

**CNS7950: Child/Adolescent Psychopathology Syllabus**

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

**COURSE DESCRIPTION** This course involves an in-depth analysis of abnormal behaviors in children and adolescents. The etiology, definition, prevalence rate, and morbidity of disorders in the DSM-IV-TR are reviewed. The course will focus on an introduction to the science and art of clinical assessment as the foundation of practice in mental health settings and the use of assessment techniques in a professional and ethical manner, toward the implementation of treatment. In part, adjustment disorders, V codes, and the ICD system will be studied. Students will primarily concentrate on serious mental disorders in the context of normal lifecycle transitions and review various methods of treatment related to the disorders covered. The course will make a concerted effort to apply the above to the “real world” of mental health professionals by examining treatment and assessment considerations.

**PREREQUISITES** None

**COREQUISITES** None

**CREDIT HOURS** 4

**COURSE MATERIALS**

### **Technological Requirements**

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

Requirements include:

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

### **Required Textbooks**

Field, T., & Ghoston, M. (2020). *Neuroscience-informed counseling with children and adolescents*. Wiley.

### **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**

<b>PSLO 1</b>	<b>Professional Counseling Orientation and Ethical Practice:</b> 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.
<b>PSLO 2</b>	<b>Social and Cultural Diversity:</b> Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.
<b>PSLO 3</b>	<b>Human Growth and Development Through the Lifespan:</b> 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.
<b>PSLO4</b>	<b>Lifestyle and Career Development:</b> 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.

<b>PSLO5</b>	<b>Counseling and the Helping Relationship:</b> 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.
<b>PSLO6</b>	<b>Group Dynamics and Group Work:</b> Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.
<b>PSLO7</b>	<b>Assessment and Appraisal:</b> Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
<b>PSLO8</b>	<b>Research and Program Evaluation:</b> 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**

<b>CLO1</b>	Demonstrate advanced knowledge and skills regarding test construction and development coinciding with non-standardized and standardized testing and assessment.	PSLO - 7
<b>CLO2</b>	Demonstrate an understanding of the intricacies (e.g., individual, couple, family, group and community strategies) associated with assessment and evaluation according to diverse child/adolescent populations.	PSLO - 2, 3, 5, 7
<b>CLO3</b>	Contend with major and minor ethical and legal implications regarding the use of tests.	PSLO - 1, 7
<b>CLO4</b>	Demonstrate advanced knowledge and skills regarding assessment and evaluation (e.g., Counseling Assessment Reports) for children and adolescents.	PSLO - 1, 3, 5, 7
<b>CLO5</b>	Demonstrate advanced knowledge of case conceptualization, assessment, and diagnosing and treating of mental and emotional disorders (e.g., addiction issues).	PSLO - 2, 3, 5, 7
<b>CLO6</b>	Demonstrate an understanding of assessment and evaluation techniques according to developmental phase (e.g., children, adolescents).	PSLO - 2, 3, 5, 7

<b>CLO7</b>	Analyze the biopsychosocial influences on the context of symptom and disorder presentation and maintenance.	PSLO - 2, 3, 5
<b>CLO8</b>	Demonstrate an awareness of the ethical standards of professional organizations and credentialing bodies, and applications of ethical, professional, and legal considerations in professional counseling in the context of working with children and adolescents.	PSLO - 1, 3, 5
<b>CLO9</b>	Analyze the influence of multicultural and pluralistic trends, including the characteristics and concerns within and among diverse groups nationally and internationally.	PSLO - 2, 3, 5
<b>CLO10</b>	Demonstrate an awareness of the counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination in working with child/adolescent populations.	PSLO - 1, 2, 3, 5

### CACREP STANDARDS/ASSIGNMENTS

CAREP STANDARD	ACTIVITY/ PSLO	CHAPTER/ READING	ASSIGNMENT
<b>SECTION 2.F: COUNSELING CURRICULUM</b>			
<b><u>3) HUMAN GROWTH AND DEVELOPMENT</u></b>			
c. theories of normal and abnormal personality development	PSLO – 3,5	Ch. 1, 2	Reading, <a href="#">Final Exam</a> , Case Studies, Diagnosis Paper and Presentation
<b><u>5) COUNSELING AND HELPING RELATIONSHIPS</u></b>			
h. Developmentally relevant counseling treatment or intervention plans.	PSLO 3	Ch. 5	Reading, <a href="#">Final Exam</a> , Case Studies, Diagnosis Paper and Presentation
i. Development of measurable outcomes for clients.	PSLO 5, 7	Ch. 4	Reading, <a href="#">Final Exam</a> , Case Studies
<b><u>7) ASSESSMENT AND TESTING</u></b>			
j. Use of environmental assessments and systematic behavioral observations.	PSLO 7	Ch. 3, 6-15	Reading, <a href="#">Final Exam</a> , Case Studies, Diagnosis Paper and Presentation
k. Use of system checklists, and personality and psychological testing.	PSLO 7	Ch. 4, 6-15	Reading, <a href="#">Final Exam</a> , Case Studies, Diagnosis Paper and Presentation
<b><u>8) RESEARCH AND PROGRAM EVALUATION</u></b>			

b. Identification of evidence-based counseling practices.	PSLO 5	Ch. 4	Reading, <a href="#">Final Exam</a> , Case Studies, Diagnosis Paper and Presentation
<b>Section 5.C: CLINICAL MENTAL HEALTH COUNSELING STANDARDS</b>			
<b>1) FOUNDATIONS</b>			
c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	PSLO 5	Ch. 5	Reading, <a href="#">Final Exam</a> , Case Studies, Diagnosis Paper and Presentation
d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders	PSLO 3	Ch. 6-15	Reading, <a href="#">Final Exam</a> , Case Studies, Diagnosis Paper and Presentation
<b>2) CONTEXTUAL DIMENSIONS</b>			
b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	PSLO 3	Ch. 6-15	Reading, <a href="#">Final Exam</a> , Case Studies, Diagnosis Paper and Presentation
d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)	PSLO-1,2,3,5,7	Ch. 5-15	Reading, <a href="#">Final Exam</a> , Case Studies, Diagnosis Paper and Presentation
e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	PSLO 5, 7	Ch. 6-15	Reading, <a href="#">Final Exam</a> , Case Studies, Diagnosis Paper and Presentation
g. Impact of biological and neurological mechanisms on mental health	PSLO 3	Ch. 6-15	Reading, <a href="#">Final Exam</a> , Case Studies, Diagnosis Paper and Presentation
<b>3) PRACTICE</b>			
a. Intake interview, MSE, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	PSLO 3, 7	Ch. 5-15	Reading, <a href="#">Final Exam</a> , Case Studies, Diagnosis Paper and Presentation
b. Techniques and interventions for prevention and treatment of a broad range of mental health issues	PSLO 3	Ch. 5-15	Reading, <a href="#">Final Exam</a> , Case Studies, Diagnosis Paper and Presentation

## 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.

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## COURSE REQUIREMENTS

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### COURSE ASSIGNMENTS AND SCHEDULE

Week	Topic(s)	Required Readings	Activities & Assessments	CACREP Standard
1	Syllabus			
2	Introduction Developmental Psychopathology Perspective Biological & environmental contexts of psychopathology	Ch. 1-3		
3	Research methods and ethical issues  Classification, assessment & intervention principles	Ch. 4-5		
4	Anxiety Disorders: etiology, assessment & intervention	Ch. 6-7	Presentation #1 (Social Anxiety Disorder) Presentation #2 (Specific Phobia)	

	Trauma- and Stressor-Related Disorders		Presentation #3 (PTSD)	
5	Mood Disorders: Etiology, assessment & treatment of depressive disorders and bipolar disorders; Suicide risk factors, non-suicidal self-injury	Ch. 8	Theoretical Paper Due	
6	Communication & Learning Disabilities: social/motivational problems, etiology, assessment & intervention, special education services  Intellectual Disability: nature of intelligence & adaptive behavior, co-occurring disorders, epidemiology, etiology, genetic syndromes, family accommodations, assessment & intervention	Ch. 11-12	Case Study #1 Due	
7	Conduct problems: epidemiology, developmental course, etiology, substance use, assessment & intervention;  Attention-Deficit/Hyperactivity Disorder: subtypes, co-occurring disorders, epidemiology, developmental course	Ch. 9-10		
8	Autism Spectrum Disorder and Schizophrenia	Ch. 13	Case Study #2 Due	
9	Disorders of Basic Physical Functions: Problems of elimination, sleep and feeding. Eating Disorders	Ch. 14-15		

	Psychological factors affecting medical conditions: chronic illnesses, pediatric pain, the dying child			
10	Evolving concerns for youth: Family issues, mental health services for youth, poverty, exposure to sociopolitical conflict, diversity & international cooperation			
11	<b>FINAL EXAM</b>			

*\*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
PowerPoint Presentation	100 points	20%	
Theoretical Paper	100 points	20%	
Case Studies	100 x 2 points	20%	
Comprehensive Final Examination <b>KPI</b>	100 points	30%	
Quizzes	20 x 5 points	10%	
<b>TOTAL</b>	<b>600 points</b>	<b>100%</b>	

### ASSIGNMENT DESCRIPTIONS

**Quizzes (20)** For each *asynchronous* class, students will have 15 minutes to complete a quiz over the assigned readings. NO CREDIT WILL BE GIVEN on missed quizzes and you will be counted **absent** for that week.

#### Diagnosis PowerPoint Presentation and Theoretical Paper

**Paper:** Each student will select one mental health diagnosis affecting children and adolescents. You will write a paper and then present your findings to the class. The paper should contain the following: (1) an introduction that includes a description of the diagnosis including a brief explanation of the diagnostic criteria, a history of the diagnosis, and prevalence rates (1-2 pages); (2) a literature review with a minimum of seven (7) peer-reviewed journal articles that illustrate our current understanding of the diagnosis including multicultural and ethical considerations (4-5 pages); and (3) evidence-based treatment modalities for working with clients who have this diagnosis based on a minimum of five (5) peer-reviewed journal articles and/or books (3-4 pages). The

paper will be 8-10 pages long (not including cover/title page or references), use 11–12-point font and 1 inch margins, and follow strict APA style. All peer-reviewed journal articles and/or books should have been published within the last 5 years.

**Presentation:** The PowerPoint presentation will be based on your paper with a focus on how to implement the evidence-based practice with clients. As part of the class presentation, students will choose video clips from the Alexander Street Counseling videos available through South University's online library. These training videos can be accessed under "Counseling and Therapy Videos." It is recommended that students choose footage of actual counseling sessions to illustrate the main points of the presentation. Videos should not take up more than 30% of your presentation time. Referencing at least 4 peer-reviewed publications (these should come from your paper), the student will prepare and deliver a 20-minute presentation on the topic selected to the class. **Students are expected to follow APA citation standards and to avoid including quotations which exceed 10% of the content of the PowerPoint slides.** These presentations are opportunities for students to demonstrate their critical thinking skills as they analyze and integrate relevant research literature to address their clinical topics and thesis statements. The video clips will be used to demonstrate the application of the counseling method in working with a child or adolescent client.

*Students will choose **one** of the following topics: PTSD, Specific Phobia, Social Anxiety*

**Case Studies (2):** Following the format presented in *Casebook in Child Behavior Disorders (2014)* (to be presented in class), students will develop a case conceptualization and treatment plan for each of the case studies. Students will address relevant differential diagnostic issues, assessment methods, risk and maintaining variables, developmental aspects and treatment considerations. The report will take a biopsychosocial perspective while considering developmental, ecological and cultural factors. Each case will be evaluated using the criteria that will be discussed in class.

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

All students are expected to write out and sign the Honor Code of South University for each assignment that is turned into the instructors.

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**ATTENDANCE**

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## **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.

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## ACADEMIC INTEGRITY

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### 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.**

## **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](http://bewellatsouth.com) or download the CampusWell app at [campuswell.com/get-the-app](http://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.