

CNS6850: Psychopharmacology 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 The course is designed to expose students to the taxonomy, side effects, and contraindications of commonly prescribed psychopharmacological medications. It is intended that students will gain an understanding of the contributions of medication regarding mental illness and an awareness of the collaborative relationship with medical personnel in the field of mental health counseling.

PREREQUISITES None

COREQUISITES None

CREDIT HOURS 4

COURSE MATERIALS

Technological Requirements

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

Requirements include:

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

Required Textbooks

Patterson, J., Griffith, J. L., & Edwards, T. M. (2021). *The therapist's guide to psychopharmacology* (3rd ed.). Guilford Publications, Inc.

Required Articles

Recommended Websites

Psychiatric Times – www.psychiatrictimes.com

It is strongly recommended that you subscribe to *Psychiatric Times*, as we will be reviewing articles and topics from that website throughout the course. The subscription is free.

Physician's Desk Reference – www.pdr.net

The Physician's Desk Reference contains information on all medications currently prescribed by physicians.

Genes to Cognition - <http://www.g2conline.org/2022>

This is a great website for learning about the brain and various psychological disorders. It includes a 3-D model of the brain as well as article and videos about depression, schizophrenia, bipolar disorder, autism, ADHD, and Alzheimer's.

Suggested/Supplemental Readings

- American Psychological Association (2011, October 17). Practice guidelines regarding psychologists' involvement in pharmacological issues. *American Psychologist*. Advance online publication. doi: 10.1037/a0025890
- Barbui, C., Esposito, E., & Cipriani, A. (2009). Selective serotonin reuptake inhibitors and risk of suicide: A systematic review of observational studies. *Canadian Medical Association Journal*, *180*(3), 291-297. Retrieved from <http://search.proquest.com/docview/204829110/abstract?source=fedsrch&accountid=13931>
- Bentley, K. J., Walsh, J., & Farmer, R. (2005). Referring clients for psychiatric medication: Best practices for social workers. *Best Practices in Mental Health*, *1*(1), 59-71.
- Bentley, K. J. (2010). Psychiatric medication and meaning-making in a residential program for adults with serious mental illness. *Qualitative Social Work*, *9*(4), 479-499. doi: 10.1177/1473325010367822
- Cass, H. (2007). Natural remedies for treating depression. *Alternative & Complementary Therapies*, *13*(4), 199-206. doi:10.1089/act.2007.13401
- Duncan, B. L., & Antonuccio, D. O. (2011). A patient bill of rights for psychotropic prescription: A call for a higher standard of care. *International Journal of Clinical Medicine*, *2*, 353-359. doi: 10.4236/ijcm.2011.24061
- Fain, D. S., Sharon, A., Moscovici, L., & Schreiber, S. (2008). Psychotropic medication from an object relations theory perspective: An analysis of vignettes from group psychotherapy. *International Journal of Group Psychotherapy*, *58*(3), 303-326. Retrieved from <http://search.proquest.com/docview/194776032/abstract?source=fedsrch&accountid=13931>
- Gallo, L. (2005). The psychopharmacological fix: The suppression of sadness and the search for meaning. *McGill Journal of Medicine*, *8*(2), 161-163. Retrieved from http://scholar.google.com/scholar?hl=en&q=A+pill+to+fix+your+ills&btnG=&as_sdt=1%2C47&as_sdtp=
- Gaynes, B. N., Warden, D., Trivedi, M., Wisniewski, S. R., Fava, M., & Rush, A. J. (2009). What did STAR*D teach us?: Results from a large-scale, practical, clinical trial for patients with depression. *Psychiatric Services*, *60*(11), 1439-1445. doi:10.1176/appi.ps.60.11.1439

- King, J. H. & Anderson, S. M. (2004). Therapeutic implications of pharmacotherapy: Current trends and ethical issues. *Journal of Counseling and Development, 82*(3), 329-336. Retrieved from <http://search.proquest.com.southuniversity.libproxy.edmc.edu/docview/219016718/abstract?source=fedsrch&accountid=13931>
- Kinrys, G., Coleman, E., & Rothstein, E. (2009). Natural remedies for anxiety disorders: Potential use and clinical applications. *Depression and Anxiety, 26*(3), 259-265. doi:10.1002/da.20460
- Pandurangi, A. K., Fernicola-Bledowski, C., & Bledowski, J. (2012). Brain stimulation therapies for psychiatric disorders: The first decade of the new millennium-A review. *Asian Journal of Psychiatry, 5*, 3-10. doi: 10.1016/j.ajp.2011.11.009
- Parens, E. & Johnston, J. (2010). Controversies concerning the diagnosis and treatment of bipolar disorder in children. *Child & Adolescent Psychiatry & Mental Health, 4*(9), 1-14. <http://www.capmh.com/content/4/1/9>
- Sachs, G.S., Nierenberg, A.A., Calabrese, J.R., Marangell, L.B., Wisniewski, S.R., Gyulai, L., Friendman, E.S., Bowden, C.L., Fossey, M.D., Ostacher, M.J., Ketter, T.A., Patel, J., Hauser, P., Rapport, D., Martinez, J.M., Allen, M.H., Miklowitz, D.J., Otto, M.W., Dennehy, E.B., & Thase, M.E., (2007). Effectiveness of adjunctive antidepressant treatment for bipolar depression. *The New England Journal of Medicine, 356*(17), 1711-1722.
- Schwarz, A. (2012, October 9). Attention disorder or not, pills to help in school. *New York Times*, A.1. Retrieved January 3, 2013 from <https://login.southuniversity.libproxy.edmc.edu/login?url=http://search.proquest.com/docview/1095184055?accountid=13931>
- Swartz, M. S., Stroup, T. S., McEvoy, J. P., Davis, S. M., Rosenheck, R. A., Keefe, R. S. E., . . . & Lieberman, J. A. (2008). What CATIE found: Results from the schizophrenia trial. *Psychiatric Services, 59*(5), 500-506. doi:10.1176/appi.ps.59.5.500
- Ward, R. K., & Zamorski, M. A. (2002). Benefits and risks of psychiatric medications during pregnancy. *American Family Physician, 66*(4), 629-636.

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	Understand the basic principles of psychopharmacology, including a consideration of concepts related to neurobiological models of behavior, with a specific consideration of the biological basis of learning and personality theories and associated professional and legal considerations in the context of psychopharmacology and clinical mental health counseling.	PSLO – 3, 5
CLO2	Comprehend the classification system of medications associated with the treatment of mental illness.	PSLO – 3, 5

CLO3	Identify the most commonly prescribed psychotropic medications for adults and children; understand the side effects these medications, as well as how specific and non-specific drug effects are related to crisis intervention and suicide prevention models along with the psychological first aid strategies commonly utilized to minimize the impact of these issues.	PSLO – 3, 8
CLO4	Understand the influence of herbaceuticals.	PSLO – 3
CLO5	Recognize and comprehend the side effects of medication usage and the dynamic nature of medication interactions.	PSLO – 3
CLO6	Identify and understand the key elements of the counselor's role in working with medical personnel, including issues associated with scope of practice, such as ethical, professional and legal considerations, elements of consultation and working within interdisciplinary treatment teams.	PSLO – 1
CLO7	Understand the comprehensive nature of assessing and treating mental illness according to counseling and psychopharmacology, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior impacts clients seeking clinical mental health counseling services within the context of a multicultural society.	PSLO – 2, 3, 5
CLO8	Critically evaluate case examples based on the appropriate use of pharmacological principles.	PSLO – 1, 5, 8
CLO9	Critically evaluate research studies emphasizing evidence-based practice in the field of psychopharmacology.	PSLO – 8
CL10	Understand theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.	PSLO – 2, 3, 5

CACREP STANDARDS/ASSIGNMENTS

CAREP STANDARD	ACTIVITY/ PSLO	CHAPTER/ READING	ASSIGNMENT
CLINICAL MENTAL HEALTH COUNSELING STANDARDS			
<i>2) CONTEXTUAL DIMENSIONS</i>			
g. impact of biological and neurological mechanisms on mental health	3	Ch. 1-10	Referral report, research paper, readings, midterm, final exam
h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	5,8	Ch. 3-10	Referral report, research paper, readings, midterm, 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	Course Intro A (Brief) History of Psychiatry Group Issues	Chapter 1 Gallo (2005). The psychopharmacological fix		
2	Intrapsychic Issues	Chapter 4 Bentley (2010). Psychiatric medication and meaning making in a residential program for adults with serious mental illness Fain, Sharon, Moscovici, & Schreiber (2008). psychotropic medication from an object relations perspective King & Anderson (2004). Therapeutic implications of Pharmacotherapy American Psychological Association (2011). Practice guidelines...		
3	Collaboration Basic Neurobiology Psychopharmacology and Pharmacokinetics Lingo	Chapters 2 & 3 Bentley, Walsh, & Farmer (2005). Referring clients for psychiatric medication. Duncan & Antonuccio		

		(2011). A patient bill of rights for psychotropic prescription: A call for a higher standard of care.		
4	Treatment of Unipolar Depression Brain Stimulation Therapies	Chapter 5 Barbui, Esposito, & Cipriani (2009). Selective serotonin reuptake inhibitors and risk of suicide Gaynes, Warden, Trivedi, Wisniewski, Fava, & Rush (2009). What did STAR*D teach us? Pandurangi, Fernicola-Bledowski, & Bledowski (2012). Brain stimulation therapies for psychiatric disorders		
5	Treatment of Anxiety Disorders <u>MIDTERM</u>	Chapter 6		
6	Mood Stabilizers	Chapter 8 Parens, E. & Johnston, J. (2010). Controversies		

		<p>concerning the diagnosis and treatment of bipolar disorder in children</p> <p>Sachs, Nierenberg, & Calabrese, et.al (2007). Effectiveness of adjunctive antidepressant treatment for bipolar depression</p> <p>First draft of paper due!</p>		
7	Antipsychotics	<p>Chapter 7 Swartz, et. al. (2008). What CATIE found</p>		
8	<p>Treatment of ADHD & Disorders of Attention</p> <p>Treatment of Cognitive Disorders</p> <p>DUE: Referral Reports (6)</p>	<p>Chapter 9 & 13 Schwarz (2012). Attention disorder or not, pills to help in school</p>		
9	<p>Treatment of Sleep Disorders</p> <p>Treatment of Personality Disorders</p> <p>Herbaceuticals</p> <p>DUE: Referral Reports (5)</p>	<p>Chapter 10 Ward & Zamorski (2002). Benefits and risks of psychiatric medication during pregnancy</p> <p>Cass (2007). Natural remedies for treating depression.</p>		

		Kinrys, Coleman, & Rothstein (2009). Natural remedies for anxiety disorders		
10	<p>Treatment of Alcohol & Drug-Related Disorders</p> <p>Drug-Assisted Psychotherapy</p> <p>Treatment of Comorbidity and Other Disorders</p> <p>DUE: Referral Reports (5)</p>	<p>Chapter 11 & 12</p> <p>Final Draft of Paper Due!</p>		
11	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
Midterm			
Referral Report			
Participation			
Research Paper			
Final Exam			
TOTAL	200 points	100%	

ASSIGNMENT DESCRIPTIONS

Participation – One point will be given each week for your participation in class. In order to receive this point you must be attentive, respectful, and active in class discussions. Speaking up only once in the course of a 3.5 hour class is not considered enough participation to get you this point. I expect that you will have read the material for the week and that your participation will reflect what you learned from the readings.

Referral Report – each student will write a referral report for a former or current client focusing on the indications for psychiatric evaluation. When possible, this report will include information on the outcome of the evaluation. Guidelines for the presentation can be found at the end of this syllabus.

Research Paper – each student will write a research paper on a psychopharmaceutical of their choosing. Guidelines for the paper can be found at the end of this syllabus. ***A FULL draft of this paper is REQUIRED.*** Students who do not submit a draft of this paper will automatically lose 10 points on the final paper.

Midterm/Final Exam (KPI) – Given the complexity of this topic, both the midterm and final exams will be open-book. The exams will include a combination of case studies and traditional questions to measure your understanding of the course material and your ability to apply it. While the structure of the exam is the professor’s discretion, it will consist of a minimum of 50 multiple choice questions.

ATTENDANCE

ATTENDANCE POLICY

University Attendance Policy

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

South University maintains an institutional 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, the student will be withdrawn from the institution, 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.

Extenuating circumstances include the death of an immediate family member, hospitalization of an immediate family member, declared natural disaster in the city/state where the student resides, or in some extenuating circumstances additional matters affecting the student or immediate family member.

Exemption: if the student successfully completes 49 percent or more of the number of days in the term or successfully completes at

least half-time coursework for the term, a Return of Title IV calculation will not be required. Successfully completed is defined as receiving a passing grade in the course.

Students who are absent due to a medical condition (including pregnancy or any related conditions) should review the emergency withdrawal policy section of the catalog to determine if the student is eligible. (Note: see the Leave of Absence Policy below for Students at South University, Richmond and South University, Virginia Beach.)

Note: Zero credits courses in the graduate Nursing programs and the Doctor of Business Administration are exempt from online attendance requirements. Online medical assisting externship/practicum courses are exempt from online classroom attendance requirements; however, students will be required to meet the course and university attendance policies as evidenced by activities logged using clinical tracking software.

Course Attendance Policy

Effective for all terms starting on or after September 9, 2023

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
Personal Counseling Theory of Change Paper Rubric

Criteria	Exceptional-5	Proficient-4	Emerging-3	Insufficient-2	Unacceptable
Personal Model of Change 2.F.5.n	Defly articulated a personal model of change solidly grounded in a combination of theory and personal experience	Clearly articulated a personal model of change that focused on personal experiences and somewhat addresses theory	Discussed personal experiences and how they led to change, but did not adequately integrate theory	Mentioned some personal experiences, but did not elaborate on their connection to change; limited integration of theory	Did not discuss significant personal experiences, the process of change, and did not adequately integrate theory
Counselor Characteristics 2.F.5.f	Identified and described cultural characteristics of the counselor with deep insight into how they could enhance or disrupt the therapeutic relationship	Identified and described some cultural characteristics of the counselor with appropriate insight into how they could enhance or disrupt the therapeutic relationship	Identified a few characteristics of the counselor with limited insight into how they could enhance or disrupt the therapeutic relationship	Struggled to identified and described cultural characteristics of the counselor without discussion of how they could enhance or disrupt the therapeutic relationship	Did not identify or described cultural characteristics of the counselor or their role in the therapeutic relationship
Theories and Models of Counseling 2.F.5.a 5.C.1.b	Demonstrates a comprehensive, yet nuanced understanding of counseling theories, models of counseling, and evidence-based practices referenced in the paper	Demonstrates good understanding of counseling theories, models of counseling, and evidence-based practices referenced in the paper	Demonstrates some understanding of counseling theories, models of counseling, and evidence-based practices referenced in the paper	Demonstrates little understanding of counseling theories, models of counseling, and evidence-based practices referenced in the paper	Demonstrates no understanding of counseling theories, models of counseling, and evidence-based practices referenced in the paper

Professional Writing Style (sources, APA format, grammar, length)	Used 5 or more peer-reviewed references, correct APA formatting, no grammatical errors, 8-10 pages	Used 3-4 peer-reviewed references, mostly correct APA formatting, a couple of grammatical errors, 6-7 pages	Used 2-3 peer-reviewed references, several APA formatting errors, several grammatical errors, 5 pages	Used 1-2 peer-reviewed references, mostly incorrect APA formatting, many grammatical errors, fewer than 5 pages	0-1 peer-reviewed reference(s) used, no correct APA understanding demonstrated, rampant grammatical errors
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Comments:

SAMPLE

Appendix B
Application Papers Grading Rubric

Point Values----	5	4	3	2	0
Grammar, spelling, punctuation	No errors	3 or less	6 or less	9 or less	More than 9
Demonstration of knowledge of theories and techniques	Demonstrates a very good understanding of theories & techniques referenced; incorporates all important concepts and accurately applies the theory to the case	Demonstrates good understanding of theories & techniques referenced; incorporates most important concepts but misses at least one major point or contains at least one inaccuracy	Demonstrates some understanding of theories and techniques referenced; incorporates some important concepts but misses at least 2 major points or contains more than one inaccurate application of the theory	Demonstrates little understanding of theories and techniques referenced; incorporates only one or two concepts and contains several examples of inaccurate application of the theory	Demonstrates no understanding of theories and techniques referenced; incorporates the wrong theory or makes no mention of any key concepts
Totals	10	8	6	4	0

Comments: