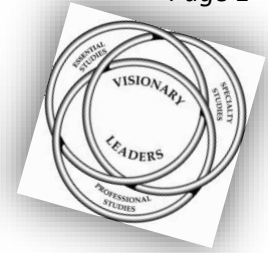**COUN 634-7901 Online**
Group Counseling
Fall 2022: August 22ⁿᵈ-December 16ᵗʰ
Chadron State College

Please monitor the Chadron State College COVID-19 website
(https://www.csc.edu/covid19/index.csc) for continuing updates.

Part 1: Course Information

Instructor

Instructor: Grant Sasse, Ph.D., LIMHP, LADC, LPC
Office: Miller 207
E-mail: gsasse@csc.edu (preferred method of communication)
Office Hours: Tuesday 10-11am, Wednesday 10-1pm, Thursday 10-11am.
Canvas Address: *https://chadron.instructure.com/*

Credit Hours

3 credit hours

Course Description

The theories, research and application of group counseling will be offered in this course. Applying techniques for group process will be done through an experiential group setting. Requirements: None. Prerequisites: None. (CSC General Catalog, 2021-2022).

Textbook & Course Materials

Required Text & Resources:

1. **Corey, Corey, & Corey (2018). Groups: Process and Practice, 10ᵗʰ Edition.** Printed Access Card Options: MindTap ISBN: 9781337111843; MindTap with LooseLeaf ISBN: 9781337550352; Cengage Unlimited 9780357700037. You do not need to purchase the printed version of this text. Cengage/MindTap provides the ebook integrated into the MindTap program.

2. **Tevera:** Over the next few weeks you will receive an email from Tevera inviting you to register for this service. The Counseling Program has recently adopted Tevera software system for Practicum and Internship paperwork (e.g., site agreements, time logs, skill evaluations, etc.) and Student Key Assignments. You will gain access to this system by paying a one-time program fee and will have access to Tevera during your time in the program and beyond graduation. This helpful resource also allows you to have access to your clinical records after graduation and log clinical hours post-graduation to ease licensure/certification processes. Your invitation will direct you to register and make your one-time purchase through the CSC Bookstore or directly from Tevera. Though you will see this requirement in all your syllabi, please purchase Tevera only once. Tevera License +CCS-R© Assessment, ISBN# 978-0-9992321-5-6.

3. **You must have a computer webcam for this course,** most modern computers have a built in camera. If you do not have this feature, you must own/purchase a computer webcam.

4. **This course will require you to attend a minimum 10 synchronous online group experience meetings via ZOOM. You will join each synchronous meeting through the ZOOM Meetings Tool in your CSC Online course.**

Method(s) of Instruction

Course methodology is web-based. For assistance with technical questions, contact helpdesk@csc.edu or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams. All dates and assignments can be found in the course schedule.

1. This course will require MindTap from Cengage. MindTap is available for purchase on its own, or through Cengage Unlimited, a subscription that gives you access to all your Cengage access codes and online textbooks for $119.99 per term, $179.99 per year or $239.99 for two years. No matter how many Cengage products you use, they are included in Cengage Unlimited, and the price stays the same.

   A. In addition to your integrated e-book, you can purchase a textbook rental when you activate MindTap through Cengage Unlimited for $7.99 + free shipping. You may also have the option to purchase a looseleaf version of your textbook, which you can keep. View this tutorial video to see how to access and obtain your print options. You can purchase access to Cengage Unlimited in the bookstore or at cengage.com.

   B. You can access Cengage Unlimited through the Cengage Unlimited Student Dashboard link in our class's CSC Online course. Log in to **CSC Online** and click on the link that says **Cengage Learning**. When prompted, create or log in with your Cengage account and follow the prompts to complete the registration process.

2. Course Connection to Program Portfolio (Degree-Seeking Students): A completed, approved, e-portfolio is a requirement for graduation. It is a visual showcase of your work that demonstrates professional growth, achievement, and competence in the field of counseling. The portfolio is used to document your philosophy of education and central concepts of student development. Your portfolio must include a syllabi and key assignment from each of your completed courses. For this course, your portfolio must include a copy of the syllabus and completed Self Directed Search (SDS) Assessment Paper.

Course Requirements

It is intended that all courses at the graduate level will require greater intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate levels of instruction. Requirements include: active participation, and completion of all assigned work on time. Unless otherwise indicated, all written assignments must follow APA formatting guidelines: http://owl.english.purdue.edu/owl/resource/560/1/

1. **MindTap Assignments/Quizzes** are found in your Cengage MindTap course. Once completed, you will automatically receive a grade and feedback for some assignments, while others will be manually graded and require you to view assignment feedback from

within your Progress tab. Please follow the video link for further explanation on how to view assignment feedback in your Progress tab.
https://play.vidyard.com/i3sc5XyJMUqoogvyCBkqrr .

2. **Syllabus Quiz:** You will find this quiz in CSC Online-Weekly Lesson 1.

3. **Group Participation**: One important aspect of a group counseling course is experiential participation in and observation of a group as it moves from the initial session to termination, thereby allowing you to connect theory to practice. **You are expected to participate in ten sessions with your group. There are no make-up sessions.** Group participation is 30% of your final grade, there are 10 grading opportunities, and attendance will be kept. To minimize the creation of grading bias, groups will be facilitated by advanced Internship students. Facilitators will be asked to report attendance and participation to the instructor. Content of the groups will not be shared with the instructor unless ethical, legal, or interpersonal concerns arise that may require remediation for continuation in the program.

4. **Journal**: Throughout the group experiences, you are to keep a weekly journal. Once a week, you are to document your experiences as they pertain to this class. Describe your experiences in group using the following format:
    A. **Part I:** Observations Describe what happened in group for the week. Include a general description of what occurred, specific events or interactions that were particularly significant for you, and examples of interactions, nonverbal behavior, or communication patterns that typify what happened in the group. Please remember to use pseudonyms in place of classmates 'real names to help protect their confidentiality.
    B. **Part II:** Personal Reactions and Reflection Discuss your personal reactions to what happened in the group. What do you think and how do you feel (i.e., what were your emotions) about what happened? Describe any personal meanings you gained that you would like to share with the professor. Did you discover something new about yourself or confirm something you already knew? Did you "try on" any new behaviors? How did these behaviors work for you? Specify any plans or goals you want to apply to develop what you learned. Each entry should be between one and two full double-spaced pages in Times New Roman, 12- point font with one inch margins and uploaded to CSC Online Assignment tool as attachments.
    Note: A journal cannot be submitted for a group session you did not attend.

5. **Discussions: You will participate in six (6)** forum discussions. The purpose of forum discussions is to have a conversation based on the required week's readings. Students will be placed in smaller groups in an effort to make the conversation more manageable. It is expected that students reach through each forum posting in their group but only after posting their initial response. Additionally, students are required to respond to a minimum of one group member by Sunday evening. Your initial post is

worth 7 points and your reply is worth 3 points, totaling 10 points for each discussion. See rubric at end of syllabus.

    a. **Initial Posting due Wednesday by midnight of assigned week with a minimum word count of 300 words. Use the forum discussion prompts on CSC Online to guide your initial post.**

    b. **Reply to a minimum of one classmate by midnight on Sunday, with a minimum word count of 150 words.**

    c. **Worth up to 10 points each.**

6. **Group Proposal**: Create a proposal for a counseling group you would like to organize and lead in either a mental health or school setting. Using APA 6 format, write a proposal in paragraph form that includes:

A. Overview
1) Group duration (long term or short term), and whether the group is developmental, preventative, or remedial
2) Group structure and goals (why does the group exist? what is the focus? what might participants gain from the group?)
3) Rationale for group, rather than individual, counseling • Group logistics (when, where, and how often the group will meet)
4) Evaluation (how will you evaluate the group, i.e., how do you know the group is accomplishing its goal? How often will you evaluate?)

B. Membership
1) Member recruiting (target population, voluntary or mandatory, selection techniques, announced or hand-picked, screening techniques, desired size)
2) Multicultural considerations of this group
3) Ethical and/or legal issues (considerations and guidelines) associated with working with this population

C. Leadership
1) Group leadership (leader qualifications, solo leader or co-leaders, member involvement in leadership)
2) Theoretical framework (what framework will you work from? What techniques and procedures might you employ?)
3) Follow-up (what follow-up procedures might you use? How will you help each member assess progress toward his or her personal goals?)
4) Individual consultation (to what extent will you be available for individual work with group members? Will you meet them privately or expect concerns to be brought up in group only? How might you suggest a referral for a particular member?)

D. Session format and flow
1) Informed consent (what aspects will you include? what safeguards will you use?)
2) Ground rules (what ground rules will be in place, and how will they be communicated?)
3) Weekly lesson plans (will you have weekly activities such as: ice breakers, warm-ups/check-ins, topics, activities, closings, etc.?)

4) Group stages (what do you expect to be the characteristics of the various stages of the group? What will be your function at each of these stages? What will be your expectations of each of these stages?)

The content portion of the paper should be structured with the headings: Introduction, Overview, Membership, Leadership, Session Format, and Conclusion. Papers should consist of at least five full pages of content, which does not include title or reference pages. Please remember to follow APA format including the section headers provided above, and note that this is a paper, not simply a question and answer outline. It should flow as a narrative and cover all of the information involved.

Mental Health & Wellbeing

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. CSC Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus at https://www.csc.edu/healthserv/counseling/ or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

Nebraska State College Board Policy 4141

For a 1-credit hour course, Nebraska State College Board Policy 4141 (https://www.nscs.edu/_resources/e30d:q221nf-1pk/files/76595348z16a18931/_fn/Policy_4141.pdf) suggests that you spend at least 45 hours per credit hour in learning activities. Since this is a 3-credit hour course, you should plan to spend a minimum of 135 hours in learning activities.

A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below.

Learning Activity	Hours Per Week	Total for Course
Direct Online Instruction	1 X 16 weeks	16
Group Participation	1.5 X 10 weeks	15
Reading & Interactive Multimedia	4 X 16 weeks	64
Assignments	2 X 16 weeks	32
Exams	1 X 16 weeks	16
Total	*9.5*	*143*

The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

**Disclaimer: The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

Part 2: Student Learning Outcomes

Student Learning Outcomes

In addition to the following course learning outcomes, the School Counseling Program meets the *CSC Education Unit Intended Program Outcomes:*
Visionary Leader Model Components: Communication, Thinking Skills, *Methodology, Leadership, Assessment,* Inclusive Learning Environment, Professionalism.
InTASC Outcomes: Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration.

	Knowledge/Skill Outcomes	CACREP	CSC SLO	Related Assign/Assessment
1	theoretical foundations of group counseling and group work	2.F.6.a	6	Readings, Exams, & Assignments
2	dynamics associated with group process and development	2.F.6.b	6	Readings, Exams, & Assignments Group Experience Journal
3	therapeutic factors and how they contribute to group effectiveness	2.F.6.c	6	Readings, Exams, & Assignments Group Experience Journal
4	characteristics and functions of effective group leaders	2.F.6.d	6	Readings, Exams, & Assignments Group Experience Journal
5	approaches to group formation, including recruiting, screening, and selecting members	2.F.6.e	6	Readings, Exams, & Assignments Group Proposal
6	types of groups and other considerations that affect conducting groups in varied settings	2.F.6.f	6	Readings, Exams, & Assignments Group Proposal
7	ethical and culturally relevant strategies for designing and facilitating groups	2.F.6.g	6	Readings, Exams, & Assignments Group Proposal

8	direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	2.F.6.h	6	Readings, Exams, & Assignments Group Experience

Part 3: Grading Policy

Graded Course Activities and Letter Grade Assignment

As graduate students, you will be expected to manage your time so that you can make the most of the student learning process and deliver your course assignments by the agreed-upon due-dates. The issue of time-management is therefore crucial to your successful completion of any assignments in this class. Course assignments are weighted accordingly. To find out more about each of the assignments listed below, complete details can be found in the CSC Online site associated with this course.

Assignments	Grading Opportunities	Percentage Breakdown
Group Experience	10	30%
Discussion Forums	6	5%
Group Proposal	1	25%
Journal	10	5%
Cengage/MindTap Assignments		20%
Cengage/MindTap & Syllabus Quizzes	11	15%
Total		100%

Grades will be based on a weighted scale and final grades are determined by the following percentages:

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

Late Work Policy: I do not accept late submissions for assignments, forums or exams. Late work due to extreme emergency conditions will be considered on an individual basis with supportive documentation such as a doctor's note or obituary. You must contact me in a timely manner to determine if work is acceptable and if you will be granted a late exception. It is the student's responsibility to check the CSC online grade book to determine whether I have graded assignments.

Viewing Grades in CSC Online: I will update grades in CSC Canvas and/or Cengage MindTap each time a grading session has been completed—typically 1-week following the completion of an activity.

Part 4: Course & Institution Policies

Academic policies, including the selected policies detailed in this syllabus section, can be found on Chadron State College's Policy Website.
(http://www.csc.edu/policy/category/index.csc)

Student Behavior

Academic Honesty: Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:
1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one's own original work. The following acts are examples of plagiarism:
    a. Submitting an assignment that someone else has written and claiming the work as one's own.
    b. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
    c. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)
 Note:

- "Someone else" in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.

  View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website (https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

Class Attendance/Participation Policy

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as
 determined by course instructor. View the Class Attendance and/or Participation Policy on CSC's Policy Website
(https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

1. ***Internet Access:*** In the case of a conference, work trip, or family vacation, it is the student's responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.
2. ***On Handling Technical Issues:*** Our online learning environment is dependent on technology -- sort of like those taking a face-to-face class needing a car or some other means of transportation (or mobility) to get to class. I must also say that humans control technology and we can expect to be able to work through system glitches and failures quickly. Please see On Handling Technical Issues in CSC Online course resources. Please contact helpdesk@csc.edu or 308-432-6311 for assistance should you if you have any additional technical questions.
3. ***Confidentiality:*** This course, like other courses in the Counseling Program, requires students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one is found to violate confidentiality the student's ability to continue the program will be in jeopardy.

Dispositional Standards: Please see the CSC Counseling Website and Counseling Student Handbook regarding dispositional standards. The standards address a student's affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student's ability to meet the Dispositional Standards is continually reviewed by, and subject to, the academic judgment of campus faculty, staff, and administration.

Civility and Netiquette: Civil behavior enhances the learning environment and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common courtesy in all communications (including email messages, discussion, and chats). You may find these guidelines helpful:

1. Please contact me via gsasse@csc.edu for all questions and concerns regarding this course. I am not always in my office and voice messages will not elicit a speedy reply. Though I typically respond quickly, please allow up to 24 hours for a reply. Note, I may not be able to respond to an email on the day of, or hours before, an assignment is due or on weekends. Thus, please begin your assignments early. Clearly label posts and emails with a relevant subject heading.
2. Use complete sentences and Standard English grammar. Write in proper paragraphs.
3. **Always remember when emailing professionally to begin with a salutation, provide course information, and a signature. It is important that you address people with the proper title. When you address professors with an earned doctorate (PhD or EdD), please address them with their academic title.** All of the Counseling Program professors at CSC should be addressed with the title Dr. or Professor, rather than Ms, Miss, Mrs, or their first names. Individual professors may not mind if you address them by first name, however, never assume this to be the case.
4. **Check your official CSC Eagle email account daily** as all campus communications are sent to your Eagle mail.
5. Clearly label posts and emails with a relevant subject heading.
6. Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
7. Forward emails only with a writer's permission.
8. Be considerate of others' feelings and use language carefully.
9. Cite all quotations, references, and sources.
10. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.
11. Use complete sentences and Standard English grammar to compose posts. Write in proper paragraphs. Review work before submitting it.

Writing Style Requirements for All Papers:
1. It is the student's responsibility to submit work in the format required by the class (MSWord, PDF) or another method (cut and paste; rich text format, etc.). CSC cannot open Word Perfect.
2. When writing a thesis, cite all resources using APA Style in both the text of your paper and on a separate reference page (see the APA manual or the APA style guide at http://owl.english.purdue.edu/owl/resource/560/01/ ; include cover page, reference page, page numbers and headers; paper should be double spaced with 1-inch margins; Use only readable fonts such as Verdana, Times New Roman, Arial, or Courier in 12 point only;
3. Proofread everything you write, checking for grammar and spelling (have someone else read your work).

4. Please note that written assignments for this course are evaluated according to the objective standards of Formal English usage. If the phrase "Formal English" is unfamiliar, please become familiar with it, immediately, before the first written assignment is submitted. Here are a few links to help you get started:

   - http://www.monash.edu.au/lls/llonline/writing/general/academic/3.xml
   - http://www.collegexpress.com/articles-and-advice/grad-school/blog/tips-take-your-writing-graduate-level/
   - http://prezi.com/ldo1lwx-e_wk/graduate-level-writing-tips/

Equal Education Opportunity Policy/Nondiscrimination Policy

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided. View the Equal Employment and Education Opportunity Policy on CSC's Policy Website. (https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

Equal Access

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu

Personal Emergency & Academic Attendance

In the event a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis) requires an absence from courses and on-campus, students need to contact their instructors as soon as possible.

If the emergency should cause an extended absence ***(3 or more consecutive class days)***, you may contact the Dean of Student Affairs at studentaffairs@csc.edu for assistance. In the event of an extended absence, it may be possible for students to work with their instructors to complete coursework at a later date.

If the extended absence is near the end of the current term, students are encouraged to talk with their instructors about the Incomplete process. This process is ideal for students who have completed a minimum of 75% of the coursework already. If the instructor agrees, the student and the instructor will agree upon an appropriate timeline for the course to be completed. The instructor will file the appropriate paperwork to be approved by the Dean of Curriculum.

If a student's situation is such they are no longer able to complete the course and an Incomplete is not a viable option, the student may be encouraged to withdraw from their course(s).

If a student's absence pertains to specific academic accommodations, students will be strongly encouraged to request assistance from Disability Services in the Library Learning Commons.

Student athletes who are injured and need accommodations due to their injury/injuries are assessed by CSC Athletic Training staff with any needed assistance from area medical professionals. The Athletic Training staff will communicate the accommodation needs to the Dean of Student Affairs who will communicate this to all instructors and if appropriate, the Disability Services office.

Additional Recommended Reading, Websites, and Training:

- All CEUs (http/www.allceus.com/) offers e-therapy training

- The American Counseling Association, American Psychological Association and National Association of Social Workers have position statements on ethical practices for distance counseling and psychotherapy. They also occasionally post articles on their websites regarding online counseling and psychotherapy. Go to www.counseling.org or www.apa.org or www. socialworkes.org.

- American Association for Marriage and Family Therapy (20112). *AAMFT code of ethics*. Washington, DC: Author. This is the code of ethics for members of the American Association of Marriage and Family Therapy. Go to http://www.aamft.org/imis15/content/legal_ethics/code_of_ethics.aspx.

- Kottman, T. (2011). *Play therapy: Basics and beyond.* Alexandria, VA: American Counseling Association. Kottman describes how counselors can use toys, art supplies, games, and other play media to communicate with children on their developmental level. She also focuses on the power of play to address issues from communication to catharsis.

- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2011). How to listen so parents will talk and talk so parents will listen. Hoboken, NJ:Wiley. The authors focus on professional knowledge and skills needed to work effectively with parents Because parents are a unique population, they recommend that you obtain ongoing education, supervision, and training on how to work with them effectively.

CSC Mission & Master Academic Plan (MAP)

Mission Statement

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

MAP Priorities, 2019-2023

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- *People –* Recruitment, Retention, Engagement, Completion Awareness, Commitment, Leadership

- *Purpose –* Student Learning and Growth Pedagogy, Support Services, Wellness

- *Place –* Community Engagement Social Infrastructure & Third Places, Generational Transitions, Building Bridges

Disclaimer

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning. Modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

Part 5: Course Topic Schedule (Please note that all scheduled readings are from Corey)

Week & Dates	Chapters	Assignments
Week 1 August 22-28	N/A	• Introduction Discussion 1 • Syllabus Quiz • Register for Cengage/MindTap
Week 2	1	• Ch 1 Reading • Discussion 2 • MindTap Assignments & Quiz

Week & Dates	Chapters	Assignments
August 29 - September 4		
Week 3 September 5-11	2	• Ch 2 Reading • Discussion 3 • MindTap Assignments & Quiz
Week 4 September 12-18	3	• **Group Experience-1 | Wednesday, Sep 14, 6:00 pm MT** • **Journal 1** • Ch 3 Reading • MindTap Assignments & Quiz
Week 5 September 19-25	4	• **Group Experience-2 | Wednesday, Sep 21, 6:00 pm MT** • **Journal 2** • Ch 4 Reading • MindTap Assignments & Quiz
Week 6 September 26 - October 2	5	• **Group Experience-3 | Wednesday, Sep 28, 6:00 pm MT** • **Journal 3** • Ch 5 Reading • MindTap Assignments & Quiz
Week 7 October 3-9	6	• **Group Experience-4 | Wednesday, Oct 5, 6:00 pm MT** • **Journal 4** • Ch 6 Reading • MindTap Assignments & Quiz
Week 8 October 10 - 16	7	• **Group Experience-5 | Wednesday, Oct 12, 6:00 pm MT** • **Journal 5** • Ch 7 Reading • MindTap Assignments & Quiz
Week 9 October 17-23	N/A	• Midterm Break-No Journal, Reading or MindTap Assignments
Week 10 October 24-30	8	• **Group Experience-6 | Wednesday, Oct 26, 6:00 pm MT** • **Journal 6** • Ch 8 Reading • MindTap Assignments & Quiz
Week 11 October 31-November 6	9	• **Group Experience-7 | Wednesday, Nov 2, 6:00 pm MT** • **Journal 7** • Ch 9 Reading • MindTap Assignments & Quiz

Week & Dates	Chapters	Assignments
Week 12 November 7-13	10	• **Group Experience-8 | Wednesday, Nov 9, 6:00 pm MT** • **Journal 8** • Ch 10 Reading • MindTap Assignments & Quiz
Week 13 November 14-20	11	• **Group Experience-9 | Wednesday, Nov 16, 6:00 pm MT** • **Journal 9** • Ch 11 Reading • MindTap Assignments & Quiz
Week 14 November 21-27 *Thanksgiving Break (23rd-25th)*	N/A	• **Discussion 4**
Week 15 November 28-December 4	N/A	• **Group Experience-10 | Wednesday, Nov 30, 6:00 pm MT** • **Journal 10**
Week 16 December 5-11	N/A	• **Discussion 5**
Week 17-Finals Week December 12-18	N/A	• **Discussion 6-****Due Friday, December 16** • **Group Proposal-****Due Wednesday, December 14**

Assignment Instructions/Rubrics

Discussion Forum Rubric

	0-3= Does not meet	4-7= Progressing	8-10 = Proficient
Forum Prompt	Response is not directly related to the topic or reveals some misunderstanding of the topic. No evidence of readings being read and comprehended.	Response demonstrates insight and provides depth or integration with other counseling topics. Missing either a response to classmate or initial response	Response and reply to a classmate demonstrates insight and provides depth or integration with other counseling topics. Clear evidence and integration of readings.

*Original Post is worth 7 Points and Reply Post is worth 3 Points.