



## **CSD 6170- Counseling/Interviewing in CSD**

Harding University  
College of Allied Health  
1 Credit Hour

Class meeting times – Fridays, 9:30-11:00  
Rock House on campus

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**Instructor: April Watson, M.A., CCC-SLP**  
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**Email: awatso11@harding.edu**

**Semester/Term: Fall 2024**  
**Office Hours: By appointment**

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### **Course Information**

#### **Course Description**

Seminar designed to demonstrate the principles of working with persons with communication disorders and their families throughout the client's lifespan.

#### **Course Rationale**

The ability to relate to others in a caring, compassionate way is a skill that is necessary in this field. The ability to counsel others in their darkest of times is what makes an SLP truly successful in their work. This class is designed to enhance innate counseling skills, as well as teaching new skills on how to be an active listener, use positive psychology, and more. This class requires a deeper dive into self as well, as research shows us that knowing yourself well makes you a better communication counselor.

#### **Required course materials:**

Holland, A.L. (2018). *Counseling in communication disorders: A wellness perspective, 3rd Edition*. San Diego, CA: Plural Publishing.

Available at Harding bookstore or: <https://www.pluralpublishing.com/publications/counseling-in-communication-disorders-a-wellness-perspective>

Payne, R. (2018). *A framework for understanding poverty: A cognitive approach, 6th Edition*. Highlands, TX: Aha Process, Inc.

Available at Harding bookstore or:

[https://www.amazon.com/s?k=framework+for+understanding+poverty+6th+edition&crd=3S70CMTL2P8Y1&prefix=framework+of+pover%2Caps%2C95&ref=nb\\_sb\\_ss\\_pltr-data-refreshed\\_6\\_18](https://www.amazon.com/s?k=framework+for+understanding+poverty+6th+edition&crd=3S70CMTL2P8Y1&prefix=framework+of+pover%2Caps%2C95&ref=nb_sb_ss_pltr-data-refreshed_6_18)

**Recommended materials:**

*On Death and Dying* by Elisabeth Kubler-Ross

*The 36-Hour Day* (6<sup>th</sup> Edition) by Nancy Mace and Peter Rabins

**Course Communication Protocols**

I am here to help you. I will communicate with you via in-class announcements, Canvas announcements, and your HU e-mail (for small groups, individual messages). Students are responsible for the disbursement of information (including attachments) through these sources. Please contact me via email ([awatso11@harding.edu](mailto:awatso11@harding.edu)), instead of using text messages or the comment box within an assignment. I will respond to emails within 24 hours during the typical work day, (8am-5pm) Monday-Friday. Students are expected to check emails daily and a timely response from you is appreciated.

**University Mission Statement**

With Christ as Lord, Harding University transforms learners for global impact by engaging minds and nurturing faith within a deeply connected community.

**Department Mission Statement**

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

**Integration of Faith and Learning Statement**

The principles of good counseling dovetail beautifully with the teachings of Christ. As a Christ follower, I try to infuse the discussions in this course with Christ like qualities, including empathy, compassion, and active listening. We will discuss how we can be faith-laced in our profession and how to be the hands and feet of Jesus to those we serve.

**Relationship to ASHA standards:**

ASHA upholds eight [standards](#) related to academic and clinical training as well as continuing education, acquisition and maintenance of your CCCs. New standards became effective on January 1, 2020. The revised Standards are available in your departmental handbook and students are encouraged to review them. This course primarily contributes to evidence of knowledge and skills described below.

**CFCC Standards**

**Standard IV-E** Demonstrates the ability to analyze, synthesize and evaluate knowledge regarding the standards of ethical conduct, including the principles and rules of the current ASHA Code of Ethics.

**Standard IV-G** Demonstrates the ability to analyze, synthesize and evaluate knowledge regarding contemporary professional issues; cultural competency and diversity, equity, and inclusion (DEI) and advocacy.

**Standard V-A** Demonstrates communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others

**Standard V-B 3a.** Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

**Standard V-B 3b.** Manages the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.

**Standard V-B 3c.** Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

**Standard V-B 3d.** Adheres to the ASHA Code of Ethics and behaves professionally

#### CAA Standards

##### **Standard 3.1.1B**

Demonstrates the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals  
Adheres to the professional codes of ethics and the speech-language pathology scope of practice documents

##### **Standard 3.1.6B**

Demonstrates engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services

Demonstrates clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care

Demonstrates professionalism and professional behavior that is reflective and sensitive to cultural and linguistic differences in keeping with the expectations for a speech-language pathologist

Demonstrates interaction skills and interpersonal qualities, including counseling and collaboration

Demonstrates self-evaluation of effectiveness of practice

##### **Standard 3.4**

Understands how own set of cultural and linguistic variables affects clients/patients/students' care

Understands the impact cultural and linguistic variables of the individual served may have on delivery of effective care.

#### **Course Learning Objectives (CLOs)**

Upon completion of this course, you will be able to:

1. Discern the legal and ethical boundaries for communication counselors, knowing when and to whom referrals should be made.
2. Develop a basic framework for effective counseling skills and techniques that can be applied across a variety of clinical settings and populations, as well as specific techniques and considerations applicable to more narrow populations
3. Engage in empathetic and active listening in various clinical scenarios with clients and families
4. Demonstrate understanding of the impact of diversity on counseling and develop skills that support success across many aspects of client diversity
5. Complete intrapersonal development toward becoming strong, effective communication counselors

## Grading and Assignment Details

### Grading Information

All requirements must be completed with a passing grade to earn credit in the course.

1. Discussion boards - 20% of course grade (completed on Canvas)  
Covers course learning objectives (CLOs) 1-5  
High 5 strength inventory reflection 25 pts  
Neimi video reflection 25 pts  
Genogram discussion 25 pts  
Framework of Poverty reflection 10 pts  
Counseling simulation reflection 10 pts
2. Contextual Genogram - 20% of course grade  
Covers CLOs 3-5  
50 points for presentation and 50 points for paper  
Genogram presentation in class, turn in reflection paper prior to genogram day. See guidelines in Canvas.
3. Counseling Scenarios - 20% of course grade (see due dates in Canvas)  
Covers CLOs 1-5  
20 points each  
There is one scenario due per month, a total of four. These are completed in ExamSoft.
4. Multicultural project – 15% of course grade  
Covers CLOs 2-4  
100 points  
Interview and short paper discussing results as they relate to counseling. See guidelines in Canvas.
5. Quizzes- 5% of course grade  
Covers CLOs 1-5  
10 points each  
There will be a short, 10 question quiz in Canvas at the beginning of class (see schedule) to assess your required reading for that day.
6. Final assessment - 20% of course grade  
Covers CLOs 1-5  
100 points

Final grades will be determined as follows:

- A - 90 - 100%
- B- 80 - 89%
- C - 70 - 79%
- D - 60 - 69%
- F - below 60%

This course adheres to university guidelines regarding workload requirements per credit hour. If you find yourself struggling with the material, please make an appointment to meet with me.

## Late work Policy

No late work will be accepted on any assignment, so please pay attention to deadlines. Read assignments carefully – they are posted on Canvas and this syllabus so you can access instructions and due dates easily. Any changes in due dates will be communicated by me via Canvas or in person.

## Remediation

If a student is not achieving course learning objectives, not demonstrating essential skills, professional practice competencies, or meeting CFCC standards as determined by the course instructor, the student will be notified. The student, instructor, clinical educator, and/or clinical director (as appropriate) will meet to develop a written individualized remediation plan that supports student progress toward achieving the needed outcomes. The remediation plan will include identified weaknesses supported by evidence (ie, exam results, presentation, clinical performance, quiz grades, etc.). In addition, the remediation plan will include specific tasks, outcomes, and a timeline for completion. The written plan will be shared with the student's graduate advisor and department chair. A copy of the plan will be placed in the student's Calipso account and the course will be marked as "in remediation" on their KASA. Upon successful completion of the remediation plan the instructor, student, and advisor will sign the form acknowledging the completion of the remediation plan and then digitally file the form in the student's KASA in Calipso. The course and associated learning objectives can then be marked as completed. If the remediation of skills is not completed successfully, the student will repeat the course. If the remediation is ongoing at the end of the semester, the student will receive a grade of Incomplete for the course.

**Time Zone:** Harding University is located in Searcy, AR, in the Central Standard time zone; therefore, the due dates and times will be based on Central Standard Time.

## Attendance & Participation

Consistent and punctual attendance is expected at the graduate level. Two absences are allowed. Absences may occur for illness, appointments, interviews, and travel; however, missed work will receive a score of zero and opportunities for alternative assignments will not be given. Students are responsible for all class content. Every absence beyond two will result in the final course grade being lowered by a letter. Exceptions to this policy will be rare, and considered on a case by case basis. For asynchronous lectures, the course instructor will take attendance via course analytics in Echo360.

## Course Information:

- The material presented in class is the intellectual property of the instructor. In an effort to protect this work, the instructor must approve all video or audio recordings of lectures and/or materials presented in this course.
- Attendance and participation are expected at each class meeting. Most of the material will be acquired through group discussions and small group interactions. Therefore, it is important that students make a commitment to attend class regularly and to participate in the group activities. Students **who do not participate in the class may experience a lowered grade.**
- Students who miss class are responsible for the content presented and/or assigned.
- Students are expected to read assigned material prior to class and be prepared to participate in class discussions. Be sure and **bring your book** to class. We will be using it!
- All cell phones must be on vibrate during class time.
- Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work. All work should be submitted in Times New Roman 12-point font; double-spaced. Refer to materials from your professional writing course as well as

your APA Manual (6<sup>th</sup> Edition) for clarification and examples of good writing. Utilize the campus Writing Lab as needed.

- Students are expected to adhere to deadlines. Read assignments carefully – they are posted on Canvas so you can access instructions and due dates easily. I do not accept late work, so please plan ahead.
- Submitting work taken directly from another source will be considered plagiarism and no credit will be given on the assignment. Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.
- Students who share assignments with students taking this course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.
- This course utilizes discussion forums. Please participate fully in the discussion forum to earn full credit for the assignment. One post does not constitute “participation,” and posting 10 things in one day does not represent participation in an ongoing discussion. If you have questions about the expectation for an assignment of this nature, please inquire prior to the due date.

## Technology Details

### Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding's Canvas Login](#). For additional information relating to Canvas, including tutorials, and supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

### Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at Phone: 501-279-5201

Email: [elarning@harding.edu](mailto:elarning@harding.edu)

Web: [E-Learning Web Address](#)

For Canvas assistance, search [Canvas Guides](#).

For ExamSoft/Examplify assistance: search [ExamTaker Support](#), call 1-866-429-8889 ext 1, or email at [support@examsoft.com](mailto:support@examsoft.com).

### Technical Skills

The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical environment.

1. Access Harding's Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading Capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

## Policies and Procedures

### University Policies

#### Drop and Add Dates

The official start date is August 23, and the last day to add this class is also August 23. The course will end on November 20, and the last day to drop is December 1. Please refer to the University's [policy regarding drop/add](#) if you have specific questions.

#### University Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the University Director of Assessment used to spur continuous improvement of teaching and learning.

#### Students with Disabilities Accommodations

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access *as soon as possible* in order to put academic accommodations in place for the remainder of the semester.

The Office of Disability Services and Educational Access is located in Room 239 in the Student Center on the Harding University Searcy campus. Since some graduate courses are taught at different sites and students will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at <https://www.harding.edu/student-life/disabilityservices>. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at [DisabilityServices@harding.edu](mailto:DisabilityServices@harding.edu) or (501) 279-4019.

## **Code of Academic Conduct**

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment. Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester. Please visit the appropriate Harding University Student Handbook (undergraduate or graduate/professional) for further details.

## **Academic Integrity Policy**

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

## **Course Recordings**

Canvas content and class recordings (e.g., Echo360) are protected by copyright. Without written permission from the instructor, content (written, audio, video) may not be downloaded or shared with anyone. Most content and recordings will indicate copyright by the symbol ©. However, a symbol is not required to protect copyrights, so unless you have permission to download or share recordings or content, you should not do so. Doing so violates Academic Integrity Policies and may result in disciplinary actions.

## **Referencing Information**

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact me for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.

● [APA Resources](#)



## ● [Purdue Online Writing Lab](#)

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at [harding.mywconline.com](http://harding.mywconline.com) or ask questions via email at [HardingUniversityWritingCenter@gmail.com](mailto:HardingUniversityWritingCenter@gmail.com).

### **Generative AI**

While generative AI is a valuable resource in many areas, due to the personal nature of these assignments (i.e., you forming your own opinion) the use of generative AI tools is not permitted for any assigned work in this class. Use of AI in this class constitutes a violation of Harding's Academic Integrity Policy.

### **Student Declaration**

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer Statements.
- To uphold Harding University's Academic Integrity Covenant

### **Academic Grievance Policy**

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following [the policy set forth in the Harding University catalog](#). All students should be familiar with this policy.

### **Time Management Expectations**

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem-solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for this one-hour course, a typical student should expect to spend at least three hours per week dedicated to the course.

### **Dress Code**

All members of the Harding community must dress with modesty and decency appropriate to the Christian lifestyle and consistent with professional employment standards. For these reasons, students are expected to adhere to a dress code described in the Student Handbook, which faculty, staff, and administration will enforce.

## **Distance Education**

For any element of a course conducted via teleconference (Zoom, GoogleMeet, etc) the student must turn on their camera. Student faces must be visible but the backgrounds can be blurred.

## **Course Policies**

### **Course Academic Conduct**

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any Harding University student handbooks as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times. Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:
  - Stereotypes of any nature, whether it be profession or class of people
  - Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas

### **Canvas or Internet Outage Policy**

As a student, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

### **Instructor**

If your instructor experiences a power outage, internet service outage, LMS (Canvas), or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly interfere with communicating with students, adjustments to due dates will be made.

### **Student**

If you experience a power outage, internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable internet service. Internet outages or having computer issues is not an excuse for late work. A backup plan for reliable Internet service and working computers is prudent.

## Testing Issues

If you experience issues with an internet connection, power outage, computer, or LMS (Canvas) and are unable to complete or submit a test, do not panic. Your first step is to contact me as your instructor and I will provide you with instructions on how to proceed. You may also report a problem to the E-learning help desk (501-279-5201). Response time is dependent on the time of day. The E-learning help desk is manned Monday through Friday from 8:00 am – 5:00 pm.

## Inclement Weather

If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a case-by-case basis.

## Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following may be useful to students (some services may not be applicable for graduate or professional students):

- Library
- Testing
- Tutoring
- Writing Center

## Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following may be useful to students (some services may not be applicable for graduate or professional students):

- Advising
- Counseling
- Registration
- Student Life
- Financial Aid
- Career Services

## Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.

## Tentative Course Schedule

Date	Topic	Reading	Activity
August 23 9:30-11:00	The Basics	Holland, Ch 1	Review syllabus Discussion of chapter 1  CFCC Standards IV-E, IV-G, V-B 3a, b, d, V-A CAA Standards 3.1.1B, 3.1.6B Course learning objectives (CLO) 1 & 5  <b>High 5 profile discussion due</b>

			<b>Sept 5 CLO 5</b>
September 6 9:30-11:00	Intro to counseling	Holland, Ch 2-3 Advice to Professionals	<b>Quiz, Ch. 2-3</b> Be prepared to discuss readings See Canvas for additional article in course resources, Advice to Professionals Be prepared to discuss your High 5 profile as it relates to Counseling & Interviewing (see Canvas)  CFCC Standards V-B 3a, b, d, V-A CAA Standards 3.1.1B, 3.1.6B, 3.4B CLO 1, 2, 5
September 20 9:30-11:00	Counseling when your client is a kiddo/counseling for parents	Holland, Ch 4-5	<b>Quiz, Ch. 4-5</b> Be prepared to discuss readings  CFCC Standards IV-E, V-B 3a, c, V-A CAA Standards 3.1 CLO 1-4  <b>Scenario 1 due</b> (ExamSoft) CFCC Standards V-B 3a, b, c, d, V-A CAA Standards 3.1.1B, 3.1.6B, 3.4B CLO 3
September 27 9:30-11:00	Stress Management	Guest speaker	Guest speaker- Klay Bartee, Ph.D. CLO 5
October 11 9:30-11:00	Counseling with grown-ups; trajectory towards improvement	Holland, Ch. 6	<b>Quiz, Ch. 6</b> Be prepared to discuss readings  CFCC Standards IV-E, IV-G, V-B 3a, b, c, d, V-A CAA Standards 3.1.1B, 3.1.6B, 3.4B CLO 1-4  <b>Scenario 2 due</b> (ExamSoft) CFCC Standards IV-E, V-B 3a, b,

			c, d, V-A CAA Standards 3.1.1B, 3.1.6B CLO 1 & 3
October 18 11:00-5:00	We are more alike than we are different	Genogram presentations	<b>Present Genograms</b> Accompanying reflection paper due in Canvas before presentations; plan for a long class. <b>Genogram discussion forum due one week from class, 10/25</b>  CFCC Standards V-B 3a, d V-A CAA Standards 3.1.1B, 3.1.6B, 3.4B CLO 5
November 1 9:30-11:00	Grief and Loss	Guest speakers	<b>Scenario 3 due (ExamSoft)</b> CFCC Standards IV-E, IV-G, V-B 3a, b, c, d, V-A CAA Standards 3.1.1B, 3.1.6B, 3.4B CLO 1 & 3  <b>Neimi video reflection due; discussion forum and video in Canvas</b>
November 8 9:30-11:00	Counseling with grown-ups; trajectory toward decline/ death and dying	Holland, Ch 7-8	<b>Quiz, Ch. 7-8</b> Be prepared to discuss readings  CFCC Standards V-B 3a, b, c, d, V-A CAA Standards 3.1.1B, 3.1.6B, 3.4 CLO 1-4  <b>Framework of Poverty reflection due 11/22</b>

November 22 9:30-11:00	Culture of Poverty	Payne, A Framework of Poverty (yes, the whole thing)	<b>Scenario 4 due (ExamSoft)</b> CFCC Standards IV-E, IV-G, V-B 3a, b, c, d, V-A CAA Standards 3.1.1B, 3.1.6B, 3.4B CLO 1 & 3  Be prepared to discuss results and readings from Payne  CFCC Standards IV-G, V-B 3a, b, c, d, V-A CAA Standards 3.1.1B, 3.1.6B, 3.4B CLO 4
December 6 9:30-11:30	Putting it together: Counseling simulation		<b>Multicultural interview and reflection due</b>  CFCC Standards IV-G, V-B 3a, c, d, V-A CAA Standards 3.1.1B, 3.1.6B, 3.4B CLO 1-5  <b>Counseling sim reflection due 12/8</b>
Dec 10 Swaid 103 10:00-12:00	Final assessment		Discussion following assignment previously given  CFCC Standards IV-E, IV-G, V-B 3a, b, c, d, V-A CAA Standards 3.1.1B, 3.1.6B, 3.4B CLO 1-5

**Important Dates for the semester:**

**Fall break- October 4**

**Midterm Week - October 7-11**

**Thanksgiving Break - November 25-29**

**Dead Week - December 2-6**

**Finals Week - December 9-13**