CNS7970: Crisis and Trauma Syllabus

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

COURSE DESCRIPTION This course will provide an understanding of biopsychosocial factors involved with the presentation of mental illness. In particular, students will learn the advanced skills necessary for conducting intake interviews, mental status examinations, and treatment planning for mental illnesses for the purpose of assessing, diagnosing, planning treatment intervention, and managing caseloads in a clinical mental health setting.

PREREQUISITES None; Quarter 7 in the 8 Quarter program or Quarter 9 in 10 Quarter program or Approval of the Program Director

COREQUISITES None

CREDIT HOURS 4

COURSE MATERIALS

> **Technological Requirements**

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

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

Required Textbooks

Duffy, T., & Haberstroh, S. (2020). *Introduction to crisis and trauma counseling.* Wiley.

Required Articles

Suggested/Supplemental Readings

Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2017). *Treating trauma and traumatic grief in children and adolescents* (2nd edition). Guilford.

van der Kolk, B. (2015*). The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Books.

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	Gain advanced knowledge and skills regarding test construction and development coinciding with non-standardized and standardized testing and assessment.	PLSO - 7
CLO2	Demonstrate an understanding of the intricacies that are associated with assessment and evaluation, recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders, and develop strategies for the appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	PSLO - 2, 3, 4, 5, 6, 7

CLO3	Demonstrate an understanding of the professional, ethical, and legal implications regarding the use of assessments and be able to apply the standards of professional organizations and credentialing bodies in selecting, administering, and interpreting assessment and evaluation instruments and techniques in clinical mental health counseling (including an awareness of potential biases associated with assessment and evaluation in relation to diverse populations).	PSLO - 1, 2, 5, 7
CLO4	Demonstrate advanced knowledge and skills regarding assessment and evaluation, including the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations and a general framework for understanding exceptional abilities and strategies for differentiated interventions.	PSLO - 2, 3, 5, 6, 7
CLO5	In order to facilitate optimal development and wellness over the lifespan, demonstrate advanced knowledge of the principles and models of case conceptualization, assessment, diagnosing, and treatment of mental and emotional disorders, within the context of evidence-based practice.	PSLO - 2, 3, 5, 7
CLO6	Demonstrate an understanding of the standard screenings and assessments and understand the theories, etiology, intervention, and treatment of co-occurring substance use disorders, including the impact of co-occurring substance use disorders on medical and psychological disorders and the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	PSLO - 3, 5, 7
CL07	Apply theories of individual and family development and transitions in relation to assessment and evaluation techniques; include the effects of crises, disasters, and other trauma-causing events on persons of all ages.	PSLO - 2, 3, 5, 7
CLO8	Demonstrate an understanding of the principles and models of biopsychosocial case conceptualization, diagnosis, and treatment planning, including models of crisis intervention and suicide prevention, use of psychological first aid strategies, and assessing and managing suicide risk.	PSLO - 2, 3, 5, 7
CLO9	Apply theories of multicultural development and pluralistic trends including characteristics and concerns within and among diverse groups nationally and internationally.	PSLO - 2, 3, 5

CLO10	Demonstrate an understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client, including an understanding of the counselor's role in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	PSLO - 1, 2, 3, 5
CLO11	Demonstrate an understanding of 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, and develop a general framework for consultation.	PSLO - 1, 5

CACREP STANDARDS/ASSIGNMENTS

CAREP STANDARD	ACTIVITY/ PSLO	CHAPTER/ READING	ASSIGNMENT
SECTION 2.F: COUNSELING CURRICULUM			
1) PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE			
c. counselors' roles and responsibilities as members of interdisciplinary community outreach/emergency management response teams	1	Ch. 1-5	Readings, PowerPoint Presentation, Final Exam, Case Conceptualization, TF-CBT Training
3) HUMAN GROWTH AND DEVELOPMENT			
g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan.	1, 2, 3	Ch. 2	Readings, PowerPoint Presentation, Final Exam, Case Conceptualization, TF-CBT Training,
i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.	2, 3	Ch. 1, 4	Readings, PowerPoint Presentation, Final Exam, Case Conceptualization, TF-CBT Training,
5) COUNSELING AND HELPING RELATIONSHIPS			
m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	3,5	Ch. 1	Readings, PowerPoint Presentation, Final Exam
7) ASSESSMENT AND TESTING			

c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.	3, 7	Ch. 3, 5	Readings, Final Exam
d. Procedures for identifying trauma and abuse and for reporting abuse.	3, 7	Ch. 7-13, 15	Readings, PowerPoint Presentation, Final Exam, Case Conceptualization, TF-CBT Training,
SECTION 5.C: CLINICAL MENTAL HEALTH COUNSELING STANDARDS			
2) CONTEXTUAL DIMENSIONS			
f. impact of crisis and trauma on individuals with mental health diagnoses	2,3,5,7	Ch. 7-17	Readings, PowerPoint Presentation, Final Exam, Case Conceptualization, TF-CBT Training,

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	Syllabus Pick topics for presentation Adverse Childhood Experiences (ACEs)			
2				
3	Approaching Crisis Intervention Culturally Effective Helping in Crisis	Ch. 1-2		
4	Tools of the Trade The Intervention and Assessment Models Telephone and Online Crisis Counseling	Ch. 3-4		
5	Trauma Focused CBT Training Crisis Case Handling Telephone and Online Crisis Counseling	Ch. 5-6	TF-CBT Training & Reflection Paper or Literature Review Due	
6	Midterm		Case Study Due	
7	PTSD Crisis of Lethality	Ch. 7-8	Presentations	
8	Sexual Assault Intimate Partner Violence	Ch. 9-10	Presentations	
9	Family Crisis Intervention Personal Loss (Bereavement/Grief) Crisis in Schools	Ch. 11-13	Presentations	
10	Violent Behavior in Institutions Legal and Ethical Issues	Ch. 14-16	Presentations	

	Burnout, Vicarious Trauma, and Compassion Fatigue			
11	FINAL EXAM		CTRI Trainings Due (2)	

<u>Note</u>: 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
PowerPoint Presentation		20%	
TF-CBT Training or Research Paper		15%	
Case Conceptualization Paper		15%	
Crisis and Trauma Training		10%	
Mid-Term Exam		20%	
Comprehensive Final Examination **KPI**		20%	
TOTAL		**100%**	

ASSIGNMENT DESCRIPTIONS

PowerPoint Presentation: Students will provide a critical analysis of the empirical literature regarding 1) the background information for an assigned topic; 2) assessment methods; 3) and trauma-informed treatment models for a SPECIFIC TYPE OF TRAUMA OR POPULATION. The presentation will include an understanding of how ethical standards of practice and multicultural issues are relevant to assessment and/or treatment processes addressed in the presentation. Referencing a minimum of 3 peer-reviewed professional publications published within the past seven years (not including your textbook), 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 the text of the slides and to avoid including quotations which exceed 10% of the content of the PowerPoint slides. The final slide should be the list of references.** PowerPoint slides will be uploaded into Brightspace prior to the presentation. Topics will be chosen in class and each topic will correspond with a date in the course calendar. You can use the textbook as a reference for topics, but try to go beyond the textbook topic. For example, Interpersonal Partner Violence is a chapter in the

textbook, but instead of reiterating what is stated in the text, you could focus on its impact on children or on the generational transmission of IPV. See Appendix B for grading rubric.

TF-CBT Training or Literature Review (choose ONE)

a. **TF-CBT Training**: For this assignment you will complete an 11-hour online training through the Medical University of South Carolina (https://tfcbt2.musc.edu) and the cost is $35. After completing the 11 modules you will do two things: 1) download the certificate of completion (CEUs) to submit in Brightspace and 2) write a 2–3-page reflection paper on TF-CBT. The paper can be written in first person and should include your reactions to the process of TF-CBT and how you think it could be utilized in your current or future work. In addition, have you ever worked with a child that you think could have benefited from TF-CBT? If so, what has led you to this conclusion? For these last two questions, here's your chance to play armchair quarterback and apply what you now know to previous clients.

b. **Literature Review**: Using the South University library, you will find a minimum of **8 peer-reviewed journal articles discussing Trauma-Focused Cognitive Behavior Therapy (TF-CBT)**. The body of the paper is to be **8-10 pages** double spaced (excluding Title Page and References) 1-inch margins all around, 12-point Times New Roman font. No extra spaces between the paragraphs! This assignment is to be completed adhering strictly to the APA 7th edition format; however, first person perspective will be allowed. You must include **at least 8 references** in your paper **(among them at least 8 peer reviewed journal articles that were written no earlier than 2012).** Books and credible websites may be used, beyond the 8 required peer-reviewed references. This paper must be a minimum of 8 pages (main text) in length – learning to write concisely and within page limitations on a topic is critical. I will NOT read or grade beyond the 10th page; similarly, if the paper is shorter than 8 pages, this will result in a lower grade.

Your paper needs to have the following sections – title page, introduction (1-2 paragraphs indicating why the topic is relevant and important), the body of the paper (8-10 pages this is the main portion of your paper, which may have headings/subheadings), conclusion (1-2 paragraphs), and references. Have your APA guide with you, and bookmark it – references, citations, numbers, etc. **You are not allowed to use any quotes in this paper**. You may only paraphrase your sources, giving appropriate credit according to APA style. If you use any quotes, you will lose credit on this assignment. All papers will be submitted using TurnItIn so be mindful of appropriate paraphrasing techniques.

Trauma Focused CBT Case Conceptualization:

TF-CBT Case Conceptualization: The instructor will provide a relevant case study. Students will address relevant differential diagnostic issues, assessment methods, risk and maintaing variables, developmental aspects, and treatment considerations. In terms of treatment, you will be **required to include TF-CBT as a dominant counseling modality in the treatment plan** and it should be applied appropriately based on the diagnosis and developmental stage of the client. The report will take a biopsychosocial perspective while considering developmental, ecological and cultural factors. Each case will be evaluated using the criteria that can be found in Appendix A.

Crisis & Trauma Resource Institute (CTRI) trainings:

Throughout this course, you are expected to watch TWO trainings from the Crisis and Trauma Resource Institute (https://ctrinstitute.com). Trainings are posted monthly and your instructor will pass along the link to the class. Keep in mind that on the last day of the month the training will disappear and a new one will take its place. So, you MUST do these trainings each month to complete the assignment. At the end of each training there will be a test. After passing the test you will receive a certificate of completion. To receive credit for this assignment, you will upload TWO separate certificates into Brightspace.

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

Final Examination KPI: This exam will cover material from assigned textbook chapters and material covered in class lectures, discussions, and trainings since the midterm. While the overall structure of the final exam is the professor's discretion, it will consist of a minimum of 50 multiple choice questions.

ATTENDANCE

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

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

assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in the class.

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

If the student misses 14 consecutive calendar days in a course, the student will be withdrawn from the course, unless the student provides official communication (communication directly from the student (letter or email) and the student provides supporting documentation for review) regarding extenuating circumstances (as outlined below) prior to violating the 14 consecutive days. The student must also provide the date the student will return into the current course. If the student fails to return on the scheduled return date the student will be withdrawn from the institution.

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

Veterans Affairs Attendance Policy

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

- VA Students who officially withdraw, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.

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

It is **strongly recommended** you attend every class session as true learning only occurs when one is actively engaged in learning within the classroom setting. Please see the university attendance policy in the Academic Catalog for more information.

TARDINESS
Please arrive *on time.* Being late is disruptive and distracting to both your instructor and peers.

VIRTUAL/ONLINE NETIQUETTE
If a student is required to engage in a virtual session it must be private and free of distractions. Considerations should include the use of headphones, being alone in your meeting space, deidentifying client information, protecting written material from being read by others outside the class, and not discussing cases outside of class with colleagues, family members, friends, and classmates.

With the growth of telemental health services, students should be mindful of the importance of professional dress and demeanor during virtual instruction. All learning experiences must be treated "as if" you are in a live classroom or seated across from a future client. Therefore, if you would not wear it, eat it, or do it during a session, please refrain from doing so during your online class.

Finally, any interactions with colleagues online either via virtual meetings or written correspondence (e.g., emails, discussions) should be composed in a manner that is both professional and respectful. If you have any questions or concerns regarding this requirement, please discuss with the instructor during office hours.

Full Audio-Visual Functionality: It is the student's responsibility to have functioning audio and visual for the entirety of the class. You should check with IT Helpdesk support prior if necessary.

ACADEMIC INTEGRITY

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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.

Appendix A: Case Conceptualization Rubric

Item	Points Possible	Points Earned
Evaluation and Assessment: • Presenting Concerns/Symptoms • Biopsychosocial History and Assessment • Social, Occupational, and Other Areas of Functioning	**30%**	
Diagnosis and Treatment Planning: • Case Conceptualization • Diagnosis • Treatment Plan	**30%**	
Clinical Practice • Resources/Services • Ethical/Legal Issues • Scope of Practice Parameters and Limitations	**30%**	
APA • Title page included • Margins, headings, and subheadings APA formatted • Supports all assertions with sources • Citations in text and reference match • Citations and References APA formatted	**5%**	
Grammar & Professional Writing • Treatment of subject is well-organized and developed, void of vague generalities. • Explains ideas completely yet succinctly • Argument and position flows logically and freely and does not cause the reader to stumble or pause • Follows rules of grammar and uses a variety of sentence styles and structures	**5%**	
TOTAL	**100%**	

Appendix B: CNS 7950 Individual Presentation Rubric

	A-range	B-range	C-range	Failing	Additional Instructor Comments
Relevant background re: issue + assessment methods + detailed information about an appropriate evidence-based treatment practice (50%)	Presentation is focused on a clearly articulated issue and/or population. Provided reliable and valid assessments. Discussed evidence-based practice (EBP). Content fully encompasses the scope of the relevant issue(s) and how a specific assessment and EBP should be used for tx. Research used frequently throughout presentation to support claims.	An assessment and EBP are addressed, but not explained. Content somewhat addresses the scope of the problem and the evidence supporting and application of an EBP. Research occasionally cited to support claims.	The issue, assessments, and EBP lack depth and support. Content is insufficient at addressing the scope of the problem, and evidence for supporting use of the assessment and EBP and how to apply it. Research sporadically used to support claims.	Presentation does not have a clear focus on a specific issue and/or does not clearly articulate the evidence supporting and the application of a specific assessment and EBP. Existing research is not discussed.	
Useful Information for Target Audience (15%)	The information presented would be useful for the target audience; PowerPoint (PPTX), videos, etc. all	The information presented would be mostly useful for the target audience; some PPTX/videos/info	The information presented would not be very useful to the target audience; information was	The information presented was not useful; information was disjointed, not supported.	

	supported the information presented.	was not fully connected.	not well connected to nor supported well by PPTX, videos, etc.		
Communicated Effectively (15%)	The information was effectively communicated in a clear and engaging manner, appropriate length.	Information was communicated adequately but lacked some clarity; presentation too short, somewhat long.	Communication of material was not very effective; some of the presentation was confusing, disjointed, presentation significantly too short or long.	Communication of material was ineffective. Length and depth of presentation significantly too short or long.	
Appropriate Number and Type of References (20%)	More than 5 peer-reviewed references, APA references included. Other references supported the presentation.	4-5 peer-reviewed resources OR references not included in APA format OR not enough supporting references for the presentation.	Under 4 peer-reviewed references OR no reference list OR too few resources for the presentation, in general OR inappropriate resources.	Meets at least two of the criteria under a C-grade (ex: no reference list AND fewer than 5 peer-reviewed references)	