



College of Education □ Department of Counseling and Higher Education
Counseling Program

COUN 2610 Principles of Counseling I (section 1)
FALL 2025

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Office hours: Mon.(11am), Wed. (11am), Thurs (10am). [By appointment only, via zoom]

Supervising Instructor: Ametis Bassir, PhD, LPC-S, RYT, Reiki Master

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Class Meetings: **MWF, 12:00-12:50pm**

Class Location: Wooten Hall 217

Welcome to Principles of Counseling I! Briefly introducing myself, I am a 3rd year doctoral student in the Counselor Education and Supervision program here at UNT. I am a licensed counselor in the State of Texas, with a specialty in young adults and adolescents. This course will be focused on educating you on the overall history and identity of the counseling field as well as exploring your own interests in the field. You can expect activities focused on application of course content as well as class discussions that explore your own personal values and beliefs about the field. Come ready to discuss, I am hoping for lively discussions and engaging content!

Catalog Description

Credit Hour(s): 3

Prerequisite(s): None

Introduction to the broad range of counseling services and their application to schools and community agencies.

This course will provide an overview of various components of counseling and human services professions. Students will explore their personal motivation and interest in a counseling or human services profession as well as integrate professional concepts with personal style. The course will emphasize the history of the field, professional identity, counseling theory, application, and ethics. The degree to which you perceive this experience as enhancing your personal and professional growth will largely be a function of your own goals and the initiative

you assume in this course.

Objectives of the Course

Upon successful completion of this course, students will be able to:

1. Compare and contrast the different roles of counselors and human services professionals.
2. Discuss the history and development of counseling and human services professions.
3. Demonstrate a basic understanding of a broad range of counseling theories.
4. Discuss the process of counseling from the perspective of the client.
5. Discuss the process of counseling from the perspective of the counselor.
6. Demonstrate increased personal and professional awareness.
7. Explain personal dynamics that may affect effectiveness as a counselor or human services professional.

Methods of Instruction

This integrative, discussion-based course is designed to be highly interactive and experiential. Students will be invited to participate in numerous ways such as role-plays, discussions, and experiential activities. Class readings will be supplemented with classroom lectures, experiential activities, discussions, videos, guest speakers, and student presentations. Please see the instructor as soon as possible if you have unique needs or concerns with any aspect of this course. If at any time, you find it difficult to utilize our time together for your benefit, I invite you to discuss it with me so that we can improve the experience and make it worth our effort and time.

Sharing & Confidentiality

In this course, each student is required to reflect on one's own developmental journey. This reflection will involve self-examination and sharing of personal information with the class. It is important that students strive to be appropriate in personal sharing. To promote an emotionally safe learning environment, each student will be asked to maintain confidentiality of others' personal material shared in class; however, confidentiality cannot be guaranteed. Therefore, each student should be mindful of what one chooses to share. Each student is encouraged to take risks and to challenge oneself while maintaining personal boundaries that are important to one's continued wellbeing and development as a professional in training and a person.

Discussions, exercises, activities, and presentations in this course may elicit unexpected emotions and memories or uncover previously hidden psychological processes that students may find unsettling. If at any time you feel that you are overwhelmed, please feel free to leave the room, pass from the current activity, and/or talk with the instructor. If you would like counseling to address personal concerns, you may contact UNT's Counseling & Testing at (940) 565-2741 or seek personal counseling at your own expense.

Required Texts

Hill, C. E. (2020). *Helping skills: Facilitating exploration, insight, and action* (5th ed.). American Psychological Association.

Gladding, S. T. (2021). *Becoming a counselor: The light, the bright, and the serious* (3rd ed.). American Counseling Association Foundation.

Attendance & Class Participation

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the instructor prior to being absent, so you and the instructor can discuss and mitigate the impact of the absence on your attainment of course learning goals. **Please inform the instructor if you are ill, in mindfulness of the health and safety of everyone in our community.** The instructor will review attendance options, including participation via zoom, or being excused from attending class.

Students are allowed four excused absences before grade point deductions. Absence from more than four class meetings will result in a grade reduction. The above policy is intended to allow for reasonable accommodation in case of illness, family emergencies, or transportation problems. Individuals who choose to use non-penalized absences for other situations risk not having allowable absences available when needed. **Accommodation will only be made in situations when all absences are severe, extenuating, and documented. Students are responsible for ALL material and assignments covered on days they are absent.** In the event of an absence, please contact a classmate to get pertinent class notes, handouts, etc. Please refrain from texting, emailing, or communicating on the internet during class time. Should you need to make an important phone call or respond to an emergency please step out of class quietly.

Class participation points are determined by attendance, punctuality, engagement of in-class discussions, and participation during in-class exercises. This class will be highly experiential, therefore active engagement is critical for success in this course. The counseling profession is one requiring skill to stay open and engaged with clients, and class participation will be designed to help students identify and strengthen these skills.

Students will gain the most from this class by being present and participating fully in all classes, discussions, and activities. Students are expected to come to class prepared and having completed readings in advance. Students are expected to attend all scheduled classes during this semester. However, circumstances may arise, and absences are sometimes unavoidable. Please notify the instructor of absences in advance, if possible.

| Absences Accrued | Percentage Deduction from Attendance Grade |
|---------------------|--|
| 4 | 0 |
| 5 | -2 on attendance grade |
| 6 | - 4 on attendance grade |

| | |
|----|---|
| 7 | -6 on attendance grade |
| 8 | -8 on attendance grade |
| 9 | -10 on attendance grade |
| 10 | -12 on attendance grade |
| | <p>*Absences should be due to medical issues or emergencies and must be communicated to instructor prior to class and a day in advance. *</p> <p>**Students with more than 50% absences will earn an overall course grade of F at the instructor's discretion. **</p> |

Lateness/leaving early: Class will begin promptly at the scheduled time and end at the scheduled time. The instructor may choose to document late arrivals and early departures as 1/2 absences.

Observation of Religious Holy Days: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Course Assignments/Assessments

(Assignments will also be posted on Canvas)

| | |
|--|-----------|
| A. Class Attendance & Participation | 12 points |
| B. Mid-term Assessment | 18 points |
| C. Final Assessment | 25 points |
| D. Special Topics Group Project | 30 points |
| E. Counseling Experience & Reflection/Research Paper | 15 points |

Total **100 points**

Final Grade: A = 100-90; B = 89-80; C = 79-70; D = 69-60; F = 59 and below

A. Class Attendance & Participation (12 points):

Class will take place in-person, and students are expected to show up to class on time and be present during the whole class period. Students are expected to come prepared by having read and reflected on the reading assignments, timely submission of course assignments, and active engagement with instructors and peers. Additional reading assignments not included on the syllabus may be assigned throughout the semester and provided by the instructor. Class participation is determined by attendance, punctuality, engagement of in-class discussions, and participation during in-class activities. **In addition to attendance, participation expectations include:**

- ◆ **Excellent**– Student proactively participates in class by initiation, original ideas/insight, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration (This does NOT mean dominating discussion – or using a lot of words that say a little).
- ◆ **Satisfactory**– Reactive participation: Supportive and follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than in-depth thought.

- ♦ **Minimally Acceptable**– Passive participation: Present and awake but not involved and invested.
- ♦ **Unsatisfactory**– Uninvolved or detracts from the learning environment.

B. Mid-Term Assessment (18 points)-

At the mid-term of the semester, students will demonstrate understanding of course content through:

- A mid-term examination, which will consist of content from readings, lectures, and understanding of the helping professions, and dynamics. Students must address developmental, interpersonal, multicultural, and theoretical knowledge.

C. Final Assessment (25 points):

At the end of semester, students will complete a final assessment. Students must demonstrate how they intend to integrate the course content into their professional lives, and the areas in which they experienced the most learning and growth. The final portfolio must include:

- A case study analysis that consists of existing knowledge of course content, readings, lectures, and understanding of the helping professions, and dynamics. Students must address developmental, interpersonal, multicultural, and theoretical knowledge. The case study analysis must be 3-4 pages and include citations and references from the text. Case Study and rubric will be provided via Canvas. Please review the case study/video demonstration through [Counseling and Therapy](#) or [psychotherapy.net](#) via UNT's Library Counseling Databases.

D. Special Topics Group Project (30 points):

Students will establish groups of 4-6 members and determine a population they are passionate about. Group members will identify potential barriers to accessing care and explore other facets of life including education, housing, food, medical care, legal services, and any other environmental barriers. Students will then include ways in which they would help/services they would provide the population. Presentation can also include other professions they could collaborate with to facilitate care.

Topics can include children, adolescents, families, couples, intimate partner violence/domestic violence, individuals experiencing homelessness, individuals presenting with substance abuse issues, incarceration, etc. Each group will research on the selected population and prepare a power point presentation that they will share with the class.

Each group will create a presentation for 20-30 minutes discussing the points given below. **This project may not be an assignment from another course. Students must submit their group decisions (selected topic, group members etc.) and gain approval from the instructor by September 5th, 2025.** Students will have the opportunity for two allotted in-class working days.

Please see the following for formatting:

1. Begin with why the group selected the population/concern
2. Discuss brief history of population/topic of concern
3. Current statistics related to the population/topic of concern (if applicable)
4. Barriers to accessing care
5. Include other facets of life mentioned in assignment details

6. Include aspects of multiculturalism
7. Conclude with what you took away from learning more about the population/concern
8. Include in-text citations and references.

E. Counseling Experience and Reflection OR Research Paper (20 points):

This section of COUN 2610 requires each counseling student to be a client in **six sessions of individual counseling with the same qualified mental health professional.**

The purpose of this requirement is threefold:

- 1) The student has the experience of being a client,
- 2) The student has an opportunity for personal growth and self-awareness, and
- 3) The student can address issues that might limit effectiveness in the counselor role.

Students taking COUN 2610 are accountable to their instructor regarding this requirement. Students may complete the counseling requirement in one of several settings. These options are listed below in the order they are most frequently chosen by counseling students.

The counseling student should realize that mental health professionals in any setting are bound by rules of confidentiality. These rules specify that the professional may not disclose any information about a client to any unauthorized party without the client's permission. When you begin your counseling experience, your counselor will provide you with informed consent documents and should engage you in a discussion regarding your rights and responsibilities as a client as well as others who will be involved in their supervision or peer consultations. Be sure to read documents carefully and ask questions so you understand how your counselor will handle your information.

****It is strongly encouraged for students to schedule their sessions as early in the semester as possible to avoid missing the deadline.***

Reflection papers must be 2-3 pages in length (*Times New Roman, 12-point font, double-spaced*) and are expected to be insightful, honest, and in-depth to the student's counseling experience. The paper should not disclose personal experiences discussed in counseling. However, it must broadly describe student's experience of the counseling process.

The following are options to complete the counseling requirement:

- 1) UNT's Counseling & Human Development Center (CHDC;**
<https://coe.unt.edu/counseling-and-human-development>) is the Counseling Program's practicum facility. Master's students near the end of their programs and doctoral students in the first year of their program provide counseling under faculty supervision. Counseling for students is provided with the same level of confidentiality that a client would find in any mental health setting. Confidentiality will only be broken for required reasons and even then, will be

reported to the proper authorities, not to the Counseling program. The primary reasons for breaking confidentiality are suspected abuse of a child or elderly person, harm to self or others, or subpoenas and other legally required actions. Additional reasons for breaking confidentiality are outlined in the Notice of Privacy and Informed Consent Form, provided to you in the first intake appointment.

Because this is an educational facility, all counseling sessions are video recorded so the counselor can review them. Sessions or session recordings also may be observed by the counselor's faculty supervisor, doctoral supervisor, and/or practicum classmates; typically, only a small part of a session is observed by a few people. Recording and observation are intended to help the student counselor provide the best possible service to clients. A counseling student may receive the required six sessions of counseling free of charge. The student may choose to continue beyond the required six sessions for the regular center's fee (\$5/session for students).

Each practicum is supervised by a faculty member and at least one doctoral supervisor. It is possible that student clients engaged in counseling will be observed by a faculty member or doctoral supervisor that the student has had as an instructor or will have as an instructor in the future. Supervising faculty members and doctoral supervisors consider this relationship to be confidential and will not share information provided in counseling with any other faculty member or student.

Furthermore, faculty members and doctoral supervisors will not initiate conversations with student clients about their counseling nor indicate that they have observed their counseling sessions. Practicum counselors will provide COUN 2610 students with a professional disclosure indicating a faculty member's supervision of the counselor. A COUN 2610 student may decide to pursue counseling at another practicum time or facility if they are uncomfortable with the supervising faculty member's observation. CHDC counseling sessions are usually offered afternoons and evenings Monday through Thursday.

COUN 2610 students who wish to seek counseling at the CHDC typically may indicate this on a sign-up sheet circulated during the first-class meeting of the semester; this includes an opportunity to indicate preferred appointment times. Otherwise, appointments may be scheduled by contacting the CHDC at 940-565-2970.

2) Students may fulfill the counseling experience through counseling with a licensed **mental health professional or a professional in training who is working under the supervision of a licensed mental health professional**. A student who is uncertain whether their counselor qualifies should consult the COUN 2610 instructor. The student is responsible for paying the counselor's regular fee. If a student has had extensive sessions with the same qualified mental

health professional during the calendar year prior to beginning the counseling class, this experience may fulfill the requirement; to determine if it does, the student should confer with the COUN 2610 instructor.

3) UNT's Student Counseling Center provides up to eight counseling sessions to any currently enrolled UNT student who has a clear concern that is interfering with maximal academic performance. Counseling sessions are included in the Student Health Fee. Students who wish to continue beyond the eight sessions are typically referred outside the center. To make an appointment, call the receptionist at 940/565-2741 or visit Chestnut Hall room 311. Students who choose this option and are referred out prior to completing their 6 sessions may complete them with one qualified mental health professional.

4) UNT's Psychology Clinic is staffed by psychology students who provide counseling under faculty supervision. Sessions are video-recorded and observed by psychology faculty and fellow counselors. Because staff and supervisors are bound by confidentiality, they may not disclose to any unauthorized person--including Counseling faculty-- anything pertaining to clients who are seen at the Clinic. The per-session fee ranges from \$8 to \$60 based on client's gross annual income and family size. Sessions may be scheduled weekday mornings, afternoons, or evenings. The Clinic is located on the UNT campus on the first floor of Terrell Hall. To schedule an appointment, contact the Clinic at 940/565-2631. To ensure an appropriate referral to a counselor at the Clinic, identify yourself as a counseling student seeking to fulfill your required counseling experience.

To make best use of the counseling sessions, the counseling student is encouraged to come to the first session with an identified issue or goal. If the student currently is not aware of any issue or goal, some valuable personal growth goals include enhancement of some aspect of one's current life such as career, friendships, significant relationship(s), or self-concept; a deeper understanding of one's relationship to family of origin; or an exploration and clarification of one's beliefs and values. A counselor's self is their most important counseling tool; to develop that tool is to develop one's effectiveness as a counselor. The counseling requirement affords the counseling student the opportunity to develop as both a person and a professional.

At the conclusion of the six sessions, the student must obtain written verification from the mental health professional and provide it to the 2610 instructor. For counseling completed at the CHDC, the student should request a *Counseling Verification Form* from the counselor at the end of their sixth session. In all other cases, the mental health professional needs to sign a letter written on their professional letterhead that states, "This letter is to verify that (student's name) has completed (insert number of sessions) individual counseling sessions with me." Due on December 5th, 2025 by 11:59pm.

Alternative Assignment: in lieu of the counseling experience and reflection paper, students may choose to complete a 6-8-page research paper. The topic of the paper is *the importance of self-awareness in counselor development*. If the student chooses to write a research paper, they must inform the instructor and schedule a one-on-one meeting to discuss the assignment by December 5th, 2025.

Other Requirements and Special Note of Instruction

Expectations

Students are expected to submit assignments to Canvas no later than the due date assigned (**11:59 PM**) or unless stated otherwise. Extensions will be granted at the discretion of the instructor PRIOR to the due date of the assignment. No extensions will be granted the day an assignment is due or after the due date. Late assignments will be penalized .5 points for *each day* they are late. Assignments turned in more than 1 week past the due date will not be accepted for credit.

Cell phones and other electronic devices must be silenced during class for the respectful learning of all, unless otherwise requested/approved. Students who need to respond to an emergency call may leave the class with minimal disruption.

SYLLABUS ADDENDUM

Academic Integrity and Academic Dishonesty

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with university policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: [Academic Integrity Policy \(PDF\) \(https://policy.unt.edu/policy/06-003\)](https://policy.unt.edu/policy/06-003).

AI

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, and Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. **Using GenAI to complete any part of an assignment will be considered a violation of academic integrity**, as it prevents the development of your own skills, and will be addressed according to the [Student Academic Integrity policy \(https://policy.unt.edu/policy/06-003\)](https://policy.unt.edu/policy/06-003).

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the class and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [UNT Policy 07.012 Code of Student Conduct](#).

ADA Accommodations

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your instructor a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course. You can request accommodations at any time, but it's important to provide ODA notice to your instructor as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>).

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

Emergency Notifications and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students' records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy.

Sexual Discrimination, Harassment, & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs:

http://deanofstudents.unt.edu/resources_0. UNT's Student Advocate can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

Student Perceptions of Teaching (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey

link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

COURSE SCHEDULE

(Instructor holds discretion to modify course schedule, as applicable)

| Week | Class Discussion | Readings/Assignments Due |
|-----------------|---|---|
| WEEK#1 | Introduction, Syllabus Overview, Introduction to Helping | |
| Aug. 18 | Introduction, Syllabus Overview, & Opening Activity | |
| Aug. 20 | Introduction to Helping | Hill Chapter 1 |
| Aug. 22 | A Model of the Helping Process | Hill Chapter 2 |
| WEEK#2 | The Helping Process | |
| Aug. 25 | Becoming Oriented to the Counseling Profession | Gladding Section 4 |
| Aug. 27 | Becoming Skilled in the Process | Gladding Section 6 |
| Aug. 29 | Self-Awareness | Hill Chapter 3 |
| WEEK #3 | Exploration | |
| Sept. 1 | NO CLASS, LABOR DAY | |
| Sept. 3 | Becoming through Creativity | Gladding Section 8 |
| Sept. 5 | Exploration Stage | Hill Chapter 5 |
| WEEK#4 | Support | |
| Sept. 8 | Skills for providing support | Hill Chapter 6 |
| Sept. 10 | Exploring Content & Narrative | Hill Chapter 7 |
| Sept. 12 | Exploring Feelings | Hill Chapter 8 |
| WEEK#5 | Integration & Insight | |
| Sept. 15 | Integrating Skills of the Exploration Stage | Hill Chapter 9 |
| Sept. 17 | Insight Stage | Hill Chapter 10 |
| Sept. 19 | Fostering Awareness | Hill Chapter 11 |
| WEEK#6 | Multicultural | |
| Sept. 22 | Cultural Awareness | Hill Chapter 4 |
| Sept. 24 | Multiculturalism and Spirituality | Gladding Section 9 |
| Sept. 26 | Multiculturalism Cont. | TBD |
| WEEK #7 | Skills & Therapeutic Relationship | |
| Sept. 29 | Interpretative Skill | Hill Chapter 12 |
| Oct. 1 | The Therapeutic Relationship | Hill Chapter 13 |
| Oct. 3 | In-Class Group Working Day | Instructor Available for Questions/Consultation |
| WEEK#8 | Mid-Semester Check-In & Skills Cont'd | |
| Oct. 6 | Mid-Semester Check-in | Questions, Comments, Feedback regarding the course |
| Oct. 8 | Insight Stage, Action Stage | Hill Chapter 14, 15 |
| Oct. 10 | NO CLASS | Professor at Conference |
| WEEK#9 | Introduction to Counseling Populations | |
| Oct. 13 | Working with Groups, Couples, Families | Gladding Section 11 Due: Mid-Term Assessment |
| Oct. 15 | Group Processes | TBD |
| Oct. 17 | Special Topics: Population | TBD |

| | | |
|-----------------|---|---|
| WEEK#10 | | |
| Oct. 20 | Four Action Tasks | Hill Chapter 16 |
| Oct. 22 | Skills of Action Stage | Hill Chapter 17 |
| Oct. 24 | In-Class Working Day | Instructor Available for Questions/Consultation |
| WEEK#11 | Creativity and Mindfulness | |
| Oct. 27 | Creativity and Mindfulness | Gladding Section 8 |
| Oct. 29 | Personal Development | TBD |
| Oct. 31 | Wellness in Counseling | TBD |
| WEEK#12 | Issues in Counseling & Termination Stage | |
| Nov. 3 | Issues in Counseling | Gladding Section 16 |
| Nov. 5 | Becoming Amid Transitions & Endings | Gladding Section 17 |
| Nov. 7 | Three Stage Model | Hill Chapter 18 **Last Day to drop a course with a W** |
| WEEK#13 | Professional Development | |
| Nov. 10 | Becoming an Academic | Gladding Section 13 |
| Nov. 12 | Becoming a Leader | Gladding Section 15 |
| Nov. 14 | Special Topics/Guest Speaker | TBD |
| WEEK#14 | Group Presentations | Group Project Power Points Due before presentation |
| Nov. 17 | Group Presentations 1 | |
| Nov. 19 | Group Presentations 2 | |
| Nov. 21 | Group Presentation 3 | |
| | Fall Break | |
| Nov. 24 | NO CLASS | |
| Nov. 26 | NO CLASS | |
| Nov. 28 | NO CLASS | |
| WEEK#15 | Group Presentations | |
| Dec. 1 | Group Presentation 4 | |
| Dec. 3 | Group Presentation 5 | |
| Dec. 5 | READING DAY – NO CLASS | Due: Reflection Paper Due: Alternative Assignment (Optional) Due: Final Assessment |
| WEEK #16 | | |
| Dec. 8 | Closing Activity | |
| Dec. 10 | **Instructor Discretion** | |
| Dec 12 | **Instructor Discretion** | Last Day of Fall 2025 |