publications and presentations) and creative outlets (e.g., podcasts, radio, TV).

Research Activity	Number/Amount
Peer-Reviewed Publications	34
Book Chapters	1
Manuscripts Accepted and/or In Press	3
Manuscripts/Research Projects in Progress	1
Peer-Reviewed Presentations	50+
Funded Internal Grants	\$81,600
Funded External Grants as PI/Co-PI	\$1.2 million

Courses Taught (Selected)

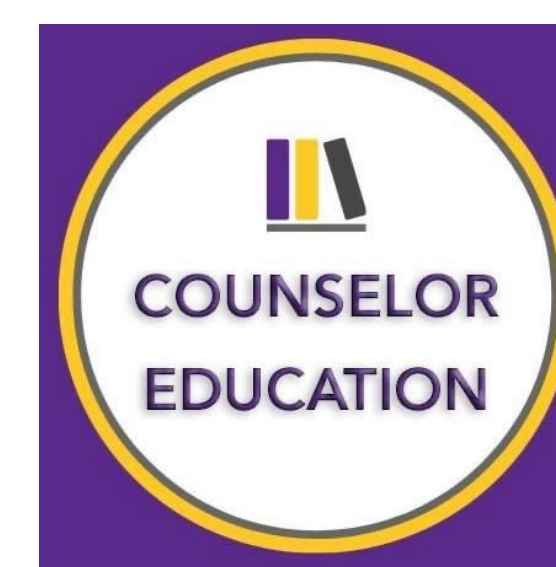
- COAD 6003, Integrating Spirituality and Religion in Counseling
- COAD 6003, Family-School-University Partnerships in Belize (Study Abroad)
- COAD 6400, Introduction into Counseling
- COAD 6401, Analysis of the Individual
- COAD 6404, Counseling Theory and Techniques
- COAD 6409, Counseling Skills and Techniques
- COAD 6414, Family Approaches in Professional Counseling
- COAD 7480, Research Methods and Design in Counseling



Counselor Education Study Abroad to Belize (2019): Family-School-Community Partnerships in a Global Context

My "Why": Teaching Philosophy

While I have taught different courses, learned new content, and taught hundreds of students from various life experiences this overall mission remains consistent. I teach so that my students will feel empowered to serve their future clients ethically and with a commitment to diversity, equity, and inclusion. I teach so that students feel prepared to provide counseling services grounded in theory and empirical research. I teach so that students will have increased confidence in their ability to understand scholarship and contribute knowledge to our field through their own research activities. My personal commitments to teaching and mentoring align with the university and college priorities to maximize student success, serve the public, and lead in regional transformation. These commitments ground everything I do in teaching, scholarship, and mentorship.



Publications (Selected)

- **Avent Harris, J.R.**, Gonzalez-Wong, C. (2023). Culturally Responsive Counseling Related to Religion, Spirituality, and other Faiths. In L. Summers and L. Nelson (Eds). *Multicultural Counseling: Responding with Cultural Humility, Empathy and Advocacy*. Springer.
- **Avent Harris, J. R.**, Crumb, L, Hammonds, D., & Cartwright A. (2022). Black Pastors and Counselors: Creating Meaningful Collaborations to Enhance Mental Health Awareness in Rural Areas. *Journal of Professional Counseling*, 46-59.
- **Avent Harris, J. R.**, Haskins, N., Parker, J., & Lee, A. (2021). Womanist Theology and Relational Cultural Theory: Counseling Religious Black Women. *Journal of Creativity in Mental Health*, 1-19.
- **Avent Harris, J. R.** (2021). Community-based Participatory Action Research and the Black Church. *Counseling and Values*, 66, 1 -20.
- **Avent Harris, J. R.**, Santos Dietz, S., & Crumb, L (2019). Relational cultural theory: A guiding framework for study abroad experiences. *Teaching and Supervision in Counseling*, 1(2), 113 - 126.

Student Quotes

- *"....Her demonstrated commitment to students' achievement not only during their time in the Counselor Education program but beyond into professional careers is evidenced by the work that alumni are doing within the community. Dr. Avent Harris has undoubtedly influenced the perspectives of clinical mental health counselors, career counselors, school counselors, and community stakeholders through her scholarship and passion for working within African American communities."*
- *"I remembered learning the REACH steps in the lesson on "Forgiveness as a Spiritual Practice" in Dr. Avent Harris' class, which includes recollection, empathy, altruism, commitment, and holding onto forgiveness by rereading notes that we had written to ourselves and how those notes can help forgiveness last. I have been able to hold on to forgiveness and have the memory of what forgiveness looks like and feels like. What an incredible gift that has been to me over the course of the last few years and a practice I will carry with me the rest of my life as well as share with those who also have difficulty learning how to forgive."*

Community-Based Participatory Research With Black Churches

Janeé R. Avent Harris

Black Americans are more likely than other racial/ethnic groups to rely on spiritual and religious resources for mental health support. As such, counselors must seek unique ways to reach and understand Black communities. This article provides an overview of Black Americans' help-seeking behaviors, the significance and culture of the Black Church, and a framework for counselors and counseling researchers to form effective partnerships to conduct community-based participatory research initiatives that will produce empirical outcomes and promote culturally responsive mental health and wellness programming in Black communities.

Keywords: Black Church, community-based participatory research, counselor education, spirituality, religion

Black communities reflect a rich history of resilience even while enduring systemic oppression and marginalization. This perseverance is reflected in economic, social, and educational progress (Sue & Sue, 2016). For example, between the years 1993 and 2017, the number of Black Americans completing college increased from 12% to 24% (Bialik, 2018). Although there are many gains such as these, Black communities still experience disparities in physical and mental health, educational status, and social class (Sue & Sue, 2016). Black Americans constitute 13% of the U.S. population but are often disproportionately represented in statistics related to physical illness and social challenges (U.S. Census Bureau, 2017). These disparities are often reflected in social determinants of health statistics. *Social determinants of health* are "conditions in the social environment in which people are born, live, learn, work, and play that affect a wide range of health, functioning, and quality-of-life outcomes and risks" (Singh et al., 2017, p. 140). Black Americans have higher rates of unemployment and poverty when compared with other

Harris, J. R. A. (2021). Community-based participatory research with Black churches. *Counseling and Values*, 66(1), 2-20.

Awards, Recognitions, and Honors (selected)

- North Carolina Counseling Association Don C. Locke Multicultural & Social Justice Award (2021)
- Association for Spiritual, Religious, and Ethical Values in Counseling Biggs-Pine Award *Counseling and Values Journal* Article of the Year (2021)
- North Carolina Counseling Association Professional Writing and Research Award (2020)
- *Journal of Counselor Leadership and Advocacy* Article of the Year (2019)
- ECU Profiles in Diversity Award (2018)

