



## Syllabus

**SCHOOL OF HEALTH AND SOCIAL SCIENCES**  
**COUN 692\_693\_694\_695: Capstone and Comps Exam**  
**All Tracks: CMHC, MCFC, AC, PSC**

4 Credits  
Effective: July 2020

*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**

The Master of Arts in Counseling program follows a developmental sequence in preparing counselors for work in schools, agencies, medical settings, chemical dependency treatment facilities, and private practice. Prior to completing their program of study, students will submit a capstone project and complete a summative assessment of learning.

Methods of instruction primarily feature: in-class face-to-face learning, with some additional asynchronous online work.

## **COURSE RESOURCES**

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

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

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 (COs)**

This course will prepare students to:

- a) Understand the role and process of the professional counselor advocating on behalf of the profession.
- b) Understand effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
- c) Analyze and use data to increase the effectiveness of clinical mental health counseling (including marriage, couple, and family counseling, professional school counseling, and addictions counseling) interventions and programs.
- d) Develop measurable outcomes for clinical mental health counseling (including marriage, couple, and family counseling, professional school counseling, and addictions counseling) programs, interventions, and treatments.
- e) Understand the management of mental health services and programs, including areas

such as administration, finance, and accountability.

- f) Demonstrate understanding of the CACREP Common Core Areas

## **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.

### **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.

- 2.c. Multicultural counseling competencies
- 8.c. Needs assessments
- 8.d. Development of outcome measures for counseling programs
- 8.e. Evaluation of counseling interventions and programs

### CMHC Specialty

- None

### MCFC Specialty

- None

### AC Specialty

- None

### PSC Specialty

- 1.d. Models of school-based collaboration and consultation
- 1.e. Assessments specific to P-12 education
- 2.a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools
- 2.b. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- 2.d. School counselor roles in school leadership and multidisciplinary teams
- 3.b. Design and evaluation of school counseling programs
- 3.l. Techniques to foster collaboration and teamwork within schools
- 3.n. Use of accountability data to inform decision making
- 3.o. Use of data to advocate for programs and students

## Course Objectives Matrix:

Course Activity/Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP AC	CACREP PSC
1. Assign 1 – Action Research Proj	a), b), c), d), e)	9 (KPI-S), 13 (KPI-S)	2.c, 8.c, 8.d, 8.e.				1.d, 1.e, 2.a, 2.b, 2.d, 3.b, 3.l, 3.n, 3.o
2. Assign 2 – Reflection Paper	e)		5.j.				
3. Required Course Activities: a. Career b. ACA Sub-Divisions c. Core Areas: 1-8	f)	4 (KPI-S)					

## Course Schedule

<b>Weeks/Date</b>	<b>Topic/Activity</b>	<b>Readings before class</b>	<b>Class Activity</b>	<b>Assignments</b>
<b>Week 1</b>			Class TBD	
<b>Week 2</b>			Class TBD	
<b>Week 3</b>			Class TBD	
<b>Week 4</b>			Class TBD	
<b>Week 5</b>			Class TBD	
<b>Week 6</b>			Class TBD	

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

CO: n/a

PLO: n/a

CACREP Core: n/a

CMHC: n/a

MCFC: n/a

AC: n/a

PSC: n/a

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>Points</i>
Assign 1: Action Research Project	600
Assign 2: Reflection Paper	200
Course Activities	200
<b>TOTAL</b>	<b>1000</b>

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

### **Assign 1: Action Research Project (600 points)**

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

PLO: 9 (KPI-S), 13 (KPI-S)

CACREP Core: 2.c, 8.c, 8.d, 8.e

CMHC: n/a

MCFC: n/a

AC: n/a

PSC: 1.d, 1.e, 2.a, 2.b, 2.d, 3.b, 3.l, 3.n, 3.o

#### Course Guide Description:

As a final component of students' clinical training, they must complete a capstone project. Through this project, students are to demonstrate the ability to explore, develop, and establish an evaluation process related to Collaboration, Advocacy, Leadership, and Systemic Change. Specifically, students will identify a social justice issue related to their specialty area clinical work (e.g. Clinical Mental Health Counseling, Marriage, Couple and Family counseling, Professional School Counseling and Addictions Counseling). Related to this social justice issue, students will conduct a review of the literature pertaining to this issue, evaluate local, state, and federal policy pertaining to the issue, design an action-research plan to explore the issue, developing measurable outcomes and describing data collection and analysis strategies, and how these will be used to increase the effectiveness of counseling interventions and programs. For the Professional School Counseling specialty track students, they must implement and ASCA National Model related to these themes of Collaboration, Advocacy, Leadership, and Systemic Change.

#### Detailed Description:

Students will identify a social justice issue related to their specialty area clinical work, conduct a review of the literature pertaining to this issue, evaluate local, state, and federal policy pertaining to the issue, design an action-research plan to explore the issue, developing measurable outcomes and describing data collection and analysis strategies, and how these will be used to increase the effectiveness of counseling interventions and programs.

Related to this project, students will provide a written professional paper and an oral report. The written body portion of this project will be 15-25 pages, using APA professional writing style and formatting. The Oral report will be a 10-15 minute presentation on their action research project. Students are expected to cite at least 10 references in support of their project.

Students will be allowed to work in pairs/triads for this project. They must collaborate with a professional

mentor counselor in the field as well as other members of the professional community (other counselors, teachers – school settings, and staff) to review data and identify a setting need or gap in counseling services for that specific environment (e.g. school settings: attendance, academic achievement, or behavior; agency setting: clinical or case management services). The final research product can be an individual or group presentation and paper.

**The paper is expected to comprise the following elements:**

I. Introduction to Action Research and Advocacy. Students provide a description and analysis of:

- 1) The role and process of the professional counselor advocating on behalf of the profession;
- 2) The principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society and/or multicultural school setting.

II. Presenting Problem. Students provide a description and analysis of the social justice issue (e.g., homelessness) from his or her clinical work. Students provide evidence and support, by describing their own experiences from clinical work (practica, internships, other employment).

III. Literature Review. Students conduct a review of the literature (historical and current) pertaining to this issue. Students also evaluate local, state, and federal policy pertaining to the issue. Students provide a description and analysis of:

- 1) The effect of local, state, and national policies, programs, and services on diverse family systems;
- 2) Effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of professional counseling;
- 3) Research findings that could be used to inform counseling practice related to this issue.

IV. Methodology. Students develop a SMART (Specific, Measurable, Achievable, Results-Focused and Time Bound) goal(s) and action research plan to explore the issue. The goal(s) and plan will further include: developing measurable outcomes, describing data collection and analysis strategies, and articulating how these will be used to increase the effectiveness of counseling interventions and programs.

This paper will be evaluated on coherence of content, style and mechanics, adherence to APA Professional Writing, and student demonstration of the aligned MAC Program Outcomes and 2016 CACREP Standards.

**The 10-15 minute in-class presentation must include the following:**

The in-class presentation will cover the above information, highlighting the key components in each of the above four areas. Students may provide hand-out materials in addition to their PowerPoint presentation. The presentation must be constructed and presented as if doing a formal presentation to the administrator(s) of the agency and/or school setting.

**Assign 2: Reflection Paper (200 points)**

CO: e)

PLO: n/a

CACREP Core: 5.j

CMHC: n/a

MCFC: n/a



AC: n/a  
PSC: n/a

Course Guide Description:

Students will write a brief (5-8 pages) reflection paper regarding their personal and professional growth across the time it took them to complete their master's degree. They will include a plan for engaging in opportunities for future personal and professional growth and development.

Additionally, students must provide their understanding of management of mental health services and programs related specifically to their clinical specialty area (Clinical Mental Health Counseling; Marriage, Couple, and Family counseling; Professional School Counseling; and Addictions Counseling). Include areas such as administration, finance, and accountability in this section of the paper.

Guide Detailed Description:

Students will write a brief (5-8 pages) reflection paper regarding their personal and professional growth across the time it took them to complete their master's degree. They will include a plan for engaging in opportunities for future personal and professional growth and development.

This 5-8 page paper will be evaluated on professional writing skills, depth of content and evidentiary support of key concepts and factual included information.

**Course Activities (200 points)**

CO: f)  
PLO: 4 (KPI-S)  
CACREP Core: n/a  
CMHC: n/a  
MCFC: n/a  
AC: n/a  
PSC: n/a

Class participation through online discussion board (DB) activities is an integral part of this course. Students will participate in five discussion threads throughout this course.

Class participation through online discussion board (DB) activities is an integral part of this course. Three required topics include:

1. Career Counseling
2. American Counseling Association sub-divisions
3. Student's development related to knowledge and skills with CACREP's eight core areas

For five weeks of the course, students will be required to:

- 1) Post responses to discussion questions in the first three days of the school week (the instructor will clarify when your initial response should be posted);
- 2) Post two or more thoughtful and topic-relevant comments to responses made by classmates over the school week;
- 3) Respond to any questions that the instructor has regarding the student's original post by the end of the week.

This assignment will be graded on quality of student posts and follow-up responses (Instructor please

note: Highlighted are required, others can be adjusted).

1. Action Research Project Topic
2. Career Counseling discussion
3. Professional Reflection and Future
4. Review ACA's Sub-divisions and identify at least one you would be interested in joining and how this could related to your future counseling work
5. Explore your comfort with knowledge and skills with each of the eight core areas

## **COURSE POLICIES**

### **Late Assignments**

Per School of Health and Social Sciences, 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 computers are used for other purposes (i.e., social communication) then 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.