

CPSE 777R - Adv Prac 2: Coun Psych

Fall 2023

Section 001: TBA TBA on T from 3:00 pm - 4:50 pm, TBA TBA on M from 3:00 pm - 3:50 pm, TBA TBA on Th from 9:00 am - 9:50 am

Instructor/TA Info

Instructor Information

Name: Kersti Spjut

Office Location: WSC 1517

Office Phone: 801-422-5369

Office Hours: Only By Appointment

Email: kersti_spjut@byu.edu

Course Information

Description

This course is intended to assist doctoral students as they practice integrating their theoretical orientation and clinical practice. We will use empirically supported theoretical frameworks to inform case conceptualization, treatment planning, and clinical practice. Students will practice implementing empirically supported therapeutic tools, while approaching each individual case with humility and considerations for unique multicultural aspects of the clients' experience. The course is designed to prepare students for their program performance comprehensive exam, as well as for internship interviews.

We will use the following to accomplish the course goals:

- Classroom discussions of cases, readings, clinical concerns, and questions, etc.
- Presentation of session recordings by each student.
- Discussion of cases and recordings presented by peers.
- Providing each other support and constructive feedback.
- Role playing.
- Delivering a formal case presentation and receiving feedback from peers and instructor.
- Writing a theory of change paper that will receive feedback from peers and instructor.

CAPS Requirements:

1. Students are to conduct five individual sessions each week, for a total of at least 50 hours per semester. Make sure to complete the number of intakes you are contracted for (refer to CAPS policy or contact the Clinical Director for questions). All sessions must be videotaped which includes audio (per CAPS policy). Clients who refuse to be taped or be observed should be transferred to a licensed therapist. Students will need to provide the instructor with a copy of their supervisee semester evaluation before a grade can be given at the end of the semester.
2. Students are all required to attend all weekly clinical team meetings at CAPS, as well as all other required meetings. **All students seeing clients at CAPS should attend clinical services meetings as well as the monthly diversity trainings.** Missing those meetings will negatively impact your grade in the course (20 points will be deducted for each missed meeting).

3. Students are required to complete therapy notes for each counseling session they provide. Therapy notes should be completed on Titanium in a timely manner. Grades for the course will not be completed or submitted until notes are completed and signed on Titanium.

Readings

- Students will choose their own textbook from the following:
 - APA collection: [Theories of Psychotherapy Series \(https://www.amazon.com/s?k=theories+of+psychotherapy+series&ref=nb_sb_noss_2\)](https://www.amazon.com/s?k=theories+of+psychotherapy+series&ref=nb_sb_noss_2). The goal is for students to refine their theoretical orientation in preparation for their theory of change (performance comprehensive exam). Students will choose one (or more) books that will help them dive deeper into their theory of choice and identify skills and tools to use with clients.
 - Book of their choice approved by the instructor (empirically-based theory book).
- Other readings will be provided by the instructor.

Learning Outcomes

Academic support

Provide academic support for the counseling experience component of your doctoral program.

Bridge between theory and practice

This practicum is intended to serve as a bridge between theory and practice with the expectation that each will be significantly informed by the other.

Enhance Skills

Enhance your skills in counseling and professional consultation.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%
T	0%

Participation Policy

Participation: Class participation is expected. This can be difficult for some students for a variety of reasons (i.e., personality, cultural factors, etc.). I am committed to create an environment that enables students to participate in a way that feels accessible and comfortable for them. If you tend to not say much in group settings, try to speak up more in class. If you tend to feel more comfortable contributing, leave space for others to participate. Come to class prepared to contribute to class discussions. Let me know if class participation is difficult for you to navigate.

Attendance Policy

Attendance: Attendance is required to pass this course. This class involves both theoretical and experiential learning. Due to the nature of the material shared in class (e.g., therapy session clips, case presentations), experiential activities cannot be made up. Therefore, attending class weekly is important.

- a. **Excused absences:** all students will receive one excused absence for an appropriate reason without penalty. Please communicate with me ahead of time (before class, whenever possible) to let me know when you will need one. Each subsequent absence will impact your grade (20 points lost per absence). As life is unpredictable and significant life events can disrupt a student's ability to attend, please let me know about any circumstances that would necessitate missing classes more than once.
- b. We will begin class on time. Five points will be lost when arriving late.

Classroom Procedures

We will begin every class by discussing any pressing clinical concerns or therapy issue, including questions regarding interventions, ethical concerns, client concerns, multicultural considerations, and other clinical concerns as needed.

At the beginning of the semester, students will sign up for dates to present a case, as well as sessions recordings. We will also discuss assigned readings, role play skills, etc.

Assignments

Assignment Descriptions

Theory of Change: First Draft

Oct
18

Due: Wednesday, Oct 18 at 11:59 pm

1. You will write a paper that explains your current theoretical orientation and approach to counseling. The rationale for this assignment is to help you prepare for your performance comprehensive exam. The paper should include the following two parts:
 - o **Theory of change:** In this first part, you will write about two to three pages (double-space, APA format) about your theoretical orientation. This part should include an introduction to the theory and highlight factors that you believe enable change. Your theory of change should be empirically based (this is not the place to reinvent clinical practice) and you should cite peer-reviewed research.
 - o **Case conceptualization:** In this part, you will apply the theory presented in part one to an individual client with whom you have worked or are currently working. You will describe your work with this client in terms of your theoretical orientation. **Your case conceptualization should be presented within your theoretical orientation framework.** Specifically, it should address how your theoretical orientation influences the way you think about your client's presenting concerns, diagnosis, and how you plan and apply interventions. Although there is no specific page length required for this part, it is usually between 5 to 10 pages long. Writing a ten pages paper won't make the paper better, so write what you feel comfortable writing and what you believe is a good representation of your work with your client.

Your paper should tie theory and practice. Remember that this paper is to help you prepare for your comprehensive exam. As such, consider identifying specific video clips to discuss and incorporating assessment measures when appropriate.

A detailed rubric for the assignment will be given a few weeks into the semester. The final paper will be due on the last day of class. No late assignments will be accepted (unless absolutely necessary – consult with me ahead of time if that's the case).

Your grade will include three parts:

1. **First Draft:** You will turn in a first draft of the assignment at a designated date mid semester to receive feedback from a randomly selected peer (20% of your grade). See rubric for what needs to be included on this draft.
2. **Peer Review:** You will provide feedback to the peer whose paper was provided to you. This feedback should be written and should include both areas to improve and areas of strength (5% of your grade).
3. **Final Paper:** You will then turn in your final draft to the instructor on the last day of class and receive your final grade (75% of your grade). See rubric for more details on how you will be evaluated.

Rubric: Counseling Theoretical Orientation Paper.docx [Download \(plugins/Upload/fileDownload.php?fileId=8b393649-h4W7-5gsX-ogNs-NB788ff7b2e4&pubhash=jjqpZ5WotKLI-inB-gTgZEEdqL76_YCsFXD8kbfURLmV_Q_Ur81QCu1K6oI0PUgMGCKByTbBg1igzmf4HpOgj7A==\)](https://lms.uconn.edu/pluginfile.php/1000000/mod_resource/content/1/Counseling%20Theoretical%20Orientation%20Paper.docx)

Video Presentation

Oct
24

Due: Tuesday, Oct 24 at 11:59 pm

1. Students will have 30 minutes to present, following which they will receive feedback from their peers and instructor regarding their performance.

This assignment will help students prepare for internship interview by encouraging them to:

- Talk about clients using clinical language.
- Articulate how interventions used are tied to sound psychological theories.
- Provide examples of clinical work that you feel represents you being particularly effective or provide examples that feel more vulnerable to learn ways to receive feedback and help.
- Seek feedback and respond professionally to this feedback from peers and the instructor.
- Conceptualize cases in a comprehensive manner (clinically and multiculturally).
- Reflect on how their own identities and worldviews impact their clinical work.

For this assignment, students will provide the following information when presenting on a client of their choice:

- Video: 10-15-minute videotaped segment of a client session which demonstrates the use of a method or intervention that can be tied to and explained by your theoretical orientation. You can choose more than one session.
- Case information and Conceptualization
 - Case demographic and background information (follow ethical guidelines: respect client's privacy and withhold or remove any identifying information)
 - Presenting concern(s)
 - Relevant history (medical, family mental health, personal mental health, etc.)
 - Multicultural/diversity considerations
 - Diagnostic information and details about ways diagnosis was made (e.g., assessment measures, clinical interview, etc.)
 - Treatment goals and plan
 - Assessment measures (e.g., oq-45, career assessments, etc.). If none are used, explain why.
 - Process or progress of the case (be able to explain how you know that progress is being made).
 - Other noteworthy issues or questions.
 - Conclusions
- Questions and feedback requests

Interventions/method of Counseling and Ties to Theoretical Orientation: Discussion of a specific intervention method that you used or will use in counseling and how this intervention coincides with your theoretical orientation.

VIDEO PRESENTATION RUBRIC.docx [Download \(plugins/Upload/fileDownload.php?fileId=216a5008-aSQI-Q7W1-cB4i-Cldc65fb6d14&pubhash=Nx4qK7k4pLCT7DhV9r3ZI3Onlk0ofGahhYfCPLJG2yWBIWwjQnk3XyWi-k3rkViYDCYve8w4mgEjAUSE6W-m4Q==\)](https://www.coursehero.com/file/216a5008-aSQI-Q7W1-cB4i-Cldc65fb6d14&pubhash=Nx4qK7k4pLCT7DhV9r3ZI3Onlk0ofGahhYfCPLJG2yWBIWwjQnk3XyWi-k3rkViYDCYve8w4mgEjAUSE6W-m4Q==)

Theory of Change: Peer Review

Nov
08

Due: Wednesday, Nov 08 at 11:59 pm

1. You will write a paper that explains your current theoretical orientation and approach to counseling. The rationale for this assignment is to help you prepare for your performance comprehensive exam. The paper should include the following two parts:
 - **Theory of change:** In this first part, you will write about two to three pages (double-space, APA format) about your theoretical orientation. This part should include an introduction to the theory and highlight factors that you believe enable change. Your theory of change should be empirically based (this is not the place to reinvent clinical practice) and you should cite peer-reviewed research.
 - **Case conceptualization:** In this part, you will apply the theory presented in part one to an individual client with whom you have worked or are currently working. You will describe your work with this client in terms of your theoretical orientation. **Your case conceptualization should be presented within your theoretical orientation framework.** Specifically, it should address how your

theoretical orientation influences the way you think about your client's presenting concerns, diagnosis, and how you plan and apply interventions. Although there is no specific page length required for this part, it is usually between 5 to 10 pages long. Writing a ten pages paper won't make the paper better, so write what you feel comfortable writing and what you believe is a good representation of your work with your client.

Your paper should tie theory and practice. Remember that this paper is to help you prepare for your comprehensive exam. As such, consider identifying specific video clips to discuss and incorporating assessment measures when appropriate.

A detailed rubric for the assignment will be given a few weeks into the semester. The final paper will be due on the last day of class. No late assignments will be accepted (unless absolutely necessary – consult with me ahead of time if that's the case).

Your grade will include two parts: you will turn in a first draft of the assignment at a designated date mid semester to receive feedback from a randomly selected peer (20% of your grade, AKA Peer Review). You will then turn in your final draft to the instructor on the last day of class and receive your final grade (80% of your grade, AKA Final Paper).

Rubric: Counseling Theoretical Orientation Paper.docx [Download \(plugins/Upload/fileDownload.php?fileId=8b393649-h4W7-5gsX-ogNs-NB788ff7b2e4&pubhash=ijopZ5WotKLL-inB-qTgZEdqL76_YCsFXD8kbfURLmV_Q_Ur81QCu1K6oI0PUgMGCKByTbBg1igzmf4HpOgj7A==\)](#)

Formal Case Presentation

Dec
05

Due: Tuesday, Dec 05 at 11:59 pm

1. During the final weeks of the semester, students will have the opportunity to formally present a case. Students will treat this case presentation as if they were applying for a position at a job site of your choice, including maintaining the confidentiality of the client (and no video is shown).
 - o Students will choose a client with whom they feel the work is going particularly well. It is recommended that students choose a client who has a positive outcome or a foreseeable positive outcome. The goal is to demonstrate coherent explanation showing how your theoretical orientation guided your work.
 - o Students will present for 25 to 30 minutes, then 15 or more minutes will be focused on feedback. You can present in the form of a PowerPoint or a handout. Remember to include objective measures of psychopathology (e.g., MMPI, etc.) or personality functioning (e.g., NEO, etc.), and measures of change (e.g., OQ-45, BDI, CCAPS, etc.).
 - o The presentation should include the following:
 - Deidentified client demographics and background information
 - Presenting concerns
 - Relevant background information
 - Diagnostic impression and any assessment measures used to form a diagnosis
 - Brief explanation of your theoretical orientation
 - Comprehensive case conceptualization
 - Treatment (as informed by your theoretical orientation)
 - Outcome
 - Conclusions (e.g., future treatment considerations, termination, etc.)

Rubric: FORMAL CASE PRESENTATION RUBRIC.docx [Download \(plugins/Upload/fileDownload.php?fileId=4401352e-6lhC-OBiw-MvcB-0q728baf7d14&pubhash=5Wfbz4sR0zwRtdpuip1jMbrD2DnKNMq7UVvIphGuHH7dL3P04zycgnMSwJto8M4zp3IXKXfoPFugxgXwlxjx4Q==\)](#)

Attendance and Participation

Dec
12

Due: Tuesday, Dec 12 at 11:59 pm

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points lost per absence). As life is unpredictable and significant life events can disrupt a student's ability to attend, please let me know about any circumstances that would necessitate missing classes more than once.

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CAPS Meetings Attendance

Dec
12

Due: Tuesday, Dec 12 at 11:59 pm

Students are all required to attend all weekly clinical team meetings at CAPS, as well as all other required meetings. **All students seeing clients at CAPS should attend clinical services meetings as well as the monthly diversity trainings.** Missing those meetings will negatively impact your grade in the course (20 points will be deducted for each missed meeting).

Counseling Theoretical Orientation Paper (Theory of Change) Final Paper

Dec
12

Due: Tuesday, Dec 12 at 11:59 pm

1. You will write a paper that explains your current theoretical orientation and approach to counseling. The rationale for this assignment is to help you prepare for your performance comprehensive exam. The paper should include the following two parts:

- **Theory of change:** In this first part, you will write about two to three pages (double-space, APA format) about your theoretical orientation. This part should include an introduction to the theory and highlight factors that you believe enable change. Your theory of change should be empirically based (this is not the place to reinvent clinical practice) and you should cite peer-reviewed research.
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Rubric: Counseling Theoretical Orientation Paper.docx [Download \(plugins/Upload/fileDownload.php?fileId=8b393649-h4W7-5gsX-ogNs-NB788ff7b2e4&pubhash=jjopZ5WotKLL-inB-qTgZEdqL76_YCsFXD8kbfURLmV_Q_Ur81QCu1K6oI0PUgMGCKByTbBg1igzmf4HpOgj7A==\)](#)

Categories	Percent of Grade
Presentations	41.67%
Counseling Theoretical Orientation Paper	41.67%

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	In Class	Due dates and/or readings
Week 1		
T Sep 05 Tuesday	Start of Classes Introduction to Course (and to each other) Discussion of Goals	
Week 2		
T Sep 12 Tuesday	Clinical concerns and theoretical orientation	
Week 3		
T Sep 19 Tuesday	Video Presentation: _____	
Week 4		
T Sep 26 Tuesday	Video Presentation: _____	
Week 5		

T Oct 03 Tuesday	Video Presentation: _____	
Week 6		
T Oct 10 Tuesday	Video Presentation: _____	
Week 7		
T Oct 17 Tuesday	Video Presentation: _____	
W Oct 18 Wednesday		Theory of Change: First Draft
Week 8		
T Oct 24 Tuesday	Video Presentation: _____	Video Presentation
W Oct 25 Wednesday	Case Presentation: _____	
Week 9		
T Oct 31 Tuesday	Case Presentation: _____	
Week 10		
T Nov 07 Tuesday	Case Presentation: _____	
W Nov 08 Wednesday		Theory of Change: Peer Review
Week 11		
T Nov 14 Tuesday	Case Presentation: _____	
Week 12		
T Nov 21 Tuesday	Friday Instruction	
Th Nov 23 Thursday	Thanksgiving	
Week 13		
T Nov 28 Tuesday	Case Presentation: _____	
Week 14		
T Dec 05 Tuesday	Case Presentation: _____	Formal Case Presentation
Week 15		
T Dec 12 Tuesday	Wrap-up discussion	CAPS Meetings Attendance Counseling Theoretical Orientation Paper (Theory of Change) Final Paper Attendance and Participation
Th Dec 14 Thursday	Last Day of Class	
F Dec 15 Friday	Exam Preparation Day	
Sa Dec 16 Saturday	Final Exam Day	
Week 16		
M Dec 18 Monday	Final Exam Day	
T Dec 19 Tuesday	Final Exam Day	