



COLLEGE OF  
EDUCATION

**P.O. Box 222000**  
**Seattle WA 98122-1090**  
**Department of Counseling and School Psychology**

**The College of Education's Organizing Theme**  
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

**The Counseling Program's Mission Statement**  
The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

**COURSE INFORMATION**

Course: COUN 565, 566, & 567  
Title: Community Counseling Internship  
and Graduate Project I, II, & III  
Mondays: 8:45-11:20am  
Terms: Fall 08, WTR, 09, SPG 09

**INSTRUCTOR (Fall and Spring)**

Instructor: Yvonne Owen, Ph.D.  
Office: Loyola 213  
Office Hours: By Appointment  
Phone: 206-296-5752  
Email: [yowen@seattleu.edu](mailto:yowen@seattleu.edu)

**INSTRUCTOR (Winter)**

Instructor: Jackie Leibsohn, Ph.D.,  
Office: Loyola 212  
Office Hours: By Appointment  
Phone: 206-296-5766  
Email: [leibsohn@seattleu.edu](mailto:leibsohn@seattleu.edu)

**COURSE MATERIALS**

Recommended Texts and/or Readings:

Jongsma, A.E. Jr., Peterson, L.M. & McInnis, W.P. (2006). The child psychotherapy treatment planner, 4<sup>th</sup> ed. John Wiley & Sons, Inc.

Jongsma, A.E. Jr., Peterson, L.M. & McInnis, W.P. (2003). The adolescent psychotherapy treatment planner, 3<sup>rd</sup> ed. John Wiley & Sons, Inc.

Jongsma, A.E., Peterson, L.M. & Bruce, T.J. (2006). The complete adult psychotherapy treatment planner, 4<sup>th</sup> ed. John Wiley & Sons, Inc.

Jongsma, A.E. Jr., Peterson, L.M. & McInnis, W.P. (1998). The couple's therapy treatment planner. John Wiley & Sons, Inc.

Perkinson, R.R. & Jongsma, A.E. Jr. (2005). The addiction treatment planner, 3<sup>rd</sup> Ed. John Wiley & Sons, Inc.

Support Materials:

American Counseling Association. (2005). *2005 ACA code of ethics*. Alexandria, VA: American

Counseling Association.

## **COURSE DESCRIPTION**

### Graduate Bulletin Description

A three-quarter course to practice and integrate counseling activities in a community counseling setting and an in-depth study on a particular clinical issue. Graded CR/F. Closed to non-matriculated students. Prerequisite: COUN 564.

### Course Purpose

## **COURSE OBJECTIVES**

By the end of quarter student will:

1. *Proficient with using technology (e.g., student database systems, email, internet, Word, Excel, and PowerPoint, etc.).*
2. *Uses advocacy to address institutional and societal barriers that impede on human development*
3. *Adhere to the American Counseling Association's (ACA) Ethical Codes as a framework for professional decision-making.*
4. *Demonstrates culturally appropriate counseling interventions when working with diverse clients.*
5. *Uses microlevel and macrolevel advocacy strategies to address social, political and economic barriers that impede on human development.*
6. *Demonstrates a commitment to issues of equity, social justice and an appreciation for diversity.*
7. *Can apply comprehensive, in-depth knowledge of human development and behavior, including addictions, to improve client well-being and enhance resiliency.*
8. *Demonstrates appropriate interviewing and counseling skills.*
9. *Ability to use all counseling responses, intents, and focuses.*
10. *Is able to appropriately select and demonstrate use of counseling theories with clients.*
11. *Uses research based counseling interventions.*
12. *Is able to utilize appropriate individual, couple, family, group, and/or systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.*

## **CONTENT AREAS**

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

K.1. Professional Identity:

- c. technological competence and computer literacy.
- h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

K.2. Social and Cultural Diversity:

- c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

K.3. Human Growth and Development:

- d. strategies for facilitating optimum development over the life-span.

K.5. Helping Relationships:

- a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.
- b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- g. ethical and legal considerations.

K.8. Research and Program Evaluation:

- e. use of research to improve counseling effectiveness.

Section III: Clinical Instruction:

3.H. The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (as defined in Standard III.G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes all of the following:

1. 240 hours of direct service with clients appropriate to the program of study;
2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (performed by the on-site supervisor;)

3. an average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, performed by a program faculty member;
4. the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings);
5. the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;
6. the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research.

#### Community Counseling Program Standards:

##### K.7. Knowledge and Skills Requirement for Community Counselors:

7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

#### D. Clinical Instruction:

For the Community Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a community setting, under the clinical supervision of a site supervisor as defined by Section III, Standard C.1 - 2. The requirement includes a minimum of 240 direct service clock hours.

### **COURSE INSTRUCTIONAL METHODS**

Small group consultation; case presentations with audio and/or videotapes accompanied by oral and written peer feedback; brief didactic presentations; psycho educational workshops.

**STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES  
COUN 565**

A. Assignments:

<b><u>FALL TERM</u> Assignments</b>	<b>Points Possible</b>	<b>Due Date</b>
<i>Two Case Presentations:</i> Each student will present two case presentations of a counseling session. You should begin taping immediately upon beginning internship. Use the “Case Presentation” handout for your presentation. Print outs should be made for students and the instructor of the class. Depending on the quality of counseling skills demonstrated the instructor may require the counseling intern to submit additional tapes. Counseling skills will be evaluated using the “Case Presentation Rubric”. <i>Students are strongly encouraged to use video-tape equipment over audio equipment.</i>	P/F	TBD
<i>Identify topic for Graduate Project:</i> Graduate project has 8 parts: 1) cover page, 2) abstract, 3) introduction, 4) literature review (10-20 pages), 5) summary and recommendations, 6) references (10-15 sources minimum), 7) formal presentation, and 8) handouts for visual presentation.	P/F	12/01/08
<i>Theory paper:</i> Choose a developmental theory and write a report on the developmental implications for a specific client. Include and overview of the client and the theory and be sure to include its key terms and concepts throughout your discussion. Include how this knowledge has changed your understanding of the client and how you will use this knowledge clinically with this client. 4-6 pages <b>OR</b> Choose a family theory and write a report on the family dynamics relative to a specific internship client. Include an overview of the theory and integrate its key terms and concepts through your discussion. Relate how this knowledge has changed your understanding of the client and how you will use this knowledge clinically with this client. Discuss cultural variables that may influence the family dynamics. 4-6 pages.	P/F	TBD
<i>Personal Disclosure Statement:</i> Write a one page, single spaced paper that demonstrates your belief system about counseling. This should include your current theoretical orientation, your views of counseling and psychotherapy, and any areas of interest.	P/F	12/01/08
<i>Weekly Logs and Quarterly Logs:</i> Document your hours on-site and in supervision (individual and group). The weekly logs need to be filled out and turned in at the beginning of each week. Your quarterly logs should be totaled each week and signed by you, your site supervisor and university supervisor at the end of the term. Students with incomplete forms will receive an “I” grade.	P/F	Weekly Logs- Every class; Quarterly Logs- 12/01/08
<i>Internship Evaluation Form:</i> Review the internship evaluation form with your site supervisor at your first supervision meeting and discuss ways s/he can help you meet the standards outlined. This needs to be signed and turned in on the last day of class every term. Use the same form for the entire year. Students who return an incomplete evaluation form will receive an “I” grade.	P/F	12/01/08
<i>Site-visit:</i> Professor will visit internship site and meet with the student and supervisor. Review of quarter’s activities, clinical progress, and plans for the next quarter.	P/F	TBD
<i>Comprehensive exam preparation:</i> Conduct a practice session that includes computer time and practice question.	NA	

B. Grading:

Cr (satisfactory), "F" (unsatisfactory), or "I" (incomplete), based on the Internship Contract criteria. The intern's grade is based on the extent of successful achievement of course objectives including all assignments and the clinical competencies. Unsatisfactory marks will require the student to re-submit the assignment and/or earn an incomplete for the course.

*NOTE: Incompletes must be made up by the end of the sixth week of the following quarter.*

If the internship site staff dismisses an intern, such action can be grounds for dismissal from the counseling program. The Seattle University Fair Practices Policy (Part III) dictates the process to follow regarding the dismissal of a student in a program.

C. Course Expectations:

*Assignments:* All written assignments are due at the beginning of class. Late assignments will not be accepted without prior arrangement. Late assignments are those that are submitted after 4:15PM of the due date. Refer to Angel for more information on assignment details, directions, and grading rubrics. All written assignments need to be proofed for grammar, spelling, and adhere to APA style 5<sup>th</sup> ed. guidelines.

*Attendance:* Attendance and class participation is required for all class sessions. Students who miss a class will be required to make-up the group supervision experience.

*Hours and supervision:* For the Community Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a community setting, under the clinical supervision of a site supervisor as defined by Section III, Standard C.1 - 2. The requirement includes a minimum of 240 direct service clock hours. You are to meet with your site supervisor for 1-hour per week throughout the internship experience. Given your site-supervisor's busy schedules it is important that you schedule this supervision meeting on a consistent day and time during the week. This will allow for a more quality supervision experience. All internship hours must be documented on the internship logs to receive credit for completeness. This includes on-site, site-supervision, and group supervision. Internship hours cannot be "banked" ahead for the next term to complete internship early. If you can not make it to the internship site for whatever reason you will need to work this out ahead of time with your respective site supervisors in a professional manner.

## SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS (FALL)

Date	Topics →	CACREP Standard (Topics)	Readings and Assignments →	CACREP Standard (Readings and Assignments)
Class #1	Orientation: Meeting with Supervisors to discuss expectations	III.H.3	N/A	N/A
Class #2	Discussion of ethics	IIK.1.h; III.H.3	ACA Code of Ethics Hand in weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #3	Case Presentations  Comprehensive exam preparation	IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7  K.1.c	Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #4	Case Presentations	IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #5	Case Presentations	IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log  Theory paper	K.1.h; III.3.H.1,2,4,5,6  K.3.d; K.8.e
Class #6	Case Presentations	IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #7	Case Presentations	IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #8	Case Presentations	IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log  Personal Disclosure	K.1.h; III.3.H.1,2,4,5,6
Class #9	Case Presentations	IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #10	Case Presentations	IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log Quarter log Evaluation	K.1.h; III.3.H.1,2,4,5,6

## STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES COUN 566

### A. Assignments:

<b><u>WINTER TERM</u> Assignments</b>	<b>Points Possible</b>	<b>Due Date</b>
<i>Two Case Presentations:</i> Each student will present two case presentations of a counseling session. You should begin taping immediately upon beginning internship. Use the “Case Presentation” handout for your presentation. Print outs should be made for students and the instructor of the class. Depending on the quality of counseling skills demonstrated the instructor may require the counseling intern to submit additional tapes. Counseling skills will be evaluated using the	P/F	TBD

<b><u>WINTER TERM</u> Assignments</b>	<b>Points Possible</b>	<b>Due Date</b>
“Case Presentation Rubric”. <i>Students are strongly encouraged to use video-tape equipment over audio equipment.</i>		
<i>Submit Graduate Project parts 1-6:</i> Graduate project has 8 parts: 1) cover page, 2) abstract, 3) introduction, 4) literature review (10-20 pages), 5) summary and recommendations, 6) references (10-15 sources minimum), 7) formal presentation, and 8) handouts for visual presentation.	P/F	03/16/08
<i>Weekly Logs and Quarterly Logs:</i> Document your hours on-site and in supervision (individual and group). The weekly logs need to be filled out and turned in at the beginning of each week. Your quarterly logs should be totaled each week and signed by you, your site supervisor and university supervisor at the end of the term. Students with incomplete forms will receive an “I” grade.	P/F	Weekly Logs- Every class; Quarterly Logs- 03/16/08
<i>Internship Evaluation Form:</i> Review the internship evaluation form with your site supervisor at your first supervision meeting and discuss ways s/he can help you meet the standards outlined. This needs to be signed and turned in on the last day of class every term. Use the same form for the entire year. Students who return an incomplete evaluation form will receive an “I” grade.	P/F	03/16/08
<i>Phone-visit:</i> Professor will call the site supervisor to review the past quarter’s activities, clinical progress, and plans for the next quarter.	P/F	TBD

B. Grading: See “Grading” above.

C. Course Expectations: See “Course Expectations” above.

### SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS (Winter)

<b>Date</b>	<b>Topics →</b>	<b>CACREP Standard (Topics)</b>	<b>Readings and Assignments →</b>	<b>CACREP Standard (Readings and Assignments)</b>
Class #1	Orientation	III.H.3	N/A	N/A
Class #2	Discussion of ethics Human growth and development	IIK.1.h; III.H.3 K.3.d	ACA Code of Ethics Hand in weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #3	Case Presentations	IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #4	Case Presentations	IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #5	Case Presentations	IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log	K.1.h; III.3.H.1,2,4,5,6
		IIK.1.a; IIK.2.c;	Weekly log	K.1.h;

Class #6	Case Presentations	IIK.5.a, b, g; III.H.3; K.7.7		III.3.H.1,2,4,5,6
Class #7	Case Presentations	IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #8	Case Presentations	IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #9	Case Presentations	IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #10	Case Presentations	IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log Quarter log Evaluation Graduate project	K.1.h; III.3.H.1,2,4,5,6  K.8.e

## **STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES COUN 567**

B. Grading: See “Grading” above.

C. Course Expectations: See “Course Expectations” above.

B. Assignments:

<b><u>Spring Term Assignments</u></b>	<b>Points Possible</b>	<b>Due Date</b>
<i>One Case Presentation</i> : Each student will present two case presentations of a counseling session. You should begin taping immediately upon beginning internship. Use the “Case Presentation” handout for your presentation. Print outs should be made for students and the instructor of the class. Depending on the quality of counseling skills demonstrated the instructor may require the counseling intern to submit additional tapes. Counseling skills will be evaluated using the “Case Presentation Rubric”. <i>Students are strongly encouraged to use video-tape equipment over audio equipment.</i>	P/F	TBD
<i>Conduct Graduate Project workshop parts 7 &amp; 8</i> : Graduate project has 8 parts: 1) cover page, 2) abstract, 3) introduction, 4) literature review (10-20 pages), 5) summary and recommendations, 6) references (10-15 sources minimum), 7) formal presentation, and 8) handouts for visual presentation.	P/F	TBD
<i>Weekly Logs and Quarterly Logs</i> : Document your hours on-site and in supervision (individual and group). The weekly logs need to be filled out and turned in at the beginning of each week. Your quarterly logs should be totaled each week and signed by you, your site supervisor and university supervisor at the end of the term. Students with incomplete forms will receive an “I” grade.	P/F	Weekly Logs- Every class; Quarterly Logs- 06/08/08
<i>Internship Evaluation Form</i> : Review the internship evaluation form with your site supervisor at your first supervision meeting and discuss ways s/he can help you meet the standards outlined. This needs to be	P/F	06/08/08

<b><u>Spring Term Assignments</u></b>	<b>Points Possible</b>	<b>Due Date</b>
signed and turned in on the last day of class every term. Use the same form for the entire year. Students who return an incomplete evaluation form will receive an "I" grade.		
<i>Site-visit: Professor will visit internship site and meet with the student and supervisor. Review of quarter's activities, clinical progress, and plans for the next quarter.</i>	P/F	TBD

B. Grading: See "Grading" above.

C. Course Expectations: See "Course Expectations" above.

### SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS (SPRING)

<b>Date</b>	<b>Topics →</b>	<b>CACREP Standard (Topics)</b>	<b>Readings and Assignments →</b>	<b>CACREP Standard (Readings and Assignments)</b>
Class #1	Introduction	III.H.3	N/A	N/A
Class #2	Case presentations and Graduate project presentations	IIK.1.h; III.H.3 K.1.c;K.8.e; IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	ACA Code of Ethics Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #3	Case presentations and Graduate project presentations	IIK.1.h; III.H.3 K.1.c;K.8.e IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #4	Case presentations and Graduate project presentations	IIK.1.h; III.H.3 K.1.c;K.8.e IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #5	Case presentations and Graduate project presentations	IIK.1.h; III.H.3 K.1.c;K.8.e IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #6	Case presentations and Graduate project presentations	IIK.1.h; III.H.3 K.1.c;K.8.e IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #7	Case presentations and Graduate project presentations	IIK.1.h; III.H.3 K.1.c;K.8.e IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #8	Case presentations and Graduate project presentations	IIK.1.h; III.H.3 K.1.c;K.8.e IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log	K.1.h; III.3.H.1,2,4,5,6
Class #9	Case presentations and Graduate project presentations	IIK.1.h; III.H.3 K.1.c;K.8.e	Weekly log	K.1.h; III.3.H.1,2,4,5,6

	project presentations	IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7		
Class #10	Case presentations and Graduate project presentations	IIK.1.h; III.H.3 K.1.c;K.8.e IIK.1.a; IIK.2.c; IIK.5.a, b, g; III.H.3; K.7.7	Weekly log Evaluation	K.1.h; III.3.H.1,2,4,5,6

## ACADEMIC ASSISTANCE

For additional help in understanding the material for this course or guidance in developing more sophisticated approaches to research, writing and learning, please consider using the various resources provided by the

- **Learning Center**  
Loyola 100, [www.seattleu.edu/SAS/LA](http://www.seattleu.edu/SAS/LA)  
peer-tutoring, individual learning consultations, or study strategy workshops
- **Writing Center**  
Engineering 307, [www.seattleu.edu/writingcenter/](http://www.seattleu.edu/writingcenter/)  
peer assistance with any phase of a writing project
- **Math Lab**  
Engineering 300, [www.seattleu.edu/scieng/math/mathlab.asp](http://www.seattleu.edu/scieng/math/mathlab.asp)  
Drop-in help with mathematics homework and test preparation
- **Reference librarians**  
Library 2<sup>nd</sup> floor, [www.seattleu.edu/lemlib/AboutLibrary/Reference.htm](http://www.seattleu.edu/lemlib/AboutLibrary/Reference.htm) assistance with locating and evaluating information resources  
These services are offered at no additional cost to Seattle University students.

## NOTICE to STUDENTS concerning DISABILITIES

*If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.*

## NOTICE to STUDENTS concerning Seattle University's ACADEMIC HONESTY POLICY that includes the issue of plagiarism.

*The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University student handbook which can be found on the web site of the Division of Student Development at the following URL:*

<http://www.seattleu.edu/studentdevelopment/>

## NOTICE TO STUDENTS concerning CODES OF ETHICS

*All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association:*

[www.counseling.org/resources/ethics.htm](http://www.counseling.org/resources/ethics.htm)

*School counseling students are also expected to read, understand, and follow the code of ethics of the American School Counselor Association*

[www.schoolcounselor.org/library/ethics.pdf](http://www.schoolcounselor.org/library/ethics.pdf)

### **Grading Grievance – Procedure for Challenging Course Grades (REQUIRED)**

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found at the following URL:

<http://www.seattleu.edu/registrar/page.aspx?ID=194>

## **References**

### **Counseling**

Cook, A.S., & Sworikin, D.W. (1992). Helping the bereaved. New York: Basic Books.

Oaklander, V. (1988). Windows to our children. Highland, NY: The Gestalt Journal Press.

### **Diversity**

Atkinson, D. R., & Hackett, G. (1995). Counseling diverse populations. Dubuque, Iowa: Brown & Benchmark.

Baruth, L. G. and Manning, M. L. (1999). Multicultural counseling and psychotherapy: A lifespan perspective, (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall, Inc

Lee, W. M. L. (1999). An introduction to multicultural counseling. Philadelphia: Accelerated Development

Robinson, T. L. and Howard-Hamilton, M. F. (2000). The convergence of race, ethnicity, and gender: Multiple identities in counseling. Upper Saddle River, NJ: Prentice-Hall, Inc.

### **Ethics**

American Counseling Association Governing Council. (1995). Code of ethics and standards of practice. Annapolis Junction, MD: American Counseling Association.

Corey, G., Corey, M. & Callahan, P. (1998). Issues and ethics in the helping professions. Pacific Grove, CA: Brooks/Cole Publishing Company.

Doherty, W. (1995). Soul searching. New York: Basic Books.

Herlihy, B. & Corey, G. (1997). Boundary issues in counseling: Multiple roles and responsibilities. Alexandria, VA: American Counseling Association.

Vasquez, M. & Taylor, C. (1994). "Bringing ethics alive: Training practitioners about gender, ethnicity, and sexual orientation issues." Women & therapy, 15 (1), 1-16.

### **Testing**

Anastasi, A. (1997). Psychological testing. Englewood Cliffs, NJ: Prentice Hall.

Drummond, R.J. (1996). Appraisal procedures for counseling and helping professionals, (3<sup>rd</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.

Lyman, H.B. (1998). Test scores and what they mean. Englewood Cliffs, NJ: Prentice Hall.