CNS6050: Lifespan Development

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 includes studies that provide a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal behavior; personality theory; lifespan theory; and learning theory within cultural contexts. Appropriate strategies for facilitating development over the lifespan are also integrated into the course.

PREREQUISITES None; Quarter 3 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

Kuther, T. L. (2023). L*ifespan development: Lives in context.* 3rd edition. Sage Publications.
(ISBN-13: 9781071851913)

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA Style* (7th ed.). (ISBN-13: 978-1-4338-3217-8)

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	Describe how people change in terms of their cognitive abilities, psychosocial development (including moral reasoning, affective development, identity development, and personality structure), and biosocial status through the lifespan.	PSLO – 2, 3
CLO2	Evaluate research on the relative contributions of heredity (nature) versus environment (nurture) to various aspects of development.	PSLO – 3, 8
CLO3	Identify factors that increase a person's susceptibility for developing psychological problems at each stage of the lifespan.	PSLO – 3
CLO4	Describe how individuals are influenced by their specific learning experiences and how learning theory may be used to guide interventions to produce desired changes.	PSLO – 3, 5
CLO5	Compare and contrast the major developmental theorists and discuss the associated contributions of each to the study of human development.	PSLO – 3, 5
CLO6	Understand theories of learning and personality development and the basis of neurobiological behavior.	PSLO – 3

CLO7	Analyze the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client and demonstrates an awareness of strategies such as conflict resolution for working with diverse populations and ethnic groups from a social justice and developmental perspective using a multicultural theoretical approach that promotes self-awareness, optimal wellness, and overall growth of the mind, body, and spirit.	PSLO – 1, 2, 3, 5
CLO8	Examine the effects of crises, disasters, and other trauma-causing events across the lifespan.	PSLO - 3
CLO9	Understand theories and models of individual, cultural, couple, family, and community resilience through transitions over the lifespan.	PSLO – 3, 5
CLO10	Demonstrate an understanding of a general framework for exceptional abilities and strategies for differentiated interventions.	PSLO – 2, 3, 5, 7
CLO11	Demonstrate an understanding of human behavior, developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.	PSLO – 2, 3, 5, 7
CLO12	Analyze theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.	PSLO - 3
CLO13	Articulate theories for facilitating optimal development and wellness over the life span.	PSLO – 2, 3, 5

CACREP STANDARDS/ASSIGNMENTS

CAREP STANDARD	ACTIVITY/ PSLO	CHAPTER/ READING	ASSIGNMENT
SECTION 2.F: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE STANDARDS			
3) HUMAN GROWTH AND DEVELOPMENT			
a. Theories of individual and family development across the lifespan.	PSLO 3	Chapters 1, 12-16	Reading Reflections, Scholarly Report, Developmental Stages Presentation (KPI),

			Personal Development Analysis, Final Exam (cumulative-KPI)
b. theories of learning	PSLO - 3	Chapters 6, 7	Reading Reflections, Developmental Stages Presentation (KPI), Personal Development Analysis, Final Exam (cumulative-KPI)
c. theories of normal and abnormal personality development	PSLO – 3, 5	Chapters 10, 11	Reading Reflections, Developmental Stages Presentation (KPI), Personal Development Analysis, Final Exam (cumulative-KPI)
d. theories and etiology of addictions and addictive behaviors	PSLO-3	Chapters 1-2 Covered more in depth in CNS6901	Reading Reflections, Developmental Stages Presentation (KPI), Personal Development Analysis, Final Exam (cumulative-KPI)
e. biological, neurological, and physiological factors that affect human development, functioning, and behavior	PSLO - 3	Chapters 2, 5, 8, 9	Reading Reflections, Scholarly Report, Developmental Stages Presentation (KPI), Personal Development Analysis, Final Exam (cumulative-KPI)
f. systemic and environmental factors that affect human development, functioning, and behavior	PSLO - 3	Chapters 14-25	Reading Reflections, Developmental Stages Presentation (KPI), Personal Development Analysis, Final Exam (cumulative-KPI)
g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan	PSLO - 3	Chapter 1 Covered more in depth in CNS7970	Reading Reflections, Developmental Stages Presentation (KPI), Personal Development Analysis, Final Exam (cumulative-KPI)
h. a general framework for understanding differing abilities and strategies for differentiated interventions	PSLO - 2, 3, 5, 7	Chapters 1-16	Reading Reflections, Scholarly Report, Developmental Stages Presentation (KPI), Final Exam (cumulative-KPI)
i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	PSLO – 1, 2, 3	Chapter 1-16	Reading Reflections, Scholarly Report, Developmental Stages Presentation (KPI), Final Exam (cumulative-KPI)

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 2.F.3
1	Introductions Course Overview Understanding Human Development: Approaches & Theories	Chapter 1		2.F.3.a 2.F.3.d 2.F.3.g 2.F.3.h 2.F.3.i
2	Biological & Environmental Foundations and Prenatal Development Physical Development and Aging	Chapters 2 & 3		2.F.3.d 2.F.3.e 2.F.3.h 2.F.3.i

3	Scholarly Literature Report Presentations Brain, Perception, and Motor Development Health	Chapters 4 & 5	Scholarly Literature Report Due	2.F.3.e 2.F.3.h 2.F.3.i
4	Cognitive Change: Cognitive Developmental and Sociocultural Approaches Cognitive Change: Information Processing Approach	Chapters 6 & 7	Reading Reflection #1 Due	2.F.3.b 2.F.3.h 2.F.3.i
5	Intelligence Language Development	Chapters 8 & 9		2.F.3.e 2.F.3.h 2.F.3.i
6	Emotional Development Self, Identity, and Personality	Chapter 10 & 11	Reading Reflection #2 Due	2.F.3.c 2.F.3.h 2.F.3.i
7	Moral Development Gender and Sexuality	Chapters 12 & 13	Reading Reflection #3 Due	2.F.3.a 2.F.3.h 2.F.3.i
8	Social Relationships: Family and Peers	Chapter 14	Reading Reflection #4 Due	2.F.3.f 2.F.3.a 2.F.3.h 2.F.3.i
9	School, Achievement, and Work	Chapter 15	Reading Reflection #5 Due	2.F.3.f 2.F.3.a 2.F.3.h 2.F.3.i
10		Chapter 16	Personal Development	2.F.3.a 2.F.3.h

	Death and Dying		Analysis Due	2.F.3.i
	Review for final examination			
11	Final Examination			2.F.3.a-i

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
Class Attendance and Participation	100 points	10%	
Scholarly Report	100 points	10%	
Developmental Stages PowerPoint Presentation-KPI	200 points	15%	
Midterm Examination	100 points	15%	
Personal Development Analysis	150 points	25%	
Final Examination KPI	150 points	25%	
TOTAL	**200 points**	**100%**	

ASSIGNMENT DESCRIPTIONS
Class Participation & Attendance

This course is structured so you will learn not only from the textbook and readings, but also from one another. Becoming a professional is a process, so it is important to establish a professional attitude and demeanor. As graduate students, you are responsible for active and considerate participation in class discussions. To facilitate the process, the class participation grade will be based on your (a) contribution to discussions, (b) contribution to the learning experience of your classmates; (c) attending class and being on time, (d) active participation in all in-class activities.

Scholarly Literature Report
Students will provide a 2-3 page written critical analysis of the empirical literature regarding a topic from Chapters 1, 2, or 3. Include references from at least **3 peer reviewed professional publications published within the past ten years** from counseling, social work, psychology, psychiatry, nursing, or closely related publication journals that adds to our understanding of how human development and experiences relate to the field of counseling. Be sure to include in your summary what was intriguing about the topic, a brief overview of the article, and how this may be instrumental to you as a mental health clinician. You will be asked to give a brief 10–15-minute overview of your findings and the articles for the class. **Students are expected to follow APA 7th edition citation standards and should not include quotations which exceed 1-% of the content. Points will be deducted for overuse of quotations.** Assistance with how to prepare a literature review is available from the South University librarian.

Mid-Term Examination

This exam will cover material from assigned textbook chapters and material covered in previous class lectures/discussions. The exam will be a mixture of multiple choice, True/False, and short answer. The exams are closed book, the only resource you may use is your brain.

Developmental Stages PowerPoint Presentation- KPI

1. You will present a PowerPoint presentation focused on one of the developmental stages. You will present ethical and culturally relevant strategies for promoting resilience and optimum development and wellness for that part of life span and/or regarding a chosen issue within that stage. **DO NOT rely on the textbook for more than organizational suggestions or brief overviews of the developmental stage – any presentations which are essentially a regurgitation of the class reading will be given an "F" grade.**

2. Using peer-reviewed sources is a requirement for the presentation (at least 5), and references must be included. It is also permitted to use web-based information, brief videos, and/or experiential exercises for the class.

3. Tie the presentation to counseling. How would this information help counselors? Specifically, how would this information help counselors to help clients? Examples of presentation topics could include – Infancy – attachment needs, Toddlerhood – optimum language development, Adolescence – stress management, Middle Adulthood – caring for elderly family members, etc. These are just examples – there are LOTS of potential topics for each stage. However, this is not a project designed to focus on exploring a disorder or remediation. It is designed to illustrate helping as many people in that stage as possible who face common developmental tasks, issues, or challenges. Remember – think about promoting resilience and optimum development – what kind of information would YOU want to know if you were a counselor working with people or families in that developmental period? What information would help in optimal development at that stage? Also – "strategies" implies goal setting and/or skill building – make sure to include this perspective in your presentation, AND make sure that you include ethically and culturally relevant strategies. This means discuss potential ethical and cultural considerations for whatever strategies you include.

We will discuss this project in class. This presentation should be a **minimum of 30 minutes**. PowerPoint may be used, as can video clips, props, etc. However, video clips can only make up 5 minutes MAXIMUM of your presentation. You must submit a copy of your presentation via Brightspace before the start of class.

Personal Development Analysis

For this paper, you will discuss your own development over your lifetime and how it relates to the developmental concepts discussed throughout the quarter including each stage of psychosocial development discussed by Erikson up to the stage that you are currently in (infancy, toddlerhood, early childhood, middle childhood, early adolescence,

later adolescence, early adulthood, middle adulthood, later adulthood, very old age) with special attention to transitions throughout the lifespans as well as contextualization of theories of individual and family development. Include a plan for optimal development (grounded in theory and literature) for future growth, which includes the stages that you have not yet entered. In addition, neurobiological considerations will be addressed during each stage utilizing literature related to neurobiological development. Utilize key terms from the course.

The purpose of this paper is for you to demonstrate your ability to apply a working knowledge of the theories, terminology, and concepts of Human Growth and Development. You are to analyze your life as it relates to the key aspects of human growth and development. What are key developmental times in your life and the influencing factors that lead to who you are today? You are to incorporate empirical studies related to development, neurobiology, transitions, and your readings and class lectures into this paper, supporting what you purpose in your paper. Depending on your life and the influences there may be more attention placed during one period of time. If able obtain as much information as you can from family members about your early childhood years and any significant events. How did you do in those key developmental years, did you approach all developmental milestones with ease or were there challenges?

This is a comprehensive paper in which you will address your development across the lifespan. The body of the paper is to be **10-12 pages** double spaced (excluding Title Page, Abstract, 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 will be allowed. You must include **at least 10 references** in your paper **(among them at least 8 peer reviewed journal articles that were written no earlier than 2005).** Books and credible websites may be used, beyond the 10 required references. This paper must be 10 pages (main text) in length – this is the length of journal articles and 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 10 pages, this will result in a lower grade.

Your paper needs to have the following sections – title page, abstract, introduction, the body of the paper (this is not an actual section – this is the main portion of your paper, which may have headings/subheadings), conclusion, 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.

Comprehensive Final Examination KPI
This exam may include any and all assigned textbook material and lecture/discussion content covered throughout the

quarter. The exams will be a mixture of multiple choice, True/False, and short answer. The exam is closed book, the only resource you may use is your brain.

ADDITIONAL INFORMATION:

As reflected in the grading system, this course encourages active participation and engagement by the graduate student in the development of specific clinical competencies. Points are earned for quality of classroom participation. Whereas the instructor at times will be intentionally modeling aspects of clinical processes, the student also is expected to engage in role-playing in class many of the competencies involved in developing clinically sound and ethically formulated diagnostic impressions and treatment plans. These experiential exercises should enhance the development of critical thinking and decision making in differential diagnosis while encouraging the development of the basic clinical skills important to clinical assessment and the formation of a treatment alliance. Therefore, this course expects the student to demonstrate healthy interpersonal skills in addition to a relevant fund of clinical knowledge as the course progresses.

Development of clinical competencies requires an openness to supervision as reflected through a willingness to engage in self-reflection and self-assessment and a demonstration of empathic understanding in response to constructive feedback. Given that self-disclosure may be expected in some of the exercises, respecting the confidentiality of fellow students is important. Your participation in the class requires that you are willing to protect the privacy of what your fellow students may personally disclose. The Code of Ethics (2014) of the American Counseling Association (ACA) provides guiding framework for professional conduct.

Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors. (C.1)

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, <mark>campus</mark> 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
Developmental Stages PowerPoint Rubric

	A-range	B-range	C-range	D/F-range	Instructor Comments
Developmental Stage and Wellness Orientation (35%) **2.F.3.a-i**	Presentation is focused on health and wellness aspects of development, fostering healthy development for people in chosen stage. Ethical and culturally relevant strategies are explored/explained	Presentation is not fully focused on health and wellness and how to foster it. What makes strategies ethical and cultural is mentioned but not explored/explained	Presentation focuses on other topics more than on fostering health and wellness and/or ethics and culture not addressed in terms of strategies	Presentation does not focus on fostering health and wellness in chosen stage nor on ethical/culturally relevant strategies	
Useful Information for Target Audience (30%) **2.F.3.a-i**	The information presented would be useful for the target audience; handouts, videos, etc. all supported the information presented.	The information presented would be mostly useful for the target audience; some handouts/videos/info was not fully connected.	The information presented would not very useful to the target audience; information was not well connected to nor supported well by handouts, videos, etc.	The information presented was not useful; information was disjointed, not supported.	
Communicated Effectively (20%)	The information was effectively communicated in a clear and engaging manner, appropriate length.	Information was communicated adequately but lacked some clarity; presentation too	Communication of material was not very effective; some of the presentation was confusing, disjointed,	Communication of material was ineffective. Length and depth of presentation significantly too short or long.	

		short, somewhat long.	presentation significantly too short or long.		
Appropriate Number and Type of References **(15%)**	At least 5 peer-reviewed references, APA references included. Other references supported the presentation.	4 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 4 peer-reviewed references)	