EGC 650: School Counselling Comprehensive Examination

School of Education and Leadership

0 Credits
Effective Date: 1/1/2023
Grading Type: Pass/No Pass
Pre-requisite or Co-Requisite: None

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

A requirement for program completion, the comprehensive examination broadly covers the program outcomes for the whole program requiring students to integrate their knowledge and skills and synthesize them in pragmatic ways.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

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 electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Program Learning Outcomes

- Ethical standards - Act with integrity and follow professional ethics to include professional standards, policies, and practices based on BCTF, BCSCA, CCPA and BCACC guidelines.
- Coordination and case management skills - Facilitate the collaborative development and implementation of a care plan based on students' goals, strengths and needs, that includes assessing outcomes and strategies and service coordination
- Theory and Practice - Use developmentally and culturally relevant theories for counselling and interventions.

- Assessment - Apply comprehensive assessment practices and risk assessment tools to evaluate students' mental health and guide case conceptualization.
- Human Development - Apply comprehensive knowledge of human growth and development to improve student learning and well-being
- Multicultural and Inclusive Education - Recognize and examine the complexity of human experience within cultural and social contexts to promote inclusion.

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (https://www.cityu.edu/catalog/).

Course Assignments and Grading

Overview of Required Assignments	*% of Final Grade*
Comprehensive Examination	100%
TOTAL	**100%**

Comprehensive Examination (100% of Final Grade)

Comprehensive exams broadly cover the program outcomes for the program requiring students to integrate their knowledge and synthesize it in pragmatic ways. Students are provided with school counselling case vignettes to choose from, analyze and discuss.

The exams include an analysis of the following areas: Assessment, Theory/ Approaches/ Interventions, and Ethics and Legal considerations.

Grading components	*% of Grade*
Ethical Standards	20%
Coordination and Case Management Skills	16%
Theory and Practice	16%
Assessment	16%
Human Development	16%
Multicultural and Inclusive Education	16%
TOTAL	**100%**

Comprehensive Examination				
Scale	100.00 – 92.00	91.99-82.00	81.99 – 75.00	74.99 – 0.00
Decimal Grade Equivalent	4.0 – 3.7	3.6 – 2.7	2.6 – 2.0	1.9 - 0.0
% of Grade	Exceeds Standard	At Standard	Approaching Standard	Below Standard

Ethical Standards	20	Acts with integrity and demonstrates sound ethical and professional judgement; Clearly explains and acts in accordance with professional organizations, standards, policies and guidelines governing school counselling.	Acts with integrity and demonstrates sound ethical and professional judgement; Acts in accordance with professional organizations, standards, policies and guidelines governing school counselling.	Demonstrates understanding of general ethical and professional guidelines; May not act in accordance with professional organizations, standards, policies and guidelines governing school counselling.	Demonstrates lack of understanding of general ethical and professional guidelines; Does not act in accordance with professional organizations, standards, policies and guidelines governing school counselling.
Coordination and Case Management Skills	16	Conceptualizes case from a systemic perspective; Thoughtfully and strategically plans communication for collaboration. Articulates detailed and thorough ongoing assessment of strategies and outcomes for effectiveness.	Conceptualizes case from a systemic perspective; Plans communication for collaboration; Articulates some ongoing assessment of strategies and outcomes for effectiveness.	Conceptualizes some elements of a case from a systemic perspective, but case conceptualization appears to be partial or incomplete; Plan of communication for collaboration appears to be partially incomplete.	Partially conceptualizes a case without taking into consideration a systemic perspective; Plan of communication for collaboration appears to be missing or incomplete.
Theory and Practice	16	Knowledgeably applies developmentally appropriate and culturally relevant theory in counselling practice and interventions; Incorporates theory consistently in professional practice.	Knowledgeably applies developmentally appropriate and culturally relevant theory in counselling practice and interventions.	Articulates theories from developmental and cultural perspectives; Attempts to apply relevant theory in counselling practice and interventions, but ideas are not always developmentally appropriate and/or culturally relevant.	Struggles to articulate theories from developmental and cultural perspectives; Attempts to apply relevant theory in counselling practice and interventions, but ideas are not developmentally appropriate and/or culturally relevant.
Assessment	16	Articulates a comprehensive approach to assessment; Uses valid techniques to evaluate student's mental health and risk factors; Applies assessment results in case conceptualization; Applies a comprehensive approach to assessment in professional practice.	Articulates a comprehensive approach to assessment; Uses valid techniques to evaluate student's mental health and risk factors; Applies assessment results in case conceptualization.	Uses a limited approach to assessment; Uses some techniques to evaluate student's mental health and risk factors; Application of assessment results in case conceptualization appears to be incomplete.	Demonstrates a lack of understanding of a comprehensive approach to assessment and its application.
Human Development	16	Applies comprehensive knowledge of human growth and development to improve student learning and well-being; Promotes understanding of growth and development within community; Detailed knowledge of developmental considerations are evidently informing all aspects of the school counsellor's approach.	Applies comprehensive knowledge of human growth and development to improve student learning and well-being.	Applies some knowledge of human growth and development to improve student learning and well-being.	Struggles to demonstrate or apply knowledge of human growth and development to improve student learning and well-being.
Multicultural and Inclusive Education	16	Openly explores and analyzes how identities, abilities, and sociocultural contexts and experiences inform perspective; Promotes inclusive practices and provides leadership within community; Understanding of the complexity of human experience is informing all aspects of the school counsellor's approach.	Openly explores and analyzes how identities, abilities, and sociocultural contexts and experiences inform perspective; Promotes inclusive practices.	Demonstrates reluctance or defensiveness when exploring and analyzing how identities, abilities, and sociocultural contexts and experiences inform perspective.	Does not explore and analyze how identities, abilities, and sociocultural contexts and experiences inform perspective.
TOTAL	100%				

Course Policies

Declaration of Inclusion

CityU Canada's Master of Education in School Counselling program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that we live and work on the unceded and traditional territory of the Coast Salish Nations of xʷməθkʷəy̓əm (Musqueam), səl̓ílwətaʔɬ (Tsleil-Waututh), and Sḵwx̱wú7mesh (Squamish) people & many others whose histories, languages, & cultures continue to influence our vibrant community. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC, and diversely-abled communities.

University Policies

Students 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.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

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 the CityU website 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 CityU in Canada website.

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 under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy.*

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 in the University Catalog under *Student Rights and Responsibilities* on the page titled *Attendance.*

Support Services

Disability Services Accommodations Statement

Students with a 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

206.239.4752, or visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the Start Your Course Here module in your course under Support Services. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with 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 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a user name and password.