

CNS6161: Counseling Techniques

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 A fundamental study of the helping relationship is provided. The course provides a broad understanding of philosophical bases of helping processes: counseling theories and their application: basic and advanced helping skills; consultation theories and their application: client and helper self-understanding and self-development; and facilitation of client change.

PREREQUISITES None; Quarter 2 or Approval of the Program Director

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

Sommers-Flanagan, J., Sommers-Flanagan, R. (2023). *Clinical interviewing* (7th edition). Hoboken, NJ: John Wiley. (ISBN: 978-1-119-98199-2)

Berghuis, D. J., Pastoor, K., & Jr., A.E. J. (2021). *The Adult Psychotherapy Progress Notes Planner* (6th ed.). Wiley Professional Development (P&T).

Jongsma, A. E. (2021). *The complete adult psychotherapy treatment planner* (6th edition). Hoboken, NJ: John Wiley. (ISBN: 9780471763468).

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	Demonstrate an understanding of the helping relationship including basic helping and interviewing skills that entails an understanding of essential interview and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries.	PSLO - 1, 2, 3, 4, 5, 6, 7, 8
CLO2	Demonstrate effective listening and attending skills.	PSLO – 5
CLO3	Successfully demonstrate an ability to conduct an interview and organize information obtained in a social history format.	PSLO – 2, 3, 5
CLO4	Students will effectively engage in the process of analyze counseling theories in order to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they can begin to develop a personal model of counseling.	PSLO - 1, 2, 3, 4, 5, 6, 7, 8
CLO5	Students will engage in an examination of the historical development of consultation, an exploration of the stages of consultation, and major models of consultation in addition to an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal	PSLO – 5

	model of consultation integrating technological strategies and applications within the counseling and consultation processes.	
CLO6	Demonstrate an understanding of diversity and ethical issues of the counselor and consultant characteristics and behaviors that influence the helping processes including age, gender, ethnic differences, verbal and non-verbal behaviors and personal characteristics, orientations, and skills.	PSLO – 2, 3, 5
CLO7	Demonstrate an understanding of the process of therapeutic change and the use of general principles, practices, and strategies for the promotion of optimal human development and mental health over the life span.	PSLO - 2, 3, 5, 7
CLO8	Demonstrate awareness of both the client’s and therapist’s self-understanding and how these factors affect the change process.	PSLO – 1, 2, 3, 5, 7
CLO9	Engage in the analysis of themselves and classmates on use of the basic skills.	PSLO – 1, 2, 3, 5, 7

CACREP STANDARDS/ASSIGNMENTS

CAREP STANDARD	PSLO	CHAPTER/ READING	ASSIGNMENT
SECTION 2.F: COUNSELING CURRICULUM			
<u>1) PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE</u>			
k. strategies for personal and professional self-evaluation and implications for practice	1	Ch. 1, 2	Reading, Helping Relationship, Final Exam
l. self-care strategies appropriate to the counselor role	1	Ch. 2	Reading, Helping Relationship, Final Exam
m. the role of counseling supervision in the profession	1	Ch. 1, 2	Reading, Helping Relationship, Final Exam
<u>2) SOCIAL AND CULTURAL DIVERSITY</u>			
f. Help-seeking behaviors of diverse clients	2	Ch. 2, 3	Reading, Helping Relationship, Final Exam
g. The impact of spiritual beliefs on clients’ and counselors’ worldviews	2	Ch. 1, 2	Reading, Helping Relationship, Final Exam
<u>5) COUNSELING AND HELPING RELATIONSHIPS</u>			

d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.	1, 2	Ch. 4, 5, 15	Reading, Helping Relationship, Final Exam
e. The impact of technology on the counseling process.	1, 2, 3, 5	Ch. 15	Reading, Helping Relationship, Helping Relationship Reflection Paper, Final Exam
f. Counselor characteristics and behaviors that influence the counseling process.	1, 2, 3, 5	Ch. 3	Reading, Helping Relationship (Transcripts), Helping Relationship Reflection Paper, Final Exam
g. Essential interviewing, counseling, and case conceptualization skills.	1, 2, 3, 5	Ch. 4-11, 13-15	Reading, Helping Relationship (Transcripts), Helping Relationship Reflection Paper, Final Exam
h. Developmentally relevant counseling treatment or intervention plans.	1, 2, 3, 5	Ch. 11, 13	Reading, Helping Relationship (Transcripts and Clinical Notes), Final Exam
i. Development of measurable outcomes for clients.	7	Ch. 11	Reading, Helping Relationship (Transcripts and Clinical Notes), Final Exam
j. Evidence-based counseling strategies and techniques for prevention and intervention.	1, 2, 3, 5	Ch. 7	Reading, Helping Relationship (Transcripts and Clinical Notes), Final Exam
k. Strategies to promote client understanding of and access to a variety of community-based resources	1	Ch. 4, 5, 6	Reading, Final Exam
l. Suicide prevention models and strategies	1, 2, 3, 5	Ch. 10	Reading, Helping Relationship (Transcripts and Clinical Notes), Final Exam
n. Processes for aiding students in developing a personal model of counseling	1	Ch. 1, 2	Reading, Helping Relationship (Transcripts), Helping Relationship Reflection Paper, Final Exam
7) ASSESSMENT AND TESTING			
c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.	1, 2, 3	Ch. 10	Reading, Helping Relationship (Transcripts) , Final Exam
d. Procedures for identifying trauma and abuse and for reporting abuse.	1, 2, 3	Ch. 2, 13	Reading, Helping Relationship (Transcripts) , Final Exam

k. Use of system checklists, and personality and psychological testing.	7	Ch. 8-11	Reading, Helping Relationship (Transcripts and Notes), Final Exam
8) RESEARCH AND PROGRAM EVALUATION			
b. Identification of evidence-based counseling practices.	1, 2, 3, 5	Ch. 7	Reading, Helping Relationship (Transcripts and Notes) , Final Exam
SECTION 5.C: CLINICAL MENTAL HEALTH COUNSELING STANDARDS			
1) FOUNDATIONS			
c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	1, 2, 3, 4, 5, 7	Ch. 11	Reading, Helping Relationship (Transcripts and Clinical Notes), Final Exam
3) PRACTICE			
a. Intake interview, MSE, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	2, 3, 5, 7	Ch. 3-6, 8	Reading, Helping Relationship (Transcripts and Clinical Notes), Final Exam
b. Techniques and interventions for prevention and treatment of a broad range of mental health issues	1, 2, 3, 4, 5, 7, 8	Ch. 7	Reading, Helping Relationship (Transcripts and Notes), Final Exam
c. Strategies for interfacing with integrated behavioral health care professionals	1	Ch. 2	Reading, 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
1	Introductions Syllabus Review Basic Issues in Counseling and Clinical Interviewing	Syllabus, introductions		
2	Introduction to Clinical Interview Preparation	Somers-Flanagan 1-2 (Clinical Interviewing) Article: Therapist Empathy and Client Outcomes (Brightspace)		
3	Overview of interview process	Somers-Flanagan 3 Article: Listening Skills (Brightspace) Jongsma & Berghuis (browse full text) Jongsma & Peterson (browse full text)	Video #1 (20 minutes) + transcription due Skill: Open ended questions, clinical interviewing, follow-up questions	
4	Nondirective and Directive Listening Skills	Somers-Flanagan 4&5 (nondirective and directive listening skills) TIP 35 (read Ch. 3; Brightspace)	Video #2 (10-15 minutes) + transcription due Skill: LUV triangle	
5	Skills for Directing Clients Towards Action Evidence-based Relationships	Somers-Flanagan 6-7 (moving towards action, EBP)	Video #3 (15-20 minutes) + transcription due Skill: OARS	

6	Intake Interview and Report Writing Mental Status Exam	Somers-Flanagan, 8-9 (clinical writing, MSE)	Any re-do of video 1, 2, or 3	
7	Suicide Assessment Diagnosis and Treatment Planning	Somers-Flanagan, 10-11 (suicide assessment, diagnosis and treatment planning) Article: Suicide Prevention/Telehealth	Video #4 (10-15 minutes) + transcription due Skill: Mental Status Exam	
8	Challenging Clients	Somers-Flanagan, 12 (challenging clients)	Video #5 (10-15 minutes) + transcription due Skill: Suicide assessment/safety planning	
9	Interviewing Young Clients Interviewing Couples & Families	Somers-Flanagan, 13-14 (interviewing children, couples & families)	Any re-do of video 4 or 5	
10	Electronic and Telephonic Interviewing	Somers-Flanagan, 15 (telehealth) Article: Telehealth Meta-Analyses	HELPING RELATIONSHIP REFLECTION PAPER DUE	
11	FINAL EXAM		FINAL EXAM	

***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
Helping Relationship Session and Transcripts KPI	75 points (5 transcripts, 15 points each)	37.5%	
Helping Relationship Session Notes (SOAP or BIRP) KPI	25 points (5 notes, 5 pts each)	12.5%	
Helping Relationship Reflection Paper	50 points	25%	

Final Exam KPI	50 points	25%	
TOTAL	200 points	100%	

ASSIGNMENT DESCRIPTIONS

Note: Topics/Assignments may be subject to change as deemed appropriate by the instructor

HELPING RELATIONSHIP-TRANSCRIPT/SKILLS ANALYSES (15 points each, 75 pts total) KPI

Each week, students will record their skills practice sessions on a digital audio recorder when they are in the role of the helper. Students will listen to their recordings at home and write up a transcript of at least 10 minutes of each practice session. The transcript will identify which skill the student was using each time the student spoke in the role of the helper. Students will identify on their transcript any changes they wish they could make to their responses and provide an overall analysis and rating of their session. A format for the transcript can be found in the Appendix A and a grading rubric for sessions can be found in Appendix E (Suicide Assessment Rubric Appendix F).

Each student has the option for ONE RE-DO. If you are unhappy with any of your tapes, you have the option to meet with your partner and do another session focused on the same skills as in the tape where you thought you could improve. You must get approval from the professor (in-person or email) before recording and submitting a re-do.

For each helping session, you should be yourself talking about real issues in your life. While you get to pick and choose what to discuss, this is an opportunity to experience what it is like to be the client and can provide some insight as to what your future client's may be feeling when they come to see you. We will be watching the videos in class; not to evaluate you as a client, but rather to assess the clinical skills and interventions of the helper.

As emerging counselors, you all need to abide by the ACA Code of Ethics when engaging in counseling practices (including classroom-based activities/assignments). In this class, confidentiality is of the utmost importance and all students must sign an informed consent document.

Submitting videos: All sessions will be recorded via video. Students can use their phones, computer, or tablet to record sessions and then immediately upload them to a SharePoint folder provided by the instructor. The video should be deleted from your device IMMEDIATELY after it is uploaded. Any recording device should be password protected to provide some assurance of confidentiality; however, to comply with best ethical counseling practices, videos should not remain on any personal devices after they are no longer needed.

Students must earn a grade of 80% or more on this assignment to meet the standards. If students do not meet the standard, they will revise the assignment until they do.

BIRP/SOAP NOTES (5 points each, 25 points total) KPI

In the role as Helper in the triads, each student will submit a BIRP or SOAP note for their client for review by the instructor. Students will utilize the Progress Notes Planner to assist with clinical note writing. BIRP and SOAP Note Templates can be found on Brightspace and in Appendix B and Appendix C.

Starting week 3 of the quarter, students can expect to have their triad counseling session recorded. The taped session will be useful for your helping portfolio, will be stored confidentially by the student and instructor, and will be destroyed at the end of the quarter.

Students must earn a grade of 80% or more on this assignment to meet the standards. If students do not meet the standard, they will revise the assignment until they do.

HELPING RELATIONSHIP REFLECTION PAPER (50 points)

Students will write a 3–5-page personal reflection paper focusing on their application of various counseling skills in their reflection of their clinical work with their “client” in counseling techniques. **Students will explore how presenting problems or symptoms can be addressed by discussing the efficacy of foundational clinical skills and counseling theories.** Students will be evaluated on their understanding of why certain skills are used as well as their analysis of their own interventions in a theoretical context. **Paper should include a discussion of transference and countertransference issues and explain how they affect the therapeutic relationship and effectively implementing interventions. Students will demonstrate appropriate use of proper citations using APA format.** All papers will require integration of at least **5 peer-reviewed journal articles** that support your assertions. Your textbook and readings assigned in class can (and should) also be used; the 5 peer-reviewed articles are in addition to regular class readings.

FINAL EXAM (50 points) KPI

This will be a comprehensive closed-book final exam based on readings, discussions, and classroom activities.

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: Transcription Template

Select a 10–15-minute portion of your audio recording and use the table below to type up a transcription of your session. Use the first column to type up everything a speaker on the tape says. You should create a new row each time the speaker on the recording changes. Use the second column to identify the skill you were using every time you speak as the counselor. In the third column, rate your response on a scale of 1-5 (1: needs significant improvement; 2: needs some improvement; 3: it was okay; 4: good; 5: great—I wouldn't change a thing). If you are unhappy with your response in some way, use the fourth column to identify what you wish you had said.

Content	Skill Used	Rating	Coulda/Shoulda/Woulda
Client: I'm just so worried about my sister. She's been very sick and I haven't been able to be there to help her. My job just keeps me so busy.			
Counselor: You sound really concerned about her.	Reflection of feeling	3	You sound really concerned about her and wish you could help but your job gets in the way
Client: Yeah, I really am. She's got so many other things to worry about and she just doesn't need or deserve this.			
Counselor: It sounds like she already had a lot of things to manage and her getting sick just doesn't seem fair to you.	Summary	3	It feels like life has dealt her a lot of unfair punches.
Client: Yeah, it really doesn't seem fair. If either of us deserves something like that it's me.			
Counselor: Hmm...what do you mean?	Open-ended question	4	

Appendix B: BIRP NOTE Template

Notes from Session

Client Name:	Date:
Session #:	Counselor:

B (Behavior)

I (Intervention)

R (Response)

SAMPLE

P (Plan)

Needs for supervision:

SAMPLE

Appendix C: SOAP Note Template

COUNSELING SESSION SOAP NOTE

COUNSELOR:

SESSION DATE:

CLIENT'S NAME:

SESSION #:

Subjective Complaint:

Objective Findings:

SAMPLE

Assessment of Progress:

Plan for Next Session:

Needs for supervision:

SAMPLE

Appendix D

CNS6161 Informed Consent

I understand that to successfully complete this course, I must participate in individual helping sessions with another student from class that will require me to be open, honest, and authentic.

All sessions will be video recorded and may be seen by other students in the class during in-class supervision; therefore, it is my responsibility to maintain confidentiality for all students in the course, not just the student I am working with. By signing this informed consent document, I am promising to protect the privacy of what fellow students may personally disclose. The ACA Code of Ethics (2014) provides the guiding framework for professional conduct:

- Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting.
- Students have the same obligation to clients as those required of professional counselors.

All sessions will be watched by the course instructor, a licensed professional counselor, who will provide both verbal and written supervision feedback.

Student Signature

Date

APPENDIX E

Counseling & Helping Relationships Rubric/Evaluation Form

	Exceptional (A-range)	Proficient (B-range)	Emerging (C-range)	Insufficient/Unacceptable (D/F-range)	Total Points
<p>Verbal & Non-Verbal Communication</p> <p>CACREP Standard: 2.5.f</p>	<p>Consistently conveys empathy through warm vocal intonation, relaxed and open posture, appropriate eye contact, and pleasant affect with neutral facial expression and adjusts characteristics with fluidity based on clinical need</p>	<p>Frequently demonstrates a warm vocal intonation, open posture, eye contact, and pleasant affect with neutral facial expression</p>	<p>Sometimes demonstrates a warm vocal tone, calm posture, and observable reactions to content shared by visible facial expression</p>	<p>Often demonstrates a flat vocal tone, inappropriate or incongruent body language and facial expression OR consistently conveys discomfort or disapproval through harsh, dismissive, or avoidant tone, closed posture, inability to maintain eye contact, and/or emotionally charged affect (i.e. tearfulness, scowling, clenched jaw, rolling eyes)</p>	
<p>Listening & Responding</p> <p>CACREP Standard: 2.5.f; 2.5.g; 2.5.j</p>	<p>Consistently conveys empathy by integrating interventions such as validation, reflection,</p>	<p>Frequently implements interventions such as validation, reflection, reframing,</p>	<p>Sometimes integrates interventions such as validation,</p>	<p>Often demonstrates a lack of capacity to integrate interventions such as validation, reflection, and summarizing OR</p>	

	summarizing, reframing, open-ended questions, and gentle confrontation, with fluidity	summarizing, and open-ended questions	reflection, and summarizing	consistently conveys discomfort or disapproval by using statements that assert judgement, communicate a lack of care, or minimizing of client concerns	
<p>Diagnosis & Treatment Planning</p> <p>CACREP STANDARD 2.5.g; 2.5.h; 2.5.j</p>	<p>Consistently demonstrates extensive clinical knowledge and skills as observed through a collaborative effort with client/caregiver to ensure evidence-based practice regarding case conceptualization, diagnosis, and treatment planning utilizing measures for routine outcome monitoring via appropriate clinical language</p>	<p>Frequently demonstrates clinical knowledge and skills as observed through evidence-based practice regarding case conceptualization, diagnosis, and treatment planning utilizing measures for routine outcome monitoring via appropriate clinical language</p>	<p>Sometimes demonstrates clinical knowledge and skills as observed by through the intermittent implementation of evidence-based interventions, diagnosis, and treatment planning expressed verbally</p>	<p>Often demonstrates limited clinical knowledge and skills as observed by an incomplete treatment plan or inappropriate, and a lack of interventions founded on evidenced based practices and client diagnostic assessment; limited ability to conceptualize client concerns using basic language OR consistently demonstrates a lack of clinical knowledge as observed by no treatment plan, a lack of interventions founded on evidenced based practices and/or no client diagnostic assessment and lacks</p>	

				insight when conceptualizing client concerns	
<p>Cultural & Ethical Implications</p> <p>CACREP STANDARD</p> <p>2.5.d; 2.5.g; 2.5.j; 2.5.l</p>	<p>Consistently demonstrates cultural humility as observed through receptivity and genuine curiosity related to the client’s individual lived experience; recognizes and explores treatment barriers; provides viable resources to contribute to client resilience</p> <p>Consistently integrates psychoeducation regarding a counselor’s legal and ethical obligations for client care including: informed consent, confidentiality, and safety</p>	<p>Frequently demonstrates openness to expanding cultural understanding and provides resources for community support</p> <p>Frequently discusses legal and ethical obligations for client care including: informed consent, confidentiality, and safety initiatives such as screening tools, safety planning, and resourcing when appropriate</p> <p>Frequently identifies client strengths and encourages the</p>	<p>Sometimes demonstrates openness to expanding cultural understanding</p> <p>Sometimes discusses legal and ethical obligations for client care including: informed consent, confidentiality, and safety initiatives</p>	<p>Often demonstrates a closed approach toward expanding cultural understanding or insinuates knowledge of a given culture based on personal lived experience</p> <p>Often avoids discussion of legal and ethical obligations for client care including: informed consent, confidentiality, and safety</p> <p>Neglects to acknowledge client strengths</p> <p>OR</p> <p>Consistently makes assumptions based on stereotypes or previously held cultural beliefs</p>	

	<p>initiatives such as screening tools, safety planning, and resourcing when appropriate Consistently acknowledges and promotes client self-efficacy through strengths identification, and encouraging autonomy through interventions that prepare clients to navigate challenges independently</p>	<p>expansion of protective factors</p>		<p>Does not indicate legal and/or ethical obligations for client care including: informed consent, confidentiality, and safety initiatives such as screening tools, safety planning, and resourcing when appropriate Neglects to acknowledge client strengths and focuses on client fault in regards to presenting concern</p>	
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Evaluator Feedback

a. Identified clinical practice strengths based on this observation:

b. Recommendations for further expanding clinical practice based on this observation:

APPENDIX F

Suicide Assessment

Skills	Insufficient/ Unacceptable (D/F-range)	Emerging (C-range)	Proficient (B-range)	Exceptional (A-range)
<p><u>Attitude & Approach:</u></p> <p>1. Manage one's own reactions to suicide</p>	<p>Student demonstrates limited to no awareness and /or understanding of the impact of clinician's emotional reactions, attitudes, and beliefs related to suicide on the client</p>	<p>Student demonstrates basic understanding of the impact of clinician's emotional reactions, attitudes, and beliefs on the client</p>	<p>Student demonstrates above average understanding of the impact of clinician's emotional reactions, attitudes, and beliefs on the client in addition to tolerating and regulating one's emotional reaction to suicide</p>	<p>Student demonstrates superior understanding of the impact of clinician's emotional reactions, attitudes, and beliefs on the client in addition to tolerating and regulating one's emotional reaction to suicide and understands the value of obtaining professional assistance with suicide</p>
<p>2. Reconcile the difference between clinician's goal to prevent suicide</p>	<p>Student demonstrates limited or no evidence of recognizing</p>	<p>Student demonstrates basic evidence of evidence of recognizing suicide makes sense to the</p>	<p>Student demonstrates above average evidence of recognizing</p>	<p>Student demonstrates superior evidence of recognizing suicide makes</p>

<p>and the client's desire to eliminate psychological pain by using suicide</p>	<p>suicide makes sense to the client when viewed in the context of his/her vulnerabilities</p>	<p>client when viewed in the context of his/her vulnerabilities and validates the depth of the client's strong feelings and desire to be pain free</p>	<p>suicide makes sense to the client when viewed in the context of his/her vulnerabilities and validates the depth of the client's strong feelings and desire to be pain free in a nonjudgmental and supportive stance</p>	<p>sense to the client when viewed in the context of his/her vulnerabilities and validates the depth of the client's strong feelings and desire to be pain free in a nonjudgmental and supportive stance using a voice with authentic concern and true desire to help the client taking into account the cultural context of the client's life.</p>
<p>3. Maintain a collaborative, non-adversarial stance</p>	<p>Student demonstrates limited to no understanding for maintaining a collaborative, non-adversarial stance with the client</p>	<p>Student demonstrates basic understanding to maintain a collaborative, non-adversarial stance with the client by listening thoroughly to attain a shared understanding of client's suicidality and goals, communicate</p>	<p>Student demonstrates above average understanding to maintain a collaborative, non-adversarial stance with the client by listening thoroughly to attain a shared understanding of</p>	<p>Student demonstrates superior understanding to maintain a collaborative, non-adversarial stance with the client by listening thoroughly to attain a shared understanding of</p>

		that helping to achieve resolution of the client's problem is paramount	client's suicidality and goals, communicate that helping to achieve resolution of the client's problem is paramount, create a safe area for client to share information about their suicidal thoughts, behaviors, and plan, and share what you know about the suicidal state of mind	client's suicidality and goals, communicate that helping to achieve resolution of the client's problem is paramount, create a safe area for client to share information about their suicidal thoughts, behaviors, and plan, and share what you know about the suicidal state of mind, honestly express to the client why it is important that the person continue to live, work with the client and not abandon him/her, and be empathic to the suicidal wish.
<u>Collecting Accurate Assessment Information</u>	Student demonstrates limited to no ability to collect information on	Student demonstrates basic ability to collect information on risk and protective	Student demonstrates above average ability to collect information on	Student demonstrates superior knowledge ability to collect

	risk and protective factors, ideation, behavior, plans, warning signs of imminent risk of suicide, and verifying information reported	factors, ideation, behavior, plans, warning signs of imminent risk of suicide, and verifying information.	risk and protective factors, ideation, behavior, plans, warning signs of imminent risk of suicide, and verifying information reported using a rating scale of suicidality levels	information on risk and protective factors, ideation, behavior, plans, warning signs of imminent risk of suicide, and verifying information reported using a rating scale of suicidality levels and client's willingness to get help
<u>Formulating Risk Level of Suicide</u>	Student demonstrates limited ability to make a clinical judgment of the risk that a client will attempt or complete suicide in the short/long run by integrating and prioritizing the information collected	Student demonstrates basic knowledge and ability to make a clinical judgment of the risk that a client will attempt or complete suicide in the short/long run by integrating and prioritizing the information collected, assessing the client's motivation to minimize risk of suicide	Student demonstrates above average knowledge and ability to make a clinical judgment of the risk that a client will attempt or complete suicide in the short/long run by integrating and prioritizing the information collected, assessing the client's	Student demonstrates superior knowledge and ability to make a clinical judgment of the risk that a client will attempt or complete suicide in the short/long run by integrating and prioritizing the information collected, assessing the client's

			motivation to minimize risk of suicide, assess acute/imminent or chronic/ongoing suicidality,	motivation to minimize risk of suicide, assess acute/imminent or chronic/ongoing suicidality, and consider developmental, cultural, and gender-related issues related to the suicidality
<u>Developing a Treatment and Service Plan</u>	Student demonstrates limited ability to develop an emergency plan that assures safety and conveys the message that the client's safety is not negotiable.	Student demonstrates basic knowledge and ability to develop an emergency plan that assures safety and conveys the message that the client's safety is not negotiable by addressing key modifiable risk and protective factors.	Student demonstrates above average knowledge and ability to develop an emergency plan that assures safety and conveys the message that the client's safety is not negotiable by addressing key modifiable risk and protective factors by specifying the setting and frequency of the intervention, and identify a range	Student demonstrates superior knowledge and ability to develop an emergency plan that assures safety and conveys the message that the client's safety is not negotiable by addressing key modifiable risk and protective factors by specifying the setting and frequency of the intervention, and identify a range

			of treatment alternatives.	of treatment alternatives developing the plan to include the client, family members, and significant others in addition to coordinating with other treatment and service providers in an interdisciplinary team approach.
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SAMPLE