



Syllabus

SCHOOL OF HEALTH AND SOCIAL SCIENCES COUN 651, 652, 653: Internship I, II, III

3 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

In the Internship series (sequence COUN 651, 652, 653) students actively participate in a minimum of 600 total clinical hours which includes a minimum of 240 direct client contact hours of supervised experience. The student and site supervisor will design an internship contract that includes roles and responsibilities, schedule, supervision format and frequency, required staff meetings, and client contact arrangements. This contract will be conferred by the Director of Training prior to the student's clinical work engagement. 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. At the conclusion of each quarter of internship, students are evaluated by the site supervisor. Methods of instruction primarily feature: in-class face-to-face learning in addition to the clinical site work.

COURSE RESOURCES

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

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th Ed). American Psychological Association.

American Counseling Association website:
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 Internship sequence (COs)

This course will prepare students to:

- a) Recognize and apply professional ethical standards including clear and appropriate relationships with clients, colleagues, clinical settings, 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 interventions 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) Develop multicultural and 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.
- g) Applies theory to client presenting problems and diagnosis relevant to the student's specialty area (CMHC, MCFC, AC, PSC).

PROGRAM LEARNING 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.

Counseling and Helping Relationships

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

5. 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.

6. 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.

7. Research and Program Evaluation

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

8. Social Justice

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

Specialty Areas:

9. 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.

10. 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.

11. Marriage, Couple, and Family Counseling

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

12. 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 (none identified as new for Internship)

CACREP Entry Standards: Section 2. F.

- 1.c. Counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 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.m. The role of counseling supervision in the profession
- 5.e. The impact of technology on the counseling process

CMHC Specialty

- 2.m record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

MCFC Specialty

- none

AC Specialty

- none

PSC Specialty

- none

Course Objectives Matrix:

Course Activity/Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP AC	CACREP PSC
1. Final Case Presentation (CC-D-TP)	g)	2-(KPI-S), 3-(KPI-S), 5-(KPI-S), 7-(KPI-S), 8-(KPI-S), 10-(KPI-S), 11-(KPI-S), 12-(KPI-S)					
2. Evaluations of Student	a), b), c), d), e), f), g)	1-(KPI-S), 6-(KPI-S)		2.m			
3. Social Justice Case Presentation of Volunteer Site	b), g)	9-(KPI-F)	1.e				

Course Schedule

(Specific topics and class activities will be developed each term by the Internship course instructor)

WEEKS/DATE	Topic/Activity	Readings before class	Class Activity	Assignments
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				

Standards met with required course readings, in-class discussions, and class activities:

CO: n/a

PLO: n/a

CACREP Core: 1.c, 1.f, 1.m

CMHC: 2.m

MCFC: n/a

AC: n/a

PSC: n/a

THE FOLLOWING IS DIVIDED INTO FOUR MAIN SECTIONS:

- Internship Successful Completion Requirements
- Social Justice Activity (if not completed during Practicum)
- Additional Internship Assignments Throughout the Internship Sequence
- Completed Requirements during Internship III

INTERNSHIP SUCCESSFUL COMPLETION REQUIREMENTS

Initial Required Documents (completed prior to starting Internship):

1. Successful completion of all Practicum requirements
2. ACA Membership including the Liability Insurance (kept “active”).
3. Professional Resume (updated).
4. Fully completed/conferred/signed Internship Site Contract.
5. Signed/dated Washington’s Unprofessional Conduct ordinance ((RCW 18.130.180).
6. Site Supervisor’s verified credentials
 - i. A completed Credential Verification Form;
 - 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 verification. 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.

Consent Form for Video or Audio Taping/Live Supervision Form

Students will obtain written consent from clients prior to video taping, and submit this form prior to video tape review in class. If clients do not provide consent or if agencies do not allow for video taping, then students will submit a live supervision form.

<i>Components</i>	<i>% of Grade</i>
Consent Form for video or audio taping/Live supervision form	100%
TOTAL	100%

Final Documents/Activities to successfully complete Internship:

1. Completed and signed by all parties Clinical Internship III term End Hour-log demonstrating that the student met all the minimum internship training hour requirements (Minimum of 600 overall clinical hours including a minimum of 240 direct client contact hours).
2. Successful Completion of a client Case Conceptualization, Diagnosis, and Treatment Planning (CC-D-TP) (Internship III).
3. Completed and signed with successful passing:
 - a. Internship Site Supervisor’s Clinical Evaluation of Student (accumulative scores of 3 or higher).
 - b. Internship Site Supervisor’s Disposition Evaluation of Student ((accumulative scores of 3 or higher).
 - c. Internship III Seminar Leader’s Clinical Evaluation of Student (accumulative scores of 3 or higher).
 - d. Internship III Seminar Leader’s Disposition Evaluation of Student (accumulative scores of 3 or higher).
 - e. Completed Evaluations by the student:
 - i. Internship Student’s Evaluation of Site Supervisor.
 - ii. Internship Students Evaluation of Site.
4. Student’s Final Reflection Paper discussing Internship Objectives from the Original Clinical Internship 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 (IF NOT COMPLETED DURING PRACTICUM)

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 Internship, 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. [Internship 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.

<i>Components</i>	<i>% of Grade</i>
All required documentation as listed above	100%
TOTAL	100%

Social Justice Case Presentation of Social Justice Site

CO: b), g)
 PLO: 9-(KPI-F)
 CACREP Core: 1.e
 CMHC; MCFC; AC; 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 INTERNSHIP ASSIGNMENTS THROUGHOUT THE INTERNSHIP SEQUENCE

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

Bi-Weekly Journal (On-going each term)

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 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%
TOTAL	100%

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%
TOTAL	100%

Internship Student Term-end Clinical Evaluations

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

PLO: 1-(KPI-S), 6-(KPI-S)

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 Internship.

- 1) Internship 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 Internship III).
- 2) Student Disposition Evaluation 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 at the end of each Internship course term.
 - c.

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

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. (If students have already documented completion of this program’s required activity, they will just need to submit the finalized form showing verification of the required hours completed). 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%
TOTAL	100%

Term-end Social Justice Activity(ies) Evaluations

Student’s professional dispositions performance at their Social Justice Activity site are evaluated at the end of their Internship 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>
Internship Evaluation of Professional Dispositions and Behaviors	100%
TOTAL	100%

COMPLETED REQUIREMENTS DURING INTERNSHIP III

Case Conceptualization, Diagnosis, and Treatment Planning (CC-D-TP)

Oral Presentation and Written Document

CO: g)

PLO: 2-(KPI-S), 3-(KPI-S), 5-(KPI-S), 7-(KPI-S), 8-(KPI-S), 10-(KPI-S), 11-(KPI-S), 12-(KPI-S)

CACREP Core: n/a

CMHC: n/a

MCFC: n/a

AC: n/a

PSC: n/a

Students will present a final case conceptualization, differential diagnosis, and treatment planning (CC-D-TP) for an active client specific to their specialty track (CMHC, MCFC, AC, or PSC). This case study will include the span of the client related to their lifespan and explore developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. Students will need to demonstrate application of the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders. Students will also need to provide the treatment modalities and discuss the client's placement criteria within the continuum of care.

Students will be evaluated on the scope and depth of pertinent elements and social/cultural influences, provisional diagnosis and clinical hypothesis, theoretical approach and interventions used, assessment of intervention outcomes, transference and counter-transference, legal/ethical considerations, and applications of social justice and advocacy relevant to the client. During the clinical case presentation, other students will provide feedback to the presenter, along with the instructor. This assignment assists students to both provide and receive consultation with peers.

Students should bring copies of the accompanying document (A template will be provided) for the other students in the class. A copy will be submitted to the instructor, along with a copy of the informed consent document for recording the session, signed by the client. In situations where videotaping is not possible, the student will furnish the instructor with a copy of a live supervision form, completed by their supervisor, alongside the accompanying document. The evaluation form will be provided to students at the start of their internship experience for this activity which will be used by the seminar leader.

Evaluation of Site and Site Supervisor

At the conclusion of the internship experience, students will evaluate both the internship site, and the internship 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.

Components
TOTAL

% of Grade
100%

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 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 to request a username and password.