

CNS6425: Clinical Mental Health Counseling 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 will provide an introduction to the field of clinical mental health counseling according to clinical and professional issues. Specifically, students will examine treatment delivery systems and gain an understanding of the dynamic interplay of professionals within these systems. The course will also focus on program analysis via theory and empirical methods.

PREREQUISITES None

COREQUISITES None

CREDIT HOURS 4

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

Neukrug, E. (2023). *Foundations of clinical mental health counseling (1st ed.)*. Cognella Academic Publishing. ISBN: 9781793510198

Required Articles

Suggested/Supplemental Readings

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	Demonstrates an understanding of the community mental health system that includes regional hospitals, community mental health centers, hospice, private practices, private and public non-profit agencies, social security, and the Department of Family and Children's Services and the role of mental health counseling within the context of the community and its health and human services systems.	PSLO – 1, 9
CLO2	Demonstrates an ability to understand the process of how to design, modify, implement, and evaluate mental health care programs evaluations, and systems.	PSLO – 1, 8
CLO3	Applies principles, theories, and practices of community intervention, including programs, facilities for inpatient, outpatient, partial treatment, aftercare in a multicultural society, and the human services network in local communities; acts a core provider and expert witness; promotes client understanding of available community resources; and promotes access to and practice privileges within managed care systems.	PSLO – 1, 5, 9
CLO4	Demonstrates an understanding of management of mental health services and programs, including administration, finance, budgeting, in public and private sectors; principles and practices for establishing and maintaining both independent and group private practice.	PSLO – 1, 9
CLO5	Demonstrates an understanding of professional ethical and legal roles, functions, and relationships with other human service providers.	PSLO – 1
CLO6	Exhibits an understanding of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	PSLO – 1, 9
CLO7	Demonstrates and understanding concerning public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession.	PSLO - 1
CLO8	Demonstrates an understanding of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	PSLO – 1, 2
CLO9	Demonstrates an understanding of the ethical and legal considerations in the field of mental health.	PSLO – 1

CLO10	Demonstrates an understanding of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.	PSLO – 1, 2, 3, 5
CLO11	Promotes individual, couple, family, group, social networks, and community strategies for working with and advocating for diverse populations, including multicultural competencies; and resilience applied to previous areas.	PSLO – 1, 2, 3, 5, 6
CLO12	Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	PSLO – 1, 2, 3, 5, 9
CLO13	Demonstrates an understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	PSLO – 1, 2, 3

CACREP STANDARDS/ASSIGNMENTS

CAREP STANDARD	ACTIVITY/ PSLO	CHAPTER/ READING	ASSIGNMENT
SECTION 2.F: COUNSELING CURRICULUM			
<u>1) PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</u>			
a. history and philosophy of the counseling profession and its specialty areas	1	Ch. 1	Reading, Discussion, Final Exam
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	1, 5	Ch. 4, 9	Reading, Discussion, Final Exam , Community Mental Health Project, Professional Portfolio
f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	1	Ch. 1	Reading, Discussion, Final Exam , Reading, Professional Portfolio
g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	1	Ch. 2	Reading, Discussion, Final Exam , Reading, Professional Portfolio
h. current labor market information relevant to opportunities for practice within the counseling profession	1	Ch. 1	Reading, Discussion, Final Exam
l. self-care strategies appropriate to the counselor role	1	Ch. 12	Reading, Discussion, Final Exam
m. the role of counseling supervision in the profession	1	Ch. 11	Reading, Discussion, Final Exam
SECTION 5.C: CLINICAL MENTAL HEALTH COUNSELING STANDARDS			
<u>1) FOUNDATIONS</u>			
a. history and development of clinical mental health counseling	1	Ch. 1	Reading, Discussion, Final Exam
<u>2) CONTEXTUAL DIMENSIONS</u>			

a. roles and settings of clinical mental health counselors	1	Ch. 4	Reading, Discussion, Final Exam , Community Mental Health Project, Professional Portfolio
c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	1,5	Ch. 4	Reading, Discussion, Final Exam , Community Mental Health Project, Professional Portfolio
k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	1	Ch. 1, 2	Reading, Discussion, Final Exam
m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	1	Ch. 9	Reading, Discussion, Final Exam , Community Mental Health Project
3) PRACTICE			
a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	1, 2, 3, 5,7	Ch. 5, 6, 7, 8	Reading, Discussion, Final Exam
c. strategies for interfacing with the legal system regarding court-referred clients	1	Ch. 2	Reading, Discussion, Final Exam
d. strategies for interfacing with integrated behavioral health care professionals	1	Ch. 9	Reading, Discussion, Final Exam

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	CACREP Standard 2.F.1 5.C.1.b
1	Introduction to Mental Health Counseling Go over syllabus and course expectations History & Evolution of CMHC	Chapter 1		2.F.1.a
2	Ethical and Legal Issues Advocacy and Social Justice	Chapters 2 and 3		2.F.1.g 5.C.2.k 5.C.3.c
3	The Continuum of Care Assessing Client Concerns	Chapters 4 and 5		2.F.1.b 5.C.2.a 5.C.2.c 5.C.3.a
4	Clinical Diagnosis Treatment Planning	Chapters 6 and 7	In Class Discussion	5.C.3.a
5	Psychiatry and Psychopharmacology Managed Care, Billing, & Documentation	Chapters 8 and 9	In Class Discussion	2.F.1.b 5.C.2.m 5.C.3.d
6	Crisis Management & Disaster Relief Midterm exam	Chapter 10	In-Class Discussion	

7	The Importance of Clinical Supervision to Effective Practice	Chapter 11	PROFESSIONAL PORTOLIO DUE	2.F.1.m
8	Wellness, Self-Care & Burnout Prevention	Chapter 12	Community Project Presentations	2.F.1.l
9	Using Research to Improve Clinical Practice The Applications of Neuroscience to Clinical Mental Health Counseling	Chapter 13 & 14	Community Project Presentations	2.F.1.b
10	Emerging Approaches to Clinical Mental Health Counseling Final Exam Review	Chapter15	Community Project Presentations	
11	FINAL EXAM KPI			

****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
Professional Portfolio Project	100 points	25%	
Midterm	75 points	18.75%	
Community Mental Health Project	100 points	25%	
Final Exam KPI	100 points	25%	
In Class Discussions	25 points	6.25%	
TOTAL	400 points		

ASSIGNMENT DESCRIPTIONS

IN-CLASS DISCUSSION – 25 POINTS

Each student is responsible for spearheading and leading a 30-minute discussion in class about an area of mental health counseling. The discussion must be directly related to course content and directly related to the reading of the week. Students are encouraged to do outside research to make the discussion as erudite and engaging as possible. Students will be given a sign-up sheet by the instructor on the first day of class to assign discussion dates. You will be graded by the following: Topic Related to Course Content (10 points), Discussion stayed within the time frame (10 points), engagement of audience (5 points).

MIDTERM EXAMINATION DUE – 75 points

Students will complete a midterm examination.

PROFESSIONAL PORTFOLIO PROJECT -100 POINTS:

While we were busy in class last quarter, a brilliant scientist created an affordable time capsule. You have purchased the time capsule and traveled 20 years into the future. There, you discover that you have created a top-rated facility that services the mental health needs of the community. Inspired from your trip, when you return to October 2043, you decided to put together a portfolio that includes your curriculum vita and that includes a proposal for the agency you will one day build.

Students will prepare a professional portfolio. Students will **submit their current resume**. In addition, students will **submit how they envision their resume will look in twenty years**. That is, how would your resume have looked if you saw it during your time travel? Students will fill-in information on his or her resume reflecting projected skills necessary for clinical practice in the future and projected professional accomplishments. Sample items may include articles written, professional memberships, book chapters written, courses taught, or clinical accomplishments/certifications attained. Students will identify their professional goals (e.g., work with adolescent victims of sexual abuse) and will project how/when they will be licensed.

Students will then include a proposal for the agency that they will create. The agency has not yet been created nor has a targeted population been identified. As such, you will need to determine a current unfulfilled client need that you believe your agency will address. In so doing, you should target

a specific population based on features such as age, ethnicity (if appropriate), gender, sexuality, psychopathology, region, and family context. You are to develop the following in detail:

- An identified population (i.e., prevalence rates, etiology, epidemiological studies, catchment area(s))
 - A name for your agency
 - Agency status (e.g., for profit, non-profit, emergency/crisis oriented)
 - A mission statement with at least three goals
- I. An [organizational structure](#) with appropriate personnel to address your population
 - II. A system of care (i.e., treatment modalities) that adequately addresses the client's needs and associated billing costs for service delivery that may include other agencies already in existence.
 - III. A realistic annual budget for operational (facility), personnel (salaries, benefits, training), and client (services, crisis, follow-up) needs and sustainability plan.
 - IV. A theoretical orientation under which the facility will operate
 - V. An expansion plan (i.e., services, revenue, facility) for the next 5 years.

Note: In the process of developing your proposal, you may feel free to contact local agencies in the area to gather information. However, you may not use an existing model of a program in the local, regional, or national area nor glean significant amounts of existing information from your (or a colleague's) place of employment or from the example.

Portfolio must be at least 5 pages in length.

1. Appearance of Final Product – 5 points
2. Current Resume – 5 points
3. Projected Resume – 5 points
4. Agency Proposal – 90 (each section of agency proposal worth 10 points)

COMMUNITY MENTAL HEALTH PROJECT – 100 POINTS:

Students will assist with teaching from the textbook. Students will select a chapter and, in a 45-minute presentation, teach the material to the rest of the class. To supplement the chapter, students will do one of two options:

- I. Students will provide in-depth information about a population discussed in the chapter by **visiting two community agencies** that treat people within the population discussed in the book chapter. Students will compare and contrast information gleaned from the facility with information discussed in the chapter. Students will create a case study of an individual, group, or family, within their selected population and identify in the case study effective treatments for the Identified Patient in the case study based on information from the chapter and the two agencies that the student visits. Students must utilize PowerPoint or Prezi, provide pamphlets and handouts from their site visits, and provide a handout to the class that ties all the information together. When visiting agencies, students are expected to gather the following information: Address and phone number, Services provided, Fees associated with services, and/or third-party payer's accepted. Students will interview each agency to determine the mission, Intake Process (How does one gain access to services? Can one self-refer? Is there a waiting list? etc.), Payment Sources, Type and # of Staff Employed, Treatment Approaches, and Outcomes. Students should bring literature from the agency, including business cards, to share with the class. Students will submit responses to the interview questions, handouts, references, the case study, and treatment plan to the instructor for grading.

Student Presentation grade will be based on:

Chapter Content Addressed – 25 points

Case Study – 5 points

Effective Treatments for Identified Client in Case Study Addressed – 10 points

PowerPoint Presentation – 40 points

Verification of Agencies Visited- 10 Points (See Appendix A)

Presentation lasts at least 1 hour – 10 points

Presentations must be at least 45 minutes in duration, allowing 15 minutes afterward for questions or comments.

FINAL EXAM (100 points) KPI

On the 11th week of the course, students will complete a **2 hour, in-class** comprehensive final examination. 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

ACADEMIC INTEGRITY

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.

Appendix A: Verification of Agencies Visited

Name	
Date	
Agency/Facility	
Position within Facility	
Please sign – I met with the CNS 6425 student and discussed the aforementioned agency.	

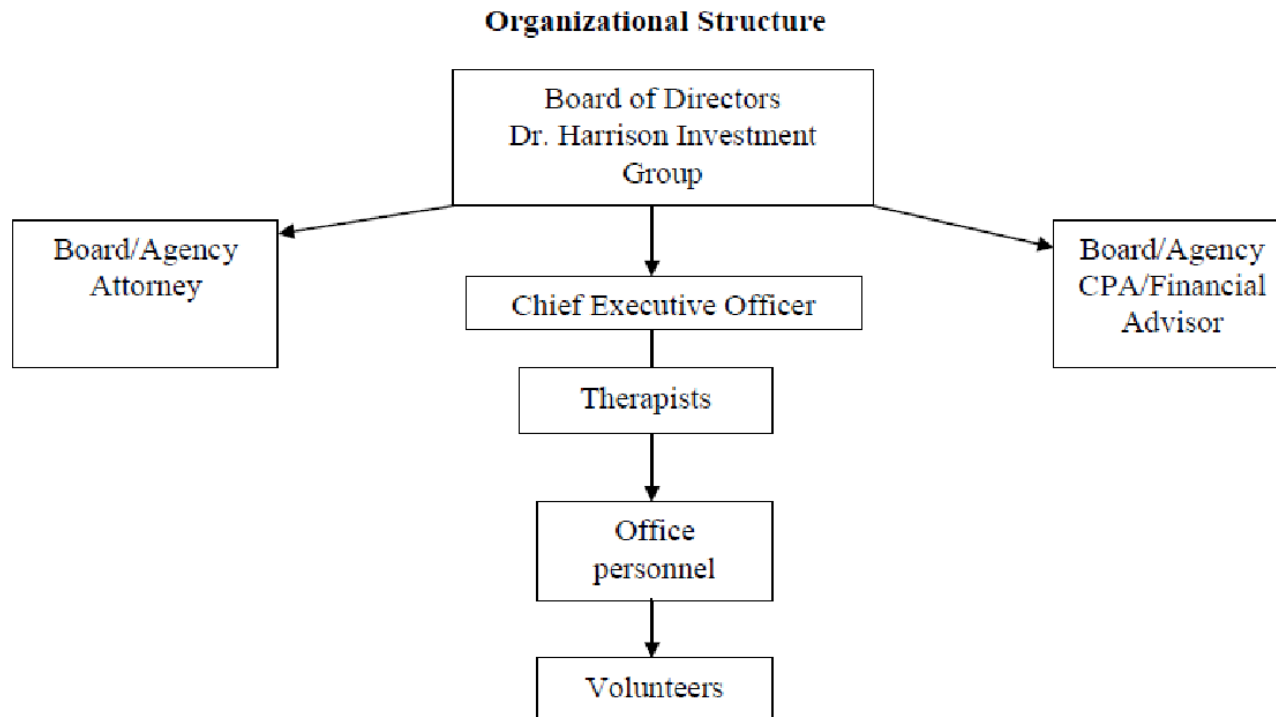
Student Signature	
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SAMPLE

Appendix B: Example Organizational Structure

VIRTUAL AGENCY PROPOSAL

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Appendix C: In Class Discussion Rubric

Student _____

Item	Potential Points	Actual Points
Topic Related to Course Content	10	
Within timeframe (30 minutes)	10	
Engagement of Audience	5	
Total		

Appendix D: Professional Portfolio Project Rubric

Item	Potential Points	Actual Points
Appearance of Final Product	5	
Current Vita	5	
Projected Vita	5	
Agency Proposal	90	
An identified population	10	
A name for your agency	10	
Agency status	10	
A mission statement with at least three goals	10	
An organizational structure with appropriate personnel to address your population	10	

A system of care (i.e., treatment modalities) that adequately addresses the client's needs and associated billing costs for service delivery.	10	
A realistic annual budget for operational, personnel, and client needs and sustainability plan.	10	
A theoretical orientation under which the facility will operate	10	
An expansion plan for the next 5 years	10	
TOTAL		

Appendix E: Community Mental Health Project Rubric

Item	Potential Points	Comments	Actual Points
Chapter Content Addressed	25		
Case Study	5		
Effective Treatments for IP in Case Study Addressed	10		
Power Point Presentation: 10 points for each of the following <ul style="list-style-type: none"> ● References Included with appropriate APA Citations? ● Appearance ● Content of slides ● Oral Presentation 	40		
Verification of Agencies Visited	10		
Presentation lasts at least 45 minutes	10		
TOTAL	100		