

UNIVERSITY OF NEVADA, LAS VEGAS
College of Education: Department of Educational & Clinical Studies
CED 772

Counseling & Spirituality

~ Understanding Religion and Spirituality in Counseling ~
Spring Session, 2017

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Course Location: WRI C305

UNLV WebCampus: Go to UNLV WebCampus located on the UNLV home page

E-mail: WebCampus course e-mail only (no exceptions), responses occur within 24 – 48 hours

Office Hours: Monday 7 pm - 8 pm

CATALOGUE DESCRIPTION:

Application and integration of sound counseling skills into a spiritually-based counseling approach. Contemporary counseling theories and their assumptions about human nature and the role of spirituality in counseling.

COURSE DESCRIPTION:

This course is designed to provide students with an understanding of spirituality in counseling. Included is role of religion, spiritual, and atheistic practices, as well as beliefs and traditions. Topics include ASERVIC competencies, world views, counselor self-awareness, models of religious and spiritual development, assessing religion and spiritual issues, ethics and legal matters, religion and treatment models, and whatever else is important to the students in this class. This class has an experiential component imbedded in the overall design. One goal is to challenge students to examine personal biases, prejudices, discriminatory and pathological belief systems, and subsequently invite students to change attitudes, beliefs, and behaviors that may be deemed oppressive in nature – How else could one become a good counselor? Another goal is to heighten student's critical consciousness, and foster a social justice orientation. Students may experience interpersonal challenges throughout this course in the process of self-examination which may result in uncomfortable feelings such as anxiety, guilt, shame, etc. All students are *strongly* encouraged to participate in their own personal therapy or growth counseling throughout this course.

REQUIRED READING:

Text Books –

- Gold, J.M. (2010). *Counseling and Spirituality: Integrating Spiritual and Clinical Orientations*. New York, NY: Person. ISBN-10: 0132393131 • ISBN-13: 9780132393133

Recommended:

- Cashwell, C & Young, J. (2005). *Integrating spirituality and religion into counseling*. Alexandria, VA: American Counseling Association.

Competencies –

- ASERVIC Competencies. Located at: <http://www.aservic.org/resources/spiritual-competencies/>
- Advocacy Competencies: Lewis, Arnold, House & Toporek. Located at: <http://www.counseling.org/Publications/>
- Competencies for Counseling with Transgender Clients. Located at: <http://www.counseling.org/Publications/>
- Competencies for Counseling with Gay, Lesbian, Bisexual, and Transgendered (LGBT) Clients. Located at: <http://www.algbtic.org/competencies.html>
- Cross-Cultural Competencies and Objectives. Located at: <http://www.counseling.org/Publications/>

Journal Articles –

- See online discussion for articles

Book Chapters –

- See online discussion for book chapters

Other Documents & Videos –

- Universal Declaration of Human Rights (United Nations, 1948). Located at: www.un.org/rights
- Amnesty International's Campaign for International Justice. Located at: <http://www.amnesty.org/en/international-justice/background>

COURSE OBJECTIVES:

Note: The course knowledge and understanding are designed to meet the most recent CACREP Standards (2016), and the UNLV College of Education’s Conceptual Framework.

The CACREP web site is located at: <http://www.counseling.org/cacrep/> , the UNLV College of Education’s Conceptual Framework is located at: <http://education.unlv.edu/ncate/Framework.html>

The CACREP standards include the eight common core curricular experiences outlined in Section II.G (*Professional Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Counseling & Helping Relationships, Group Counseling & Group Work, Assessment & Testing, and Research & Program Evaluation*) as well as the Standards for School Counseling Programs (*Foundations, Contextual Dimensions, Counseling, and Practice*) and Clinical Mental Health Counselors *Foundations, Contextual Dimensions, Counseling, and Practice*).

Parentheses () refer to objectives found in Section II: Program Objectives and Curriculum (the eight common-core areas), and brackets [] refer to Section VI: Evaluations in the Program the Specialized Curricular Experiences, Curricular Experiences for **School Counseling Programs**, and { } for **Clinical Mental Health Counseling**.

I. KNOWLEDGE & UNDERSTANDING

Upon completion of the course, students will gain knowledge and understanding of the following:

Student Learning Outcomes	CACREP Standard	Evaluation & Assessment
Understand historical perspectives concerning the nature and meaning of religion, spirituality, and atheism in counseling	2.F.1.a; 2.F.1.b	#1: Classroom / online discussions #6: Religion/Spirituality/Atheistic Overview Paper & Presentation
Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others	2.F.2.d.	#1: Classroom / online discussions # 3: Spiritual/Religious/Atheistic Autobiographical Portrait
Understand similarities and differences of spirituality and religion, and the role of non-theistic views	2.F.5.a	#1: Classroom / online discussions #6: Religion/Spirituality/Atheistic Overview Paper & Presentation
Understand ethical and legal considerations in applying spirituality, religion, and atheism in counseling	2.F.1.i	#1: Classroom / online discussions #6: Religion/Spirituality/Atheistic Overview Paper & Presentation
Understand spirituality, religion, and atheism as a potential resource for helping others	2.F.5.b	#1: Classroom / online discussions #4&5: Service Learning Reflections
Understand the nature of biases,	2.F.2.g.	#1: Classroom / online discussions # 3: Spiritual/Religious/Atheistic

prejudices, processes of intentional and unintentional oppression and discrimination as it applies to spirituality, religion, and atheism		Autobiographical Portrait #4&5: Service Learning Reflections
Understand self including counselor characteristics and behaviors that influence the counseling process	2.F.5.f.	#1: Classroom / online discussions # 3: Spiritual/Religious/Atheistic Autobiographical Portrait #4&5: Service Learning Reflections

II. ATTITUDES, VALUES, & DISPOSITIONS

Upon completion of the course, students will attain values, attitudes, and dispositions that enable them to recognize the need to demonstrate the following:

Student Learning Outcomes	CACREP Standard	Evaluation & Assessment
Develop appreciation for spirituality, religion, and atheism in counseling by understanding the roles in society, families, and individuals	2.F.2.d.	#1: Classroom / online discussions # 3: Spiritual/Religious/Atheistic Autobiographical Portrait #4&5: Service Learning Reflections #6: Religion/Spirituality/Atheistic Overview Paper & Presentation
Develop respect for diverse spirituality, religion, and atheism views by recognizing the history and meaning held by society, families, and individuals	2.F.2.d.	#1: Classroom / online discussions # 3: Spiritual/Religious/Atheistic Autobiographical Portrait #4&5: Service Learning Reflections
Develop tolerance and acceptance of spirituality, religion, and atheism differences, including embedded value systems	2.F.2.g.	#1: Classroom / online discussions # 3: Spiritual/Religious/Atheistic Autobiographical Portrait #4&5: Service Learning Reflections
Develop acceptance of self - counselor characteristics and behaviors that influence the counseling process - as different than potential clients	2.F.5.f	#1: Classroom / online discussions # 3: Spiritual/Religious/Atheistic Autobiographical Portrait #4&5: Service Learning Reflections

III. SKILL DEVELOPMENT

Upon completion of the course, students will demonstrate the following skills:

Student Learning Outcomes	CACREP Standard	Evaluation & Assessment
Students will demonstrate to the instructor and graduate student peers that they have read and understand the material in the textbooks and other reading material & resources		#1: Classroom / online discussions #6: Religion/Spirituality/Atheistic Overview Paper & Presentation #7: Exams
Students will demonstrate their ability to critically think about, react to and make meaning out of their readings, course	2.F.5.f.	#1: Classroom / online discussion # 3: Spiritual/Religious/Atheistic Autobiographical Portrait #5: Service Learning Reflections

assignments, and apply such to self and self-development		
Demonstrate an understanding and application of the professional competencies (i.e., ASERVIC)	2.F.1.i	#1: Classroom / online discussions #6: Religion/Spirituality/Atheistic Overview Paper & Presentation #7: Exams
Students will demonstrate an understanding of multicultural/cross-cultural issues in diverse spirituality, religion, and atheistic worldviews	2.F.2.a	#1: Classroom / online discussions #6: Religion/Spirituality/Atheistic Overview Paper & Presentation #7: Exams
Explain the ethical implications related to counseling across diverse spirituality, religion, and atheistic worldviews	2.F.1.i	#1: Classroom / online discussions #6: Religion/Spirituality/Atheistic Overview Paper & Presentation #7: Exams
Demonstrate knowledge of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; utilizing diverse spirituality, religion, and atheistic approaches	2.F.1.e	#4&5: Service Learning Reflections

TEACHING STRATEGIES:

This course utilized a hybrid teaching and learning methodology; therefore, it incorporates traditional lecture and experiential activities as well as online delivery methods using the WebCampus format. This is a hybrid model and will utilize related mechanics and approaches for this type of delivery. Included in this delivery are specific mechanics supported by UNLV through WebCampus. Delivery approaches will include a variety of distance education approaches such as video lectures, discussion groups, and web-based activities designed to acquaint students with spirituality and religion in counseling. During the face-to-face portion of this class, there will be opportunities for class lectures, discussions, group discussions, and group presentations.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY:

Graded Assignments: Students are to complete the following assignments:

1. **Online Discussions & Activities:** Participation and attendance in the discussions and activities are essential components of this class. Students are expected to actively participate in the online class discussions (in WebCampus) and related activities according to the class schedule. These discussions and activities will provide students with opportunities for online dialogue, questions, and interactions related to the class material. Grades will be assigned according to the “Discussion Rubric” (see the “Rubrics” folder on the course homepage in WebCampus for further information). There will be discussion topics and activities each week, initial post (IP) due each Wednesday of the week and the remaining posts due by Sunday. Discussions are based on the

readings, therefore, students must complete all assigned reading material during the course of this semester. See the grading rubric on the course home-page for this assignment. **250 points total, due according to each module – see modules for due dates.**

2. **Popular Media Collage**: Students will create a popular media collage depicting various forms of spiritual and religious oppression including the mechanics of oppression (e.g., stereotypes, biases, prejudices, etc) and discrimination, and the intersection of multiple other forms of oppression - e.g., racism, sexism, heterosexism, homophobia, genderism, transgenderism, able-bodyism, ageism, classism, et cetera, and also various levels including the individual, family, and society as well the various types including strategic (e.g., strategic racism), structural (e.g., structural racism), institutional (e.g., institutional racism), and so forth. Students will conduct a brief in-class presentation of this collage during the 3rd class meeting. Students may include examples of music, magazines, books, and other forms of media. Each student will discuss the collage in class. Students may work in groups of 2 or 3 on this project. See the grading rubric on the course home-page for this assignment. **25 points total, due Feb 6 (present it in class).**
3. **Spiritual/Religious/Atheistic Autobiographical Portrait**: Students will write a autobiographical portrait of how they have been impacted by religion, spirituality, atheism, and other influences. Discuss how beliefs (spirituality, religion, and atheism), biases, stereotypes, prejudices, discrimination, power, and privilege have impacted your development. Each student will reflect upon his/her life and discuss some of the most important influences on his/her spiritual, religious, or atheistic development, including various aspects of how these belief systems have impacted your development – such as who you are and how you became the person and professional that you are today. Discuss your worldview and philosophy of life – in other words, what guides (e.g., values, beliefs, practices, etc.) your decisions and behavior? Who were some of the important influences and how did you develop this set of guiding values, attitudes, and behaviors? What is your social location? Focus can include constructs such as beliefs, value systems, and identity development (e.g., intersection of multiple identities). Students may want to reflect on a theory of spiritual/religious/atheistic development and include some thoughts about how you passed through these various stages of development and how you “mastered, managed, manipulated, mangled or bungled” associated tasks of development. Students are encouraged to incorporate personal photos, poetry, art, creative writing, favorite lyrics / music, et cetera. Creativity is encouraged here. Students will conduct an in-class presentation of the spiritual/religious /atheistic Autobiographical Portrait as outlined above. See the grading rubric on the course home-page for this assignment. **Due March 6. 100 points total, 50 points for the presentation.**
4. **Service Learning Projects**: Because this is a class about understanding the role of religion and spirituality in counseling, engaging in service related learning is an important component of the class experience. Therefore, students will participate in doing a services learning activity. So, with that rationale as the backdrop, students will conduct **two** service projects:
 - a. the first project must involve service for homeless people.

- b. the second project must service learning for either an underrepresented and oppressed group or a social justice topic or issue.

These projects can be done in groups or individually. Time allotment for each project is 10-15 hours. These are designed to be *service-learning* projects which are an important aspect of this course. Students have the option of engaging in partnerships with community organizations as a way to integrate course material with reflections on real-life experience. It is anticipated that students will complete the first project in the first half of the semester, and the second project during the last half of the semester (Week 13, Apr 15-21) – this expectation is based upon the rationale that students will incorporate knowledge learned and apply it accordingly to each project as a way to maximize and enhance the overall experience and development of advocacy skills. There will be an assignment page in WebCampus where students will report on the projects; details of the brief description will be outlined in WebCampus. Students must inform the instructor of projects prior to engagement for approval. See the grading rubric on the course home-page for this assignment. **The entire week 12 (April 3-9) is free of any assignments in order to give the student ample to complete the 2nd advocacy project. 100 points total, due April 17.**

5. **Reflection Paper on the Service Learning Projects:** Since reflection (self and other) is a major skill that students must develop in order to become effective counselors, students will self-reflect on their experiences of the Service Learning Projects. This reflection has a different focus than the report on the detail and outcome of the projects; this reflection paper requires students to self-reflect on the “meaning-making” of this experience and how they apply course material to their professional and personal development. Students should discuss what they have learned about themselves as a result of the Service Learning Projects, what conclusions can be drawn including reference to counseling theories, and what emotions are tied to the experiences (e.g., what feelings emerged, what you realized, any struggles you faced, etc.). Grades will be assigned according to a rubric (see rubric in WebCampus); in general grades will be assigned according to breadth of content engaged, analytical use of class material, and evidence of personal insight. There is no set page length; it will vary according to each student’s experience, depth of insight, etc. So, it is recommended that students make this paper about their own personal experience and growth – and not simply for a grade. If there is any advice to give on this paper, it is “look into yourself,” rather than looking for a grade. See the grading rubric on the course home-page for this assignment. **50 points total, due April 24.**
6. **Religion/Spirituality/Atheistic Overview Paper & Presentation:** Students will prepare and present a paper exploring a specific religion, spirituality, or atheism (theistic views and non-theistic views). Students will conduct a 30 minute presentation to the class. The presentation should be comprehensive in nature. Students may work in small groups (2-3 per group). Content must include constructs such as core beliefs, values, attitudes, stereotypes, principles, holiday traditions, etc. The presentation will include visuals, which should include power-point, (NO video). Creativity is encouraged. 5-7 pages - not including title page, references, etc. This paper will coincide with one of the online

discussions, so it should be fairly straightforward. See the grading rubric on the course home-page for this assignment. **50 points total, due March 27.**

7. **EXAMS: Quizzes over Readings:** Five (5) quizzes will cover all required readings from class, lecture notes, and handouts. **25 points total, quiz dates are located in WebCampus or through “pop-quizzes” in class.**

Evaluation Procedures: Students will be evaluated according assignment rubrics, and should utilize the following as an additional guide to their work quality:

Material content, including accuracy of response, depth of thought, integration of supporting literature and research, and overall reflection and creativity; **technical content**, including the most recent publication of APA style, graduate level (professional) presentation, grammar, and spelling.

1. 250 points = Online Discussions & Activities (Weekly)
2. 25 points = Popular Media Collage (Feb 8)
3. 150 points = Autobiographical Portrait (March 7)
4. 100 points = Service Learning Projects (April 17)
5. 50 points = Reflection Paper on the Service Learning Projects (April 25)
6. 50 points = Religion/Spirituality/Atheistic Paper & Presentation (April 04)
7. 25 points = Quizzes

Total = 650 points

All written assignments MUST be submitted electronically as a **Microsoft-Word** document in PC format (No files in other formats will be accepted, including Macintosh files, WordPerfect, or Microsoft Works files). You have full access to Microsoft Office applications at computer labs and campus libraries.

Grading Policy: Grades will be assigned based on the following scale:

A = 90% - 100%	(+) = 97%-99%	(-) = 90%-93%	650 - 550 points
B = 80% - 89%	(+) = 87%-89%	(-) = 80%-83%	549 - 480 points
C = 70% - 79%	(+) = 77%-79%	(-) = 70%-73%	479 - 420 points
D = 60% - 69%	(+) = 67%-69%	(-) = 60%-63%	419 - 360 points
F = 59% & below	(+) = 57%-59%	(-) = 50%-53%	359 - & below

Note: All course work must be completed on time. If there are extenuating circumstances affecting performance in class, please negotiate with the instructor in writing **PRIOR** to assignment deadlines. Otherwise, late course work will **not** be accepted. In accordance with the CED program policy, incomplete grades ("I") are given only in circumstances that meet university criteria (i.e., death in family, severe illness). For an incomplete assignment, a "B" grade is the highest grade that may be issued.

ACADEMIC DISHONESTY, INTEGRITY & COPYRIGHT POLICY:

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.
Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

RESEARCH SKILL DEVELOPMENT:

The University Libraries offer free, brief clinics and workshops to help you increase your research skills and save time searching. Bring your topic to a Research Clinic for in-depth, one-on-one consultation with a research expert, or attend one of our more structured workshops on topics such as finding books and articles, successful search strategies, or Internet research. Check out the schedule at www.library.unlv.edu/inst/events.html or call 895-2123 for more information.

ATTENDANCE POLICY

Students must attend all face-to-face classes. If a student misses any class, it is automatic grade reduction per class. That is to say if a student is absent on a Monday night class, that student's grade go from an A to a B grade, and that student misses two Monday night classes, that student's grade will go from a B to a C. Missed classes may qualify for exclusion, such as being ill - proof of medical necessity is required.

Spring Session, 2017
CED 772
~ Class Outline ~

DATE	TOPIC	WEEKLY READING ASSIGNMENTS	ASSIGNMENTS & CACREP Standards
Week 1	N/A	N/A	N/A
Week 2 Jan 23-29	Introduction Spirituality in Counseling: <ul style="list-style-type: none"> • Syllabus review • Textbook review • Assignment review Topic: CONCEPTUAL FRAMEWORKS	Gold, J.M. (2010). Chapter 1 Advocacy Competencies. Competencies for Counseling with Transgender Clients. Competencies for Counseling with Gay, Lesbian, Bisexual, and Transgendered (LGBT) Clients. Cross-Cultural Competencies and Objectives.	#1: Online Discussion #1
Week 3 Jan 30- Feb 5	Topic: Personal vs Professional <ul style="list-style-type: none"> • Personal orientation • Professional orientation Topic: Belief Systems	Gold, J.M. (2010). Chapter 2 & 3	#1: Online Discussion #2
Week 4 Feb 6 - 12	Topic: Models of Religion & Spirituality <ul style="list-style-type: none"> • Overview Topic: Identity <ul style="list-style-type: none"> • Overview 	Gold, J.M. (2010). Chapter 4 & 5	#1: Online Discussion #3 #2: Popular Media Collage Presentations
Week 5 Feb 13-19	Topic: Assessment <ul style="list-style-type: none"> • Models & Tools Topic: Mental health <ul style="list-style-type: none"> • Guilt Shame	Gold, J.M. (2010). Chapter 6 & 7	#1: Online Discussion #5
Week 6 Feb 20-26	NO CLASS - Washington's Birthday Recess	NO CLASS - Washington's Birthday Recess	NO CLASS - Washington's Birthday Recess

Week 7 Feb 27- Mar 05	Topic: Concept of Evil <ul style="list-style-type: none"> • History Topic: Concept of Divine	Gold, J.M. (2010). Chapter 8 & 9	#1: Online Discussion #6
Week 8 Mar 6 - 12	Topic: Ethics <ul style="list-style-type: none"> • ACA, ASERVIC Topic: Wellness <ul style="list-style-type: none"> • Models • Integration 	Gold, J.M. (2010). Chapter 10 & 11	#1: Online Discussion #7 # 3: Spiritual/Religious/Atheistic Autobiographical Portrait - Paper due, and in-class presentation due
Week 9 Mar 13-19	Topic: Marginalized Groups <ul style="list-style-type: none"> • Oppression Topic: Strategies <ul style="list-style-type: none"> • Overview <p style="text-align: center; color: magenta;">ACA - March 16-19</p>	Gold, J.M. (2010). Chapter 12 & 13 <p style="text-align: center; color: magenta;">ACA - March 16-19</p>	#1: Online Discussion #8 <p style="text-align: center; color: magenta;">ACA - March 16-19</p>
Week 10 Mar 20-26	Topic: Couples & Families Overview	Gold, J.M. (2010). Chapter 14	#1: Online Discussion # 9
Week 11 Mar 27- April 2	Topic: Professional Development	Gold, J.M. (2010). Chapter 15	#1: Online Discussion #10 #6: Religion/Spirituality/Atheistic Overview Paper & Presentation
Week 12 Apr 3 -Apr 9	<p style="text-align: center; color: green;">ADVOCACY PROJECT # 2</p> <p style="text-align: center; color: green;">NOTE: This entire week is free of any assignments in order to give the student ample to complete the 2nd advocacy project.</p>	<p style="text-align: center; color: green;">ADVOCACY PROJECT # 2</p> <p style="text-align: center; color: green;">NOTE: This entire week is free of any assignments in order to give the student ample to complete the 2nd advocacy project.</p>	
Week 13 April 10-16	SPRING BREAK	SPRING BREAK	SPRING BREAK
Week 14 Apr 17-23	Topic: Group Presentation		#1: Online Discussion #11 #4 & 5: Service Learning Projects

Week 15 Apr 24-30	Topic: Group Presentation		#1: Online Discussion #12 #4 & 5: Service Learning Projects
Week 16 May 01 - May 07	Study Week	Study Week	Study Week
Week 17 May 08-13	Final Exam Week May 13 Commencement	Final Exam Week May 13 Commencement	Final Exam Week May 13 Commencement

