



COLLEGE OF EDUCATION

CLINICAL MENTAL HEALTH COUNSELING

Preparing diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

Clinical Mental Health Counseling Internship and Graduate Project I

SYLLABUS | Winter 2022

Course Description

Graduate Bulletin Description: Supervised counseling experience in a clinical mental health counseling setting. Graded CR/F.

Fingerprinting/Background Check may be required. Internship agreement required.

Registration Restriction(s): Closed to non-matriculated students.

Course Purpose: To prepare students with knowledge and skills to provide quality services that lead to a more just and humane world.

Course information

Course code: COUN 5650
Credits: 4
Location: Loyola Building Room #203

Instructor information

Instructor: Dr. Nikki Golden
Phone: 206.296.5753
Email: sgolden@seattleu.edu
Office Hours: To be announced

Text & Materials

Required Texts, Reading Materials, and Technology

- Hodges, S. (2021). The counseling practicum and internship manual: A resource for graduate counseling students (3rd ed.). Springer Publishing Company.

Other Materials:

Additional materials assigned are made available on Canvas

Technology:

Students must have a laptop/desktop as well as access to the internet. All students are expected to be proficient with technology. This includes ability to use Microsoft Office (e.g., Word, PowerPoint, and Excel), email, CANVAS (SU's learning management system), Zoom, and the internet. Contact the Office of Information Services (OIT) Help Desk at (206) 296-5571, e-mail servicedesk@seattleu.edu or visit http://www.seattleu.edu/its/ for assistance with SU technology.

Course Rationale: Professional Standards

CACREP Standards

SECTION 2: PROFESSIONAL COUNSELING IDENTITY

F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

F.2. SOCIAL AND CULTURAL DIVERSITY

- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

F.5. COUNSELING AND HELPING RELATIONSHIPS

- b. a systems approach to conceptualizing clients
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources

SECTION 3: PROFESSIONAL PRACTICE

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
- J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- K. Internship students complete at least 240 clock hours of direct service.
- L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor

education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

C. CLINICAL MENTAL HEALTH COUNSELING

2. CONTEXTUAL DIMENSIONS

- j. cultural factors relevant to clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

Washington Administrative Code (WAC)

WAC 246-811-045 Accumulation of experience.

(5) A practicum or internship taken while acquiring the degree or semester/quarter hours is applicable.

WAC 246-811-047 Competency—Experience requirements.

- 2.b. (i) Individual counseling;
- 2.b.(ii) Group counseling; and
- 2.b.(iii) Family, couples, and significant others;

Course Objectives and Key Performance Indicators

- *Students will demonstrate understanding of/provide quality mental health and substance use disorders in clinical mental health settings that lead to a more just and humane world.*
- Students will demonstrate culturally responsive counseling skills including assessment, diagnosis, and interventions
- Students will utilize a broad spectrum and depth of counseling interventions, skills, and strategies
- Students will integrate evidence-based counseling interventions into clinical practice
- Students will understand and develop case conceptualization and treatment planning for individual clients
- Students will practice proficiency with use of technology when counseling clients
- Students will demonstrate a commitment to issues of equity, social justice, and an appreciation for diversity
- Students will utilize the American Counseling Association's 2014 Ethical Codes as a framework for professional decision-making.
- Students will utilize basic consulting skills with other agency colleagues as appropriate to the setting
- Students will make appropriate referrals for their clients using agency-approved procedures
- Students will incorporate and implement feedback from supervisors and peers through a reflective process
- Students will identify and work toward learning goals related to development as a professional counselor

Office Hours

Office Hours will be announced on the first day of class

Office Hours are on **Zoom** and can be accessed through the Zoom link in our Canvas course.

Please note that this is the time I will have a Zoom meeting open for drop-ins but if you need to schedule another time, please email me.

Response Times

The best way to reach me is to use sgolden@seattleu.edu I will check my Seattle University email regularly. You can email me at any time. You can expect a response within 2 business days.

Methods of Instruction

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.

This course employs a range of instructional methods to promote high-quality learning. Methods include the use of (a) cooperative learning; (b) interactive problem solving; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) small-group and whole-class discussion, and (f) the use of multimedia.

Seattle University utilizes Canvas as the learning management system. While most courses are in-person, when a lecture or course is online there are digital learning expectations that students must adhere to on Canvas. These include the following:

- Students must sign onto Canvas 4 out of 7 days of the week
- Student discussion postings are professional and respectful of others
- Student discussion posting are in-depth, meaningful, and contribute to the learning environment

Assignments

All assignments information can be found in the Canvas course. To get a sense of what is expected throughout the course, I strongly suggest you look at the **Modules** list, which can be accessed through the left navigation. This will give you an overall view of due dates and point values. Clicking into an assignment from the Modules list will give you all the details you will need to complete the assignment. In addition, I have reminders about what is due on the first page of each module.

Student Performance Evaluation Criteria and Procedures

| Assignment | CACREP Standard | Complete/ Incomplete |
|--|-----------------|-------------------------|
| 1. Attendance & Participation: Students will attend and participate in weekly group supervision class. Students will follow course agreements and be open to receiving feedback from peers and instructor; <i>See course schedule for due dates</i> | | Complete/ Incomplete |
| 2. On-Site Supervision: Students will meet with their on-site supervisor for a minimum of one hour per week throughout the practicum experience; | | Complete/ Incomplete |

| Assignment | CACREP Standard | Complete/Incomplete |
|--|-----------------|---------------------|
| students are responsible for scheduling with their on-site supervisor. <i>Further instructions are posted on Canvas; see course schedule for due date</i> | | |
| 3. Clinical Case Presentation: Students will conduct a minimum of one case presentation during the quarter. Presentations will follow an assigned format and must include a video segment of a counseling session. <i>Further instructions are posted on Canvas; see course schedule for due date</i> | | Complete/Incomplete |
| 4. Advocacy Project Proposal: Students will develop their Advocacy Project idea in collaboration with their community partner. The Advocacy Project Proposal will be a minimum of 5 pages of content. <i>Further instructions are posted on Canvas; see course schedule for due date</i> | | Complete/Incomplete |
| 5. Internship Quarterly Log & CAS III: Students will submit both documents to the course instructor at the conclusion of Practicum; both must be signed by both student and by on-site supervisor; <i>See course schedule for due date</i> | | Complete/Incomplete |

| Point scale | Letter grade | Point scale | Letter grade |
|----------------|--------------|-------------|--------------|
| 94% and higher | A | 74% - 76% | C |
| 90% - 93% | A- | 70% - 73% | C- |
| 87% - 89% | B+ | 67% - 69% | D+ |
| 84% - 86% | B | 66% - 63% | D |
| 80% - 83% | B- | 60% - 63% | D- |
| 77% - 79% | C+ | 0% - 59% | F |

A grade of 'B' or better is required to pass a course. Students who earn less than a 'B' will be required to repeat the course. Repeating a course may delay a student's program of study.

SCHEDULE OF COURSE ACTIVITIES

| Date | Topics | Readings and Assignments | CACREP STANDARD | Evaluation Method |
|-------------------|--|--|---|-------------------|
| Week 1 1/10/22 | Check In & Catch Up | <ul style="list-style-type: none"> See Canvas for additional required content | 2.F.1.d-e.,k-m.; 2.F.2.c-f.,h.; 2.F.5.b.,d.,f-h.,j-k.; Section 3; 5.C.2.j.,l-m.; 5.C.3.a-e. | Roster |
| Week 2 1/17/22 | Crisis Intervention & Ensuring Safety & Advocacy Project Proposals | <ul style="list-style-type: none"> Read: Hodges Chp 9-10 See Canvas for additional required content | 2.F.1.d-e.,k-m.; 2.F.2.c-f.,h.; 2.F.5.b.,d.,f-h.,j-k.; Section 3; 5.C.2.j.,l-m.; 5.C.3.a-e. | CAS & Rubric |
| Week 3 1/24/22 | Case Consultation | <ul style="list-style-type: none"> See Canvas for additional required content Due: Assign #3a | 2.F.2.c-f.,h.; 2.F.5.b.,d.,f-h.,j-k.; Section 3; 5.C.2.j.,l-m.; 5.C.3.a-e. | CAS & Rubric |
| Week 4 1/31/22 | Case Consultation | <ul style="list-style-type: none"> See Canvas for additional required content Due: Assign #3b | 2.F.2.c-f.,h.; 2.F.5.b.,d.,f-h.,j-k.; Section 3; 5.C.2.j.,l-m.; 5.C.3.a-e. | CAS & Rubric |

| Date | Topics | Readings and Assignments | CACREP STANDARD | Evaluation Method |
|--------------------|-----------------------------|---|---|-------------------|
| Week 5 2/7/22 | Case Consultation | <ul style="list-style-type: none"> • See Canvas for additional required content • Due: Assign #3c | 2.F.2.c-f.,h.; 2.F.5.b.,d.,f-h.,j-k.; Section 3; 5.C.2.j.,l-m.; 5.C.3.a-e. | CAS & Rubric |
| Week 6 2/14/22 | Case Consultation | <ul style="list-style-type: none"> • See Canvas for additional required content • Due: Assign #3d | 2.F.2.c-f.,h.; 2.F.5.b.,d.,f-h.,j-k.; Section 3; 5.C.2.j.,l-m.; 5.C.3.a-e. | CAS & Rubric |
| Week 7 2/21/22 | Case Consultation | <ul style="list-style-type: none"> • See Canvas for additional required content • Due: Assign #3e | 2.F.2.c-f.,h.; 2.F.5.b.,d.,f-h.,j-k.; Section 3; 5.C.2.j.,l-m.; 5.C.3.a-e. | CAS & Rubric |
| Week 8 2/28/22 | Case Consultation | <ul style="list-style-type: none"> • See Canvas for additional required content • Due: Assign #3f | 2.F.2.c-f.,h.; 2.F.5.b.,d.,f-h.,j-k.; Section 3; 5.C.2.j.,l-m.; 5.C.3.a-e. | CAS & Rubric |
| Week 9 3/7/22 | Case Consultation | <ul style="list-style-type: none"> • See Canvas for additional required content • Due: Assign #3g | 2.F.2.c-f.,h.; 2.F.5.b.,d.,f-h.,j-k.; Section 3; 5.C.2.j.,l-m.; 5.C.3.a-e. | CAS & Rubric |
| Week 10 3/14/22 | Case Consultation & Wrap Up | <ul style="list-style-type: none"> • See Canvas for additional required content • Due: Assign #3h • Due: Assign #4 | 2.F.2.c-f.,h.; 2.F.5.b.,d.,f-h.,j-k.; Section 3; 5.C.2.j.,l-m.; 5.C.3.a-e. | CAS & Rubric |
| Finals Week | N/A | <ul style="list-style-type: none"> • Due: Assign #5 | 2.F.1.d-e.,k-m.; 2.F.2.c-f.,h.; 2.F.5.b.,d.,f-h.,j-k.; Section 3; 5.C.2.j.,l-m.; 5.C.3.a-e. | CAS & Rubric |

Formatting & Submitting Assignments

All work will be submitted via the Canvas course. Details about submission type are included in the assignment descriptors. Typically, it will be a document submission that is limited to doc and docx documents. Further details will be in the assignment descriptors.

APA Style: For the online CMHC program it is expected that all your in-text citations and your list of references follow the *APA Publication Manual* (7th edition) since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail. To help you, you can use [Purdue University's Online Writing Lab \(OWL\)](#) pages on APA, and if you're having difficulty, arrange to meet with me and we can go over any trouble-spots together.

Data Safeguards: Counseling students are expected to make reasonable efforts to ensure the confidentiality, integrity, and security of the electronic-private health information (e-PHI) and educational student records of their volunteer clients/students. Reasonable efforts include the protection against any anticipated threats, disclosures, or uses of secure information. Case notes on clients/students shall remain at the practicum/internship site. Students will not take client/student personal information home.

Storage Devices: Counseling students should not store video recorded sessions on personal storage devices (e.g., smart phones, laptops, cloud storage, etc.). It is expected that the counseling student will

immediately upload their video recording to the Canvas page for practicum and internship prior to leaving the site for the day. Once the video file has been uploaded to Canvas the counseling student will then delete the video file from their video recording device. Deleting the video recording must be done prior to leaving the practicum/internship site.

File names: Files that contain identifying information or e-PHI of volunteer clients/students should be saved using a file name that de-identifies the subject of the files. Files on clients/students should be stored using agency/school computers. Students should not store files on clients/students on their personal devices. The exception to this rule is the case consultation presentation required for practicum/internship classes.

Analyzing, Accessing Coding, Editing, or Viewing Files: Files that contain identifying information or e-PHI of volunteer clients/students should only be accessed, viewed, analyzed, in a private, secure environment that minimizes the risk of unintentional use or disclosure of the volunteer client's identifying information or e-PHI.

Transferring Files: Files that contain identifying information or e-PHI of volunteer clients/students should only be transferred between the faculty and the counseling student through Canvas. Email, including Canvas email, is not considered a secure medium and this method of file transfer is not allowed for files that contain identifying or e-PHI. Files should be transferred through the physical or electronic exchange of a secure file storage format as indicated above.

Files Destruction: All data that is stored on a storage device and that contains identifying information or e-PHI must be destroyed at the end of the term in which the University counseling student and the volunteer client entered a clinical relationship. The data is being collected as a part of the University Counseling student's educational and professional training as such the data is not maintained beyond the term of use.

Academic Integrity Tutorial

Please familiarize yourself with the university's academic integrity policies by visiting the [Resources for Students](#) page in the university's Academic Integrity website where you will find the Academic Integrity Tutorial.

Assignment Deadline Policies

Assignments must be submitted by the set deadlines. Since professors block out times in their schedules specifically for grading your work, the program faculty have established a policy of not accepting late work. We also understand, however, how demanding your work and school and life are as well. As such, we do allow late work to be accepted with a 10%/day grade reduction (including weekends). The deduction will be taken from the maximum number of points available on the assignment. Exceptions or extensions or modifications to these penalties may be made only in the event of rare and extenuating circumstances. Every effort should be made to let your professor(s) know about your extenuating circumstances before the assignment is due. Any assignment submitted three days after the due date will receive zero points.

Discussion Posting Deadline Policies

If there are discussion postings, there will be a 10% deduction off the total discussion points possible (rounded to the nearest half point) for each day late on any submission of a main post or a response post. No credit will be given for main or response posts made three days after they are due.

Workload in this Course

Allow yourself at least 9 hours a week for this course for a.) taking in content such as readings, lectures, videos, website visits, etc. and b.) for the weekly activities such as assignments and discussions. I have tried to ensure that the workload is evenly distributed throughout the course but there will always be some variation. In weeks that are lighter, I suggest that you get a head start on upcoming large assignments. Reminders for these upcoming assignments are at the bottom of the first page in each module and I will remind you as well in my weekly wrap-ups. In acknowledgement of your busy lives, I do not hide upcoming work in this course, so please look ahead and plan accordingly.

Key Performance Indicators and Professional Counselor Dispositions

Key performance indicators are used to determine student knowledge and skills needed to prepare students to become effective social change agents for a just and humane world. Summative assignments are used determine students’ ability to master key knowledge and skills. Students must earn scores of 3 or above to progress in the program on summative assignments and professional dispositions.

| CACREP Curricular and Specialty Areas | Course/Exam | Summative Assignment | 0 | 1 | 2 | 3 | 4 |
|--|--------------------|------------------------------|----------|----------|----------|----------|----------|
| Professional Counseling, & Ethical Practice | C5080 | Ethical Decision-Making | | | | | |
| Social and Cultural Diversity | C5130 | Cultural Interview/Immersion | | | | | |
| Human Growth and Development | C5070 | Final Paper | | | | | |
| Career Development | C5120 | Career Assess. Interview | | | | | |
| Counseling and Helping Relationships | C5100 | Clinical Assessment I | | | | | |
| | C5510 | Clinical Assessment II | | | | | |
| Group Counseling and Group Work | C5170 | Group Proposal | | | | | |
| Assessment and Testing | C5270 | Test Interpretation | | | | | |
| Research and Program Evaluation | E5000 | Research Design | | | | | |
| Foundations of CMHC | C5580 | CMHC Observ. & Interview | | | | | |
| Contextual Dimensions of CMHC | C5650-5670 | Advocacy Project | | | | | |
| Practice of CMHC | C5640 & 5650 | Clinical Assessment III & IV | | | | | |
| Foundations of School Counseling | C5090 | SC Observ. & Interview | | | | | |
| Contextual Dimensions of School Counseling | C5550-5570 | Advocacy Project | | | | | |
| Practice of School Counseling | C5540 & 5550 | Clinical Assessment III & IV | | | | | |
| CACREP Areas | Exam | CPCE | | | | | |

Professional dispositions are used to determine a student’s fit for the profession. CACREP defines dispositions as “commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether a student’s attitudes and behaviors are ethical, professional, and if they promote multiculturalism and social justice:

1. Self-Expression: Expresses self effectively and appropriately

2. Listening: Listens to others
3. Cooperativeness: Cooperates with others
4. Feedback: Able to receive and integrate feedback
5. Respect: Demonstrates respect for others in a non-judgmental way.
6. Self-awareness: Awareness of own impact on others
7. Conflict: Appropriately handles conflict with others
8. Personal responsibility: Takes personal responsibility
9. Professional: Attitudes and behaviors are professional and aligns with ACA Code of Ethics
10. Motivation: Takes initiative to complete tasks
11. Multiculturalism: Accepting of social and cultural diversity
12. Social Justice: Attitudes and behaviors promote a just world

Diversity, Equity, and Inclusion

The counseling program is dedicated to empowering leaders for a just and humane world. We value dignity, inclusion, and promote empowerment-based strategies. Students are encouraged to use language and communication that is affirming and culturally respectful to engage in reflection in our diversity-rich.

Academic Resources to Support Your Learning

I encourage you to explore the services below and to work on the assumption that you'll always be developing some new strategies that will help you become a more flexible learner. You can find many of the resources below on the [Library & Learning Commons](#) website.

- **Writing Center:** The [Seattle University Writing Center](#) supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies. Consultations are available at any stage of the writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments in various modalities: in-person and online, synchronous, and asynchronous. You can schedule an appointment and select an available modality through <https://seattleu.mywconline.com/>
- **Learning Assistance Programs:** The [Learning Assistance Programs](#) (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. They offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit the website or e-mail them at learningassistance@seattleu.edu for the most updated information about accessing services.
- **Research Services:** Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics. To learn more, or for assistance via chat/phone/email, check out the [Ask a Librarian](#) page or book a [Virtual Consultation](#) online.
- **Math Lab:** The [Math Lab](#) offers one-on-one tutoring to students enrolled in lower division mathematics courses. Please visit the website for more information.

- **English Language Learning Center:** The [English Language Learning Center](#) (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit the website.
- **Support for Remote Learning:** Remember to review the [online tutorial](#) that the Center for Digital Learning and Innovation has created to support your remote learning experience.

University Policies

- **Support for Students with Disabilities:** Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include “invisible disabilities,” such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery (“long-COVID”), if a health care provider determines it is a chronic health problem. If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at DS@seattleu.edu or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.
- **Notice Regarding Religious Accommodations:** It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, *[Policy on Religious Accommodations for Students](#)*.
- **Office of Institutional Equity:** Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University’s Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student. For more information, please visit the [Office of Institutional Equity](#). If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity by email: oiie@seattleu.edu or phone: (206) 296-2824.

A full list of academic policies can be found on the Registrar’s [Academic Policies](#) page. Make sure you understand the following:

- **Academic Integrity Policy**
- **Academic Grievance Policy**
- **Professional Conduct Policy**