

Fall 2021

CE 601 Syllabus: Foundations of Counseling - Rochester

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Winona State University Counselor Education Department CE 601: Foundations of Counseling Semester Hours: 3		
Course Location	This is a hybrid course, meeting face-to-face on a bi-weekly basis—alternating Monday evenings from 5:00 pm – 8:00 pm, 313 Broadway Building, Rochester Campus [class dates: 8/30, 9/20, 10/04, 10/18, 11/01, 11/15 & 11/29]	
Instructor	Anquinetta V. Calhoun, Ph.D.	
Instructor Phone, e-Mail & Zoom	Email: anquinetta.calhoun@winona.edu (preferred); Cell: (352) 474-9343 (text only); Zoom: https://minnstate.zoom.us/j/4076192192	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	349 Helble Hall, Winona Campus	
Instructor Office Hours:	Mondays & Thursdays: 12:00 – 5:00 pm	

I. COURSE DESCRIPTION

This course introduces students to the profession of counseling. Through scholarly research and writing, students will examine the role and function of counselors in a variety of settings. Current trends and issues in counseling also will be addressed. Throughout the course, major emphasis will be placed on the learning and practice of basic helping skills in a supervised setting.

II. COURSE PREREQUISITES

Prerequisites: Admission to the Counselor Education Department. Grade only.

III. COURSE OBJECTIVES

After completing this course, students should:

1. Understand the historical, political, social, and philosophical factors that have influenced the development of counseling as a profession and how contemporary social issues (e.g., technological growth, diversification of the population) and present concerns of the profession (e.g., credentialing, accreditation, preparation standards) influence the practice of counseling in various settings.
2. Develop an awareness of their personal characteristics and beliefs that influence their place in the counseling field and their potential role as a counselor.
3. Identify roles, functions, preparation standards, credentialing, licensure, and professional identity of counselors.
4. Have a working knowledge of the ACA/ASCA code of ethics and standards of practice, of ethical decision-making processes, and of basic legal guidelines in the field.

5. Have knowledge of diversity issues, including worldview, race/ethnicity, gender, social class, spirituality, sexual orientation, age, physical and mental status, and equity issues in counseling.
6. Be able to identify counselor characteristics that influence helping processes and be able to identify the basic competencies and skills necessary to work with diverse populations of clients.
7. Be familiar with the settings where counselors work and the types of work settings where counseling professionals practice.
8. Have a basic understanding of counseling theories and how individuals grow and change in a systemic context.
9. Develop advocacy strategies directed toward (a) promoting the profession of counseling, (b) calling attention to institutional barriers that may impede access, equity, and success for clients, and (c) challenging social barriers that impede access, equity, and success for clients.
10. Develop an understanding of the importance of self-care, self-reflection, and preparation is for helping professionals.

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

REQUIRED TEXTS:

Corey, G., Muratori, M., Austin II, J.T. & Austin, J.A. (2018). *Counselor Self-Care*. American Counseling Association. ISBN: 978-1-55620-379-4

Neukrug, E. S. (2016). *The world of the counselor: An introduction to the counseling profession* (5th ed.). Cengage Learning. ISBN: 978-1-305-08729-3

REFERENCE TEXTS:

Winona State University (2021-22). *Counselor Education Department Program Handbook*.

American Psychological Association (APA). (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 978-1-4338-3216-1

NOTE: All scholarly written work will adhere to the 7th edition of the Publication manual of the American Psychological Association formatting guidelines. If you do not already own this text, you will need it throughout your program of study for every scholarly assignment. It is strongly recommended that you purchase this text.

Additional materials, resources, and readings will be posted on the related course D2L page (see course schedule).

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the Clinical Mental Health Counseling,

and/or School Counseling content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE are included.

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION				
	Lecture, readings	Discussions &Belief Statement	Self-care Plan	Professional counselor interviews	Advocacy Project
1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE					
1a. History and philosophy of the counseling profession.	x	x		x	
1b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.	x			x	x
1c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.	x			x	x
1d. The role and process of the professional counselor advocating on behalf of the profession.	x	x			x
1e. Counseling supervision models, practices, and processes.	x	x	x	x	
1f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues.	x		x	x	
1g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	x			x	
1h. Current labor market information relevant to opportunities for practice within the counseling profession.	x			x	x
1e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	x	x			x
1j. Technology's impact on the counseling profession.	x	x	x	x	x
1l. Self-care strategies appropriate to the counselor role.	x	x	x		

2. SOCIAL AND CULTURAL DIVERSITY					
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2b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	x				x
2d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.	x	x	x	x	x
2h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	x	x	x	x	x
4. CAREER DEVELOPMENT					
4a. Theories and models of career development, counseling, and decision making.	x			x	
5. HELPING RELATIONSHIPS					
5k. Strategies to promote client understanding of and access to a variety of community-based resources.	x			x	x

2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION				
	Lecture, readings	Discussions & Belief Statement	Self-care Plan	Professional counselor interviews	Advocacy Project
1. FOUNDATIONS					
1a. History and development of clinical mental health counseling.	x			x	x
1b. Theories and models related to clinical mental health counseling.	x	x		x	x
2. CONTEXTUAL DIMENSIONS					
2a. Roles and settings of clinical mental health counselors.	x	x		x	x
2i. Legislation and government policy relevant to clinical mental health counseling.	x			x	x
2j. Cultural factors relevant to clinical mental health counseling.	x	x			x
3. PRACTICE					
3e. Strategies to advocate for persons with mental health issues.	x			x	x

2016 CACREP STANDARDS School Counseling	LOCATION OF EVALUATION				
	Lecture, readings	Discussions &Belief Statement	Self-care Plan	Professional counselor interviews	Advocacy Project
1. FOUNDATIONS					
1a. History and development of school counseling.	x	x		x	
2. CONTEXTUAL DIMENSIONS					
2a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools.	x	x		x	
2b. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies.	x			x	x
2f. Competencies to advocate for school counseling roles.	x	x		x	x
2l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.	x		x		
3. PRACTICE					
3l. Techniques to foster collaboration and teamwork within schools.	x			x	

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

- a. Lecture and readings
- b. Discussion
- c. Videotapes, film, and PowerPoint presentations
- d. Internet-based learning
- e. Case studies and responses to manual exercises
- f. Reflective self-evaluations
- g. Student presentations

VII. COURSE EVALUATION METHODS

A. Grading for Course

Evaluation includes both cognitive work and skill development. Points will be assigned. If you have questions concerning any type of evaluation you receive, please see me immediately with the evaluation in question. Remember, this class is a learning and growing experience. Perfection is not expected, but improvement over the course of the semester is expected.

Total points possible for course: 100

A 100 – 90 = 90%+

B 89 – 80 = 80%+

C 79 – 70 = 70%+

Below a C (69 or below): Remediation plan to continue in CED

Course Obj.	Assignment	Due Date	Points
1 - 9	Attendance & Neukrug 3 Questions	Bi-weekly	10
2 & 10	Online Self-Care (Corey et al.) Discussions	Bi-weekly	30
3 - 8	Professional Counselor Interviews	10/25 11:59 pm	15
	EPP screenshot & Handbook Page	10/04 & 9/20 11:59 pm	*
1, 2, 4 - 9	Advocacy Project 7-Article Literature Review or Annotated Bibliography	10/11 11:59 pm	20
1, 2, 4 - 9	Advocacy Project Presentation & Blog Post	11/08 - 12/06 11:59 pm	15
2 & 10	Self-Care Action Plan	11/29 11:59 pm	10
			100

B. Description of Assignments

All assignments will be placed in the D2L platform unless otherwise indicated by the professor.

Electronic Program Plan (EPP screenshot) & Handbook Page

An important part of your professional journey is the completion of all necessary components of the program, meeting with your advisor, and asking important questions. We will review the handbook and you should turn in the handbook page no later than **September 20**. After meeting with your advisor to complete your EPP form, take a screen shot of your approval and upload it to D2L by **October 4**.

Attendance & Neukrug Questions

For 'Neukrug Questions' on bi-weekly class days each student will post three (3) questions that the student found thought provoking about the assigned reading prior to class. You should bring a copy of the posted questions to class as the questions may be raised in class discussion that same day if/when time permits.

Reflective Beliefs Statement

This 2-3 page statement should outline your motivations for choosing the counseling field. Answer the following questions as you write.

1. What cultural identities, values, and experiences led you to consider a career in counseling?
2. Why do you view counseling as an important field today?
3. What are your thoughts about how people change?
4. What counseling settings and or populations do you think you are interested in serving? Why?
5. What skills do you believe you already possess that will help you in this field?
6. What skills do you hope to gain from this program?

Your paper may be written in the first person, and you are not required to include references, however, utilize your best writing skills to create a personal and professional paper about why you chose the counseling profession. If you choose to include references, you must adhere to APA style.

Self-Care Discussions

Online Book Discussions & Facilitation

BOOK: Corey, G., Muratori, M., Austin II, J.T. & Austin, J.A. (2018). *Counselor Self-Care*.

In workgroups, students will choose a section to read from the Corey book and each workgroup will be responsible for posting questions for discussion, as well as reading and responding to classmates' posts. All students must participate in each discussion in a thoughtful and timely manner. Participation goes beyond simply responding to the question but includes reading other posts and providing insight and feedback where appropriate. All students are expected to view peers' posts and are **required to respond thoughtfully to at least two questions posted by your peers.**

NOTE: There should be no more than two answers per question. If you read a question that already has more than two responses, please select a new question to answer.

- Discussion Question #1—Professor Calhoun's post opens Monday, 8/23/21 at 5:00 pm; your comments due Friday, 8/27 by 11:59 pm; two responses to others due Monday, 8/30 by 5:00 pm.
- Discussion Question #2—Original post due Monday, 9/13 by 5:00 pm; your comments due Friday, 9/17 by 11:59 pm; two responses to others due Monday, 9/20 by 5:00 pm.

- Discussion Question #3—Original post due Monday, 9/27 by 5:00 pm; your comments due Friday, 10/01 by 11:59 pm; two responses to others due Monday, 10/04 by 5:00 pm.
- Discussion Question #4—Original post due Monday, 10/11 by 5:00 pm; your comments due Friday, 10/15 by 11:59 pm; two responses to others due Monday, 10/18 by 5:00 pm.
- Discussion Question #5—Original post due Monday, 10/25 by 5:00 pm; your comments due Friday, 10/29 by 11:59 pm; two responses to others due Monday, 11/01 by 5:00 pm.
- Discussion Question #6—Original post due Monday, 11/08 by 5:00 pm; your comments due Friday, 11/12 by 11:59 pm; two responses to others due Monday, 11/15 by 5:00 pm.
- Discussion Question #7—Original post due Monday, 11/22 by 5:00 pm; your comments due Friday, 11/26 by 11:59 pm; two responses to others due Monday, 11/29 by 5:00 pm.

Professional Counselor Interviews

Students will interview both a professional clinical/mental health counselor and a professional school counselor about their role in the counseling field as well as changes and important issues within the field. The professionals must have received their training and education as counselors in a program similar to the Counselor Education program. That means they must have a Master's degree in counseling or a similar profession and work in counseling setting appropriate for someone completing this program. You may not interview a family member or close friend for this assignment.

You are to write a reaction paper to the interviews, indicating issues that were salient for you regarding the counseling profession, training, the role of the counselor, how the two similarly trained professionals interface, and current issues within the field. The paper should reflect your awareness of the profession and role as a counselor (as opposed to a summary of the interviews). You may compare and contrast of the two roles. This paper is not a summary of the interviews but your REACTION to interviews—your reflection of the experience, comparison of the roles, and insights you developed from the interviews, as well as any questions that were answered for you or questions that have arisen as a result of the experience. I am looking for your “inner dialogue” of the interviews. This paper should be 6-8 pages in length utilizing APA-7 format.

You must obtain informed consent from the professional you are interviewing and submit the signed form to the professor with your assignment. An informed consent document is included in course content on D2L.

Advocacy Project

As counselors and agents of social change, we impact the community and the profession in a variety of ways. Our voices and knowledge create change for our profession and for our clients. Our class will focus advocacy efforts for underserved or oppressed populations. You will identify a population that you have limited knowledge and experience with and an organization that serves that population. You may work alone, in a pair, or in a small group to complete the project.

- After you identify your population (deadline to be determined), you will need to do research in order to determine: (1) barriers that exist for this group, (2) access to and availability of resources, (3) needs of the group.
- You are required to develop an advocacy project related to your identified population. You may work individually, in pairs or in small groups. The project can involve a variety of activities that would be considered advocacy (e.g., volunteer work, developing a brochure, writing letters, speaking with legislative leaders, creating a new resource, fundraising, etc.). Your project may involve the creation of a plan or the implementation of a plan.
- Your project includes a brief literature review (or annotated bibliography) of the sources you used to locate the population focus, the description of the organization(s) you worked with, and any resources. Each student must submit an individual 7-article literature review or 7-article annotated bibliography. The literature review (or annotated bibliography) is due October 11.
- The lit review (or annotated bib) will inform your final poster project, along with a blog post to share your experience with the WSU community. You may include any additional information gathered, photos you may have taken, etc. If you are working as a group, only one poster and blog post must be submitted. These will be shared with the class. The poster presentations will begin November 8. Final projects (including blog post) are to be submitted no later than December 6.
- Sample poster templates:
<http://www.winona.edu/psychology/media/corrigan.pdf>
<http://www.winona.edu/psychology/media/hammel1.pdf>
http://www.posterpresentations.com/html/free_poster_templates.html?gclid=CIDX_cHi084CFQlaaQodAWgPaA

Self-Care Action Plan & Final Reflection

In addition to completing the Self-Care discussions from the Corey et al. (2018) text, each student is required to develop a Self-Care Action Plan after reading Chapter 9 and write a Self-Care Final Reflection describing your experiences of participating in the discussions, reading the text, developing self-care strategies, and developing the plan. Although plan length will vary, the final reflection should be approximately 250 words.

VIII. GENERAL STATEMENTS REGARDING COVID-19 RESTRICTIONS

Statement 1: Support for Remote Students

As we learn together this fall, I am committed to helping you complete this course successfully. I am prepared to support any student who cannot attend our in-person class meetings for COVID-related reasons and will do my best to make the experience as seamless and engaging as possible. If you are required to isolate, quarantine, or have any health concerns that prevent you from attending class meetings, please contact me via email at anquinetta.calhoun@winona.edu to discuss your options for continuing the course remotely.

Statement 2: Student Face Covering Requirement

Research indicates that face coverings, combined with physical distancing, reduce the transmission of COVID-19 significantly. In light of the rise of new variants, elevated community spread, and guidance from the Minnesota State system office and the CDC, WSU implemented a mask requirement on August 4th, 2021. All students, faculty, staff, and visitors (including contractors, service providers, vendors, suppliers, camp participants, and the general public) are required to use a cloth face covering to cover both the nose and mouth in all public indoor spaces on university campuses and properties in both Winona and Rochester, including leased facilities, transit shelters and university shuttles. This guidance applies to all individuals, regardless of vaccination status. This protocol will remain in effect through the first several weeks of the fall semester. Unless you have an approved accommodation from [Access Services](#), please come to class wearing a face covering. Approved face coverings include a paper or disposable mask, a cloth face mask, a scarf or bandanna, or a religious face covering. Your face covering should cover the nose and mouth completely, should not be overly tight or restrictive and should feel comfortable to wear. Spare disposable masks will be available in our classroom and in various other locations across campus. Please let me know if you have any questions or concerns about this requirement.

Statement 3: Instructor Face Covering Procedures

Current MDH guidelines followed by WSU allow instructors to remove their face coverings while they teach if they can maintain a six-foot distance between themselves and the students. When I am able to maintain that distance, I may teach without a face covering (or using a face shield without a mask). I will always make every effort to maintain a safe distance and please don't hesitate to let me know if you are uncomfortable with the distancing in the classroom at any time. If the space does not permit or I am unable to maintain that distance in our classroom, I may teach with a mask. Please let me know if you have trouble hearing me or need clarification as I speak.

Statement 4: Availability

Although we will need to interact a bit differently this semester, I am available for conference and questions outside of class time via scheduled in-office meetings or zoom conferences.

Please remember: This is an adjustment for everyone. No one wants the struggles we have faced and will face trying to carve out a life in a pandemic. We will all respond differently to the illness, the unknown, the social distancing, the fear, the tragedy and/or the loss that many have faced or will face and the changes to our collective lives together on campus.

The humane option is our best option. We are going to prioritize: supporting each other as humans, simple solutions that make sense for the most, sharing resources, and communicating clearly.

Due to COVID restrictions and safety practices, we cannot just do the same thing whether together in-person or online. Some assignments are no longer possible. Some expectations are no longer reasonable. Thus, we will foster intellectual nourishment, social connection, and personal accommodation. We will remain flexible and adjust to the situation(s). Nobody knows where this is going and what we'll need to adapt to whatever comes next. Also remember, everybody needs support and understanding in this unprecedented moment. Please reach out to me if you need to work through something regarding the course or even if you don't and you just need to talk.

IX. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/ variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please silence your cell phones, smart watches, laptops, and any other electronic/smart devices that make any noise.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973,

students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):
 RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
 UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the KEAP Center, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to

due process. Such complaint procedures are available online at:

<http://www.winona.edu/sld/studentgrievance.asp>

X. TENTATIVE* COURSE SCHEDULE

[Face-to-face classes in **BOLD**]

DATE	TOPIC	ACTIVITIES & ASSIGNMENTS
08/23	Welcome & Counseling Motivations	Discussion #1 Your self-care Comments & Belief Statement
08/30	Introduction & syllabus Student handbook Professional Orientation, Standards & Advocacy	READ: Syllabus, Handbook, Professional Standards (ACA & specialization) Discussion groups assigned
09/06	LABOR DAY HOLIDAY (No Class/Office Hours)	READ: Neukrug—Ch. 1, 2 & 3
09/13	Taking Care of Yourself	READ: Corey et al., Ch. 1 & 3 Discussion #2 Advocacy Project idea <u>submitted</u>
09/20	Theories & Skills	READ: Neukrug—Ch. 4 & 5 Signed Handbook page <u>due</u>
09/27	Personal & Professional You	READ: Corey et al., Ch. 2 & 4 Discussion #3 Advocacy Project proposal <u>submitted</u>
10/04	Specializations	READ: Neukrug—Ch. 16 & 17 Electronic Program Plan (EPP) <u>due</u>
10/11	Stress & Boundaries	READ: Corey et al., Ch. 5 & 6 Discussion #4 Lit Review or Annotated Bib due
10/18	Human Development	READ: Neukrug—Ch. 9 & 10
10/25	Relationships	READ: Corey et al., Ch. 7 Discussion #5 Professional counselor interviews
11/01	Multicultural Counseling	READ: Neukrug—Ch. 14 & 15 Winters, Chapter 3 handout

11/08	Burnout Prevention & Life's Meaning	READ: Corey et al., Ch. 8 Discussion #6 Advocacy Project Research Paper due Presentations
11/15	Systems Counseling	READ: Neukrug—Ch. 6, 7 & 8 Presentations
11/22	Project poster presentations Self-care Plan	READ: Corey et al., Ch. 9 Discussion #7 Self-Care Final Reflection due Presentations
11/29	Assessment & Research	READ: Neukrug—Ch. 12 & 13 Self-Care Action Plan due Presentations
12/08 (Wed.)	CAPSTONE PRESENTATIONS 5-8 pm (attendance is mandatory)	
12/06	FINALS WEEK	Advocacy Project due (blog post, final edit of poster and lit review or annotated bib)

**Syllabi are created with ideals, intentions, and goals in mind; however, some lessons, lectures, and presentations may be longer or shorter than anticipated and/or sometimes life just happens. The schedule is, therefore, tentative and may require adjustments and corrections throughout the semester.*