



## Syllabus

### **SCHOOL OF HEALTH AND SOCIAL SCIENCES COUN 621, 622, 632, 633: Practicum I, II, III, IV**

1 Credit each term – total 4 Credits  
Effective: Fall 2020/2021

*Access to the Internet is required.  
All written assignments must be in Microsoft-Word-compatible formats.  
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **FACULTY**

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## **COURSE DESCRIPTION**

This is a first course of a four-part practicum sequence (COUN 621, 622, 632, 633). For the entire Practicum sequence, students complete a minimum of 100 total hours including a minimum of 40 direct hours of client contact at a program-approved site. A Practicum contract is signed at the beginning of the field experience by the site supervisor, student, and conferred by the Director of Training. Students will meet for an average 1 hour weekly with a site supervisor for individual/triadic supervision, and on average 1.5 hours weekly with their practicum course instructor for group supervision. The student will carry professional liability insurance and abide by the ACA Code of Ethics. Students are expected to use and complete the forms included in the MAC Clinical Training Manual. Methods of instruction primarily feature in-class face-to-face learning. Grading for this course is Pass/Fail. To pass, students must meet minimum performance requirements and submit all assignments by the due date. Additionally, students will engage in a Social Justice activity(ies) for a minimum of 40 hours during the Practicum and/or Internship experience. Methods of instruction primarily feature: in-class face-to-face learning in addition to site clinical work.

## **COURSE RESOURCES**

Allen, V. B. (1986). A historical perspective of the AACD ethics committee. *Journal of Counseling and Development*. 64(1). 293.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> Ed.). American Psychiatric Association.

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> Ed). American Psychological Association.

Courtland, L. C. (2018). *Counseling for social justice* (3<sup>rd</sup> Ed). American Counseling Association.

[www.counseling.org](http://www.counseling.org)

American Counseling Association website:

[www.counseling.org](http://www.counseling.org)

Mental Health History:

<https://newyorkbehavioralhealth.com/history-mental-health-counseling-i>

“The Ways Paradigm: a tool for clinical reflection:”

<https://psychbc.com/clinical-blog/the-ways-paradigm-a-tool-for-clinical-reflection>

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

## **COURSE OUTCOMES throughout the Practicum sequence (COs)**

Throughout the Practicum experience, learners:

- a) Recognize and apply professional ethical standards including clear and appropriate relationships with clients, colleagues and the community;
- b) Collaborate with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status;
- c) Establish a commitment to professional development through continuing education, clinical supervision, self-reflection, and consultation with peers;
- d) Establish and maintain effective counseling relationships, and employs counseling techniques that are consistent with the selected theoretical approach;
- e) Gather information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect;
- f) Produces written communication that meets professional standards; and
- g) Social justice counseling competencies through gaining a systemic understanding for the influence of client cultural background in presenting problems and the role of counselors in promoting social justice and the well-being of the greater community.

## **PROGRAM OUTCOMES (PLOs)**

### **1. Professional Counseling Orientation and Ethical Practice**

Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

### **2. Social and Cultural Diversity**

Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

### **3. Human Growth and Development**

Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

### **4. Career Development**

Demonstrates knowledge and working application of career development in counseling practice.

### **5. Counseling and Helping Relationships**

Establishes and maintains effective counseling relationships, and employs theoretically grounded counseling techniques.

### **6. Group Counseling and Group Work**

Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

### **7. Assessment and Testing**

Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/ neglect of vulnerable populations.

### **8. Research and Program Evaluation**

Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

### **9. Social Justice**

Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

### **Specialty Areas:**

#### **10. Addiction Counseling**

Demonstrates knowledge and abilities to identify presenting symptoms and differential diagnoses including co-occurring disorders incorporated into the American Society of Addiction Medicine (ASAM) six-dimensional assessment model with appropriate theoretical-based treatment planning including interventions for projected outcomes.

#### **11. Clinical Mental Health Counseling**

Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

#### **12. Marriage, Couple, and Family Counseling**

Applies family systems theory to client(s) presenting problems and diagnoses.

#### **13. Professional School Counseling**

Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

(Note: KPI-F: Formative/First Assessment, KPI-S: Summative/Second Assessment; where applicable)

## **CACREP STANDARDS**

### **CACREP Entry Standards: Section 2. F.**

- 1.a. History and philosophy of the counseling profession and its specialty areas
- 1.c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 1.d. The role and process of the professional counselor advocating on behalf of the profession
- 1.e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- 1.f. Professional counseling organizations, including member benefits, activities, services to members, and current issues
- 1.h. Current labor market information relevant to opportunities for practice within the counseling profession
- 1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 1.m. The role of counseling supervision in the profession
- 2.b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- 2.h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- 5.e. The impact of technology on the counseling process
- 5.l. Suicide prevention models and strategies
- 7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- 7.d. Procedures for identifying trauma and abuse and for reporting abuse

### **CMHC Specialty**

- 1.a. History and development of clinical mental health counseling
- 2.a. Roles and settings of clinical mental health counselors
- 2.i. Legislation and government policy relevant to clinical mental health counseling
- 2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- 3.e. Strategies to advocate for persons with mental health issues

### **MCFC Specialty**

- 2.p. Record keeping, third party reimbursement, and other practice and management considerations in marriage, couple and family counseling
- 3.e. Strategies for interfacing with the legal system relevant to marriage, couple, and family counseling

### **AC Specialty**

- 2.f. Role of wellness and spirituality in the addiction recovery process
- 2.k. Professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling
- 2.m. Record keeping, third party reimbursement, and other practice and management considerations in addiction counseling

### **PSC Specialty**

- 2.f. Competencies to advocate for school counseling roles
- 2.j. Qualities and styles of effective leadership in schools

- 2.k. Community resources and referral sources
- 2.l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling

## Course Objectives Matrix:

Course Activity/Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP AC	CACREP PSC
1. Assign 2 – Bi-Weekly Journal	b), c), g)	2-(KPI-F)					
2. Assign 4- Practicum Student Evaluations (Practicum Site and Social Justice Site)	a), c), d), e), f)	5-(KPI-F)		2.m			
3. Assign 5- Social Justice Case Presentation of Volunteer Site	b), g)	9-(KPI-F)	1.e				
4. Required Reading Allen (1986); Courtland (2018)	g)		1.a, 1.d, 1.e, 2.b, 2.h	1.a, 2.a, 3.e			
5. Class Activities –	a), c, d, f, g		1.a, 1.c, 1.d, 1.e, 1.f, 1.h, 1.i, 2.b, 2.h, 2.k, 2.m, 5.e, 5.l, 7.c	2.i, 2.m, 3.c, 3.d, 3.e	2.p, 3.c	2.f, 2.k, 2.m	2.f, 2.j, 2.k, 2.l,

## Course Schedule

(Specific topics and class activities will be scheduled each term by the Practicum course instructor)

WEEKS/DATE	Topic/Activity	Readings before class	Class Activity	Assignments
Week 1				
Week 2				Due: Journal Entry; Weekly Hour Logs
Week 3				
Week 4				Due: Journal Entry
Week 5				
Week 6				Due: Journal Entry; Weekly Hour Logs
Week 7				
Week 8				Due: Journal Entry
Week 9				
Week 10				Due: Journal Entry; Weekly Hour Logs; Final Signed Hour Logs and Evaluations

### Required Course reflection topics throughout the Practicum four term sequence:

1. Website and Allen, V. B. (1986) related to the History of the Counseling Profession and Ethics.
2. Professional ethical and legal clinical issues (relevant to specialty areas: CMHC, MCFC, AC, PSC)
3. Suicide assessment/prevention (handouts)
4. Social Justice related issues including ethics (review Courtland, C. (2018).
5. Client and profession advocacy issues (review Courtland, C. (2018).
6. Competency, licensing, and certification related issues (all specialty areas)
7. Clinical documentation (including 3<sup>rd</sup> party reimbursement, and other practice/management issues)
8. Strategies for interfacing with integrated behavioral health care professionals
9. Trauma and abuse related issues
10. Wellness activities
11. Post-degree specialty counseling areas

**Standards met with required Practicum readings, in-class discussions, and class activities (verified through Reflection Papers from in-class discussions throughout the Practicum Series):**

CO: a, c, d, f, g

PLO: n/a

CACREP Core: 1.a, 1.c, 1.d, 1.e, 1.f, 1.h, 1.i, 1.m, 2.b, 2.h, 2.k, 5.e, 5.1, 7.c

CMHC: 2.i, 2.m, 3.d, 3.e

MCFC: 2.p, 3.e

AC: 2.f, 2.k, 2.m

PSC: 2.f, 2.j, 2.k, 2.l

## **THE FOLLOWING IS DIVIDED INTO FOUR MAIN SECTIONS:**

- Practicum Successful Completion Requirements
- Social Justice Activity
- Additional Practicum Assignments Throughout the Practicum Sequence
- Completed Requirements during Practicum III and/or IV
- Additional Reflection Papers Topics

## **PRACTICUM SUCCESSFUL COMPLETION REQUIREMENTS**

In order to successfully complete the Practicum training portion of the MAC program, each student must complete the following over the course of the four Practicum terms. All required forms are available through the MAC program's on-line Blackboard course shells. All of the following documents must be submitted through each student's personal "Portfolio" Blackboard shell in the appropriate related folders.

### **Initial Required Documents (completed prior to starting clinical work):**

1. ACA Membership including the Liability Insurance (kept "active").
2. Professional Resume (updated working with the university's Career Center).
3. Fully completed/conferred/signed Practicum Site Contract.
4. Signed/dated Washington's Unprofessional Conduct ordinance ((RCW 18.130.180).
5. Site Supervisor's verified credentials
  - i. A completed Credential Verification Form, found in the Clinical Training Manual;
  - ii. A copy of the site supervisor's professional license, documenting at least two years of licensure;
  - iii. A copy of the site supervisor's training in clinical supervision. If the site supervisor has not received this training, the site supervisor may complete an online video training on clinical supervision provided by the MAC program.

### **Final Documents/Activities to successfully complete Practicum and advance to Internship:**

1. Completed and signed by all parties Clinical Practicum IV term End Hour-log demonstrating that the student met all the minimum hour requirements (Minimum of 100 overall clinical hours including a minimum of 40 direct client contact hours).
2. Successful Completion of Video/Audio Case Presentation of client demonstrating passing application of basic essential counseling skills (during Practicum III or IV).
3. Completed and signed with successful passing:
  - a. Practicum Site Supervisor's Clinical Evaluation of Student (accumulative scores of 3 or higher).
  - b. Practicum Site Supervisor's Disposition Evaluation of Student ((accumulative scores of 3 or higher).
  - c. Practicum IV Seminar Leader's Clinical Evaluation of Student (accumulative scores of 3 or higher).
  - d. Practicum IV Seminar Leader's Disposition Evaluation of Student (accumulative scores of 3 or higher).
  - e. Completed Evaluations by the student:
    - i. Practicum Student's Evaluation of Site Supervisor.
    - ii. Practicum Students Evaluation of Site.
4. Student's Final Reflection Paper discussing Practicum Objectives from the Original Clinical Practicum Contract and how these Objectives were met or not met.

**All of the above must be fully completed and documents submitted in order to advance to Internship.**

## **SOCIAL JUSTICE ACTIVITY**

As an integral part of City University of Seattle’s Masters of Arts in Counseling programs, students are to become involved in at least one Social Justice Activity during their practicum and/or internship training. It is highly suggested that this is completed during practicum, though allowances may be made for completion during internship. A minimum of 40 service hours of approved volunteer work over a minimum of two terms is required. For each approved volunteer activity, a site coordinator must provide their contact information and agree to provide term-end verification of hours served and a disposition evaluation of the student. The required site coordinator’s information will be included in the monthly and term-end hour-log form provided in the Training Manual. Specific information about this Social Justice Activity will be discuss during Practicum I.

1. The following links are current lists of known Social Justice sites. This is not complete and may not be up to date related to the contact information. Additional sites can be added with the approval of the course seminar leader and/or Director of Training.
  - a. [Practicum Volunteer Sites.docx](#)
  - b. <https://psych.uw.edu/undergraduate/psych-497/opportunities>
2. At the end of each term, the site coordinator must sign-off on the Term-End hour log and provide a signed Student Disposition Evaluation for each student.
3. The above forms will be submitted through the designated submission folder in each student’s Blackboard Portfolio.

### ***Components***

All required documentation as listed above

**TOTAL**

### ***% of Grade***

100%

**100%**

## **Social Justice Case Presentation of Social Justice Site**

CO: b), g)

PLO: 9-(KPI-F)

CACREP Core: 1.e

CMHC; n/a

MCFC: n/a

AC: n/a

PSC: n/a

Towards the end of the Social Justice site experience, each student will provide an oral presentation during the seminar class to address the following:

1. What collaborative work they did at the site specific to people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status;
2. A discussion of their understanding related to social justice competencies through their experience related to a systemic understanding for the influence of client cultural background in presenting problems and the role of counselors in promoting social justice and the well-being of the greater community;
3. What advocacy processes they found needed and/or engaged in to address institutional and social barriers that impede access, equity, and success for clients.

Students will provide an outline document for this oral case presentation to submit through their Blackboard Portfolio in the designated folder prior to their presentation. A template will be provided.

## **ADDITIONAL PRACTICUM ASSIGNMENTS THROUGHOUT THE PRACTICUM SEQUENCE**

The following are additional assignments and/or activities span the entire Practicum experience. These assignments are to be submitted through each student's Blackboard portfolio. By the end of Practicum IV, all of the following as well as the above required Practicum Clinical documents must be located in each student's Blackboard Portfolio.

### **Bi-Weekly Journal (On-going each term)**

CO: b, c, g  
PLO: 2-(KPI-F)  
CACREP Core: n/a  
CMHC: n/a  
MCFC: n/a  
AC: n/a  
PSC: n/a

Students will write and submit biweekly journals of clinical work, social justice activities, and personal reflections to their overall progress through the program. Each bi-weekly journal is expected to be 1 to 3 pages in length. Journals are Not to include any third-party Identifying information (especially actual names). This includes, but not limited to: clients, peers, instructors, family members and friends. Pseudo names and/or identifying the relationship with the student is allowed (e.g. instructor, peer, sister, friend).

Each student will receive full credit for this assignment, provided the journals are turned in by the designated due date.

The Bi-Monthly Journal includes the following three parts. If the student is not specifically engaged in a specific area of reflection (\*Clinical and/or social justice activity), then a simple comment of "I am not active in this activity currently" is sufficient. All journal bi-monthly entries must include "Part 3: Additional General Reflections."

### **Part 1: Clinical Work Entries\***

Brief reflections on client sessions where you notice specific transference and counter-transference:

- Specific situations and events you address with each client
- Explore the stimulus, basis, and content of your emotional responses and counter-transference with your clients or transference from the client towards you.

Reflections from your client work for each journal:

- Assess the level and content of your personal and professional growth and development as it relates to your client work
- Note ideas for discussion of additional study that arise for you as you work with your clients
- Record your response to feedback from supervisors, instructors, and peers

### **Part 2: Social Justice Activity\***

When journaling your social justice activity, speak to the following aspects in your journal (remember: that this is about being present with a person vs. sitting with them as a "client").

- What did you notice for yourself or for the others you spent time with?
- In what ways do you feel you were an advocate or support for the person you spent time with?
- Were there any opportunities for you to explore possible support systems the person might be able to connect with?
- Did the person identify for you any particular hardships or aspects of their life that seemed to be barriers in one way or another?
- Did you notice yourself modeling any particular “ways of being” that might be helpful to them as they navigate their world?
- How was it to simply “be present” with the person or people you spent time with?

### **Part 3: Additional General Reflections**

Provide any additional information in how you see yourself progressing through the program. Feel free to include successes, challenges, and/or personal goal achievements and any hurdles you might be facing.

<i>Components</i>	<i>% of Grade</i>
Bi-Weekly Journals	100%
<b>TOTAL</b>	<b>100%</b>

### **Monthly and Term-end Clinical Timesheets**

Students will submit their indirect, direct, and supervised hours using the “Weekly and TermEnd Clinical Hour Tracking” form at least once each month through the course Blackboard shell. At the concluding of the term, students will submit all completed timesheets, signed by their site supervisor, through their Blackboard Portfolio in the designated submission folder.

Students will receive full credit for this assignment, if the HourLogs are turned in by the designated due dates.

<i>Components</i>	<i>% of Grade</i>
Quarterly Timesheets	100%
<b>TOTAL</b>	<b>100%</b>

### **Practicum Student Term-end Clinical Evaluations**

CO: a), c), d), e), f)

PLO: 5-(KPI-F)

CACREP Core: n/a

CMHC: n/a

MCFC: n/a

AC: n/a

PSC: n/a

Student’s clinical and professional dispositions performance at their site are evaluated during each term of Practicum.

- 1) Practicum Competencies form. This form is completed by:
  - a. The site supervisor at the end of each term when clinical work is conducted; and
  - b. The course instructor after the student shares the required video/audiotape of client work during group supervision (during Practicum III and/or IV).

- 2) Student Disposition Evaluation form. This form is completed by:
- The site supervisor at the end of each term when clinical work is conducted; and
  - The course instructor at the end of each Practicum course term.
- (Note: In order to pass practicum to advance to internship, students must demonstrate zero occurrences of problematic professional dispositions (any score of “1” on the Student Disposition Evaluation form)).

<i>Components</i>	<i>% of Grade</i>
Practicum Evaluation of Professional Dispositions and Behaviors	100%
<b>TOTAL</b>	<b>100%</b>

### **Monthly and Term-end Social Justice Activity(ies) Timesheets**

Students will track their Social Justice Activity hours using the “Weekly and TermEnd Social Justice Hour Tracking” form at least once each month through the course Blackboard shell, even if not active in a SJ Activity. At the concluding of the term, students will submit all completed timesheets, signed by their site coordinator, through their Blackboard Portfolio in the designated submission folder.

Students will receive full credit for this assignment, if the HourLogs are turned in by the designated due dates.

<i>Components</i>	<i>% of Grade</i>
Quarterly Timesheets	100%
<b>TOTAL</b>	<b>100%</b>

### **Term-end Social Justice Activity(ies) Evaluations**

CO: n/a  
 PLO: 5-(KPI-F)  
 CACREP Core: n/a  
 CMHC: n/a  
 MCFC: n/a  
 AC: n/a  
 PSC: n/a

Student’s professional dispositions performance at their Social Justice Activity site are evaluated at the end of their Practicum and/or Internship terms. Social Justice site coordinators are to use the Student Disposition Evaluation Form. This completed form must be fully signed and submitted at the end of each term in which the student is actively engaged in a Social Justice Activity.

<i>Components</i>	<i>% of Grade</i>
Practicum Evaluation of Professional Dispositions and Behaviors	100%
<b>TOTAL</b>	<b>100%</b>

## COMPLETED REQUIREMENTS DURING PRACTICUM III AND/OR IV

### Video/Audio Case Presentation Demonstrating Basic Essential Counseling Skills

Developing a coherent theoretical orientation requires in-session application, re-evaluation, and ongoing practice. Students are expected to video/audiotape their work with clients throughout the Practicum sequence. During Practicum III or Practicum IV (COUN 632 or COUN 633), students present a video/audio of their work with a client to demonstrate application of basic essential counseling skills.

The video/audio segment is expected to last 10-15 minutes. Students intentionally select the video/audio segment to demonstrate evidence of integration of basic essential counseling skills into practice. The student explains how their skills were used with the client, both in the selected segment and throughout the course of treatment. Students receive feedback from their instructor and peers. Students are to talk clearly about the application these skills, and justify the utility and effectiveness of such an approach with the client.

Students receive full credit for this assignment if they present a video/audio case, demonstrating their successful integration of the basic essential counseling skills within the established time frame, and are satisfactorily evaluated by the seminar leader.

<i>Components</i>	<i>% of Grade</i>
Video case presentation of theoretical approach	100%
<b>TOTAL</b>	<b>100%</b>

### Evaluation of Site and Site Supervisor

At the conclusion of the practicum experience, students will evaluate both the practicum site, and the practicum site supervisor. The student assesses the degree to which the site and site supervisor assisted them in developing competencies relative to the basic essential counseling skills. A form for each of these evaluations will be provided.

<i>Components</i>	<i>% of Grade</i>
<b>TOTAL</b>	<b>100%</b>

## ADDITIONAL REFLECTION PAPERS TOPICS

Throughout the practicum year-long sequence, various topics will be covered. After each covered topic, students will be required to write a reflection paper from this discussion and/or required reading and submit it through the specified submission folder in their Blackboard Portfolio. These short one to three page papers must be professionally written incorporating APA standards. A Reflection Paper Template will be supplied for these papers through Blackboard in each Practicum course.

### **Required Course reflection topics throughout the Practicum four term sequence:**

1. Website and Allen, V. B. (1986) related to the History of the Counseling Profession and Ethics.
2. Professional ethical and legal clinical issues (relevant to specialty areas: CMHC, MCFC, AC, PSC)
3. Suicide assessment/prevention (handouts)
4. Social Justice related issues including ethics (review Courtland, C. (2018).
5. Client and profession advocacy issues (review Courtland, C. (2018).
6. Competency, licensing, and certification related issues (all specialty areas)
7. Clinical documentation
8. Trauma and abuse related issues
9. Wellness activities
10. Post-degree specialty counseling areas

# **COURSE POLICIES**

## **Late Assignments**

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

### **OVERVIEW:**

- All assignments are expected to be turned in on time
- 5% of the overall grade for the assignment will be deducted each day the paper is late up to 7 days
- No paper will be accepted 7 days after due date
- Agreements must be made with the course instructor 48 hours prior to due date for assignment if an exception is to be made

## **Participation**

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's most recent Code of Ethics. This will be made available on request.

With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only. If they are used for other purposes (i.e., social communication), students will be asked to leave class.

## **Professional Writing**

Assignments require error-free writing that uses Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

**Smarthinking Tutoring** CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.