APCE 650:
Orientation to Clinical Counseling
The University of Northern Colorado
Department of Applied Psychology and Counselor Education
Course Syllabus
3.0 Semester Credits
Fall 2014
Denver – Lowry Campus

Faculty Supervisor: Laura K. Jones, PhD, MS, NCC
Office: 294 McKee Hall
Phone: 970.351.4103
E-mail: laura.jones@unco.edu
Office hours: Monday & Tuesday - 12:00pm to 2:00pm
I will also be available just prior to and after class as well as by email and office phone for brief questions or concerns.

“If you want to awaken all of humanity, then awaken all of yourself. If you want to eliminate the suffering in the world, then eliminate all that is dark and negative in yourself. Truly, the greatest gift you have to give is that of your own self-transformation.”
~Lao Tzu

“The greatest good you can do for another is not just share your riches, but to reveal to him his own.”
~Benjamin Disraeli

“Never be afraid to raise your voice for honesty and truth and compassion against injustice …. If people all over the world…would do this, it would change the earth.”
~William Faulkner

Class Days: September 12th - 14th & September 26th - 28th
Class Times: Fri 4–10pm; Sat 8am–5pm; & Sun 8am–4pm
Prerequisite: None

Course Description: Provides a conceptual foundation for the counseling profession with emphasis on community counseling. Places the profession in an historical context; introduces associations, licensure, certification, accreditation, codes of ethics, and practice settings. NOTE: This course is designed to meet Council for the Accreditation of Counseling and Related Education Programs (CACREP) standards.

Course Content: This course is designed to meet the CACREP 2009 Standards and focuses on understanding the following:

- Introduction to the counseling profession: history, philosophical underpinnings, professional standards, credentials, codes of ethics, areas of specialization, accreditation, contemporary trends.
- Comparison of counseling with other mental health disciplines (i.e. collaboration & consultation)
- Introduction to counselors’ roles and responsibilities
• Introduction to counselor impairment and self-care strategies
• Introduction to the helping relationship and basic helping skills basic skills, including skills and behaviors that influence the helping process
• Introduction to advocacy for the profession and clients
• Impact of Technology on the Counseling Profession
• Introduction to professional writing according to the Publication Manual provided by the American Psychological Association (6th ed.)
• Discussion of culture and its influence on counselors and clients

Knowledge and Skill Outcomes: Upon successful completion of this course students will:

1. Discuss technology’s impact of the counseling profession (CACREP II.F).
2. Understand the history and philosophy of the counseling profession and trends in clinical mental health counseling (CACREP II.G.1.a & CACREP CMHC.A.1).
3. Understand professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (CACREP II.G.1.b).
4. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams (CACREP CMHC.A.3).
5. Recognize counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event (CACREP II.G.1.c).
6. Identify self-care strategies appropriate to the counselor role (CACREP II.G.1.d).
7. Discuss counseling supervision models, practices, and processes (CACREP II.G.1.e).
8. Understand a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision (CACREP CMHC.A.5).
9. Demonstrate an understanding of professional organizations, including membership benefits, activities, services to members, and current issues (CACREP II.G.1.f).
10. Demonstrate an understanding of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP II.G.1.g).
11. Know the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP CMHC.A.4).
12. Recognize the role and process of the professional counselor advocating on behalf of the profession (CACREP II.G.1.h).
13. Understand advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.G.1.i).
14. Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.G.1.j).
15. Have an awareness of professional issues that affect clinical mental health counselors (e.g., care provider status, expert witness status, access to practice privileges within managed care systems) (CACREP CMHC.A.7).
16. Understand the management of mental health services and programs, including areas such as administration, finance, and accountability (CACREP CMHC.A.8).
17. Understand the impact of crises, disasters, and other trauma-causing events on people (CACREP CMHC.A.9).
18. Understand the operation of an emergency management system within clinical mental health agencies and in the community (CMHC.A.10).
19. Understand the principles of crisis intervention for people during crises, disasters, and other trauma-causing events (CACREP CMHC.C.6).

20. Describe the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society (CACREP CMHC.C.1).

21. Understand professional issues relevant to the practice of clinical mental health counseling (CACREP CMHC.C.9).

22. Identify counselor characteristics and behaviors that influence the helping process (CACREP II.G.5.b).

23. Understand the importance of research in advancing the counseling profession (CACREP II.G.8.a).

24. Demonstrate minimal competency in basic helping skills (e.g. tracking, reflecting, and refraining from closed questions).

25. Demonstrate elements of formal writing according to APA style.

**Methods:** Instructional methods will balance didactic and experiential learning. The course will emphasize peer interactions and feedback throughout. Methods of instruction include, but are not limited to the following: (a) readings; (b) lectures; (c) large and small group class discussions; (d) role-plays; (e) interviews; (f) written and active reflection; and (g) presentations; (h) simulated activities.

**Required Texts:**


** Additional readings as assigned **

**Recommended Texts:**


**Professional Conduct/Ethics:** All students are required to know and adhere to their respective professional association (e.g., ACA, APA) code of ethics. Ethical violations may result in failure of the course and possibly dismissal from the program. This course will provide an extensive exploration of ACA ethical codes relevant to clinical assessment.

**Academic Conduct/Integrity:** Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

Accommodations Statement: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion. Please provide the instructor with appropriate DSS paperwork relevant to your particular accommodation as soon as possible in order to structure the course and coursework in a manner most conducive to your learning.

Inclusivity/Diversity Statement: The College of Education and Behavioral Sciences (CEBS) is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, CEBS seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. CEBS prohibits discrimination against any member of the College’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, political affiliation or veteran status.

Electronic Communication Devices: All cell phones and pagers are to be turned off during class time. No text messaging during class. If a student has a particular need (is on-call for work or has children at home) s/he is expected to notify the instructor prior to the beginning of class so that accommodations can be made. Computers are welcomed as long as students are using them only for note taking; no surfing the web or e-mailing is allowed. If your device interrupts class, you will be asked to leave class to attend to it. The first time will be a warning and you will be allowed to re-enter the class; however, if another interruption occurs you will not be allowed to re-enter the class that day and will lose points for attendance and participation. Due to numerous student complaints, any student found misusing his or her computer will be asked to shut it down. In addition, no audio nor video recording of class is allowed, unless prearranged with the instructor.
Course Requirements and Evaluation:

I. **Class Attendance & Participation: (25 points possible)** Regular class attendance and *active* participation in all classroom and practicum activities are a required part of this course and critical to not only your own learning but that of your peers as well.

   **Attendance:** *The class will meet as scheduled on this syllabus, and you are expected to attend all course meetings in their entirety. Commuting is not an excuse to miss class or not fulfill any course responsibilities.*

   **Participation:** Class participation is defined as provoking thought and furthering discussions. You should have a “capacity to relate effectively and meaningfully with individuals, groups, and/or communities.” It is expected that you participate in a professional manner and your interpersonal interactions are respectful to others. Active participation will include coming prepared by reading the relevant chapters or journal articles as well as contributing to all course discussions and activities. Lack of participation, tardiness (leaving early), or any unexcused absences will result in a loss of points from 2.5-5 per class meeting and may result in a course grade reduction of at least one letter grade. You may earn up to 2.5 points per Friday class, and 5 for each Saturday and Sunday, depending on your level of participation.

   [Please note, if you will need to miss class time you may want to consider dropping the class or taking the class at a more convenient time. Points toward your final grade will be based on your attendance and participation.]

II. **Information Sheet and Associated Pressing Questions: (10 points)**
   By **Wednesday, September 10th at 5pm** (Wednesday before the first day of class), please complete the course information see and associated reflection questions *found at the end of the Syllabus.*

III. **Initial Self-Awareness Reflection: (20 points possible)**
   **Due: Saturday, September 13th by 10:00pm**

   Students will prepare an initial position paper *using APA Style* in which they respond to the following topics:

   1. What are your beliefs about human nature (basic nature of people)?
   2. What are your beliefs about personality (how personality and traits develop)?
   3. What are your beliefs about the etiology of psychological problems?
   4. What are your beliefs about why and how people change and the counselor’s role in that change (if any)?
   5. What are your beliefs about optimal psychological well-being and what promotes that?
   6. How would you describe your culture and how do you think your culture may impact you as a counselor?
   7. What cultural identities, values, and experiences led you to consider a career in counseling?
   8. What are at least two personal values or beliefs that, if a client disagreed with or challenged, may get in the way of you being able to work effectively with that client? How would you or could you counsel such persons showing empathy and understanding?
IV. **Active Listening Audiotape & Transcript:** (10 points possible)

**Due: Friday, September 26th by 4:00pm**

1. Audio tape a minimum of 10 minutes sustained dialog in a counseling context. The tape will be recorded during class time. For topics of conversation consult the provided handout provided in class.
2. Transcribe the tape.
3. Provide a written commentary on your effectiveness, or lack of it, after certain key responses in the transcript. Every response need not be commented upon but important responses should be commented upon. Your grade will be improved by commenting upon both positive and negative aspects of your performance. The dialog MUST be transcribed and may be further discussed during class time so please be prepared for such a discussion. The commentary on the transcript of this tape should reflect understanding of course content.

V. **Interview & Reflections:** (30 points possible)

**Due: Friday, September 26 by 4:00pm**

- Using the guidelines provided, students will interview (face-to-face) one counselor in community practice or agency who has a master’s in school or community counseling or doctoral degree in Counselor Education. Students are encouraged to interview counselors who practice in diverse settings.
- You must receive informed consent of the professional you are interviewing and submit a signed consent to the professor with your assignment. A sample consent is included in the syllabus for your use.
- Subsequent to the interview, you are asked to (a) send a letter of appreciation, and (b) write a 3-4 page reflection on the interview. The summary should be well organized and demonstrate a personal reflection of the findings from the interview.
- Your reaction paper on the interviews will include issues of salience for you about the counseling profession, training, the role of the counselor, 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. I am looking for your “inner dialogue” of the interview and reaction to it, not a transcript. You may discuss the interviews with regard to your reaction to the responses and your reflections on that.
- Participation in this activity is clear evidence of counselors’ professional generosity. You must regard all information provided to you as confidential.
- The following are a sample of questions that may be used. We will brainstorm additional questions as a group in class.
Sample questions for your interview:

1. How long have you been a mental health professional?
2. Do you have a specialization or clinical focus, if so, what is it?
3. What led you to choose a career in the mental health field?
4. What is the counseling theory that you most closely follow?
5. What is your personal theory of how clients change?
6. How do you divide your time between meeting the immediate needs of the clients and keeping up with the paperwork?
7. What do you think is the most important characteristic of a counselor?
8. What are some creative and innovative counseling techniques you have used?
9. What is it that you like about working with your clients?
10. What do you do for self-care?
11. In what ways do you utilize multicultural counseling competencies in your work?
12. How do you see yourself as an advocate in the counseling profession?
13. What do you see as current issues that the profession is facing?
14. What do you like most (and least) about their work?
15. How did your training best and least prepare them for the realities of being a mental health professional?
16. What advice would they offer you as a beginning counselor-in-training?
17. For the mental health professional that is not a counselor, how does his/her job differ from other the other mental health professionals you interviewed? How is it alike?
18. How do you interact with other professions such as social work, psychiatrists?
19. What is your experience working with groups?
20. Where do you see yourself in the next five years?

Please also include a discussion of the impressions you had of the office/environment in which you interviewed the professionals. What was it like? How would it feel to be a client?

The following questions are guides for your own reflection. Please include that reflection in your paper. Your reflections are to be the majority content for this paper.

1. What did you learn about the counseling profession from your interview?
2. What thoughts and feelings do you have about your future career as a counselor?

VI. Consumer Ethics Brochure & Class Presentation: (25 points possible)

You will develop a brochure intended to educate counseling clients (and the general public) on a specific area of counseling (e.g., licensure, counselor ethics (e.g., confidentiality, the counseling relationship, informed consent, multiple relationships, distance counseling, etc).

This will be a partner activity. If you have strong reservations about partner/group work, please let me know on the first night of class and I am happy to see what I can do to accommodate.

You and your partner will sign up for a topic no later Sunday, September 14 at 4:00pm to ensure that there are multiple topics represented.

Please review the ACA code of ethics prior to deciding on a topic and do not just choose from this list.
Brochure (15 Points)
You will be evaluated based the following:

- Accuracy of interpretation of ethical codes
- Ability to summarize complex information in a succinct format
- Ability to use language that is understandable to clients
- Ability to put information in a user-friendly format that appeals to clients
- Inclusion of a “For additional information” section that can guide clients to additional resources, which in addition to helpful website and publications, also includes a list of references that you used to develop your brochure

You are encouraged to be creative in your development of this brochure.

Presentation (10 points)

- You and your partner will prepare a 10-15 minute presentation of your brochure topic.
- You will present as if you are talking about the topic to clients (i.e., do not just show the brochure and talk about it)
- Your brochure will be used as a supplement to your presentation, so you are required to make a copy for everyone in the class

  - If you make a colorful or ornate brochure, you can share the original with the professor and make black and white copies for the class

Due: Presentations will be on Saturday, September 27th

VII. Advocacy Project: (30 points possible)

Due: Sunday, September 28th by 10:00pm

Counselor Advocacy through Legislative Influence: 15 points

You are asked to write a letter or email related to legislative action. You will need to explore the ACA (American Counseling Association), NBCC (National Board for Certified Counselors), AMHCA (American Mental Health Counseling Association), NAMI (National Alliance on Mental Illness) websites, as well as related state counseling association websites to become aware of the need for various legislative actions.

Examples include legislative actions that provide reimbursement for counselors’ services, that promote counselors’ rights to practice within the limits of their training (e.g., counselors’ rights to use assessment instruments), that advocate for services for students in schools, etc.

You may also visit the American School Counseling Association (ASCA) website if that is appropriate for your career track.

To create a thoughtful and well-informed letter/email, you will need to engage in your own research on the subject of the legislative action and include that information in your letter/email with correct referencing of resources (you must cite at least two professional references of research in the body of your letter and include a references page). You may not use a standard letter that an organization has prepared (this is plagiarism and will result in failure of the assignment and possibly the course). This letter/email must be in your own words. Finally, a copy of the letter or email will be provided to the instructor with some evidence that your letter or email was sent. If an email is sent, you can take a screen shot of the email confirmation and attach that to the letter you submit to me.

An example and further guidelines for writing such a letter will be provided in class.
Advocacy Project Reaction Paper: 15 points

In a 2-3 page (double spaced, 12-point font, APA format including title page, references and headers), please reflect on the following:

1. What did you learn about the role of advocate as a result of this project? Integrate the readings on advocacy into this discussion and reference appropriately.

2. What did you learn about yourself as an advocate as a result of this advocacy project?

3. What did you learn about the advocacy topic you addressed? Please provide references

4. As a result of this project, for what issues will you advocate in the future and how will you do so?
**Readings and Assignments:** Students are expected to have completed the assigned readings prior to coming to class and actively participate in discussions. All assignments are due at the beginning of class as scheduled in the course outline. Not reading the material and/or late assignments will significantly lower your grade.

**Late Work:** Not recommended. However you are free to make your own choices based on the penalties for late work established below. All readings are to be completed and all assignments are to be turned in at the beginning of the designated class period, unless specifically stated otherwise in the syllabus. Please keep in mind that professionalism includes your ability to manage time and tasks. It is in your own best interests to work smart and in advance in order to avoid last-minute technical difficulties. Exceptions will only be made in cases of emergency (hospitalization, death in the family). Contact me immediately, or as soon as possible in such circumstances to discuss arrangements. If you fail to meet the alternate deadlines, all established penalties incur. Penalties for late work are as follows:

- 30 minutes up to 24 hours late = 10% deduction in points
- 24 hours up to 48 hours late = 25% deduction in points
- 48 hours up to 72 hours late = 50% deduction in points
- More than 72 hours late = assignments will not be accepted

**Please note:** In accordance with the student handbook, the “Professional Counseling program faculty members systematically review the progress of each student each semester.” You should expect that your performance and professional conduct related to this class to be incorporated into the review process.

Possible point values in each area are as follows:

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<thead>
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<th>Section</th>
<th>Points</th>
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<td>Information Sheet &amp; Pressing Questions</td>
<td>10</td>
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<tr>
<td>Initial Self-Awareness Reflection</td>
<td>20</td>
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<tr>
<td>Professional Interview</td>
<td>30</td>
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<td>Consumer Brochure</td>
<td>25</td>
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<tr>
<td>Advocacy Project</td>
<td>30</td>
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<tr>
<td>Active Listening Audiotape &amp; Transcript</td>
<td>10</td>
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<tr>
<td>Attendance and Participation</td>
<td>25</td>
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<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td>150</td>
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</table>

**Grading Rubrics for all assignments will be provided on BlackBoard**

**Grading Scale:**

- A 93% to 100%
- A- 90% to 92%
- B+ 87% to 89%
- B 83% to 86%
- B- 80% to 82%
- C+ 77% to 79%
- C 73% to 76%
- C- 70% to 72%
- D+ 67% to 69%
- D 63% to 66%
- D- 60% to 62%
- F Below 60%
Consent Form
Professional Counselor Interviews

I am a graduate student in the Department of Applied Psychology and Counselor Education (APCE) at the University of Northern Colorado. As an assignment for my APCE 650 course, Orientation to Clinical Counseling, in which I am enrolled, I am required to interview a professional counselor about his/her work. As such, I am requesting your permission to conduct an interview with you.

This interview will include questions about your position, the responsibilities you have, the clients you work with and the kinds of interventions you provide in your work setting. I will use this information to help me better understand the nature of the work in your agency, the roles of a professional counselor, how theory and skills are applied in a clinical/school setting and how you interact with the populations you serve.

In addition, this interview will be summarized into a written report and submitted to my instructor to fulfill the requirement of this assignment. I will also be engaging in class discussions about my experience, but your name will not be used at any point during those discussions. The information you provide will not be used in any way other than what is stated in this consent.

Before beginning the interview, I will need you to sign this consent stating that you agree to this interview and understand how the information you provided will be used.

I agree to be interviewed.

Printed Name & Credentials: ____________________________

Signature: ____________________________________________

Educational Background: ____________________________

Job Title: ____________________________________________

Job Description: ______________________________________

Contact information: __________________________________

Date: ________________________________________________

Interviewer’s (Student) Name: __________________________

Date of Interview: ____________________________________

Time of Starting Interview: _____________________________

Time of Ending Interview: ______________________________
THE UNIVERSITY OF NORTHERN COLORADO
Department of Applied Psychology and Counselor Education
APCE 661: Psychological Trauma and Intervention for Individuals, Families and Communities

Initial Information & Pressing Questions

Name: ____________________________________________________________

Preferred Name (if different): _______________________________________

Address: _____________________________ City/State/Zip: ________________

Telephone: ____________________(H) _____________________(W) __________(C)

Email: ________________________________

Universities Attended: ______________________________________________

____________________________________

Counseling Track: _________________________________________________

Class Schedule:  Class/Times

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

Additional Obligations Outside of Academics (e.g., work, volunteering, parenting, caring for a loved one, etc.)

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________
Any previous counseling courses:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

1. Counseling/Therapy Experience/Skills: (Include site/date/nature of services/special training and skills):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Future plans with regard to counseling (special training, setting(s), specific populations, academics, etc.)

________________________________________________________________________

3. What are you looking forward to regarding this course?

4. What concerns (if any) do you have about taking this course?

5. Three expectations you have of your professor
   a. __________________________________________
   b. __________________________________________
   c. __________________________________________
6. Three expectations you have of your classmates
   
   a. _______________________________________________________________________
   
   b. _______________________________________________________________________
   
   c. _______________________________________________________________________

7. What is one “fun” or interesting thing about yourself that you wouldn’t mind sharing?

8. Is there anything else that you would like for me to know about you, either personally or professionally?

9. On a separate sheet of paper, please describe the follow:
   
   a) Five (5) pressing questions that you have related to the field of counseling and the academic journey you are about to undertake.
   
   b) For each, state why this question is of particular interest to you and how this knowledge will benefit you in your future academic or professional career.

   *Although lengthy responses for #9 are not required or expected, please be thoughtful and thorough.*
**Tentative** Class Outline

*Any changes will be announced in class and an updated outline provided via BlackBoard*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments Due Before Class</th>
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<tr>
<td>Wednesday, September 10</td>
<td></td>
<td>Due (as an e-mail attachment):</td>
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<tr>
<td></td>
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<td>1) <em>Information Sheet and Pressing Questions</em> - By 5:00pm</td>
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<tr>
<td>Friday, September 12</td>
<td>- Orientation/Introductions</td>
<td>Erford – Chps 1 &amp; 2</td>
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<tr>
<td></td>
<td>- Review Syllabus and activities</td>
<td><em>Additional Readings on BlackBoard</em></td>
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<tr>
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<td>- What is Counseling</td>
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<td>- History of Counseling</td>
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<td>- Professional Organizations</td>
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<td>Saturday, September 13</td>
<td>- The Counselor in You</td>
<td>Erford – Section II</td>
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<td></td>
<td>- The Counseling Process</td>
<td><em>Additional Readings on BlackBoard</em></td>
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<td></td>
<td>- Microskills, Theory &amp; Conceptualizations</td>
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<td>Small Group Questions and Large Group Discussion: Yalom</td>
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<td>Sunday, September 14</td>
<td>- Human Development</td>
<td>Erford – Chps 7-10</td>
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<td></td>
<td>- The Brains Behind Counseling (Neurocounseling)</td>
<td><em>Additional Readings on BlackBoard</em></td>
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<td>- Multiculturalism and Diversity</td>
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<td>Counseling Role Plays</td>
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<td>Friday, September 26</td>
<td>- Licensure</td>
<td>Erford – Chp 3</td>
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<td></td>
<td>- Intro to Legal &amp; Ethical Issues</td>
<td>ACA &amp; APA Code of Ethics</td>
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<td>Transcript Discussions</td>
<td>Explore DORA Website</td>
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<td></td>
<td>Interview Discussions</td>
<td><em>Additional Readings on BlackBoard</em></td>
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<td>Due:</td>
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<td>1) Interview Reflections</td>
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</table>
| Saturday, September 27 | - Client Issues  
- Assessment, Case Conceptualization & Diagnosis  
**Ethics Brochure Presentations** | Erford – Chps 12, 13  
*Additional Readings on BlackBoard*  
**Due:**  
1) Ethics Brochures & Presentations |
| Sunday, September 28 | - Consultation & Supervision  
- Counselor Wellness  
- Settings and Career Choices  
- You as a Counselor Revisited – Where do you go from here  
- Lingering Questions  
**Advocacy Project Discussions** | Erford – Chp 14  
*Additional Readings on BlackBoard*  
**Due:**  
1) *Advocacy Project by 10:00pm* |