



**COUN 3620 Principles of Counseling II (section 001)  
FALL 2025**

**Reagan Dickson, MS, LPC-Associate, NCC, PSC**

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**Office hours:** schedule virtually via email

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**Class Meetings:** M, W, F 12:00p-12:50p

**Class Location:** Wooten Hall, 317

Hello all, and welcome to COUN 3620! My name is Reagan Dickson, and I am very excited to be your instructor for this course. I am a second-year doctoral student in the Counseling PhD program here at UNT and a proud graduate of the UNT Master's in Counseling program. I specialize in school counseling and my primary clinical/research interests center around serving adolescents and young adults, expanding social justice in rural communities, and supporting LGBTQIA+ populations. I practice therapy from an existential framework and provide a humanistic approach to healing. My hope for this semester is to provide an engaging and enriching experience that focuses on collaborative exploration and personal development. I look forward to teaching you all and am eager to participate in the collaborative experience of being your instructor.

**Catalog Description**

**Credit Hour(s):** 3

**Prerequisite(s):** COUN 2610

Integrated overview of counseling services through personal self-exploration by the counseling associate. Focus is on the understanding of interpersonal dynamics through self-awareness.

**Goal for the Course**

Increase the students' understanding of the counseling and human services professions. Study will focus on foundations of counseling theories, fundamental skills for helping professionals, and increasing personal awareness and reflection.

**Objectives of the Course**

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

1. Demonstrate intrapersonal and interpersonal communication skills that are necessary for initiating and sustaining effective relationships.
2. Demonstrate a variety of counseling skills.
3. Demonstrate a knowledge of the various counseling theories.
4. Discuss the process of counseling from the perspective of the client and the perspective of the counselor.
5. Explore personal dynamics that may impact the effectiveness of the counselor.
6. Discuss some ethical issues in personal and professional relationships.
7. Demonstrate an enhanced ability to understand and appreciate the needs and views of diverse populations.

### **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**

Geroski, A. M. (2017). *Skills for Helping Professionals* (1st ed.). SAGE.

Nichols, M. P. (2021). *Lost art of listening, third edition: How learning to listen can improve relationships*. Guilford Publications.

### **Required Articles**

Morse, G., Salyers, M. P., Rollins, A. L., Monroe-DeVita, M., & Pfahler, C. (2012). Burnout in mental health services: a review of the problem and its remediation. *Administration and policy in mental health*, 39(5), 341–352. <https://doi.org/10.1007/s10488-011-0352-1>

Thompson, I. A., Amatea, E. S., & Thompson, E. S. (2014). Personal and contextual predictors of mental health counselors' compassion fatigue and burnout. *Journal of Mental Health Counseling*, 36(1), 58-77. Retrieved from <https://libproxy.library.unt.edu/login?url=https://www.proquest.com/scholarly-journals/personal-contextual-predictors-mental-health/docview/1477211219/se-2>

### **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 unable to attend class meetings because 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><b>*Absences should be due to medical issues or emergencies and must be communicated to instructor prior to class and a day in advance. *</b></p> <p><b>**Students with 50% or more absences will earn an overall course grade F at the instructor's discretion. **</b></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. Theory Group Project	30 points
E. Counseling Experience & Reflection/Research Paper	15 points
<b>Total</b>	<b>100 points</b>

**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 assessment must include:

- A 4–5-page research paper that describes multiple effective skills within the helping profession that facilitate the therapeutic process and relationship from the client and counselor perspectives. Students must also include the stages of the helping process, and provide supporting, relevant literature, with in-text citations and references.

### **D. Theory Group Project (30 points): See calendar for presentation dates**

The group presentation will provide the class with an overview of a selected theoretical approach. The group should demonstrate a full understanding of the theory and present all main points, i.e., key concepts, therapeutic process (counselor/client relationship and roles), multicultural perspective, interventions associated with this theoretical approach, and limitations. Groups can select any of the following theoretical approaches: Psychodynamic/psychoanalysis, Behavioral approaches (you can select only one, for example Cognitive Behavioral theory, Adlerian); Humanistic (You can select Person-Centered, Gestalt, Existential); Systems theory, Post Modern theories. Each group will research on selected theoretical perspective and prepare a power point presentation or Poster presentation that they will share with the class. The instructor will post a detailed suggested component of the presentation and rubric on canvas. Groups may choose to submit a draft of their work at least 7-10 days before the presentation date to the instructor for feedback. **Presentations and supporting materials are due on 11/10/2025, at 11:59pm via Canvas.**

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, and gain approval from the instructor by 09/19 at 11:59pm** 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/concern.
3. Current statistics/literature related to the population/concern (if applicable).

4. Barriers to accessing care.
5. Effective communication and counseling skills.
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 in.
9. An individual 1-page reflection paper of the experience.

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

This section of COUN 3620 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 has an opportunity to address issues that might otherwise limit effectiveness in the counselor role.

Students taking COUN 3620 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 in which 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 3620 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 3620 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 3620 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 3620 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 particular 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 3620 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 [11/21/25], by 11:59pm.**

***Alternative Assignment:*** in lieu of the counseling experience and reflection paper, students may choose to complete a 6–7-page paper (APA 7<sup>th</sup> edition format) on a selected helping profession



such as a licensed professional counselor, (LPC) licensed marriage and family therapist (LMFT), Psychologist, Certified Rehabilitation Counselor (CRC), Social Worker (LMSW, LCSW), etc. Students will research the history of the identified profession, process/requirements to obtain a degree/ licensure/credentials and maintain standing in the profession, and the potential benefits and challenges of working within the profession. The research paper should also include a selected population or specialization that one could work with, as well as how theoretical frameworks support the professional. Students should also include 1-2 ways the profession differs from other helping professions, and demonstrate understanding of the profession's values, ethics, and commitment to multicultural competence. Finally, students should include professional development opportunities that are available within the profession (professional organizations, membership, continuing education, etc.). Please include in-text citations and references to support your work. If the student chooses to complete the alternate assignment, they must inform the instructor and schedule a one-on-one meeting to discuss the assignment by [11/21/25].

### **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**

#### **Succeed at UNT:**

- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

### **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>).

**A Note on AI (Artificial Intelligence):** As a community of learners committed to personal and academic growth, we believe in the power of technology and artificial intelligence (AI) to enhance our educational journey. Assignment submissions are subject to AI checks and opportunities to redo assignments/point deductions will be decided at the instructor's discretion. In maintaining the highest standards of academic integrity, we ask students to uphold these principles:

**1. AI-Assisted Original Work:** While students are encouraged to utilize AI tools for studying, homework, and researching, any work submitted must reflect the student's own understanding and knowledge. Students should not use AI-generated content as their own without appropriate understanding and processing information. This includes AI-created essays, solutions to problems, or any other assignments that are not the result of the student's own intellectual efforts.

**2. Responsible Use of AI:** Students should not allow other students to copy or use their original work that has been AI-assisted. Sharing AI-generated answers or enabling others to pass off AI-assisted work as solely their own is against our policy.

**3. AI and Plagiarism:** Just as copying information from websites or other resources without giving proper credit is plagiarism, using AI-generated content without acknowledgement or understanding is also plagiarism. Students should not represent AI-generated content as their own original work.

### **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.

### **Disability Access**

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 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](http://deanofstudents.unt.edu/resources_0). UNT's Student Advocate can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto: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](mailto: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](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

### **COURSE SCHEDULE**

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

<b>Week</b>	<b>Class Discussion</b>	<b>Readings/Assignments Due</b>
<b>WEEK#1</b>	<b>Introduction, Syllabus Overview, &amp; Classroom Agreements</b>	
<b>08/18</b>	Introduction, Syllabus Overview, & Classroom Agreements Establishing Class Culture	<b>First Day of Class- Welcome!</b>
<b>08/20</b>	Review of Counseling/Helping Professions	<b>Geroski Chapter 1</b>
<b>08/22</b>	Understanding Development	<b>Geroski Chapter 2</b>
<b>WEEK#2</b>	<b>Counseling Ethics</b>	
<b>08/25</b>	Counseling Ethical Practices	<b>Geroski Chapter 4; ACA Code of Ethics</b>
<b>08/27</b>	Self-Awareness, Cultural Awareness, Helper Competence	<b>Geroski Chapter 5</b>
<b>08/29</b>	Introduction to Theory	<b>Geroski Chapter 2 (pg.21-36)</b>
<b>WEEK #3</b>	<b>Theories: Part One</b>	
<b>09/01</b>	<b>Labor Day- NO CLASS</b>	<b>NO CLASS</b>
<b>09/03</b>	Cultural and Social Factors & Neuroscience	<b>Geroski Chapter 2 (pg. 36-58)</b>
<b>09/05</b>	Psychodynamic Theory	<b>Geroski Chapter 3 (pg. 61-70) TBD Psychodynamic article</b>
<b>WEEK#4</b>	<b>Theories: Part Two</b>	
<b>09/08</b>	Ethological Approaches to helping	<b>Geroski Chapter 3 (pg.70-74) TBD Attachment article</b>
<b>09/10</b>	Humanistic Approaches (Person-Centered)	<b>Geroski Chapter 3 (pg.74-80) TBD PCT article</b>
<b>09/12</b>	Humanistic Approaches (Existential & Positive Psychology)	<b>Geroski Chapter 3 (pg. 74-80) TBD article</b>
<b>WEEK#5</b>	<b>Theories: Part Three</b>	
<b>09/15</b>	Behavioral Approaches (CBT)	<b>Geroski Chapter 3 (pg. 80-85) TBD article</b>
<b>09/17</b>	Contemporary Approaches (Relational Cultural Theory/Feminist/Narrative)	<b>Geroski Chapter 3 (pg. 85-95) TBD RCT article</b>
<b>09/19</b>	Catch up/review/instructor theory	<b>TBD</b>
<b>WEEK#6</b>	<b>The Art of Listening: Going Deeper</b>	
<b>09/22</b>	How to Let go of own Needs	<b>Nichols Chapter 7</b>
<b>09/24</b>	Empathy Begins with Openness	<b>Nichols Chapter 8</b>
<b>09/26</b>	Diffuse Emotional Reactivity	<b>Nichols Chapter 9</b>
<b>WEEK #7</b>		
<b>09/29</b>	<b>In-Class Working Day #1</b>	<b>Project Ideas and Materials</b>
<b>10/01</b>	Listening to Couples/Partners	<b>Nichols Chapter 10</b>
<b>10/03</b>	Listening: Families/Family Dynamics & Theories	<b>Nichols Chapter 11</b>
<b>WEEK#8</b>	<b>Mid-Semester Check-In, Wellness</b>	
<b>10/06</b>	Listening: Children, Adolescents, Play Therapy	<b>Nichols Chapter 12</b>
<b>10/08</b>	<b>Mid-Semester Check-In</b>	
<b>10/10</b>	Wellness in Counseling	<b>Due: Mid-Semester Assessment</b>

<b>WEEK</b>	<b>Introduction to Counseling Skills &amp; Counselor Effectiveness</b>	
10/13	Let's Practice!!	N/A
10/15	Listening Skills in Helping Conversations	Geroski Chapter 7
10/17	Skills for Promoting Change	Geroski Chapter 8
<b>WEEK#9</b>	<b>Professional Development</b>	
10/20	Burnout & Wellness	Morse, et al., 2012 AND Thompson et al., 2014
10/22	Preparing for Graduate School	Think of 1-2 questions/thoughts about graduate school
10/24	Professional Development	Geroski Appendices A & B
<b>WEEK#10</b>	<b>Special Topics &amp; Clinical Settings</b>	
10/27	Helping People in Crisis	Geroski Chapter 9
10/29	Community Settings/Agency	Think of 1-2 community setting questions
10/31	Private Practice	Think of 1-2 private practice questions **Last Day to drop a course with a W**
<b>WEEK#11</b>	<b>In-Class Working Day &amp; Helping</b>	
11/03	In-Class Working Day #2	Instructor Available for Questions/Consultation
11/05	Helping in Groups	Geroski Chapter 10
11/07	Helping Theories in Working with Others	Geroski Chapter 3
<b>WEEK#12</b>	<b>Special Topics &amp; Group Presentations</b>	<b>Group Presentations Due to Canvas on 11/10/25 via Canvas</b>
11/10	Review of Counseling Theories & Personal Theory Exploration	TBD
11/12	Special Topics	TBD
11/14	Group Presentation 1	
<b>WEEK#13</b>	<b>Group Presentations &amp; Reading Day</b>	
11/17	Group Presentations 2	
11/19	Group Presentations 3	
11/21	Group Presentations 4	
<b>WEEK#14</b>	<b>Thanksgiving Break- NO CLASS</b>	
11/24	Thanksgiving Break- NO CLASS	NO CLASS
11/26	Thanksgiving Break- NO CLASS	NO CLASS
11/28	Thanksgiving Break- NO CLASS	NO CLASS
<b>WEEK#15</b>	<b>TBD</b>	
12/01	Group Presentation 5	
12/03	Closing Activity	
12/05	Reading Day-NO CLASS	Due: Final Assessment Due
<b>WEEK#16</b>	<b>FINALS WEEK</b>	
12/08	**Instructors' Discretion**	
12/10	**Instructors' Discretion**	
12/12	**Instructors' Discretion**	Last Day of the Semester

