CNS6901: Diagnosis and Treatment of Addictive Disorders Syllabus

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

COURSE DESCRIPTION This course will introduce students to the history, philosophy, and trends in addictions counseling. Students will examine prevalence rates, etiology, course, duration, and the diagnostic features of disorders within a biopsychosocial context and through use of the DSM. Additionally, multiple treatment modalities will be explored with regard to inpatient, outpatient, residential, and self-help strategies.

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

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). https://doi.org/10.1176/appi.books.9780890425787

Giordano, A.L. (2021). *A guide to treating behavioral addictions*. Springer.

van Wormer, & Davis (2017). *Addiction treatment: A strengths perspective* (4th ed.). Cengage.

Faculty Note: as of SP 24 adjust text to
van Wormer, K. & Davis, D.R. (2024). *Addiction treatment: A strengths perspective (*5th ed.). Cengage.

Required Articles

Suggested/Supplemental Readings

Required Materials

Substance Abuse and Mental Health Services Administration. (updated 2019). *Enhancing motivation for change in substance use disorder treatment.* Treatment Improvement Protocol (TIP) Series 35. SAMHSA Publication No. PEP19-02-01-003. Rockville, MD: Substance Abuse and Mental Health Services Administration. (Brightspace)

U.S. Department of Health and Human Services (HHS), Office of the Surgeon General, *Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health*. Washington, DC: HHS, November 2016. (Brightspace)

U.S. Department of Health and Human Services (HHS), Office of the Surgeon General, *Facing Addiction in America: The Surgeon General's Spotlight on Opioids.* Washington, DC: HHS, September 2018. (Brightspace)

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 history, philosophy, and trends (including research to inform evidence-based practice) in addiction counseling and clinical mental health counseling.	PSLO – 3, 5
CLO2	Understand models of counseling that are consistent with current professional research and evidence-based practice in the field so they begin to develop a personal model of counseling. They will be expected to understand the various theories of counseling as it relates to addictions treatment. These theories will provide the student with models to conceptualize client presentation that help the student select appropriate counseling interventions.	PSLO – 3, 5
CLO3	Demonstrate an ability to apply and adhere to the ethical, legal, and professional considerations (including professional organizations and credentialing bodies) specifically related to the practice of addiction counseling (including the assessment and evaluation of instruments and techniques). Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	PSLO – 1, 3, 5
CLO4	Understand the disease concept and etiology of addiction and co-occurring disorders.	PSLO – 3, 5, 7
CLO5	Identify standard screening and assessment instruments for substance use disorders and process addictions. Know the principles, models, and documentation formats of biopsychosocial, case conceptualization, and treatment planning and their use with multicultural populations. Use ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	PSLO – 5, 7
CLO6	Analyze the factors, conditions, antecedents, and criteria to accurately diagnose addictive disorders according to the DSM-IV-TR. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	PSLO – 5, 7

CLO7	Analyze the behavioral, psychological, personality development, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others including theories of learning and personality development, and current understandings about neurobiological behavior.	PSLO – 3, 5, 7
CLO8	Review elements of human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; and the impact of crises, disasters, and other trauma-causing events on people and promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	PSLO – 1, 3
CLO9	Provide an understanding overview of the psychopharmacology of certain drugs and the physiological and psychological effects of those chemicals on the brain. Assist with understanding the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.	PSLO – 3, 5, 8
CLO10	Analyze the impact of co-occurring substance use disorders on medical and psychological disorders. Understand the models of clinical mental health treatment, prevention, recovery, relapse prevention continuing care, and wellness for addictive disorders and related problems. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. Include coverage of strategies for crisis intervention (disaster and trauma) and suicide prevention and psychological first aid strategies).	PSLO – 3, 5, 7
CLO11	Understand various techniques of intervention and treatment for substance abuse conditions. Emphasis will be placed on treatment programs that include in-patient, outpatient, individual, group (e.g., leadership styles), family, and self-help, school, and community interventions and continuum of care with an orientation to wellness and prevention as desired counseling goals.	PSLO – 3, 5
CLO12	Analyze the use of group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles and group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness for facilitating recovery groups.	PSLO – 3, 5, 6

CLO13	Understand self-help groups Relapse prevention models, such as Alcoholics Anonymous, ALANON, and Narcotics Anonymous. Exploration of these groups' structure, philosophy, and efficacy will be emphasized and the impact on the student's development of self-awareness in the context of these issues.	PSLO – 3, 5, 6
CLO14	Exhibit familiarity with treating clients from an individual, group and specific populations, based on particular behaviors. Review social and cultural, gender, and mental health factors related to the assessment and evaluation of individuals, groups, and specific populations. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling and the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	PSLO – 2,3, 5, 7
CLO15	Recognize counselor characteristics and behaviors that influence helping processes and include self-awareness, essential interviewing skills such as motivational interviewing, and characteristics that influence the process (provide information on the development of a personal model of counseling).	PSLO – 1, 2, 3, 5
CLO16	Apply effective strategies to promote client understanding of and access to a variety of community resources. Maintains information regarding community resources to make appropriate referrals.	PSLO – 1, 3, 5

CACREP STANDARDS/ASSIGNMENTS

CAREP STANDARD	ACTIVITY/ PSLO	CHAPTER/ READING	ASSIGNMENT
SECTION 2.F: COUNSELING CURRICULUM			
3) HUMAN GROWTH AND DEVELOPMENT			
d. theories and etiology of addictions and addictive behaviors	3	Connors, Ch. 1; SAMHSA TIP #35; Surgeon General's Report on Drugs, Alcohol, and Health; Surgeon General's Report on Opioid Addiction	Behavioral addiction annotated bibliography, individual presentation, midterm, final exam, readings

SECTION 5.C: CLINICAL MENTAL HEALTH COUNSELING STANDARDS			
1) FOUNDATIONS			
d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders	3,5,7	SAMHSA TIP #35; Surgeon General's Report on Drugs, Alcohol, and Health; Surgeon General's Report on Opioid Addiction	Behavioral addiction annotated bibliography, individual presentation, midterm, final exam, readings
3) PRACTICE			
c. Strategies for interfacing with the legal system regarding court-referred clients	1	Connors, Ch. 8 SAMHSA TIP #35; Surgeon General's Report on Drugs, Alcohol, and Health; Surgeon General's Report on Opioid Addiction	Individual presentation, midterm, final exam, readings
d. Strategies for interfacing with integrated behavioral health care professionals	1, 3	Connors, Ch. 4-8 SAMHSA TIP #35; Surgeon General's Report on Drugs, Alcohol, and Health; Surgeon General's Report on Opioid Addiction	Individual presentation, Behavioral addiction annotated bibliography, midterm, final exam, readings

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	Review of syllabus Abstinence vs. Harm Reduction philosophies			
2	Stages of Change Neuroscience of addiction Brief introduction to Motivational Interviewing (MI)	Ch. 1 & 2	HHS (2016): Chapter 1 & 2 MI TIP Ch. 3	
3	Mutual Help Group Session Assessment Treatment Planning	Ch. 3 & 4	HHS (2016): Chapter 3 & 4 MI TIP Ch. 4	
4	Mutual Help Group Session Individual Treatment Group Treatment Couples and Family	Ch. 5-7	MI TIP Ch. 5-6 Topics Due for Individual and Group presentations	
5	Mutual Help Group Session		Mid-Term Exam	

6	Mutual Help Group Session Opioids		HHS Spotlight on Opioids	
7	Mutual Help Group Session Populations with Special Needs	Ch. 8	Individual Presentations	
8	Mutual Help Group Session Relapse Prevention	Ch. 9	Individual Presentations MI TIP Ch. 7	
9	Mutual Help Group Session; Applications in Opportunistic Settings Future Directions	Ch. 10 & 11	Group Presentations Annotated bibliography due	
10	Debriefing from Mutual Help Group sessions; Review of Course Objectives		Abstinence Reflection Paper Due	
11	Final Exam		12-Step Group Reflection Paper Due	

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
Individual (PowerPoint) Presentation		20%	
Behavioral Addiction Annotated Bib/Presentation		20%	
Abstinence Activity and Reflection Paper		15%	
12-Step Attendance and Reflection Paper		15%	
Mid-Term Exam		10%	
Comprehensive Final Exam		20%	
TOTAL		**100%**	

ASSIGNMENT DESCRIPTIONS

Individual (PowerPoint) Presentation: There are many hidden faces of substance use disorders in special populations including pregnant women, the elderly, Silicone Valley/Wall Street, medical professionals, offenders in the criminal justice system, teens, African Americans, Native Americans, Latinx, sufferers of chronic pain, and GSM (gender and sexual minority) individuals.

In this presentation you will demonstrate an awareness of and ability to articulate the impact of substance use disorders in a special population. You may use the text, additional required readings and other material distributed in class as resources, however you must demonstrate that you conducted outside research to complete this assignment. ***A minimum of five (5) outside peer-reviewed references must be cited***.

The presentation should include the following information related to addiction and special populations:
- Scope of the problem. Statistical information about the prevalence of substance use disorders for this population
- Substance use patterns and signs/symptoms of addiction are specific to this population
- Factors that influence the rate of substance use disorders in this population
- Barriers to identification and treatment of substance use disorders for the identified population
- Special treatment needs
- Evidence-based strategies for engaging and retaining the substance abuser in treatment

Students will provide a critical analysis of the empirical literature which will include an understanding of how ethical standards of practice and multicultural issues may be relevant to the diagnostic and/or treatment processes addressed in the presentation.

By the fourth class, students will receive feedback/approval from the instructor regarding the student's topic area. Referencing at least 5 peer-reviewed professional publications published within the past five years, the student will prepare and deliver a **20–30-minute presentation in accordance with APA format** to the class. Students are expected to follow APA citation standards (within individual slides and in a reference slide) and should avoid including direct quotes on the PowerPoint slides. Students are encouraged to demonstrate their analysis and integration of the literature to support their thesis statement. Assistance in how to conduct a literature review is available from the South University librarian. Students will submit their PowerPoint slides to Brightspace before class starts on the day of the scheduled presentation. You will also be required to provide a 1-page infographic/handout for the class. Do NOT pass out your PowerPoint slides! The handout should contain the key information from your presentation and some easily accessible resources for counselors and clients.

Behavioral Addiction mini-presentation and annotated bibliography (pair/group): You will be assigned a partner or group of 3 and need to choose a behavior that has addictive characteristics. Examples include gambling, internet/phone, porn/sex, compulsive shopping, stealing/kleptomania, tattoos/piercings, or plastic surgery. Few of these behaviors are listed under the DSM-V-TR category of Substance-Related and Addictive Disorders, however, there is an argument to be made that they need to be further studied in order for them to be included as a formal behavioral addiction diagnosis. It's up to your group to make that argument based on the current literature and what research still needs to be done for this behavior to meet the diagnostic criteria for an addiction.

Annotated Bibliography: It <u>must</u> be typed, double-spaced, include a minimum of 5 peer-reviewed sources *per group member*, and follow APA format. Writing style should be formal, without use of contractions, slang, or abbreviations and the voice should be consistent—in other words, it should sound like one person wrote the paper.

The guide for the style is the *Publication Manual of the American Psychological Association, (7th ed.).* You may visit
http://www.apastyle.org/

or

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html for more information.

Be sure to carefully proofread all work before submitting it for evaluation. Students are expected to display good writing skills in all written work.

Mini-Presentation: You should put together a visual presentation for the class. You can use PowerPoint, Prezi, or any other visual method of showing your research. Your mini-presentation will be done as a pair/group and will be about 10 minutes long. You should include:

- Definition of the behavior
- Prevalence of the behavior
- How has research been conducted on this topic?
- Elements of the behavior that meets current DSM criteria for addiction
- What types of research need to be conducted to be included in future editions of the DSM?

Students will submit their PowerPoint slides and paper to Brightspace before class starts on the day of the scheduled presentation.

*NOTE: It is assumed that all students working together will earn the same grade; however, if someone is not pulling their weight it is up to other group members to contact the professor and the professor will have a meeting with all group members together to create a remediation plan. If an acceptable agreement cannot be achieved, students will be responsible for completing the assignment individually.

Abstinence Assignment (Individual): By the second class, students will have identified a desired but relatively unhealthy substance or behavior which he/she will be committed to abstaining from for at least 8 weeks during the course. In order for this assignment to be useful to your learning process in the area of addictions, it is important that this substance or behavior has at some point induced a sense of well-being and pleasure, i.e., likely raised the dopamine levels in certain areas of your brain. Prior to beginning the abstinence process (second class), you will be asked to complete a functional analysis of your substance use or behavior and identify where you think you are in regard to the Stages of Change model. It is recommended that you keep a daily journal of your experiences coping with cravings or urges to use the substance or engage in the behavior; keep it somewhere that is easy to access yet confidential such as your phone. During each class, approximately 20-30 minutes will be dedicated to engaging in a mutual help group session when you will be asked to self-disclose about your abstinence process and assist your classmates in their journey. At the end of the 8-week period, you will complete a **Reflection Paper** in which you demonstrate your self-awareness and application of the concepts learned through your textbooks and class experiences. The Reflection Paper should be completed in APA-style with

at least **2 double-spaced pages and a reference page**. You are not required to use sources beyond your assigned readings. Students will submit their paper to Brightspace before class starts on the due date.

Attendance at a minimum of two open meetings of AA/NA (or other 12-Step group) meetings and submission of a 2–3-page reflection paper) (Individual).

You will be required to **attend two (2) open meetings of self-help support/recovery groups** (or two {2} meetings in addition to your home meeting if you are a person in recovery). Examples include Alcoholics Anonymous, Narcotics Anonymous, Al-Anon (for family and friends concerned about a family member's problematic use) in your area, or another group meeting, which has as its primary purpose the support of persons attempting to manage problematic *substance use* and/or process addiction. This assignment is designed to provide students with an opportunity to demonstrate an understanding of the role that various commonly referenced treatment approaches play in recovery from substance use/addictive disorders.

Suggestions for readings that may help you develop a grounded and meaningful reflection prior to completing the written assignment:

- Concepts of Chemical Dependency, Chapter 35
- The Big Book, the Basic Text for Alcoholics Anonymous, Chapter 5: How It Works (www.alcoholics-anonymous.org)
- Narcotics Anonymous Basic Text, 6th edition, Chapters 1-3 (www.na.org)

Reflection paper:
- Identify the meetings that you attended (type, title of the group and if it met online or in person, day/time)
- Discuss what the experience was like for you.
- Highlight what you have learned from this experience.
- Relate your observations and experiences directly to material we have discussed in class, any additional readings you can identify, and your own identity as a developing counselor.

If you are asked to introduce yourself and you are not in recovery, you can say something along these lines, "My name is _____ and I am master's student in Counseling at South University taking a course in Addictions. I am here to listen and learn."

Mid-Term Examination: This exam will cover content from assigned textbook chapters and material covered in previous class lectures/discussions.

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

ATTENDANCE

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

South University maintains a course attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, and examination periods each week. Students, whether present or absent from class, are responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as for mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in the class.

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

If the student misses 14 consecutive calendar days in a course, the student will be withdrawn from the course, unless the student provides official communication (communication directly from the student (letter or email) and the student provides supporting

documentation for review) regarding extenuating circumstances (as outlined below) prior to violating the 14 consecutive days. The student must also provide the date the student will return into the current course. If the student fails to return on the scheduled return date the student will be withdrawn from the institution.

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

Veterans Affairs Attendance Policy

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

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

It is **<u>strongly recommended</u>** 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 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.