Western Illinois University- Quad Cities Campus
College of Education and Human Services
Department of Counselor Education

CN 500: Introduction to Counseling Skills and Practice
Fall Semester 2014 (Star # 90915-Q21)

| Instructor: Dr. Carrie Alexander-Albritton LPC, NCC, CADC | Class Days: Tuesday |
| Office: Room 2417 | Class Hours: 6:45-9:15pm |
| Telephone: 309-762-1876 | Meeting Room: QC Complex Room 2118 |
| E-Mail: c-alexander-albritton@wiu.edu | Office Hours: Tuesday: 4:30-6:00 Wednesday: 3:00-4:00 Thursday: 3:00-4:30 |

I. COURSE/CATALOG DESCRIPTION

Introduction to the psychological, sociological and educational reasons for and aspects of the helping relationship. This course combines theoretical knowledge of counseling with supervised practice in helping skills. Various counseling skills will be presented through lecture, discussion and audio/video presentations. The students will develop facilitative skills useful for human services professions. Grade of A or B. Prerequisite: Graduate standing in Counseling and permission of the Department Chairperson. Prerequisite/corequisite: CN545 (WIU 2014-2015, Graduate Catalog, p.104).

II. RATIONALE

This course is a core course in the area of counseling, as a counseling student needs a solid basis in theory, research, ethical guidelines related to human development, and its application to developmental counseling. Reflective counseling professionals and human service personnel are skilled professionals who utilize theory, research, technology and experiential clinical practice within the ethical guidelines of their specialty area, and integrate that wisdom into a broader counseling spectrum.

The purpose of this course is to provide students with awareness and knowledge of introductory counseling skills and methods across the lifespan. Historical perspectives of the counseling profession will be explored to address political, economic, educational, philosophical, and social change to enable the student a greater insight into the development of the counselor’s role.

Various developmental theories will be explored to broaden the student’s knowledge and skills regarding psychosocial trends in society that influence client’s perceptions of self, society, and the nature of a pluralistic society. Professional identity, methods of assessment, counseling applications, and professional practice will be explored. The use of technological resources and its application for intervention will be examined. Students will critically examine related quantitative and qualitative research.
Socio-pluralism is examined, relative to application of developmental theory. As such, the ability for critical self-examination, examination of personal racism, and personal and professional/institutional bias is required. There may be discussions of views that are very different from some students’ own views, and as such the need to maintain an open mind is important. Class discussion and assignments, such as presentations by class members, are focused on encouraging the student to examine his or her own personal and professional development as it pertains to career. This course will further hone students’ skills in intervention strategies; as theory, research findings, and professional practice are interdependent facets of a knowledge base needed by counselors to make wise decisions.

III. TEXTBOOKS AND TECHNOLOGY

   Required Texts:


   ISBN: 978-0-495-09209-4

   ISBN: 0-205-48477-8

   Optional Texts:

   ISBN: 0-534-347908

   ISBN:0205275397

   Web Sites (by organization/topic)
   American Counseling Association: www.counseling.org
   American School Counselor Association: www.schoolcounselor.org
   National Board for Certified Counselors: www.nbcc.org
   Iowa School Counseling Association: www.iowaschoolcounselors.org
   Illinois Counseling Association: www.ilcounseling.org
   Illinois School Counselor Association: www.ilschoolcounselor.org
   Substance Abuse and Mental Health Services Administration: www.samhsa.gov
Western Online
This course will utilize Western Online as a means of communication and instruction. The use of Western Online is a REQUIREMENT for this course. Students can access Western Online at: westernonline.wiu.edu. Additional information will be presented in class. It is the student’s responsibility to know their individual WIU Ecom and passwords in order to access the materials on the WesternOnline site.

IV. COURSE REQUIREMENTS

Course Requirement 1: Western Online/ Hybrid Component: (2 points: 1 point each)
Students will be expected to participate in online discussions regarding relevant course topics. More information will be provided throughout the course of the semester regarding time and frequency of responding.

Course Requirement 2: Tapes
Instructor Tapes: (Midterm = 35 and Final = 40))
A midterm (15 minutes) and a final videotape (30 minutes) of basic counseling skills are required. The midterm and the final videotape are to be accompanied by a full transcript typed verbatim. More instruction will be provided in class including use of the counseling lab. Please Note: The final tape is cumulative in nature and must demonstrate a progression of skills learned throughout the semester. A rubric will also be provided in class with specific requirements. At any time, a panel of faculty reserves the right to review any tape if the instructor of record deems it necessary to help enhance the skill level of the student. Please check the website for specific disc requirements prior to recording any sessions.

IPR with Peer: (5 points)
Students will submit one videotape to a peer for review. The videotape should be at least 15 minutes in length and include a corresponding assessment form. The peer reviewer will assess the session through the use of the assessment summary and meeting with the counselor in training.

Self Assessment Critique: (10 points)
Research (Bernard & Goodyear, 1992; Borders, et al.; Kadushin, 1985; Munson, 1983;Perlesz, et al., 1990) indicated that assisting students to self-evaluate helps to set a pattern of self-evaluation and prepares the supervisee to be involved in the summative evaluation process. Students will complete two self-assessments throughout the semester. The first videotape will be 15 minutes in length and the final tape summary should be 30 minutes in length. Both written summaries will include a completed assessment summary.

Course Requirement 3: Professional Identity Journal and Personal Discovery Paper: (5 points: 2.5 each)
a). Beginning at the start of the semester, students will be asked to reflect on their class experience through the use of a weekly journal entry. Students are encouraged to write about their reactions to learned course content as well as their clinical experience in the role of counselor, client, and observer.

b). At the end of the semester, the journal entries will result in a final 6-8 page paper that summarizes your experiences and reflections throughout the semester. Your final paper should be written in APA style format. Students are encouraged to reflect on their changes and overall growth throughout the semester. It is appropriate to include challenges, thoughts, and feelings. Guidelines will be provided.
in class.

Course Requirement 4: Attendance and Participation: (3 points)
Please see the class policies regarding attendance and participation listed below.

V. METHODS OF ASSESSMENT

Grading Scale

1). (total points equal 100)
WesternOnline 2 points 90--100 A
Instructor Tapes 75 points 80--89 B
(35 Midterm & 40 Final) 70--79 C
IPR with Peer 5 points 60--69 D
Self Assessment Critique (2) 10 points Below 60 F
Professional Journal/ and Discovery Paper 5 points
(2.5 Journal & 2.5 Paper) 3 points
Attendance and Participation

100 points

PLEASE NOTE: Students who do not successfully meet the requirements of the clinical component to the Intro counseling class WILL NOT pass the course, regardless of points earned in the didactic component of the course.

2.) Grading Standards
The grade for this course will be based upon the instructor's judgment regarding the quality of your performance on the standards noted below.

VI. CLASS POLICIES

1.) Attendance and Participation:
Attendance at all classes is mandatory. Students are expected to attend all classes except in cases of illness or other serious emergency. The instructor recognizes that there are valid reasons for being tardy or absent such as weather-related conditions and serious illness. Please notify the instructor before class if you will be tardy or late. If a student knows he or she is going to miss a class, the student is expected to discuss the situation with me in advance. Points will be deducted for all missed classes other than emergencies, being consistently tardy for class, not attending the entire class session, or failure to participate in class discussions and activities. For missing the first class for non-emergency reasons, 10 points will be deducted from the student’s grade. For missing a second class for non-emergency reasons, 10 additional points will be deducted from the student’s grade. Missing more than 2 classes will result in a failing grade for the course unless there are documented circumstances of extreme hardship. The course is highly interactive and all students are expected to be active participants. If students are absent, they are responsible for all work missed.

2.) Informed Participation:
Learners will be prepared to actively participate in class discussions, group work, online and in class activities. Participation assumes that the student has read the material before class, has done related individual/group assignments, and has thoughtfully prepared to be involved in her/his own and others’ learning. The instructor reserves the right to reduce a learner’s grade for consistent lack of informed participation.
3.) **Late Assignments:**
Late work **will not** be accepted except under extenuating circumstances. Under such a circumstance and with **prior** approval from the instructor, make-up work is possible. When considering such requests, the instructor may require appropriate documentation, e.g., a physician’s note. All make-up work will be completed within one week of approval. Make-up work, when approved, **WILL** be subject to a grade **reduction**. No extra credit will be assigned.

4.) **Writing Assignments:**
Written assignments will follow the general guidelines for written English and will comply with APA style when appropriate. Papers not following proper format will be graded accordingly. Assistance with APA can be obtained at the Writing Center. Additional texts to consider to assist with writing assignments are:


5.) **Academic Integrity Policy:**
Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. The most prevalent forms of academic dishonesty are cheating and plagiarism. Please refer to the complete policy online at: [http://www.wiu.edu/policies/](http://www.wiu.edu/policies/) for information on penalties for academic dishonesty and the University’s appeal procedure for students charged with academic dishonesty.

Any assignment that is determined to have been plagiarized or in which the student has used work other than their own will receive zero credit with no chance of revisions. Plagiarism and cheating can be grounds for immediate removal from the course, the Counselor Ed. Department, and/or the University.

**Statement of Expectations**

The Department of Counselor Education is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in their program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should
demonstrate the ability to accept and integrate feedback, be aware of their impact on others, and accept personal responsibility, and be able to express feelings effectively and appropriately. Any student deemed by their instructor, supervisor, or other Departmental Personnel to be exhibiting inappropriate, disruptive, or offensive behavior during class or on field placement, holding side conversations, or exhibiting attitudes inconsistent with that of a counseling professional may be dismissed immediately from class and/or their field placement and may not return until remediation has been completed.

6.) **Communication Devices:**
All cellular phones, pagers and other such devices need to be turned off and out of sight during class time. Accepting calls, e-mails, pages, text messages and/or instant messages during class time is unprofessional and inappropriate. If there is an emergency situation, which necessitates leaving on a cellular phone or other communication device, speak with the instructor. Laptop computers must be set to word processing only.
### VII. COURSE OBJECTIVES/OUTCOMES AND STANDARDS

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<tr>
<th>Objectives/Outcomes</th>
<th>Standards</th>
<th>Assessment</th>
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| 1). Professional Orientation and Ethical Practice: Studies that provide an understanding of all the following aspects of professional functioning:  
   a. History and philosophy of the counseling profession, including significant factors and events;  
   b. Professional roles, functions and relationships with other human service providers, including strategies for interagency/interorganizational collaboration and communications;  
   f. Professional organizations, including membership benefits, activities, service to members, and current issues;  
   g. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.  
   h. The role and process of the professional counselor advocating on behalf of the profession;  
   i. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients  
5) Helping Relationships: Studies that an understanding of the counseling process in a multicultural society, including the following:  
   a. An orientation to wellness and prevention as desired counseling goals;  
   b. counselor characteristics and behaviors that influence the helping processes; | CACREP #1 a, b, f-1 | *Western Online activities and lessons.  
*Professional Identity Paper  
*Personal Discovery Paper  
*Classroom discussion  
*Video- taped sessions  
*Supervised  
* In vivo practice sessions  
*Video recall practice session  
*Journal |

Knowledge and Skill Requirements School Counseling Programs:  
A. Foundations Knowledge  
1. Knows history, philosophy, and trends in school counseling and educational systems;  
3. Knows roles, functions, settings, and professional identify of the school counselor in relation to the roles of other professional and support personnel in the school;  
4. Knows professional organizations, preparations standards, and credentials that are relevant to the practice of school counseling;  

Knowledge and skills Requirements for Clinical Mental Health Counseling Programs:  
A. Foundations Knowledge  
1. Understands the history, philosophy, and trends in clinical mental health counseling;  
2. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other | CACREP (School Counseling) #A 1, 3-4 | *Professional Identity Paper  
*Personal Discovery Paper  
*WesternOnline lessons and activities |

3). Knowledge and skills Requirements for Clinical Mental Health Counseling Programs:  
A. Foundations Knowledge  
1. Understands the history, philosophy, and trends in clinical mental health counseling;  
2. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other | CACREP (Clinical Mental Health) #A 1, 3-4 | *Professional Identity Paper  
*Personal Discovery Paper  
*Speakers  
*Class discussion  
*Class lecture  
* WesternOnline lessons |
professionals, including interdisciplinary treatment teams;
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling;

| 4) Knowledge Indicators- The competent school counselor: Understands the counselor’s role, function and relationship to other student service providers. | ISBE # 9D | * Professional Identity Paper
* Personal Discovery Paper
* Speakers
* Video tape lecture
* Class discussion
* Class lecture
* WesternOnline lessons and activities
* Journal |
| 5.) Knowledge Indicators- The competent school counselor: Understands the importance of active participation and leadership in the appropriate school counseling professional organizations. | ISBE #15A | * Professional Identity Paper
* Personal Discovery Paper
* Speakers
* Class discussion and activities
* Class lecture
* WesternOnline lessons and activities
* Journal |
| 6.) Knowledge Indicators- The competent school counselor: Understands the importance of active participation and leadership in the appropriate school counseling professional organizations. | ISBE #16C | * Professional Identity Paper
* Personal Discovery Paper
* Speakers
* Class discussion
* Class lecture |
| 7.) Knowledge Indicators- The competent school counselor: Understands the requirements of professional credentialing, certification and licensure | ISBE #18A | * Professional Identity Paper
* Personal Discovery Paper
* Speakers
* Class discussion
* Class lecture
* WesternOnline lessons and activities
* Journal |
| 8.) Knowledge Indicators- The competent school counselor: Understands the skills necessary to build a therapeutic and trusting relationship with a client | ISBE #19E | * Supervised
* In vivo counseling sessions
* Taped counseling sessions
* WesternOnline |
VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

A. Clinical Experiences (e.g., Simulations; Cooperative Groups; Student Demonstrations; Guided Discovery; Role Play; Experiential Learning Activities; Lab Exercises)
Approximately 65% to 75% of the time will be spent in these activities.

B. Field Experiences (e.g., Exhibits/Displays; Field Teaching; Community Resource Use; Case Studies; WesternOnline & Technology; etc.)
Approximately 5% to 10% of the time will be spent in these activities.

C. Traditional Experiences (e.g., Lecture/Discussion; Drill; Guest speaker; Film/Video; Technology)
Approximately 15% to 20% of the time will be spent in these activities.

IX. ETHICAL BEHAVIOR STATEMENTS

All students are expected to adhere to the ethical standards of the American Counseling Association. Most notably for this course is the ethical guideline of maintaining confidentiality. Please review the ACA Code of Ethics for a complete description. Violations of any ethical standards are grounds for immediate removal from the course and/or the WIU Department of Counselor Education.

1.) Faculty/Department Ethical Responsibilities: Western Illinois University’s Department of Counselor Education is charged with the task of preparing professional counselors and service professionals in a variety of settings and to assume positions of leadership in the field. To meet these responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. The department seeks to promote a learning community where students can develop professionally. We do this by providing an environment in which students’ rights and responsibilities are respected and by respecting the dignity and worth of each student.

A student’s progress in the department may, however, be interrupted for failing to comply with academic standards or if a student’s interpersonal or emotional status interferes with education/training-related requirements for self or others. For example, to ensure proper clinical training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and personal skills, professional attitudes, and professional character. These factors are evaluated based on one’s academic performance and one’s ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and resolve conflict effectively.

X. STUDENT INFORMATION

American Disabilities Act Statement:
In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Resource Center (DRC) and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center (DRC) at 298-2512 for additional services.
Writing & Academic Support Center

One-on-one consultations for assistance with writing assignments are available in the US Bank Writing Center, located in QC Complex Room 2219 near the library. Professional writing consultants provide help with planning, drafting, and editing of all types of writing assignments. Call ext. 64534 for an appointment or stop by the Center. Fall hours will be: 10:00-7:00 Monday – Thursday and 10:00-2:00 on Friday.

Inclement Weather Procedures

- No announcement will be made when WIU – Quad Cities (WIU-QC) Campus remains open.
- Announcement for total WIUQC campus closure will be made to major television and radio media including: WHBF TV4, KWQC TV6, and WQAD TV8.

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<tr>
<th>Decision timeline for total WIUQC campus closure</th>
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<tr>
<td>• 7:00 a.m. decision for all WIUQC courses meeting prior to 4:30p.m.</td>
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<tr>
<td>• 2:00 p.m. decision for all WIUQC courses meeting after 4:30p.m.</td>
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Students may call WIUQC main phone line at 309/762-9481 to inquire about individual class cancellations. Receptionists will maintain an updated list of individual class cancellations and report cancellations as they become available.

Counseling & Career Center

Free and confidential counseling services for personal, academic, and career concerns are available at WIU- Macomb and a referral list is available for the QC area. Counseling sessions can deal with low self-esteem, relationship problems, depression, anxiety, and stress as well as interviewing and study skills.

WIU Students Rights and Responsibilities

The rights and responsibilities of Western Illinois University students can be found at: www.wiu.edu/provost/students

All students are encouraged to be familiar with these rights and responsibilities.
XI. References


XII . Tentative Schedule (Note: Subject to Change at Instructor Notice)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic, Activities</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>August 26</td>
<td>Course Overview and Introduction</td>
<td>*Kottler &amp; Shepard: Chapters 1 &amp; 2</td>
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<td></td>
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<td>*Gale &amp; Austin, 2003</td>
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<td><strong>Journal Entry Due</strong></td>
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<tr>
<td>September 2</td>
<td>The profession and foundation of counseling</td>
<td>*Kottler &amp; Shepard: Chapters 3 &amp; 4</td>
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<td></td>
<td>Professional organizations &amp; credentialing</td>
<td>*Myers, Sweeney, &amp; White, 2002</td>
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<td><strong>Journal Entry Due</strong></td>
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<tr>
<td>September 9</td>
<td>Computer Lab</td>
<td>*Kottler &amp; Shepard: Chapters 5 &amp; 6</td>
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<td>Settings for counseling &amp; the therapeutic relationship</td>
<td>Journal Entry Due</td>
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<td><strong>Journal Entry Due</strong></td>
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<td>September 16</td>
<td>Professional Development Discussion</td>
<td>*Kottler &amp; Shepard: Chapters 3 &amp; 4</td>
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<td></td>
<td>Western Online Discussion: Class Online</td>
<td>*McHenry &amp; McHenry: Chapter 3, pgs. 31;</td>
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<td>Chapter 12</td>
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<td><strong>Journal Entry Due</strong></td>
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<td>September 23</td>
<td><strong>Focus Skill Areas:</strong></td>
<td>*McHenry &amp; McHenry: Chapter 3 pgs., 22</td>
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<tr>
<td></td>
<td>Facilitative non-verbal and verbal behavior</td>
<td>Chapter 8 pg., 94</td>
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<td>Skills to avoid</td>
<td><strong>Journal Entry Due</strong></td>
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<td>Empathy</td>
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<td><strong>Professional Identity:</strong></td>
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<td>September 30</td>
<td><strong>Focus Skill Areas:</strong></td>
<td>*Kottler &amp; Shepard: Chapter 7</td>
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<td>Reflection of feeling</td>
<td><strong>Self Assessment 1 Due</strong></td>
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<td>Affirmation</td>
<td><strong>Journal Entry Due</strong></td>
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<tr>
<td>October 7</td>
<td><strong>Focus Skill Areas:</strong></td>
<td>*McHenry &amp; McHenry: Chapter 3, pg. 23</td>
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<td>Reflection of Meaning</td>
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<td></td>
<td><strong>Professional Identity:</strong></td>
<td><strong>Journal Entry Due</strong></td>
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<tr>
<td>October 14</td>
<td><strong>Focus Skill Areas:</strong></td>
<td>*Kottler &amp; Shepard: Chapter 8</td>
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<td>Minimal encourager</td>
<td><strong>Midterm Journal Review Due</strong></td>
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<td>Paraphrase</td>
<td><strong>Midterm Instructor Tape Due</strong></td>
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<td><strong>Professional Identity:</strong></td>
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<tr>
<td>Date</td>
<td>Focus Skill Areas:</td>
<td>Professional Identity:</td>
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<td>October 21</td>
<td>Pacing/matching Goals/exploration</td>
<td>*McHenry &amp; McHenry: Chapters 5 &amp; 6 Kottler &amp; Shepard: Chapter 9 Journal Entry Due</td>
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<tr>
<td>October 28</td>
<td>Review</td>
<td>* To Be Announced</td>
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<tr>
<td>November 4</td>
<td>Silence</td>
<td>Kottler &amp; Shepard: Chapter 10 Journal Entry Due</td>
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<tr>
<td>November 11</td>
<td>Summarization/focusing</td>
<td>*McHenry &amp; McHenry: Chapter 9, Chapter 3, pg. 26 Kottler &amp; Shepard: Chapter 11 &amp; 12 IPR Peer Tape Due Journal Entry Due</td>
</tr>
<tr>
<td>November 18</td>
<td>Immediacy Feedback/self disclosure</td>
<td>*McHenry &amp; McHenry: Chapter 8, pgs. 95, 96 &amp; 98 Kottler &amp; Shepard: Chapter 13 Self Assessment Critique Tape Due Journal Entry Due</td>
</tr>
<tr>
<td>November 25</td>
<td>THANKSGIVING BREAK</td>
<td>*McHenry &amp; McHenry: Chapter 4 &amp; 8 Kottler &amp; Shepard: Chapter 14 Journal Entry Due Final Instructor Tape Due</td>
</tr>
<tr>
<td>December 2</td>
<td>Questioning</td>
<td>*McHenry &amp; McHenry: Chapter 14 Professional Identity/Personal Discovery Paper Due</td>
</tr>
<tr>
<td>December 9</td>
<td>Intertwined interventions</td>
<td>*McHenry &amp; McHenry: Chapter 14</td>
</tr>
<tr>
<td>December 16</td>
<td>Finals Week, Course Closure</td>
<td>* McHenry &amp; McHenry: Chapter 14</td>
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