

CNS6313: Professional Orientation and Ethics

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 in-depth review of the multifaceted aspects (historical, philosophical, societal, cultural, economic, political), professional identity (e.g., roles, functions), and practice issues (e.g., managed care, reimbursement, expert witness status) specific to Clinical Mental Health Counselors. The course also examines ethical and legal standards (ACA and AMHCA Code of Ethics), risk management, and professional credentialing according to the Foundations of Clinical Mental Health Counseling.

PREREQUISITES None; Quarter 4 or Approval of the Program Director

COREQUISITES None

CREDIT HOURS 4.5

COURSE MATERIALS

Technological Requirements

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

Requirements include:

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

Required Textbooks

Corey, G., Corey, M. S., & Corey, C. (2020). *Issues and Ethics in the Helping Professions* (10th ed.). Cengage Learning US.

Herlihy, B., & Corey, G. (2015). *ACA ethical standards casebook* (7th ed). Alexandria, VA: ACA.
(ISBN: 9781556202551)

Required Articles

Suggested/Supplemental Readings

Required Materials

GRADING SCALE

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 69 or below

PROGRAM OVERVIEW/MISSION

The South University Master of Arts degree program in Clinical Mental Health Counseling is intended to meet the local and regional need for qualified counselors. The Master of Arts in Clinical Mental Health Counseling is designed to provide advanced and broad training for South University graduate students regarding theories, principles, and dynamic applications in the field. Students develop the skills necessary to engage in effective assessment and treatment practices, achieve competence for ethical, legal, and professional issues, and understand the significance and utility of research to the field. Faculty members are dedicated to maintaining high teaching standards, developing intellectual curiosity, advancing critical thinking, and engaging in service to the University, community, and profession.

Please Note: Successful completion of the MA CMHC program meets the requirements for licensure application in the state where the program is offered. Students considering relocation to another state are encouraged to review the licensure requirements for that state(s) in order to compare required coursework. Completion of the program does not guarantee licensure or certification.

Students enrolled in the Savannah virtual program are aligned to the licensure standards in Georgia.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)s

PSLO 1	Professional Counseling Orientation and Ethical Practice: Demonstrate knowledge and application of all aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
PSLO 2	Social and Cultural Diversity: Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.
PSLO 3	Human Growth and Development Through the Lifespan: Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.
PSLO4	Lifestyle and Career Development: Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.

PSLO5	Counseling and the Helping Relationship: Demonstrate knowledge and skill application of the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.
PSLO6	Group Dynamics and Group Work: Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.
PSLO7	Assessment and Appraisal: Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
PSLO8	Research and Program Evaluation: Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.

**COURSE LEARNING OUTCOMES ALIGNMENT TO
PROGRAM STUDENT LEARNING OUTCOMES**

CLO1	Demonstrate understanding of the ACA Code of Ethics and Standards of Practice.	PSLO – 1
CLO2	Demonstrate understanding of the concept of ethical risk management and to consider procedures for managing risk as an integral component of clinical practice.	PSLO – 1
CLO3	Demonstrate understanding of the Law and Rules of the State Board of Professional Counselors, Social Workers, and Marriage and Family Therapists.	PSLO – 1
CLO4	Demonstrate increased self-awareness of how one's own ethical values and beliefs affect one's ability to put ethics into practice.	PSLO – 1, 2, 3
CLO5	Apply a process of decision-making to specific clinical situations which takes into consideration ethical and legal standards and review the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	PSLO – 1, 2, 3, 5

CLO6	Develop a conceptual model for assuring one's own ethical professional behavior, as well as a risk management strategy for managing one's clinical practice.	PSLO – 1
CLO7	Demonstrate knowledge about and provision of clinical supervision, including counselor development.	PSLO – 1
CLO8	Provide information about the application of concepts of clinical mental health education, consultation, collaboration, outreach and prevention strategies, and community mental health advocacy.	PSLO – 1
CLO9	Analyze effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding and programs that affect mental health services in general, and the practice of mental health counseling in particular.	PSLO – 1
CLO10	Analyze the history and philosophy of the counseling profession, including significant factors and events.	PSLO – 1
CLO11	Demonstrate an understanding of professional roles, functions, and relationships with other human service providers within the context of the community and its health and human services systems, including functions and relationship among interdisciplinary treatment teams and the historical, organizational, legal, and fiscal dimension of public and private mental health care systems.	PSLO – 1
CLO12	Analyze public and private policy process, including the role of the professional counselor in advocating on behalf of the profession.	PSLO – 1

CACREP STANDARDS/ASSIGNMENTS

CAREP STANDARD	ACTIVITY/ PSLO	CHAPTER/ READING	ASSIGNMENT
SECTION 2.F: COUNSELING CURRICULUM			
<u>1) PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</u>			

i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	1	Ch. 1	Readings, Final Exam , Ethical Position Papers, Group Research Project
j. technology's impact on the counseling profession	1,5		Readings, Final Exam
k. strategies for personal and professional self-evaluation and implications for practice	1,3	Ch. 2-3	Readings, Final Exam , Ethical Position Papers, Group Research Project
l. self-care strategies appropriate to the counselor role	1,3	Ch. 2	Readings, Final Exam
5) COUNSELING AND HELPING RELATIONSHIPS			
d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.	1, 5	Ch. 4, 7, 8	Readings, Final Exam , Ethical Position Papers, Group, Research Project
e. the impact of technology on the counseling process	1,5	Ch. 1, 5, 6, 12	Readings, Final Exam
SECTION 5.C: CLINICAL MENTAL HEALTH COUNSELING STANDARDS			
2) CONTEXTUAL DIMENSIONS			
l. legal and ethical considerations specific to clinical mental health counseling	1	Ch. 1-13	Readings, Final Exam , Ethical Position Papers, Group Research Project
m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	1	Ch. 6	Readings, 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	Overview of Course Review Syllabus Review the Moral Principles, Corey's Ethical Decision-Making Model, the American Counseling Association's Code of Ethics, and VA Board of Standards Self-Inventory			
2	Introduction to Professional Ethics and Ethical Decision-Making	Ch 1 in Corey text Ch 1 in Risk Management		
3	The Counselor as a Person & Professional Values & the Helping Relationship	Read Ch 2 & 3 in Corey Ch 2 in RM (Section A) pp. 35-53 Herlihy & Corey	Quiz 1/Reading Assignments Mini Research Paper	
4	Multicultural Diversity and Informed Consent	Read Ch 4 - 5 in Corey		

		(Section B) pp. 55-66 Herlihy & Corey		
5	Confidentiality: Ethical and Legal Issues	Read Ch 6 in Corey (Section C) pp. 67-78 Herlihy & Corey	Quiz 2/Reading Assignments Position Paper 1 Due	
6	Managing Boundaries	Read Ch 7 in Corey Ch 3 in RM (Sections D and E) pp. 78-94 Herlihy & Corey	Mid Term Exam	
7	Professional Competence and Training Supervision, Consultation, and Issues in Theory & Practice	Read Ch 8 & 9 in Corey Ch 4 in RM (Section F) pp. 95-114 Herlihy & Corey	Self-Evaluation Due Quiz 3/Reading Assignments	
8		Chapter 8 & 9 in Corey	Inform Consent	
9	Issues in Theory and Practice and Couples & Family Therapy Group Work (and go over material from Issues in Theory & Couples/Family)	Read Ch 10 - 11 in Corey (Section G) pp.115-124 Herlihy & Corey Read Ch 12 in Corey and Ch 6 in RM (Section H) pp. 126-133 Herlihy & Corey	Quiz 4/Reading Assignments Ethical Position Paper 2	
10	Community Work <i>Exam Review</i>	Read Ch 13 in Corey and Ch 7 in RM (Section I) pp. 134-138 Herlihy & Corey	Group Presentations Research Project Due	
11	IN CLASS 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
Reading Quizzes/Assignments	15 points each	10%	
Mini Research Paper	50 points	10%	
Mid-Term Exam		20%	
Ethical Position Papers	Paper 1: 50 points Paper 2: 50 points	20%	
Group Research Project	Paper 30 points PowerPoint 30 points Group Evaluation 30 points	20%	
Final Exam KPI	15 points each	20%	
TOTAL	100 points	100%	

ASSIGNMENT DESCRIPTIONS

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

READING ASSIGNMENTS/QUIZZES

At the start of class, students will spend the first 15 minutes completing a reading assignment or quiz from assigned readings of the week. At the end of the quarter, your lowest quiz grade is dropped, and your highest quiz grade is doubled. **NO CREDIT WILL BE GIVEN on quizzes if the student is absent or comes to class late.**

MINI RESEARCH PAPER

On the first day of class, you will be shown three articles on Brightspace. You are required to read *Teaching ethical decision making: Helping students reconcile personal and professional values*. Then, you are to choose one of two additional articles posted on Brightspace (*Mandatory counseling: Clinical beneficence or malevolence?* or *Graduate student mental health: Needs assessment and utilization of counseling services*). You will summarize the two articles that you read in this mini paper. The paper will include **a title page, an abstract, a three-page synopsis of the two articles, and a reference page.** **This paper is assigned for me to gauge your academic writing style and your knowledge of APA.** This is to be turned in via email before class begins.

In your paper, you **MUST** provide an example of the following:

- In-text Parenthetical Citation (p. 174-177 APA Manual)

- Block quotation (p. 171 APA Manual)
- Direct Quote (p. 170 APA Manual)
- References page (pp. 198-224 APA Manual)

POSITION PAPERS

Students will write two **reflective** position papers. Most of the questions will be designed for you to apply Corey et al. (2015) ethical decision-making model (pp. 21-24). See **“Suggestions and expectations for writing the position papers” (appendix B)** as well as the rubric at end of the syllabus for more details on grading and assessment. All papers should be submitted directly via email before the class period starts on the day that they are due.

Ethical Position Paper #1

You will use the ethical decision-making model found on in the Corey et al. (2020) text to work through two ethical dilemmas provided by the instructor. Student will start each dilemma on a new page. The student will use the dilemma name as the header for that page. Each response to the case study should be 2-3 pages in length.

Ethical Position Paper #2

In part I of this paper, the student will create an informed consent (See below). In part II of the paper, the student will create an ethical dilemma based on one of the following scenarios: **social media dilemma, sexual orientation dilemma, religion dilemma, end of life dilemma, abortion dilemma, or intimate partner violence dilemma**. Part I of the assignment does not have a specific page length. Part II of the assignment must be 2 to 3 pages in length.

Part I Informed Consent

(See Chapter 2). Develop your own original informed consent document, using your name and address as the counselor on p.1. Be sure to include all the information on your form that is suggested by the Corey text, ACA Code of Ethics, and the VA Board of Standards. Include all pertinent information. **Do not assume that you put some of the needed information to your client on a separate form**. It will likely require at least 3-6 pages to fully answer this question. You may look at Informed Consent documents from other sources as examples (e.g., the Internet, the Risk Management CD, etc.). If you use another source as a reference for your Informed Consent format or content, you must cite the source(s) at the end of the form. Also, make sure you have permission to use the form as a reference before doing so.

Part II Come up with a scenario where you think you would be most challenged in a therapeutic situation. Discuss the situation, why you believe it would be particularly challenging for you and show how you would deal with it in an effective manner using the ethical decision-making model.

GROUP RESEARCH PROJECT

In groups of no more than three students, **you will complete a research paper and either (1) create an ethical dilemma game or (2) an ethical dilemma psychodrama** based on the topic of your research paper.

RESEARCH PROJECT

1. Research Paper

Research an ethical/legal issue (i.e., an ethical dilemma) related to the field of counseling and recommend a course of action. For example, your group may wish to research best practice for working with countertransference or counselors who perform services via the internet. Your paper must be 5-6 pages in length. **THIS DOES NOT INCLUDE THE TITLE PAGE, THE ABSTRACT, AND REFERENCES.** You MUST cite current research literature. Citing research literature means going beyond Corey et al. I expect you to use current journal articles published in the last five (5) years. You should expect to use between 5 and 6 sources. Refrain from citing websites unless they contain scholarly material. Use an ethical decision-making framework to organize your paper. At the end of the paper, based on the application of the ethical decision-making model you choose, recommend a course of action for counselors, supervisors, students and/or practitioners. APA style required. **ONE product will be accepted from each group.**

2. PowerPoint Presentation

Your group will prepare and deliver a **20-25-minute** presentation to the class based on the major findings of your research. You will need to use correct APA formatting, and include a title page, a thesis sentence (based on the course objectives), and a reference page. Be sure to use quotation marks if copying verbatim. Cite your sources on each slide. Put the honor code on the last slide. Save a pdf file copy of your articles and put them into Brightspace along with your PowerPoint presentation before the start of class on the day the presentation is due. See rubric for more details on grading and assessment.

3. Interactive Class Component (Either/Or) Game

You will create an "Ethical Dilemma" game to be marketed to counseling students, counselor educators, and/or practitioners that will (1) address the topic of your research paper and (2) recommend a course of action for the ethical dilemma. You will inform the class of the rules and have your classmates participate in the game.

OR

Psychodrama

You will act out your “Ethical Dilemma” as if this were a production to be put on at the national ACA conference (so the audience is your professional peers). In the role play, you will (1) address the topic of your research paper and (2) recommend a course of action for the ethical dilemma in the role play.

Your grade will be based upon your paper, your PowerPoint, and an evaluation that you will do for each of your group members.

FINAL EXAM KPI

This will be a comprehensive **closed-book final exam** based on your reading/quizzes PowerPoint presentations on the final class day. 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 **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: Guideline for Writing Paper

Formatting

- Use appropriate APA formatting.
- Papers should be typed, double-spaced (other than single spacing in your Informed Consent document), and 12-point Times New Roman font.
- Every line in your paper needs to be an equal distance from the line above it and you will need a 1" margin around the outside edge of each page.
- Include a title page with a running head and page numbers.
- Start each question on a new page, but have continuous page numbering. Staple the pages together as one document.
- Limit the use of quotations. Use paraphrasing whenever possible (which still needs to be cited)
- **If you copy more than two or three words in a row, then include quotation marks, appropriate citations, and references.**
- Include citations and references for all sources that you use or consult, including your textbooks.

Plagiarism:

- Plagiarism is both an academic integrity issue and a personal/professional conduct issue. *Make sure you understand and avoid plagiarism.* All the words in your paper need to be your own. Copying **more than two or three words in a row** requires quotation marks. If you are quoting verbatim from the article, you will also need to include the page number of the article in your citation.
- APA style recommends only limited use of quotations, so *learn to paraphrase*. Limited use of quotations typically means that no more than 10%, or about two lines in a full typed page of text should be quoted. Be aware that paraphrasing does *not* mean just changing a word here or there. Both the language and the sentence structure need to be substantially different. *Also be aware that **any source** you are using needs to be cited, **even when you are paraphrasing**.* This includes sources on the internet!
- After this assignment, any subsequent instance of plagiarism **at a minimum** will result in a letter grade deduction on that particular assignment, a zero grade on the assignment, failure of the course, and possibly being referred to the Progress & Promotions Committee. Blatant or continued plagiarism is very likely to result in probation, suspension, or dismissal from the program. It is your responsibility to understand plagiarism and to learn to avoid it.

Useful Resources for APA Style

APA Publication Manual:

The main source for APA style formatting is the *Publication Manual of the American Psychological Association (2010)*, 6th edition, which is a required text in the Counseling Theory course. This book is available from the South University Bookstore. It is a resource you will be using in many of your classes.

APA Resources Online:

You can also find information on APA style on the internet. The following websites have much useful information:

<http://www.apastyle.org/>

http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796

<http://owl.english.purdue.edu/owl/resource/560/01/>

The following website has a number of easy-to-follow tutorial videos on APA formatting, as well as other APA information:

<http://nova.campusguides.com/content.php?pid=114919&sid=>

You may also want to watch this YouTube tutorial for how to set up your paper in Microsoft Word using APA style:

<http://www.youtube.com/watch?v=9pbUoNa5tyY>

For Help with Grammar:

Grammar Textbook:

I would recommend that you purchase a good grammar textbook to help you write graduate level papers. South University bookstore sells *The New Century Handbook*. You can also order a grammar textbook online. You don't necessarily need the newest edition. Another helpful grammar text is Strunk and White *The Elements of Style*.

Online Resources:

<http://grammar.ccc.commnet.edu/grammar/>

http://www.grammarbook.com/english_rules.asp

Appendix B: Suggestions and Expectations for Writing the Position Papers

Insight and Self-Awareness

- Consider yourself as a future counselor as you write your papers. The position papers should be done in personal yet professional style and should reflect your study, review, and thought.
- Make your paper a personal and meaningful experience by showing how you would apply ethical reasoning to dealing with ethical dilemmas that can anticipate *you* may face.
- Do not write in global, abstract, and impersonal ways about counselors in general or about counseling practice in general. Instead, focus on a particular issue or topic that *you* find personally significant.
- Since you have a choice in what to focus on, select an aspect of a problem that will allow you to express your beliefs. Analyze your values with implications for *your* counseling practice.
- You should know that you are not graded on your viewpoints and thoughts as such. Instead, your grade is a function of your ability to demonstrate your understanding of the texts by clearly expressing your ideas, using APA style, and demonstrating how values intersect with ethics.

Use of Ethical Decision-Making Model and Relevant Ethics Codes

- Whenever possible, use the ethical decision-making model on pp. 21-24 in the Corey text to construct your answers. Follow the steps in the model and include the most relevant ethics codes. Most answers will require at least three or four codes. Show your thought process as you go through each step of the 8-step decision-making model.

Content of Paper

- Develop your own position and back up your views with supporting evidence either through your observations and experiences, through key ideas in the readings, and/or through articles from peer-reviewed journals.
- These are to be thoughtful and reflective papers, not merely summary of information papers.
- Use clear examples to illustrate your points.
- Whenever possible, include the role of cultural values in counseling.
- I am looking for depth of thinking, originality, critical evaluation, independent judgment, organization, insight, and the ability to apply key ideas and themes to practical situations.

Quality of Writing

- Let your writing demonstrate that you are doing the reading and the reflecting necessary to produce a quality paper with graduate-level writing skills.
- Use complete sentences and correct spelling and grammar, and carefully proofread your paper.
- These position papers are not to be a collaborative effort, but your own work.

Formatting

- Include a citation at the end of your Informed Consent question if you consult an outside source.
- Each question in the paper, other than the self-evaluation questions and the Informed Consent document, should be 1½ - 2 pages in length.
- Put the question number and title of the question (as listed in the syllabus) on the first line of the essay. For the first question in your paper, the title of the question will be underneath the title of your paper.

SAMPLE

Appendix C Rubric for Evaluation of Position Paper 1 & 2

SAMPLE

Point Values	10	7.5	5	2.5	0
<p>INSIGHT: Demonstrates a high degree of self-reflection, insight, and self-awareness. Provides a thorough self-assessment.</p>	Meets 100% of the criteria	Meets 75% of the criteria	Meets 50% of the criteria	Meets 25% of the criteria	Meets none of the criteria
<p>APPLICATION: Able to apply Corey's ethical decision-making model in a step-by-step fashion for all 3 responses. Demonstrates good critical thinking skills</p>	Meets 100% of the criteria	Meets 75% of the criteria	Meets 50% of the criteria	Meets 25% of the criteria	Meets none of the criteria
<p>CONTENT: Demonstrates an understanding of the text and lecture material on these topics. Also demonstrates an understanding of these competencies and the points of view of professionals in the field (including ACA's code/values).</p>	Meets 100% of the criteria	Meets 75% of the criteria	Meets 50% of the criteria	Meets 25% of the criteria	Meets none of the criteria
<p>QUALITY OF WRITING: Uses correct grammar, spelling and punctuation. Has good sentence structure and thoughts are well organized.</p>	No more than 4 errors. Writing is well organized and of high quality	No more than 8 errors, and a fairly high degree of organization and quality of writing	No more than 12 errors, and has some amount of organization and quality of writing	No more than 16 errors, and has little organization and quality of writing	More than 16 errors with no organization or quality of writing

APA FORMAT: Title page, references, citations, follows APA style writing guidelines, etc.	0-3 errors	4-6 errors	7-9 errors	10-12 errors	More than 12 errors
Totals	100%	75%	50%	25%	0%

SAMPLE

Appendix C Rubric for Evaluation of Position Paper #1 & 2

Group Grade (25 Points):

You are to list your group members and grade them.

Compared to the work I did and the overall satisfaction I had with our group paper and presentation; I would give the following people:

(Group grades will be averaged from group member evaluations)

A + = 25, A = 23, A- = 22.5;

B+ = 22 B = 21 B- = 20;

C+ = 19.5 C = 18 C- = 17.5;

F: Please email me your concerns.

Please list your group members and the grade you would assign to each:

1. Name, grade
because

2. Name, grade
because

3. Name, grade
because

4. Name, grade
because

SAMPLE