

CNS6602: Lifestyle and Career Development Syllabus

Instructor/Personal Pronouns	Quarter
Instructor Email	Class Days and Times
Instructor Phone	Course Location
Office Location	Office Hours
Technical Support: 866-848-5515	

COURSE DESCRIPTION This course includes studies that provide an understanding of career development theories and decision-making models; occupational and educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; and career development program planning, resources, and effectiveness evaluation. Students also focus on counseling techniques involving special populations, the role of technology, counselor self-evaluation (e.g., moral), ethical, and legal considerations.

PREREQUISITES None

COREQUISITES None

CREDIT HOURS 4.5

COURSE MATERIALS

Technological Requirements

Each student in the Clinical Mental Health Counseling program must have access to a reliable computer, internet connection and the required computer software and hardware. Cell phones and tablets are not acceptable computer or laptop replacements.

Requirements include:

- Computer with Windows 7 or higher or Mac OSX 10.7 or higher
- Microsoft Office 365 (available to all South University students)
- Adobe Acrobat Reader
- Browsers
 - For Windows users, Internet Explorer (latest 2 releases), Mozilla Firefox or Google Chrome
 - For Mac users, Apple Safari (2 latest releases), Mozilla Firefox or Google Chrome
- Virtual classes require access to a camera and microphone.

Required Textbooks

Brown, S. D., & Lent, W. (2020). *Career development and counseling* (3rd ed.). Wiley Professional Development (P&T).

Required Articles

National Career Development Association. (2015). NCDCA Code of Ethics.
https://www.ncda.org/aws/NCDA/asset_manager/get_file/3395

Suggested/Supplemental Readings

Ahn, J. S., Plamondon, A., & Ratelle, C. F. (2022, March 10). Different ways to support and thwart autonomy: Parenting profiles and adolescents' career decision-making. *Journal of Family Psychology*. Advance online publication.
<http://dx.doi.org/10.1037/fam0000982>

Levin, N., Lipshits-Braziler, Y., & Gati, I. (2022, January 13). The identification and validation of five types of career indecision: A latent profile analysis of career decision-making difficulties. *Journal of Counseling Psychology*. Advance online publication. <http://dx.doi.org/10.1037/cou0000603>

Lindo, N. A., Caballos, P. L., Blalock, S., Connor, C., Edwards, J., Spellings, M., Webster, L., & Opiola, K. (2020). Students'

perceptions of career counselling: An examination of a graduate curriculum in the United States. *British Journal of Guidance & Counselling*, 48(6), 803-814. <https://doi.org/10.1080/03069885.2019.1679350>

Required Materials

GRADING SCALE

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- D = 60 – 69
- F = 69 or below

PROGRAM OVERVIEW/MISSION

The South University Master of Arts degree program in Clinical Mental Health Counseling is intended to meet the local and regional need for qualified counselors. The Master of Arts in Clinical Mental Health Counseling is designed to provide advanced and broad training for South University graduate students regarding theories, principles, and dynamic applications in the field. Students develop the skills necessary to engage in effective assessment and treatment practices, achieve competence for ethical, legal, and professional issues, and understand the significance and utility of research to the field. Faculty members are dedicated to maintaining high teaching standards, developing intellectual curiosity, advancing critical thinking, and engaging in service to the University, community, and profession.

Please Note: Successful completion of the MA CMHC program meets the requirements for licensure application in the state where the program is offered. Students considering relocation to another state are encouraged to review the licensure requirements for that state(s) in order to compare required coursework. Completion of the program does not guarantee licensure or certification.

Students enrolled in the Savannah virtual program are aligned to the licensure standards in Georgia.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)s

PSLO 1	Professional Counseling Orientation and Ethical Practice: Demonstrate knowledge and application of all aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
PSLO 2	Social and Cultural Diversity: Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.
PSLO 3	Human Growth and Development Through the Lifespan: Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.
PSLO4	Lifestyle and Career Development: Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.
PSLO5	Counseling and the Helping Relationship: Demonstrate knowledge and skill application of the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.
PSLO6	Group Dynamics and Group Work: Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.
PSLO7	Assessment and Appraisal: Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
PSLO8	Research and Program Evaluation: Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.

**COURSE LEARNING OUTCOMES ALIGNMENT TO
PROGRAM STUDENT LEARNING OUTCOMES**

CLO1	Identify major historical developments, career development theories and decision-making models, and people who were part of the development of the career counseling profession.	PSLO – 4
CLO2	Evaluate and compare the major theories of family development, career development, and information regarding optimal development, prevention, education, and advocacy and wellness throughout the lifespan.	PSLO – 2, 3, 4, 5
CLO3	Demonstrate an understanding of commonly used assessment instruments, the interview, and other resources that are used in career counseling; career development theories and decision-making models; career development program planning, organization, implementation, administration, and evaluation; and information regarding the nature and meaning of assessment, including its impact on multicultural populations.	PSLO – 2, 3, 4, 5, 7
CLO4	Demonstrate an awareness of multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.	PSLO – 2, 4, 5
CLO5	Demonstrate an understanding of different perspectives of work including the current status of work, joblessness and insecurity, occupational projections, stress and burnout, issues facing adults in career transition; career, avocational, educational, occupational and labor market information resources, and career information systems; and self-care strategies to promote one's own mental health.	PSLO – 1, 2, 3, 4, 5
CLO6	Demonstrate an awareness of facts, myths, and stereotypes of the work world; career and educational planning, placement, follow-up, and evaluation; and on the process of career development.	PSLO – 4
CLO7	Analyze the variables which influence the career decision-making process such as one's experiences in work, education, and family/social realms understanding these areas regarding the influences of developmental crises, psychopathology, and situational and environmental factors.	PSLO – 2, 3, 4
CLO8	Explore and apply individual counseling concepts to the process of career counseling, assessment instruments, and techniques relevant to career planning and decision making.	PSLO – 4, 5
CLO9	Gain insight into one's own career development, the processes used to make career decisions, interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.	PSLO – 2, 3, 4, 5

CLO10	Apply career theories, evidenced based practices, and incorporate consultation when conceptualizing career cases as well as identify, explore and offer possible solutions to problems faced by individuals involved in the process of selecting a career.	PSLO – 4, 5, 7
CLO11	Demonstrate an awareness of the career counseling process, and be able to apply concepts learned in the course to in-class role-play situations.	PSLO – 4
CLO12	Demonstrate an understanding of community resources including technology-based career development applications and strategies, including computer assisted career guidance and information systems and appropriate world-wide web sites.	PSLO – 1, 4
CLO13	Explore and understand the ethical, legal, professional, and legal considerations with career counseling, career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.	PSLO – 1, 4, 5

CACREP STANDARDS/ASSIGNMENTS

CAREP STANDARD	ACTIVITY/ PSLO	CHAPTER/ READING	ASSIGNMENT
SECTION 2.F: COUNSELING CURRICULUM			
<u>4) CAREER DEVELOPMENT</u>			
a. theories and models of career development, counseling, and decision making	3,4,5	Ch. 1-8	Readings, Midterm, Final Exam
b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	2,3,4,5		Readings, Midterm, Final Exam, Assessment Report , Career Autobiography, Dyad Sessions
c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	1,4	Ch. 20-22	Readings, Final Exam
d. approaches for assessing the conditions of the work environment on clients' life experiences	2,3,4	Ch. 23	Readings, Midterm, Final Exam , Assessment Report , Career Autobiography, Dyad Sessions

e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	2,3,4	Ch. 15, 16	Readings, Midterm, Final Exam , Assessment Report , Career Autobiography, Dyad Sessions
f. strategies for career development program planning, organization, implementation, administration, and evaluation	4,7,8	Ch. 20-22	Readings, Midterm, Final Exam , Assessment Report , Career Autobiography, Dyad Sessions
g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	1,4	Ch. 22, 23	Readings, Midterm, Final Exam , Discussion Leader
h. strategies for facilitating client skill development for career, educational, and life-work planning and management	4	Ch. 20-23	Readings, Midterm, Final Exam , Assessment Report , Career Autobiography, Dyad Sessions , Discussion Leader
i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	1,2,3,4,7	Ch. 15-19	Readings, Midterm, Final Exam, Assessment Report, Dyad Sessions
j. ethical and culturally relevant strategies for addressing career development	1,2,3,5	Ch. 9-14	Readings, Midterm, Final Exam, Dyad Sessions

GRADUATION REQUIREMENTS

In order to graduate from the Master of Arts in Clinical Mental Health Counseling program, a student must:

1. Evidence a cumulative GPA of 3.0 (on a 4.0 scale) or greater for all academic work required for the degree.
2. Successfully pass the Comprehensive Examination.
3. Successfully remediate or repeat all courses in which a grade lower than a "C" was earned.
4. Successfully meet all conditions of a remediation plan(s) as provided by the Progress & Promotions Policy during periods of probation or suspension.

Note: Students with a CGPA that falls below 3.0 in any given quarter will need to earn a CGPA of 3.0 or higher in the next quarter to avoid receiving an automatic dismissal notification from the registrar. Students receiving a dismissal notification can appeal for reinstatement in the program. Please see the South University Academic Catalog for appeal processes.

COURSE REQUIREMENTS

COURSE ASSIGNMENTS AND SCHEDULE

Week	Topic(s)	Required Readings	Activities & Assessments
1	Introductions Course Overview Scholarly Writing Overview (APA and SOAP notes) and SOAP notes)		
2	Historical Development and Basic Issues Theories of Career Development	Chapters: 1, 2	
3	Career Counseling Models Integrating Career and Personal Counseling Career Counseling Intake Interview	Chapters: 3, 4, 5	
4	Using Standardized Tests and Self-Assessment in Career Counseling Assessments *Dyads*- Session 1	Chapters: 6	SOAP NOTE 1
5	Ethics in Career Counseling Impact of New Technology on Work, Career Development and Learning Platform Discussion 1: *Dyads*- Session 2	Chapter: 7 & 8	SOAP NOTE 2
6	Mid-Term Examination		

7	<p>Career Counseling for Multicultural Groups Discussion 2:</p> <p>Gender Issues and Dual Careers Discussion 3:</p> <p>*Dyads*- Session 3</p>	Chapters: 9, 10	<p>SOAP NOTE 3</p> <p>Career Assessment Report</p>
8	<p>Gay, Lesbian, Bisexual, and Transgendered Clients Discussion 4:</p> <p>Individuals with Disabilities Discussion 5:</p> <p>*Dyads*-Session 4</p>	Chapters: 11, 12	SOAP NOTE 4
9	<p>Job Loss and Transitions Discussion 6:</p> <p>Working Adults</p> <p>Discussion 7:</p> <p>*Dyads*- Session 5</p>	Chapters: 13, 14	SOAP NOTE 5
10	<p>Career Development in Elementary, Middle, High School and Beyond</p>	Chapters: 15, 16, 17	Career Autobiography
11	FINAL EXAM	Chapters: 1, 2	

****Note: Changes in the course schedule may be made at the discretion of the instructor to accommodate time and material constraints.***

ASSIGNMENT WEIGHT

Assignment	Points	Weight %	Due Date
Dyadic Counseling Sessions and SOAP Notes KPI	200 points (5 sessions – 20 points each) (5 SOAP Notes – 20 points each)	10	
Three career assessments KPI : Self-Directed Search (SDS); Work Style Assessment; (WSA)Career Thoughts Inventory (CTI)	300 points (100 points for each assessment)	10	
Career Assessment Report KPI	100 points	15	
Career Autobiography	100 points	15	
Discussion Group Facilitation.	100 points	15	
Midterm	100 points	15	
Final Exam (in class) KPI	100 points	20	
TOTAL	1,000 points	100%	

ASSIGNMENT DESCRIPTIONS

Career Counseling Dyadic Session and SOAP Notes **KPI**

On the third day of class, students will be placed in a counseling dyad. Dyads will be 1 hour long, with each person having approximately 30 minutes as the counselor and 30 minutes as the client. Dyads will take place during the class time. There will be no opportunities to make-up missed sessions.

During Counseling Dyads, students will be expected to:

- a) Create a working alliance with student peer.
- b) Explain career therapy process in a holistic way.
- c) Learn more about the student peer's career history to include:
 - a. Factors that influenced career path
 - b. Satisfaction with various careers
 - c. Future career aspirations.

A suggested content outline is provided below:

- Session 1 – Background information, explanation of career counseling, explore personal/vocational issues

- Session 2 – Explore vocational/personal issues in greater depth, utilize activities in session, assign homework (if applicable)
- Session 3 – Go over homework (if applicable), explore vocational/personal issues, utilize activities in session, and assign homework
- Session 4 – Go over homework (if applicable), provide insights into patterns, interpret career assessments, being termination conversation
- Session 5 – terminate.

Students will submit a SOAP note after each dyadic session in a way that briefly describes session content and counselor is processing of session content (Refer to Appendix A for rubric and Brightspace for template and example). SOAP notes are due no later than 24 hours after the session.

Career Assessments KPI

You will be required to complete the following career assessments: Self-Directed Search (SDS), Working Styles Assessment (WSA), Careers Thoughts Inventory (CTI). Please be sure to provide thoughtful and accurate information on the assessments as they will be used for the Career Assessment Report Assignment. You will interpret the results for your client in your counseling session. You will be expected to research and provide comprehensive knowledge on each instrument and to share the results of each instrument with your counseling dyad partner.

Career Assessment Report KPI

You will need to submit a report that shows the results of your three career assessment tests that are assigned to you. For this assignment you will use the report information of your client from your dyad (Refer to Brightspace for example). Make sure that you cover all the areas required. When submitting the report please be sure to use a pseudonym for the client and your name as the counselor submitting the report. See Appendix B

Career Autobiography Paper

The purpose of this assignment is to help you develop a better understanding of the complexities of the career counseling and planning process and to complete his/her individual career counseling and planning cycle. You will complete a variety of career assessments, such as interest/personality assessments, career exploration, and career attainment skills, as well as other self-awareness and self-learning activities. This assignment will demonstrate your ability to synthesize the multiple components of career development and career counseling into an integrated personal career assessment report. Your autobiography will include your current and updated resume*. You will also relate at least three (3) career development theories to your narrative including stage(s)

and implications for further development/movement. In addition, you will also include a Career Genogram that (ideally) goes back two-three generations (grandparents/great grandparents). Further details and a template for completing this assignment are found in (See Appendix C and Brightspace for further instructions).

Discussion Leader/Group Facilitation

You will lead a 30-45-minute open discussion group once during the quarter intended to process awareness and understanding of the issues related to career development. You will be assigned to a chapter and corresponding date. You will provide a brief overview of the chapter and will use the process questions from the *Supplementary Learning Exercises* section at the end of the chapter for that topic as a “springboard”. You are expected to utilize process skills, observational skills, offer feedback, use immediacy, use sensitivity and empathy, assess group process, and demonstrate initiative and appropriate facilitation. Remember that the purpose of this segment is both to give you practice with using group facilitation skills as it relates to career development issues, and to allow participants a deeper, firsthand exploration of the topic area as it pertains to them and their experience both as a person and as a counselor-in-training. See Appendix D

Mid-Term Examination

This exam will cover material from assigned textbook chapters and material covered in previous class lectures/discussions.

Comprehensive Final Examination

This exam may include any and all assigned textbook material and lecture/discussion content covered throughout the quarter. While the structure of the exam is the professor’s discretion, it will consist of a minimum of 50 multiple choice questions.

ATTENDANCE

ATTENDANCE POLICY

University Attendance Policy

Note: Students receiving military education benefits should also see the VA Attendance Policy below.

South University maintains a course attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, and examination periods each week. Students, whether present or absent from class, are

responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as for mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in the class.

Students are expected to attend all scheduled activities that are part of the class, including those activities scheduled during class time and those scheduled outside of class time. An individual campus-based or online clinical programs may have specific policies (which in some cases may be more stringent than the general attendance requirements) as to the effect of attendance on class meetings, course assignments, off-campus activities, internships/externships, clinical and practicum activities, and other program requirements.

If the student misses 14 consecutive calendar days in a course, the student will be withdrawn from the course, unless the student provides official communication (communication directly from the student (letter or email) and the student provides supporting documentation for review) regarding extenuating circumstances (as outlined below) prior to violating the 14 consecutive days. The student must also provide the date the student will return into the current course. If the student fails to return on the scheduled return date the student will be withdrawn from the institution.

Note: Attendance policies for courses involving experiential learning, such as clinical fieldwork, rotations, practicum/internship and externship, are published in the programmatic handbooks (AA, CMHC, PA, Pharm, and PTA programs) and course syllabi.

Veterans Affairs Attendance Policy

Students who receive Veteran Affairs (VA) educational benefits must understand VA benefits, including tuition and fees, the monthly housing allowance, book stipend, and Yellow Ribbon benefits are based in whole or in part on the number of credit hours certified. The school is required to monitor and report enrollment status to the VA. Adjustments in enrollment will likely affect payment of VA benefits. The school will report enrollment as follows:

- VA Students who officially withdraw, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.
- VA students who are administratively withdrawn or stops attending without officially withdrawing, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.
- VA students who complete a course and receive a “NCF” grade, the school will determine and report the actual last date of attendance for each course to the VA.

It is **strongly recommended** you attend every class session as true learning only occurs when one is actively engaged in learning within the classroom setting. Please see the university attendance policy in the Academic Catalog for more information.

TARDINESS

Please arrive ***on time***. Being late is disruptive and distracting to both your instructor and peers.

VIRTUAL/ONLINE NETIQUETTE

If a student is required to engage in a virtual session it must be private and free of distractions. Considerations should include the use of headphones, being alone in your meeting space, deidentifying client information, protecting written material from being read by others outside the class, and not discussing cases outside of class with colleagues, family members, friends, and classmates.

With the growth of telemental health services, students should be mindful of the importance of professional dress and demeanor during virtual instruction. All learning experiences must be treated "as if" you are in a live classroom or seated across from a future client. Therefore, if you would not wear it, eat it, or do it during a session, please refrain from doing so during your online class.

Finally, any interactions with colleagues online either via virtual meetings or written correspondence (e.g., emails, discussions) should be composed in a manner that is both professional and respectful. If you have any questions or concerns regarding this requirement, please discuss with the instructor during office hours.

Full Audio-Visual Functionality: It is the student’s responsibility to have functioning audio and visual for the entirety of the class. You should check with IT Helpdesk support prior if necessary.

ACADEMIC INTEGRITY

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South University defines academic integrity as the complete, accurate, specific, and truthful representation of authorship, origin of ideas, mastery of material, and data, including access to and authorized use of resources. Students must maintain academic integrity in all activities, including observing and reporting academic integrity violations committed by others.

VIOLATIONS OF ACADEMIC INTEGRITY

- Cheating. Receiving unauthorized assistance on tests/examinations or other academic work. *Contract Cheating* is a form of cheating in which students get another to complete their coursework (paid or unpaid). Cheating also includes *collusion* in which students participate in unauthorized conspiring with another for work offered as credit.
- Plagiarism. The practice of taking someone else's work or ideas and passing them off as your own work or ideas. *Self-plagiarism* is a form of plagiarism in which students submit an identical or very similar work without receiving permission from the current faculty member prior to submission.
- Fabrication. Inventing or falsifying information or data.
- Sabotage. The willful attempt to hinder another student's work.
- Academic Misconduct. Includes the alteration of grades, involvement in the acquisition or distribution of un-administered tests, or failure to report integrity violations committed by others.

For emphasis, students are required to complete their assignments on their own unless involved in a team/group project with fellow students. This includes written papers, take home exams, and projects associated with the completion of required coursework. Students needing assistance with completing assignments, written work, or other areas associated with the completion of coursework should contact the instructor or the Academic Success Center.

All written work must be original; use minimal direct quotes; be sourced from credible sources including academic peer-reviewed journals; and must follow APA 7 guidelines.

ARTIFICIAL INTELLIGENCE POLICY

In this course, any element of a class assignment must be original and fully prepared by the student. The use of generative artificial intelligence (AI) tools (ex: chat GPT) for any part of your work will be treated as plagiarism and an honor code violation. At any time, the instructor reserves the right to request evidence that student work is authentic and original. They may do this in one or more of the following ways: requesting submission of first drafts of your work or drafts containing Track Changes showing the edits you made to your assignment as you completed it; an oral interview; and/or an additional written response. The format(s) of inquiry is up to the instructor's discretion and the professor will determine the method and timeline for the assessment of original work.

Instructors may require students to submit assignments via Brightspace using Turnitin. Assignments submitted outside of the instructor's submission policy will result in a zero. If you are struggling to upload the assignment, you can receive assistance from the campus Academic Success Coordinator or the instructor.

If you have questions about this policy, please contact the instructor.

ELECTRONIC RECORDINGS

Because class discussions and experiential activities often involve disclosure of a personal nature and because discussions often involve client cases, recording of classes (audio or video) is prohibited unless approved by South University Disability Services as a reasonable accommodation for students utilizing disability services. Taking pictures of exams or quizzes is also prohibited.

Students should refer to the South University Academic Integrity Policy in the Academic Catalog for all information regarding the Integrity Policy, Classification of Violations and Possible Penalties.

STUDENT SERVICES

DISABILITY SERVICES

South University Disability Services ensures students with disabilities equal access to the College's educational programs, opportunities and activities. Qualified students requesting reasonable and appropriate accommodations receive services to eliminate physical, programmatic and attitudinal barriers that may arise with disabilities.

Students who seek reasonable accommodations should notify the Dean of Student Affairs at their campus location. Students will be asked to submit medical documentation of the need for accommodation to the campus Dean of Student Affairs. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the

instructor. Therefore, students are encouraged to request accommodations as early as during the Admissions process to allow for time to gather necessary documentation. If you have further questions, contact the **Dean of Student Affairs, insert name, email and phone number at the ^^^^^^^^^ campus.**

*Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment included in this section of the Academic Catalog.

CMHC DIVERSITY, INCLUSION, EQUITY, AND JUSTICE STATEMENT

The Clinical Mental Health Counseling program at South University attests to the common belief that diversity, equity, and inclusion are the essential foundation for cultivating a safe and productive learning environment. Instructors are expected to promote diversity, equity, and inclusion throughout all areas of student engagement. This includes, but is not limited to:

- a. representation of diversity in lived experience across course design;
- b. implementation of multicultural competencies throughout learning goals and objectives;
- c. modeling a practice of cultural humility;
- d. supporting student efforts toward empowerment and advocacy;
- e. facilitating open and respectful student discourse;
- f. building counselor efficacy from a strengths-based approach;
- g. and, preparing students to identify and navigate cultural differences and systemic barriers in the field;
- h. increase awareness of contemporary social justice issues;
- i. and develop skills for engaging in social justice and advocacy.

To ensure fidelity, students are highly encouraged to provide feedback regarding how they perceive these initiatives are being maintained within their course of study through end of course evaluations. As a result, it is the hope of the CMHC program that students may find the freedom to conceptualize their professional identities from a clinical lens that is both authentic to their own experiences, as well as, inclusive of the lives of others.

HEALTH AND WELLNESS

Students of South University have access to our student assistance program, Be Well at South University, for counseling needs 24 hours a day, 7 days per week. You can access the service by calling **833-434-1217** or via application, **Telehealth**, or **in-person** counseling sessions with a local provider. These are available to you regardless of location, and no insurance is necessary.

The Wellness Hub includes articles and videos on mental health and wellness topics, including mental and emotional health, fitness and nutrition, academic performance, stress management, healthy relationships, and more. To access the Wellness Hub, go to bewellatsouth.com or download the CampusWell app at campuswell.com/get-the-app; the program is easy and confidential.

Be Well at South University Program licensed counselors are available to assist you with balancing school with work and other responsibilities, short-term counseling services, life, and career coaching, medical advocacy, and personal concierge services. Please contact the Dean of Student Affairs with any questions about this service.

WRITING SUPPORT

Students may utilize Tutor.com to help with writing support by submitting papers for review ahead of submitting them in class. It is important to plan ahead if you utilize this service as it may take up to 24 hours turnaround time.

<https://leo.tutor.com/Student/Index>

LIBRARY SERVICES

South University provides library facilities for its students at each of the main campus locations. Virtual support services are provided for all campuses, including branches. The libraries are easily accessible and house print collections consisting of general and reference books, periodicals, and other non-print media to support students in their studies. Campus library facilities offer students group and quiet study spaces. Campus libraries post their operating hours.

Electronic resources are available to all students, faculty, and staff through the Library's web site. Digital resources include e-books, journals, and video content. Electronic resources are available 24 hours a day/365 day a year. Virtual support services include email, text, and chat services. Chat hours are posted on the Library home page.

EQUAL OPPORTUNITY EDUCATION POLICY

South University, campus does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, disability, age, religion, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. South University provides reasonable accommodations to qualified individuals with disabilities. South University will not retaliate against persons bringing forward allegations of harassment or discrimination. The campus Dean of Student Affairs has been designated to handle inquiries and coordinate the campus' compliance efforts regarding the Non-Discrimination policy.

SAMPLE

Appendix A: Dyadic Counseling Sessions SOAP Notes Rubric

Item CACREP 2.F.4.a-e,j	Exceptional (A-range)	Proficient (B-range)	Emerging (C-range)	Insufficient/Unacceptable (D/F-range)
S(ubjective) 25% This section contains information relevant to what the client reveals in the session.	Discusses the client’s primary concern(s) in using proper clinical language combined with direct quotes from the client. Includes most clinically pertinent information from the session. Adeptly reviewed client’s treatment plan and any changes from the previous session. Made clear connections between client’s report and treatment plan.	Identifies one primary concern and some clinical language along with some direct quotes from client. Includes clinically relevant information from the session with some connections made to the treatment plan and changes from previous session.	Identifies a primary concern but describes it using limited clinical language. Includes a direct quote. Provides either too much or not enough detail from the client in the session. Connections between the client’s report and the treatment plan are loose.	Identifies no primary concerns or only tangential concerns. Uses little to no clinical language and provides an insufficient amount of information for the reader to understand the session, the client’s presenting concern, and connections to the treatment plan.
O(bjective) 25% The objective section contains factual information.	Includes an accurate diagnosis based on reported symptoms. Articulates client’s mental status exam using appropriate clinical language and ties client diagnosis and mental status exam (MSE) back to the treatment plan and content of the session and previous sessions.	Meets requirements, but missing 1: diagnosis, observable symptomology, appropriate clinical language, MSE, connections between previous and current session regarding symptomology	Missing 2 requirements: diagnosis, observable symptomology, appropriate clinical language, MSE, connections between previous and current session regarding symptomology	Missing 3 requirements: diagnosis, observable symptomology, appropriate clinical language, MSE, connections between previous and current session regarding symptomology
A(ssessment) 25% This section is the place where you, as the clinician, document your impressions and interpretation of the objective and subjective information.	States clinical impression related to mood, orientation, risk of harm, as well as assessment of progress (or regression) towards goals.	Discusses clinical impressions, but lacks nuance related to formal assessment of the client.	Missing 1 of the following: clinical impression related to mood, orientation, risk of harm, as well as assessment of progress (or regression) towards goals	Missing 2 or more of the following: clinical impression related to mood, orientation, risk of harm, as well as assessment of progress (or regression) towards goals

<p>P(plan) 20% This section documents what the next step is for the client.</p>	<p>Articulates clear plan for next session, anticipated frequency and duration of sessions, short- and long-term goals, and homework given to the client.</p>	<p>Missing 1 of the following: plan for next session, anticipated frequency and duration of sessions, short- and long-term goals, and homework given to the client.</p>	<p>Missing 2 of the following: plan for next session, anticipated frequency and duration of sessions, short- and long- term goals, and homework given to the client.</p>	<p>Missing 2 or more of the following along with deficiencies in the use of clinical language: plan for next session, anticipated frequency and duration of sessions, short- and long-term goals, and homework given to the client.</p>
<p>TIMELINESS 5% Notes are submitted by deadline. No later than 24 hours after the session.</p>	<p>Note submitted on time</p>	<p>Note submitted 1 day late</p>	<p>Note submitted 2 days late</p>	<p>Note submitted 3 days late or not at all</p>

SAMPLE

Appendix B: Career Assessment Report Grading Rubric

Item	Exceptional (A-range)	Proficient (B-range)	Emerging (C-range)	Insufficient/ Acceptable (D/F-range)	Comments
<p>Executive Summary 50%</p> <ul style="list-style-type: none"> • Background Information: client description, demographics, presenting issue or concern • Abilities • Work Interest & Preferences: includes relevant information from the client’s results on the three completed assessments • Work Style: includes relevant information from the client’s results on the three completed assessments • Personality: includes relevant information from the client’s results on the three completed assessments • Conflict Style: includes relevant information from the client’s results on the three completed assessments • Summary of Possible Developmental Areas • Conclusion: brief synopsis of executive summary and experience in counseling sessions <p>CACREP 2.F.4.a, 2.F.4.b, 2.F.4.c, 2.F.4.d, 2.F.4.e, 2.F.4.i</p>	<p>Detailed, relevant information provided about the client using appropriate clinical language in each of the following areas: Background information, abilities, work interest, work style, personality, conflict style, areas for growth, conclusion</p>	<p>Missing information in 1 of the following areas OR has minor challenges with clinical language: Background information, abilities, work interest, work style, personality, conflict style, areas for growth, conclusion</p>	<p>Missing information in 2 of the following areas OR has several challenges with clinical language: Background information, abilities, work interest, work style, personality, conflict style, areas for growth, conclusion</p>	<p>Missing information in 2 or more of the following areas AND demonstrates significant challenges in appropriate use of clinical language</p>	
<p>Testing Results 50%</p> <ul style="list-style-type: none"> • Self-Directed Search (SDS): includes a thorough and detailed explanation of the results of the assessment. Must include summary of Hollands Code results, Vocational Interest Themes, Occupational Interests (Highest and Lowest). • Work Style Assessment (WSA): includes a thorough and detailed explanation of the results of the assessment. Must include summary of each of the client’s Working Style Characteristics. • Career Thoughts Inventory (CTI): includes a thorough and detailed explanation of the results of the assessment. Must include summary of the client’s raw score and percentile of the three main areas (Decision Making Confusion, Commitment Anxiety, and External Conflict). Include highly Rated Items and Responses. <p>CACREP 2.F.4.e</p>	<p>Provide a thorough and accurate explanation of the results of each assessment</p>	<p>Provided a thorough and accurate explanation for 2 of the 3 assessments</p>	<p>Had challenges accurately describing results on 2 of the three assessments</p>	<p>Had significant challenges accurately describing results on all three assessments</p>	

SAMPLE

Appendix C: Career Autobiography Paper Grading Rubric

Item	Points Possible	Points Earned
<p>I. Section I: Initial Assessment, Gathering Client Information (Who am I?)</p> <ul style="list-style-type: none"> ● Education ● Work and Leisure ● Current Environment ● Career Family Genogram 	<p>15</p>	
<p>II. Section II: Promoting Self-Understanding, Exploration or Self-Image</p> <ul style="list-style-type: none"> ● Initial career themes, patterns, or hypotheses ● Assessment of Values, Personality, and Interests <ul style="list-style-type: none"> ○ Self-Directed Search (SDS) ○ Work Style Assessment (WSA) ○ Career Thoughts Inventory (CTI) ● Discuss three relevant career development theories 	<p>15</p>	
<p>III. Section III: Understanding/Interpreting Client Information and Forming Hypotheses (Where am I going?)</p> <ul style="list-style-type: none"> ● Obtaining Occupational Information: Primary Occupation ● Obtaining Occupational Information: Secondary Occupation 	<p>15</p>	

<p>IV. Section IV: Making the Choice</p> <ul style="list-style-type: none"> Chosen Career Choice 	<p>15</p>	
<p>V. Section V: Taking Action, Using Information, Developing Career goals and Plans of Action (How do I get there?)</p> <ul style="list-style-type: none"> Job Opportunity 	<p>15</p>	
<p>VI. Section VI: Conclusion</p>	<p>15</p>	
<p>Current & Updated Resume/Curriculum Vita</p>	<p>5</p>	
<p>APA</p> <ul style="list-style-type: none"> Margins, headings, and subheadings APA formatted Supports all assertions with sources Citations in text and reference match Citations and References APA formatted At least 3 references (in addition to the textbook) 	<p>5</p>	
<p>Grammar & Professional Writing</p> <ul style="list-style-type: none"> Contains no spelling or grammatical errors Explains ideas completely yet succinctly Treatment of subject is well-organized and developed, void of vague generalities. 	<p>5</p>	

<ul style="list-style-type: none">• Flows logically and freely and does not cause the reader to stumble or pause• Follows rules of grammar and uses a variety of sentence styles and structures		
TIMELINESS: Assignments submitted after the due date will receive a 3pt. deduction each day the assignment is late. No assignments will be accepted after 12 noon on the third day.		
TOTAL	100	

SAMPLE

Appendix D: Career Assessment Report Grading Rubric

Item	Points Possible	Points Earned
<p>Chapter Overview (PowerPoint Presentation)</p> <ul style="list-style-type: none"> ● Highlight key concepts ● Provide brief overview 	50	
<p>Group Process</p> <ul style="list-style-type: none"> ● Purpose of the group ● Discussion of process questions ● Debrief 	50	
<p>TIMELINESS: Assignments submitted after the due date will receive a 3pt. deduction each day the assignment is late. No assignments will be accepted after 12 noon on the third day.</p>		
TOTAL	100	

Comments: