**South University – Campus**
**Clinical Mental Health Counseling**
**College of Arts and Sciences**

## CNS6509: Group Dynamics 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** A broad understanding of group development, dynamics, and counseling theories is explored. Group leadership styles are discussed in addition to basic and advanced group counseling methods and skills. Different approaches to conducting group counseling are reviewed in addition to the appropriate counselor self-evaluation (e.g., moral), ethical, and legal considerations in the field of professional counseling.

**PREREQUISITES** None; Quarter 1 or Approval of the Program Director

**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**

Corey, M. S., Corey, G., & Corey, C. (2017). *Groups* (10th Edition). Cengage Learning US.

Corey, G. (2015). *Theory and Practice of Group Counseling* (9th Edition). Cengage Limited.

**Required Articles**

https://asgw.org/wp-content/uploads/2021/07/ASGW-Guiding-Principles-May-2021.pdf
https://asgw.org/wp-content/uploads/2021/07/ASGW-Ten-Strategies_english.pdf
https://asgw.org/wp-content/uploads/2020/06/ASGW_MC_SJ_Priniciples_final_ASGW_Website_04_17_12.pdf
https://asgw.org/working-virtually-in-groupwork/

**Suggested/Supplemental Readings**

Reese, R. F., & Gosling, M. (2020). The Group EcoWellness Model of Change: A conceptual framework for facilitating groups in nature. Journal for Specialists in Group Work, 45(4), 331–352. https://doi-org.su.idm.oclc.org/10.1080/01933922.2020.1799465

Li, X., Kivlighan, D. M., Jr., & Gold, P. B. (2015). Errors of commission and omission in novice group counseling trainees' knowledge structures of group counseling situations. Journal of Counseling Psychology, 62(2), 159–172. https://doi-org.su.idm.oclc.org/10.1037/cou0000070

Grimes, J. L., & Kivlighan, D. M., III. (2022). Whose multicultural orientation matters most? Examining additive and compensatory effects of the group's and leader's multicultural orientation in group therapy. Group Dynamics: Theory, Research, and Practice, 26(1), 58–70. https://doi-org.su.idm.oclc.org/10.1037/gdn0000153

**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** | Students will demonstrate knowledge of the eleven therapeutic factors which are intrinsic to the group counseling process. | PSLO – 6 |
| **CLO2** | Students will identify the typical stages of group development and basic group theory principles. | PSLO – 6 |
| **CLO3** | Students will learn to facilitate a group which focuses on process and "here and now" issues and the group members' roles and behaviors and therapeutic factors of group work with human behavior, while incorporating an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. | PSLO – 2, 3, 6, 7 |
| **CLO4** | Students will demonstrate the ability to modify a prototypic group to the needs of a particular setting, issue, or purpose using a general framework for understanding exceptional abilities and strategies for differentiated interventions. Students will understand the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development. | PSLO – 6, 7 |
| **CLO5** | Students will understand and apply the ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling while working with groups including models of clinical mental health counseling as well as counseling supervision models, practices, and processes that review scope of practice and limitations and the need to seek supervision when necessary, in the context of clinical mental health counseling. | PSLO – 1, 5, 6 |
| **CLO6** | Students will demonstrate knowledge of the basic techniques/strategies (e.g., interviewing and counseling skills) that are useful in leading groups working with specific populations with mental and emotional disorders. Students will differentiate group work from individual counseling. Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles will be reviewed. | PSLO – 1, 2, 5, 6, 7 |

| CLO7 | Students will demonstrate an understanding of the use of various theoretical approaches to group counseling with specific populations with mental and emotional disorders in addition to information related to understanding diagnosis according to crisis intervention during crisis, disasters, and other trauma-causing events. The students will be exposed to an orientation to wellness and prevention as desired counseling goals. | PSLO – 2, 3, 5, 6 |
|---|---|---|
| CLO8 | Students will understand group counseling methods regarding methods of evaluation for effectiveness (i.e., analyzes and uses data) , service delivery (e.g., support groups, psychoeducation, processing, peer facilitation training, parent education, self-help), including group counselor orientations, characteristics, and behaviors, appropriate selection criteria and methods, and methods of evaluation for effectiveness and differentiated interventions appropriate to the identified populations. | PSLO – 1, 6, 8 |
| CLO9 | Students will understand how to work with diverse populations in group settings through acquiring knowledge of multicultural and pluralistic trends, understanding of self and culturally diverse clients, understanding and applying multicultural competencies and assessment evaluations for service delivery, provide advocacy of cultural social justice, including characteristics and concerns within and among diverse groups, nationally and internationally; and use conflict resolution, or a service from a multicultural context that support behaviors and theories that promote optimal wellness, prevention and growth of others over the lifespan. | PSLO – 1, 2, 3, 6 |
| CLO10 | Analyze knowledge of a counselor's roles in eliminating biases, prejudices and processes of intentional and unintentional oppression and discrimination…and understands the impact from others (e.g., racism, discrimination, sexism, power, privilege, and oppression). | PSLO – 2, 3, 6 |
| CLO11 | Gain knowledge of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;  theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;  group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria | PSLO – 1, 2, 3, 4, 5, 6, 7, 8 |

and methods, and methods of evaluation of effectiveness; and direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

## CACREP STANDARDS/ASSIGNMENTS

| CAREP STANDARD | ACTIVITY/ PSLO | CHAPTER/ READING | ASSIGNMENT |
|---|---|---|---|
| **SECTION 2.F: COUNSELING CURRICULUM** | | | |
| **6) GROUP COUNSELING AND GROUP WORK** | | | |
| a. theoretical foundations of group counseling and group work | 6 | Ch. 4 | Readings, Final Exam |
| b. dynamics associated with group process and development | 6 | Ch. 5-9 | Readings, Final Exam, Group Membership Experience, Formal Group Proposal, Discussion Facilitator |
| c. therapeutic factors and how they contribute to group effectiveness | 6 | Ch. 2, 5-9 | Readings, Final Exam, Group Membership Experience, Formal Group Proposal, Discussion Facilitator |
| d. characteristics and functions of effective group leaders | 6 | Ch. 2 | Readings, Final Exam, Group Membership Experience, Formal Group Proposal, Discussion Facilitator |
| e. approaches to group formation, including recruiting, screening, and selecting members | 6 | Ch. 5 | Readings, Final Exam, Formal Group Proposal |
| f. types of groups and other considerations that affect conducting groups in varied settings | 6 | Ch. 1, 10, 11 | Readings, Final Exam, Formal Group Proposal |

| | | | |
|---|---|---|---|
| g. ethical and culturally relevant strategies for designing and facilitating groups | 1, 2, 3, 6 | Ch. 3 | Readings, Final Exam, Formal Group Proposal |
| h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term | 6 | See Assignments | Group Membership Experience |

## 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 https://asgw.org/wp-content/uploads/2021/07/ASGW-Guiding-Principles-May-2021.pdf | | | |

| | | | | |
|---|---|---|---|---|
| | https://asgw.org/working-virtually-in-groupwork/ | | | |
| 2 | Intro to group work (multicultural perspective) Role of the group leader | 1-2 | Reading Reflection #1 Due | |
| 3 | Ethics & legal Issues Theories/Techniques | 3-4 | Reading Reflection #2 Due Discussion Leader(s): Group Leaders: | |
| 4 | Forming a group Initial Stage | 5-6 | Reading Reflection #3 Due Discussion Leader(s): Group Leaders: | |
| 5 | Transition Stage Working Stage | 7-8 | Reading Reflection #4 Due Discussion Leader(s):) Group Leaders: | |
| 6 | Final Stage | 9 | Reading Reflection #5 Discussion Leaders(s): Group Leaders: | |
| 7 | Groups in school settings | 10 | Reading Reflection #6 Discussion Leader(s): Group Leaders: | |
| 8 | Groups in community settings | 11 | Reading Reflection #7 Due Discussion Leader(s): Group Leaders: | |
| 9 | Formal Group Proposal Presentations | | Formal Group Proposal Paper Due Group Leaders: | |
| 10 | Formal Group Proposal Presentations | | Group Leaders: | |
| 11 | Final Exam | | Final Exam (Brightspace) | |

*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 |
|---|---|---|---|
| Reading Reflections | 20 X 7 | 14 | |
| Group Membership Experience (leader) KPI | 100 X 2 | 20 | |
| Group Membership Experience (participant) KPI | 10 X 10 | 10 | |
| Formal Group Proposal (paper) KPI | 100 | 10 | |
| Formal Group Proposal (presentation) | 50 | 5 | |
| Discussion Facilitator | 100 | 10 | |
| Participation | 10 X 10 | 10 | |
| Final Exam KPI | 210 | 21 | |

**ASSIGNMENT DESCRIPTIONS**

**Reading Reflections (based on assigned readings for that week)**

You will be expected to post on Brightspace by Tuesday at 11:59 p.m. (the day before class). Postings will contain your reactions to the reading and reflection questions provided by the instructor. Each post should contain (1) a paragraph containing your reactions to the reading (arguments, connections to other coursework, and wonderments) and (2) 2-3 questions you have from the readings for use by the discussion leader(s).

**Group Membership Experience (Leader) KPI**

Not only does this class provide a theoretical foundation for understanding the dynamics and processes of groups, but it also allows for students to be part of and to lead (or co-lead) a group. Students will experience a minimum of **10 hours** of group membership (8 group sessions each lasting 1 hour and 15 minutes). The instructor will have two roles in this process: (1) Co-lead the first group session and participate when appropriate in subsequent group sessions in order to model appropriate counselor behaviors and (2) provide feedback/supervision on student's group counseling leadership experience. (Appendix C)

After leading the group, you are expected to write a **1–2-page reflection paper** on your experience. This is your opportunity to explore your experience and receive feedback from the instructor.

*Students must successfully complete this portion of the class in order to pass the class. There is no way to revise and resubmit this assignment; instead, the course would need to be retaken.*

**Group Membership Experience (Participant) KPI**
When you are not leading the group, all students are expected to be active, participating members of the group. All students will sign an informed consent document prior to the first group session (Appendix A, B).

**Formal Group Proposal (written) KPI**
Each student will draft a formal proposal for creating a group that will include two distinct parts (Rubric in Appendix D):

**Part 1:**
**The student will provide a brief outline using bulleted points to illustrate learned concepts and skills acquired throughout the course, which include:**
- Targeted Population
  - age, sexual and/or gender identity, culture, gender, stage of readiness, needs, preferences
- Clinical Concerns
  - diagnoses, symptoms, mutually relevant topic
- Group Characteristics
  - # of participants
  - Length/Frequency/Duration
  - Homogeneous/Heterogeneous
  - Open/Closed
- Facilitation Considerations
  - # of facilitators
  - Psychoeducational/Support/Therapeutic
  - Directive/Non-directive
  - Theoretical Orientation
  - Employed Evidence Based Practices
  - Expected Outcomes
  - Plan for termination and follow-up post-termination

**Part 2:**

**The student will submit a formal paper that demonstrates:**

- an expansion of each bulleted point in Part 1 supported by the current literature to depict an in-depth plan for a future group
- an integration of treatment considerations which includes
  - rationale/relevance of the proposed group
  - anticipated interactions and developments based on the varied stages of group-formation
  - plan for routine outcome monitoring (ROMs) from initiation of the group to termination
  - identify potential challenges posed and facilitator's plan to mitigate risk factors and ensure treatment efficacy
  - resources for preparation and intervention used with group members and or personal reference
- professional writing skills
  - Concise, clinically appropriate, and grammatically accurate
  - 5-7 pages, Times New Roman in 12-point font
  - APA 7th edition style
  - Cover Page
  - Reference Page with at least 5 scholarly items required

**Formal Group Proposal (Presentation)**

Students will provide a 15 min presentation utilizing slides to depict important features related to the written formal proposal. Students will be expected to facilitate a Q&A among their peers to further explore, clarify, and receive feedback on the presented material.

**Participation**

All students are expected to be active, contributing members of the class. Our class is a type of small group and in order for it to be an optimal group experience, everyone needs to contribute equally. Weekly reflections (submitted in Brightspace) will provide a basis for thinking about the class material before we meet and interactions among group members will provide the catalyst for the class discussion. You are expected to participate in every class session. The quality of your participation will determine your grade for the participation portion of the assignment–remember, it is impossible to grade you if you are not present in class.

**Discussion Facilitator**

In addition, **each class session one or two students will be responsible for leading the discussion on the readings**. **ALL Students are expected to type out 2-3 thoughts/questions** regarding the reading and will submit those to the leader(s). The leader(s) can use these at their discretion and are also expected to bring their own list of talking points for leading the discussion.

**Final Exam KPI**

A total of 200 points can be earned on the final exam. Questions can consist of multiple choice, matching, true/false, fill in the blank, short answer, or short essay.

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## ATTENDANCE

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**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.**

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**STUDENT SERVICES**

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**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 foreword 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**

**Carefully read this page, sign, and return to the instructor:**

INFORMED PARTICIPATION AGREEMENT

I understand that in order to complete this course I am required to be a member of a group in which I am asked to be honest and authentic. The group emphasis will be on self-disclosure and on honest feed-back to others in the group as to how their behavior affects me. In turn, I understand that I will also be receiving honest feedback from others.

I pledge to keep confidential all conversations that take place within the group session. This means I will not gossip with other group members outside of class regarding our in-class group sessions and I will not share the specific contents of our group sessions with other students in the program. Breaking the rules of confidentiality will result in consequences that will be determined by the instructor.

Please read the above statements carefully before signing.

Signed: _____ Date: _____

**Appendix B**

**Group Membership Experience (Participant) Rubric**

| | Exceptional - 5 | Proficient - 4 | Emerging -3 | Insufficient/ Unacceptable – 2-1 | Total Points/Instructor Comments |
|---|---|---|---|---|---|
| The student will engage in direct experiences as a group member in a small group activity<br><br>CACREP Standard 2.6.h | Attends and actively participates in more than 10 hours of small group experience both in the classroom setting and, in the community, as evidenced by self-reflective discussion posts which explore thoughts, feelings, beliefs, transference, feedback and impact on future clinical practice related to content presented | Attends and actively participates in 10 hours of small group experience both in the classroom setting and, in the community, as evidenced by self-reflective journaling which explores thoughts, feelings, beliefs, and feedback related to content presented | Attends 10 hours of small group experience both in the classroom setting and, in the community, as evidenced by self-reflective journaling which explores thoughts and feelings, and feedback, related to content presented | Attends 5-9 hours of small group experience limited to the classroom setting as evidenced by self-reflective journaling which explores feedback related to content presented<br><br>OR<br><br>small group experience limited to the classroom setting; and/or demonstrates disruptive or resistant behaviors during group activities | |

**Appendix C**

**Group Membership Experience (Leader) Rubric**

| | Exceptional (A-range) | Proficient (B-range) | Emerging (C-range) | Insufficient/ Unacceptable (D/F-range) | Total Points/Instructor Comments |
|---|---|---|---|---|---|
| The student will model appropriate therapeutic factors as a means to contribute to group effectiveness<br><br>CACREP Standard 2.6.c | Conveys empathy through warm vocal intonation, relaxed and open posture, appropriate eye contact, and pleasant affect with neutral facial expression; adjusts body language and physical characteristics with fluidity based on clinical need | Demonstrates a warm vocal intonation, open posture, eye contact, and pleasant affect with neutral facial expression | Demonstrates a warm vocal tone, calm posture, and observable reactions to content shared by visible facial expression | Demonstrates a flat vocal tone, inappropriate or incongruent body language and facial expression<br><br>OR<br><br>Conveys discomfort or disapproval through harsh, dismissive, or avoidant tone, closed posture; inability to maintain eye contact, disconnection, and/or emotionally charged affect (i.e. tearfulness, scowling, clenched jaw, rolling eyes) | |

| The student will utilize strategies that demonstrate knowledge of types of groups and other considerations that affect conducting groups in varied settings<br><br>CACREP Standard 2.6.e | Facilitates a small group alone or with a peer that meets the following criteria:<br><br>1.25 hours in duration on a relevant topic that is based on evidence-based practices;<br><br>Provides appropriate "air time" to all | Facilitates a small group alone or with a peer that meet the following criteria:<br><br>1.25 hours in duration on a relevant topic that is based on evidence-based practices;<br><br>includes 1 interactive activity presented | Facilitates a small group alone or with a peer that meet the following criteria:<br><br>45 - 60 mins in duration on a relevant topic;<br><br>includes 1 interactive activity presented via power point slides | Facilitates a small group alone or with a peer that meet the following criteria:<br><br>Less than 45 mins in duration<br><br>includes 1-0 interactive activity presented via power point slides | |

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| members, offers reflective and open-ended questions for<br><br>includes at least 2 interactive activities presented in a cohesive and organized manner via power point slides and take-away resources for group members;<br><br>Slides should reflect professionalism, accurate and current information, cultural sensitivity, fluency in writing and include:<br><br>Title Page Objectives Psychoeducation Statistical data Literature Findings | in a cohesive and organized manner via power point slides and take-away resources for group members;<br><br>Slides should reflect professionalism, accurate and current information, cultural sensitivity, fluency in writing and include:<br><br>Title Page Objectives/Agenda Psychoeducation Statistical data Literature Findings Activity Slides EPB Interventions Cultural Implications Closing/Questions Reference List 5 scholarly works | Slides should include most of the following topics and demonstrate professionalism, accuracy in writing, clinical perspective, and cultural sensitivity:<br><br>Title Page Psychoeducation Statistical data EPB Interventions Cultural Implications Reference List 3-4 scholarly works | Slides lack professionalism, demonstrate several inconsistencies in presented facts, cultural biases, and several writing errors<br><br>OR<br><br>Does not demonstrate ample contribution to facilitating a small group alone or with a peer<br><br>Presentation severely lacks required information, reflects misinformation, and/or inappropriate resources, or is culturally insensitive |

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| | Activity Slides EPB Interventions Multicultural Considerations Closing Reference List 5+ scholarly works | | | | |
| The student will integrate ethical and culturally relevant strategies when designing and facilitating a group<br><br>CACREP Standard 2.6.f | Demonstrates cultural humility through receptivity and curiosity related to group members' lived experiences; validates and explores relevant systemic barriers; provides viable resources to contribute to group/ member resilience<br><br>Integrates psychoeducation on legal and ethical obligations for group treatment including: | Demonstrates openness to expanding cultural understanding and provides resources for community support<br><br>Provides psychoeducation regarding legal and ethical obligations for group treatment including: informed consent, confidentiality, and safety initiatives such as screening tools, | Demonstrates openness to expanding cultural understanding<br><br>Provides psychoeducation regarding legal and ethical obligations for group treatment including: informed consent and confidentiality | Demonstrates a closed approach toward expanding cultural understanding and/or insinuates knowledge of a given culture based on personal lived experience<br><br>Provides a limited explanation of discussion of legal and ethical obligations for group treatment<br><br>Neglects to acknowledge client strengths<br><br>OR | |

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| | informed consent, confidentiality, and safety initiatives such as screening tools, safety planning, and resourcing when appropriate and assesses group members understanding of the given parameters<br><br>Acknowledges and promotes group/ members through strengths identification, encouraging self-efficacy and cultivating a support system among participants outside of the session. | and safety planning<br><br>Identifies strengths and encourages the expansion of protective factors among group members | | Assumes cultural understanding based on stereotypes or previously held cultural beliefs<br><br>Provides no legal and/or ethical obligations for group treatment<br><br>Focuses on group/ members growth areas or perceived mistakes | |

| Professional Writing Skills | At least 1-page self-reflection typed and single spaced that reflects a clear and concise writing style utilizing clinical language and demonstrates self-awareness, insight, and an intention to grow in clinical practice. | 1-page self-reflection typed and single spaced that reflects a clear and concise writing style utilizing clinical language and demonstrates self-awareness, insight, and an intention to grow in clinical practice. | Less than 1-page self-reflection typed and single spaced that utilizes clinical language and demonstrates self-awareness | Less than 1-page self-reflection typed and double-spaced with frequent grammatical and spelling errors

OR

no submission or highly deficient submission lacking in all areas of evaluation | |
|---|---|---|---|---|---|
| *subject to the discretion of the instructor | | | | | |

**Appendix D Formal Group Proposal (Written)**

**PART I (Refer to syllabus when applicable):**

**The student will provide a brief outline using bulleted points to illustrate learned concepts and skills acquired throughout the course as applied to a proposed counseling group.**

| Group Proposal Paper Outline | Exceptional (A-range) | Proficient (B-range) | Emerging (C-range) | Insufficient/Unacceptable (D/F-range) | Total Points |
|---|---|---|---|---|---|
| CACREP STANDARDs 2.6.a.; 2.6.b., 2.6.d.; 2.6.e; 2.6.f.; 2.6.g<br><br>**15%** | Demonstrates all of the criteria indicated in the syllabus as it pertains to the following four concepts: targeted population, clinical concerns, group characteristics, and facilitation considerations | Demonstrates most of the criteria indicated in the syllabus as it pertains to the following four concepts: targeted population, clinical concerns, group characteristics, and facilitation considerations | Demonstrates some of the criteria indicated in the syllabus as it pertains to at least 3 of the four following concepts: targeted population, clinical concerns, group characteristics, and facilitation considerations | Demonstrates limited or none of the criteria indicated in the syllabus as it pertains to less than 3 or 4 of the four following concepts: targeted population, clinical concerns, group characteristics, and facilitation considerations | |

**PART II (Refer to syllabus when applicable):**

**The student will submit a formal paper that:**

| Group Proposal Paper | Exceptional (A-range) | Proficient (B-range) | Emerging (C-range) | Insufficient/Unacceptable (D/F-range) | Total Points |
|---|---|---|---|---|---|
| CACREP STANDARDs 2.6.a.; 2.6.b., 2.6.d.; 2.6.e; 2.6.f.; 2.6.g<br><br>**40%** | demonstrates an in-depth expansion of each bulleted point depicted in Part 1 supported by 5+ scholarly articles that reflect current and relevant literature;<br><br>demonstrates a strong clinical voice, understanding of systemic barriers, provides thoughtful discussion related to implementation of chosen theory, utilizes a flexible and creative approach to meet individual and holistic group needs | demonstrates an in-depth expansion of each bulleted point depicted in Part 1 supported by 5 scholarly articles that reflect current and relevant literature | demonstrates expansion of some of the bulleted points depicted in Part 1 and supported by at least 3-4 scholarly articles that reflect relevant literature | demonstrates an expansion of few to none of the bulleted points depicted in Part 1 and supported by less than 3 scholarly articles or no supporting evidence from the literature | |

| | | | | | |
|---|---|---|---|---|---|
| CACREP STANDARDs 2.6.a.; 2.6.b., 2.6.d.; 2.6.e; 2.6.f.; 2.6.g<br><br>**35%** | demonstrates all of the concepts identified in the syllabus as it pertains to integration of treatment consideration into group counseling. | demonstrates 4 of the 5 concepts identified in the syllabus as it pertains to integration of treatment consideration into group counseling. | demonstrates 3 of the 5 concepts identified in the syllabus as it pertains to integration of treatment consideration into group counseling. | demonstrates 2 or fewer of the 5 concepts identified in the syllabus as it pertains to integration of treatment consideration into group counseling. | |
| **Professional Writing Skills 10%**<br><br>*subject to the discretion of the instructor | Concise, clinically appropriate, and grammatically accurate;<br>7 pages (excluding cover and reference pages); 12-point font in Times New Roman; APA 7th edition style;<br>Cover Page;<br>Reference Page with 5+ scholarly citations | Concise, clinically appropriate, and grammatically accurate;<br>5-6 pages (excluding cover and reference pages); 12-point font in Times New Roman; APA 7th edition style;<br>Cover Page;<br>Reference Page with 5 scholarly citations | Clinically appropriate and grammatically accurate;<br>5 pages (excluding cover and reference pages); 12-point font in Times New Roman; APA 7th edition style;<br>Cover Page;<br>Reference Page with 3-4 scholarly citations | Difficulty with clinical language and some grammatical/ Spelling inaccuracies;<br>3-4 pages (excluding cover and reference pages); 12-point font in Times New Roman; APA 7th edition style;<br>Missing Cover Page or Reference Page and less than 3 scholarly citations<br><br>OR<br><br>no submission or highly deficient submission lacking in all areas of evaluation | |