

**CNS 593**  
**Career Development in Student Affairs  
and Higher Education**  
**Summer 2021**

Aaron W. Hughey, EdD  
Professor & Program Coordinator  
University Distinguished Professor  
Department of Counseling and Student Affairs  
GRH 3031  
Western Kentucky University  
Bowling Green, KY 42101  
Voice: (270) 745-4849  
E-mail: Aaron.Hughey@wku.edu



**Contacting the Professor:** Please use Blackboard Email Option found under the Communication tab. Use the subject line “CNS 593” and then provide a brief description of the nature of your communication. Also note that I am in the Central Time Zone. Every effort will be made to respond to e-mails in a timely fashion.

Keep in mind that e-mail is not the best way to ask general course questions. Those should be posted to the “General Class Questions” Discussion Board since other students may have the same question and could benefit from the response(s). This Discussion Board will be useful throughout the class. Questions that only relate specifically to you (your Program of Study, questions regarding a grade you received for an Assignment, etc.) should be e-mailed directly to me.

### **We’re in this Together**

Here is what I will do for you:

- I will try to check my e-mail and the Discussion Board(s) at least once a day on weekdays and usually one of the weekend days. I will let you know if something comes up and I am less available than usual (i.e., traveling out of town for a conference).
- I will answer your questions via Discussion Board, phone, e-mail, face-to-face, or any method that you prefer. The bottom line is that I will answer your questions, so please don’t hesitate to ask.
- I will try to grade assignments within a week of receiving the final products from the entire class.

Here is what you need to do:

- I expect you to read the assigned material, complete the requirements in a conscientious and qualitative manner, and contribute meaningfully to the course on a consistent basis.
- I expect you to complete assignments by the due dates. Consequently, I expect you to have a system for keeping track of activities, when readings and assignments are due, etc.

- I expect you to inform me if you have any points of confusion or need additional clarification in anyway; i.e., I cannot read your mind or “online” facial expressions.

### **Course Description:**

This course deals with career development process throughout the lifespan, with an emphasis on implications for student affairs and higher education. Topics covered include career development theories, career assessment instruments, professional resources, decision-making models, and factors inherent to the career development process; evolving economic, political, social and technological conditions.

### **Specific Course Objectives:**

Upon completion of this course students will demonstrate:

#### **Knowledge:**

1. An understanding of the major career development theories and decision-making models.
2. A comprehensive understanding of the resources available for career, vocational, educational, and occupational counseling, including and labor market information sources (visual and print media, computer and Internet-based information systems, as well as other electronic career information systems).
3. An understanding of career development program planning, including the organization, implementation, administration and evaluation of comprehensive guidance programs.
4. An understanding of the interrelationships among and between work, family and other life roles and factors, including the role of diversity and gender in career development.
5. An understanding of career and educational planning, placement, follow-up, and evaluation.
6. An understanding of assessment instruments and techniques relevant to career planning and decision making.
7. An understanding of technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate Internet resources.
8. An understanding of career counseling processes, techniques, and resources, including those applicable to special populations.
9. An understanding of the ethical and legal considerations inherent to the career counseling process.
10. An understanding of the relationship of career counseling to the development, maintenance and evaluation of guidance programs in the public schools.
11. An understanding of the relationship of career counseling to student development in higher education (Student Affairs and College Counseling).
12. A functional understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client (Mental Health Counseling).

#### **Skills:**

1. An ability to appropriately apply the major career development theories and decision-making models with clients.

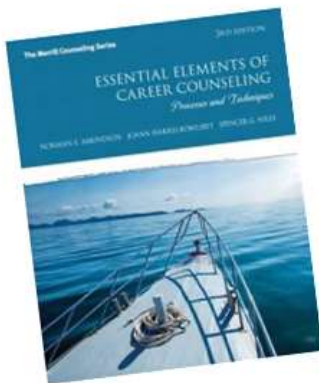
2. An ability to use resources available for career, vocational, educational, and occupational counseling, including and labor market information sources (visual and print media, computer and Internet-based information systems, as well as other electronic career information systems).
3. An ability to facilitate career development program planning, including the organization, implementation, administration and evaluation of comprehensive guidance programs.
4. An ability to integrate the interrelationships among and between work, family and other life roles and factors, including the role of diversity and gender in career development, into the career counseling process.
5. An ability to facilitate career and educational planning, placement, follow-up, and evaluation.
6. An ability to appropriately apply assessment instruments and techniques that are relevant to career planning and decision making with clients.
7. An ability to use technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate Internet resources.
8. An ability to appropriately apply career counseling processes, techniques, and resources, including those applicable to special populations, with clients.
9. An ability to work within the ethical and legal constraints when facilitating the career counseling process.
10. An ability to appropriately apply career counseling principles and processes to the development, maintenance and evaluation of guidance programs in the public schools.
11. An ability to integrate career counseling into student development in higher education (Student Affairs and College Counseling).
12. An ability to integrate a functional understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client into the counseling process (Mental Health Counseling).

## **Dispositions:**

1. A respect and appreciation for the major career development theories and decision-making models.
2. A respect and appreciation for the resources available for career, vocational, educational, and occupational counseling, including and labor market information sources (visual and print media, computer and Internet-based information systems, as well as other electronic career information systems).
3. A respect and appreciation for career development program planning, including the organization, implementation, administration and evaluation of comprehensive guidance programs.
4. A respect and appreciation for the interrelationships among and between work, family and other life roles and factors, including the role of diversity and gender in career development.
5. A respect and appreciation for career and educational planning, placement, follow-up, and evaluation.
6. A respect and appreciation for assessment instruments and techniques that are relevant to career planning and decision making.
7. A respect and appreciation for technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate Internet resources.

8. A respect and appreciation for career counseling processes, techniques, and resources, including those applicable to special populations.
9. A respect and appreciation for the ethical and legal considerations inherent to the career counseling process.
10. A respect and appreciation for the relationship of career counseling to the development, maintenance and evaluation of guidance programs in the public schools.
11. A respect and appreciation for the relationship of career counseling to student development in higher education (Student Affairs and College Counseling).
12. A respect and appreciation for the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client into the counseling process (Mental Health Counseling).

### **Required Textbook:**



**Essential Elements of Career Counseling, 3<sup>rd</sup> Edition**  
By Norman E. Amundson, Joann Harris-Bowlsbey & Spencer G. Niles  
(Pearson Education, 2014) ISBN-13: 978-0-13-285064-3

### **Teaching/Evaluation Methods:**

Many students assume that an Internet course will be easier than a face-to-face class. **This is not the case!** Even though the assignments may be the same as in a face-to-face class, you are on your own. You do not have the regular face-to-face interactions with your peers and instructor. In order to do well in this class, you **MUST** be a self-regulated person who is able to organize and manage your time well. The course outline and assignments are set and it is up to you to monitor and follow them. It is recommended that you devote some time and attention to the course at least 5 days a week. How much time you spend each day is up to you, but this will help you to stay on track and not fall behind. Those who keep up with everything generally do very well in the course. Those who fall behind at any point generally do not do as well because can be very difficult to catch up.

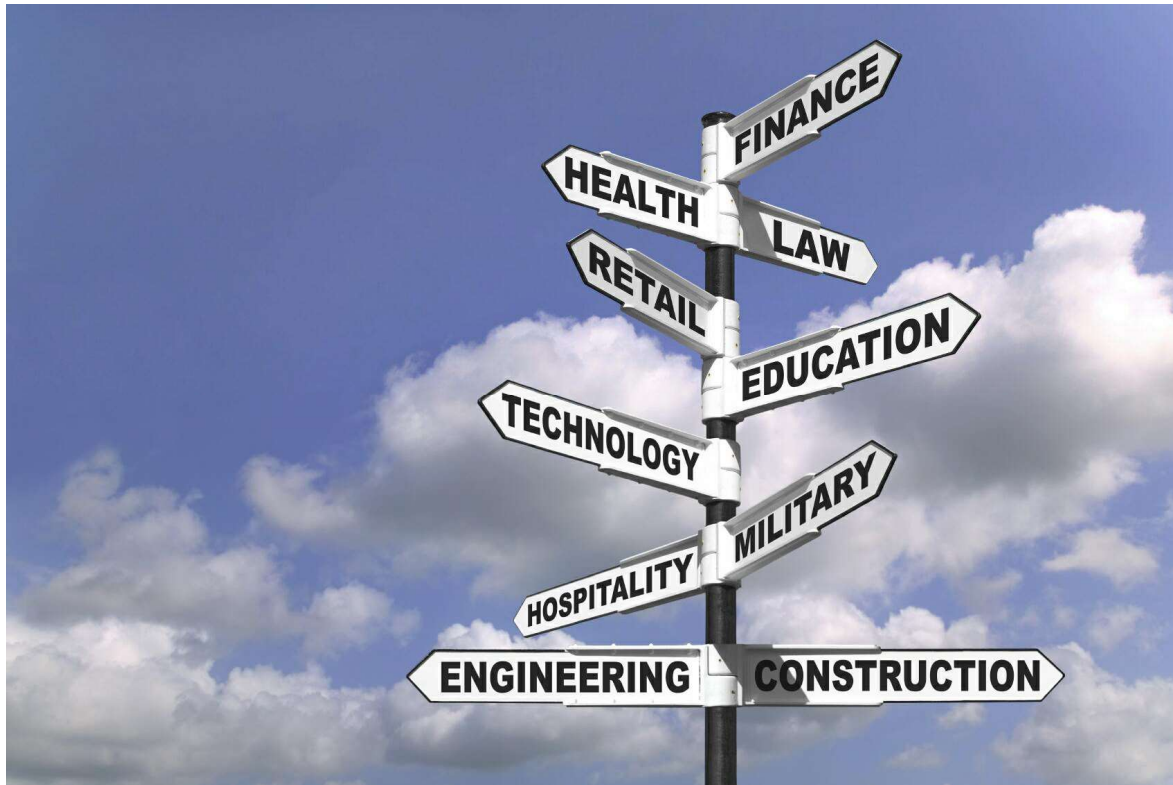
Please keep in mind that this is a graduate level course, not an undergraduate course or a professional development seminar. All course work is expected to be of high quality and reflect your development as a graduate student and a professional.

## WebCourse Policies

Courses offered **entirely on-line** (Internet-based courses) require that students have reliable and regular access to the Internet. The Internet section is constructed with minimal face-to-face or synchronous meeting requirements. Most of the following points are common sense precautions but many of us have not thought about them before, so I will try to make them somewhat explicit.

### Privacy Matters

The Internet may change or challenge the notions of what is private and what is not. I prefer to provide disclosure up front so you know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. You are relatively protected by the password but no one can guarantee privacy on-line. Privacy for every student depends on the actions of each individual student--sharing your password with a friend is violating the privacy of your classmates. Please do not do this.



### Disclosure

The course software I use enables me to know which students have logged in, where in the course site they have visited, and how long they have stayed. The Information Technology (IT) staff also has access to information posted at the site.

### Course Security

In the event you use a public terminal (e.g., at work in a computer lab or at a hotel or library) you need to completely close the browser software when you are finished. This will prevent another

person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students. For extra security and to prevent the next person at the terminal from seeing what you looked at, empty the cache on the browser. Ask the lab attendant if you need assistance with this process.

**Guard your password and change it regularly.** Also, please do not allow access to the course to those not registered in the course. This includes your spouse, child, boyfriend, girlfriend, etc. You may trust them with your life, but your classmates do not know this person.

Students sometimes want to discuss their grade via e-mail. E-mail is *neither* secure *nor* private. If an individual student requests his/her grade, I cannot reveal to that student his/her grade through e-mail without a legal signature from that student on a permission form. The course software does provide a way for you to check your grade on-line. I am cautious in discussing it in detail via email. I can say some things. When I feel it is too much, I will call you. So ask what you need to ask. Just do not be surprised by a phone call.

Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for serious disciplinary action regarding all parties involved.

#### Discussion Boards

On-line discussion is generally looser and freer flowing than face-to-face conversation. I ask that everyone exercise basic respect for one another. I hope you will jump in with both feet and obtain the advantages of on-line interaction for yourself and your learning.

Please review the document in Course Information section of Blackboard, "Discussion Board Policies and Procedures."

#### Intellectual Property

It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. I expect you will post only material that is yours by right of creation unless you give proper credit and indications. The plagiarism policy applies on the Internet too.

Images, sounds and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. You only purchase copies.) It is common to receive e-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus. On the plus side, ideas cannot be copyrighted, so you can share the most important part of a website as long as it is in your own words or interpretation. The laws protect what you produce as well.

#### **Policy on Participation and Late Assignments:**

Students will be expected to participate fully in online discussions, complete all reading, and submit all assignments by their respective due dates. Assignments that are not submitted (uploaded to Blackboard in the designated areas) by the due date will incur a penalty; i.e. points will be deducted for all assignments that are not submitted by the deadline. Cases of *extreme emergency* should be discussed with me. Assignments are due by 11:59pm on designated due date. Assignments may always be submitted early.

## **Academic Dishonesty Policy (See WKU Student Handbook)**

An incident of academic dishonesty will lead to a failure on the assignment and possibly the course. Academic dishonesty in the form of plagiarism, cheating, or non-participation group work is not tolerated.

Plagiarism is not tolerated and will result in the grade of “F.” This represents ideas and interpretations taken from another source as one’s own work. Ideas paraphrased from another author must be attributed to that author and cited in any written presentation of such information. Refer to the Publication Manual of the American Psychological Association (6<sup>th</sup> ed.) for direction on proper citation formatting.

Plagiarism will result in an F grade for the entire course. WKU defines plagiarism as the following:

*To represent ideas or interpretations take from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly for a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.*

Cheating is not tolerated and will result in the grade of “F.” No student shall receive or give assistance NOT authorized by the instructor. Cheating is discussed in the WKU Faculty Handbook as:

*No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.*

## **Informed Consent:**

Students enrolled in CNS classes and programs are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences which focus on self-understanding and growth. The letter grade awarded for a class may not reflect the evaluation of personal qualities needed to function competently in helping professions. Admission to or completion of a CNS class or program of study does not guarantee completion or graduation; assessment of a student’s fitness is an ongoing process and students should be aware that the instructor has a continuous responsibility to make such an assessment.

## **From the Student Accessibility Resource Center**

As a WKU student, it is in your best interest to engage in an interactive process with the Student Accessibility Resource Center (SARC) to determine suitable courses of action to most appropriately meet your needs. The interactive process is both deliberative and collaborative and is designed to endorse your disability and your request for course or program modifications, adjustments, auxiliary aids, or other accommodations. The interactive process involves you



making requests for accommodations and services and then disclosing disability related information to the SARC staff. It also involves you completing the registration paperwork as well as the consent and permission forms. It involves the SARC Coordinator recommending modifications, adjustments, auxiliary aids, and other accommodations based on the environment or program. In addition to determining eligible accommodations based on the nature of the disability, it also involves the SARC Coordinator drafting Faculty Notification Letters (FNL) forms each semester and consulting with other University staff members or specialists when necessary. To schedule an appointment, contact SARC over the phone at 270-745-5004 or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu).

## **Library Services**

The Extended Campus Library Services (ECLS) office may be helpful as you work on various assignments. This office will copy citations and pull library books for students and send them through the mail. There is no cost to the student (although you do have to pay to return the library books). The ECLS also have a courier service to our extended campuses. For more information, please see the webpage at [https://www.wku.edu/library/dlps/extended\\_campus/index.php](https://www.wku.edu/library/dlps/extended_campus/index.php).

## **Course Requirements and Instructional Methodologies:**

(Reminder: All Assignments are due by 11:59pm on designated due date).

## **Preparation/Presentation of Assignments**

Written documents must be in Microsoft Word file format (or a program that is completely compatible with Microsoft Word). **Presentations must be in Microsoft PowerPoint format (or a program that is completely compatible with Microsoft PowerPoint;** Prezi is also acceptable. Special Note: If you are using a recent version of Microsoft Office, please save all documents/presentations in 'compatibility mode' so students with earlier versions of Word and PowerPoint will be able to access them. Other file types will not be accepted, as I and other members of the class may be unable to open them.

- (1) Autobiography Assignment.** Each student is required to develop a biographical PowerPoint presentation (20 – 25 slides) that introduces you to the class and provides insight into your interests, experiences and/or aspirations. In your PowerPoint, please address the relevance of this course to your professional/personal goals/objectives, and then share your experience, learning, and questions about what you would like to gain from the course. As part of the Autobiography Assignment, each student should take at least three of the eight self-administered instruments that be found in the “Autobiography Self-Analysis Instruments” folder in the Course Content section of Blackboard and integrate your interpretation of the results into your PowerPoint.

**This Assignment is to be uploaded to the *Autobiography Assignment Tab* and to the *Autobiography Assignment Discussion Board* by Wednesday, June 2, 2021. Students in the course will then have until Saturday, June 5, 2021, to post (discuss) their reactions and interact with you on the *Autobiography Assignment Discussion Board*.**

***This assignment is worth 15% of your course grade.***



**(2) Documents Critique Assignment.** Each student is to provide a critique of the following four reports that can be found in the “Documents Critique” folder in the Course Content section of Blackboard:

- **Eight Futures of Work - Scenarios and Their Implications**
- **Work in the 21st century New Directions for Aging and Adult Development**
- **Workforce Strategies for Post-Covid Recovery**
- **Understanding the Pandemic's Impact on Working Women**

This critique should be in the form of an integrated response; i.e., one PowerPoint presentation (typically 25-30 slides) in which you discuss the relevance and inter-relatedness of all four reports.

**DO NOT SUMMARIZE THE DOCUMENTS... CRITIQUE THEM.**

**The Documents Critique Assignment should be uploaded to the *Documents Critique Assignment Tab* and to the *Documents Critique Assignment Discussion Board* by Monday, June 7, 2021. Students will have until Friday, June 11, 2021, to post (discuss) their reactions and interact with you on the *Documents Critique Assignment Discussion Board*.**

*This assignment is worth 15% of your course grade.*

**(3) Chapter Presentation Assignment.** Each student will be assigned a chapter (or section) from the textbook (*Essential Elements of Career Counseling*) from which a PowerPoint presentation (25-30 slides) should be developed that covers the essential content of the chapter. The presentation can also include additional research and reading and should have all the qualities of a face to face presentation, be comprehensive in coverage of the topic, exhibit creativity, and include citations and references as appropriate. You are encouraged to include web links, video clips, and other creative means to present information through the PowerPoint presentation.

**You are to use your assigned chapter (or section) of the textbook as a starting point to develop a more comprehensive presentation based on that content.**

Each student will also be responsible for leading an online class discussion over their assigned chapter. Specific chapters have been assigned to specific students by the instructor (see the “Chapter Assignments 593” document in the Course Information section of Blackboard).

**The Chapter Presentation Assignment should be uploaded to the *Chapter Presentation Assignment Tab* and to the *Chapter Presentation Discussion Board* by Monday, June 14, 2021. Students will have until Friday, June 18, 2021, to post (discuss) their reactions and interact with you on the *Chapter Presentation Assignment Discussion Board*.**

*This assignment is worth 15% of your course grade.*

**(4) Videos Critique Assignment.** For this Assignment, please critique the following five videos:

**The Psychology of Career Decisions | Sharon Belden Castonguay | TEDxWesleyanU**  
<https://www.youtube.com/watch?v=4e6KSaCxcHs>

**Say goodbye to career planning: Tim Clark at TEDxPlainpalais**  
[https://www.youtube.com/watch?v=JJsuWB3LQ\\_o](https://www.youtube.com/watch?v=JJsuWB3LQ_o)

**Three Questions to unlock your authentic career: Ashley Stahl at TEDxBerkeley**  
<https://www.youtube.com/watch?v=vMiSf7LpFQE>

**Stop searching for your passion | Terri Trespicio | TEDxKC**  
<https://www.youtube.com/watch?v=6MBaFL7sCb8>

**Career Change: The Questions You Need to Ask Yourself Now | Laura Sheehan |**  
<https://www.youtube.com/watch?v=MIjH8MCbONI>

And then critique **three** of following career counseling demonstration *videos (you get to decide which three)*. Please focus on the efficacy of the information presented and especially the interaction between the ‘counselor’ and ‘client’):

**Mock Career Counseling Session - COUN 513**  
[https://www.youtube.com/watch?v=g\\_y-fVB7W-E](https://www.youtube.com/watch?v=g_y-fVB7W-E)

**Career Counseling Role Play Video**  
<https://www.youtube.com/watch?v=peqWQ0nkjC0>

**Career Counseling Session**  
<https://www.youtube.com/watch?v=Lz8ocd2IAqI>

**Emily's Career Counseling Session**  
<https://www.youtube.com/watch?v=j6n9ILhFKKI>

**Career Counseling Session**  
<https://www.youtube.com/watch?v=ulqDxj9aIxm>

**Volunteer career counseling session**  
<https://www.youtube.com/watch?v=fPY6I7NOIB0>

Each student is then to prepare a PowerPoint presentation (25-30 slides) in which these videos are reviewed and critiqued. This critique should cover the information presented in the first five videos you select and then identify and explain the strengths and deficiencies of the three career counseling demonstration sessions you decided to critique (in particular, discuss how they could have been more effective in light of the information in the first five videos).

**The Videos Critique Assignment should be uploaded to the *Videos Critique Assignment Tab* and to the *Videos Critique Discussion Board* by Monday, June 21,**

**2021. Students will have until Friday, June 25, 2021, to post (discuss) their reactions and interact with you on the *Videos Critique Assignment Discussion Board*.**

*This assignment is worth 15% of your course grade.*

- (5) Counseling Exercise.** Each student is to select a voluntary 'client' and counsel that individual on relevant career concerns. This exercise should be presented primarily as a learning experience on the part of the student; i.e., you are not to present this activity as an *actual* career counseling session -- unless you are professionally qualified to do so. As a part of this activity, you may want to administer a career inventory/assessment to the individual and interpret the results for them. Feel free to use one (or more) of the instruments available in the "Autobiography Self-Analysis Folder" or you can identify an additional/alternative instrument(s). You could also conduct a session in which you explore their attitudes and concerns within the context of a particular career counseling theory/model that you select through your own research. At the conclusion of this exercise, each student is to prepare a brief report (4-6 pages) in which you critique the experience.

**The Counseling Exercise paper should be posted to the *Counseling Exercise Assignment Tab* by Friday, July 2, 2021. This Assignment does not have to be submitted to a Discussion Board.**

*This assignment is worth 15% of your course grade.*

- (6) Contribution/Participation.** Each student is expected to contribute consistently, conscientiously and meaningfully to the course. As such, each student is expected to complete all Assignments by their respective due dates and participate fully in all Discussion Boards (see "Discussion Board Policies and Procedures" in the Course Information section of Blackboard). Again, please note that failure to submit (upload to the designated sections of Blackboard) Assignments by their respective due dates and failure to participate fully on the Discussion Boards will result in a penalty for the Assignment; i.e., points will be deducted.

*This component is worth 25% of your overall grade and will be determined by the instructor at the conclusion of the class.*

### **Grading:**

<b>(1) Autobiographical Presentation.....</b>	<b>15%</b>
<b>(2) Documents Critique .....</b>	<b>15%</b>
<b>(3) Chapter Presentation.....</b>	<b>15%</b>
<b>(4) Videos Critique .....</b>	<b>15%</b>
<b>(5) Counseling Exercise.....</b>	<b>15%</b>
<b>(6) Contribution/Participation.....</b>	<b>25%</b>

**TOTAL..... 100%**

### GRADING SCALE:

A= 90 - 100%; B= 80 - 89%; C= 70 - 79%; D= 60 - 69%; & F= below 60%

EVALUATIVE DIMENSION	"A" GRADE	"B" GRADE	"C" GRADE	"D/F" GRADE
<b>Achievement of Specified Learning Outcomes</b>	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not complete, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
<b>Demonstrated Understanding of Content</b>	Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas	Demonstrates adequate competence in articulating central points of core content	Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points	Assignment is not complete or does not demonstrate accurate or full understanding of content
<b>Thought &amp; Originality</b>	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not complete or lacks complexity of thoughts required for graduate-level work
<b>Application to Practice</b>	Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations	Application to practice is accurate and adequate	Application to practice varies in accuracy and does not take into account varying perspectives and considerations	Assignment is not complete or application to practice fails to take into consideration a helping professional context
<b>Critical Analysis</b>	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and/or meaningful interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple	Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work
<b>Appropriate Structure, Style, and Grammar</b>	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or style	The final product is well organized and clearly structured with only minimal grammatical and style errors	The final product suffers from problems associated with organization and structure and/or grammatical and style errors	Assignment is not completed or final product is poorly organized, structured, and/or possesses significant grammar and/or style errors



## Course Schedule (Due Dates) Summary

*(You may want to print this out and post it in a conspicuous place)*



- (1) Autobiography Assignment.** This Assignment is to be uploaded to the *Autobiography Assignment Tab* and to the *Autobiography Assignment Discussion Board* by Wednesday, June 2, 2021. Students in the course will then have until Saturday, June 5, 2021, to post (discuss) their reactions and interact with you on the *Autobiography Assignment Discussion Board*.

*This assignment is worth 15% of your course grade.*

- (2) Documents Critique Assignment.** The Documents Critique Assignment should be uploaded to the *Documents Critique Assignment Tab* and to the *Documents Critique Assignment Discussion Board* by Monday, June 7, 2021. Students in will have until Friday, June 11, 2021, to post (discuss) their reactions and interact with you on the *Documents Critique Assignment Discussion Board*.

*This assignment is worth 15% of your course grade.*

- (3) Chapter Presentation Assignment.** The Chapter Presentation Assignment should be uploaded to the *Chapter Presentation Assignment Tab* and to the *Chapter Presentation Discussion Board* by Monday, June 14, 2021. Students will have until Friday, June 18, 2021, to post (discuss) their reactions and interact with you on the *Chapter Presentation Assignment Discussion Board*.

*This assignment is worth 15% of your course grade.*

- (4) Videos Critique Assignment.** The Videos Critique Assignment should be uploaded to the *Videos Critique Assignment Tab* and to the *Videos Critique Discussion Board* by Monday, June 21, 2021. Students will have until Friday, June 25, 2021, to post (discuss) their reactions and interact with you on the *Videos Critique Assignment Discussion Board*.

*This assignment is worth 15% of your course grade.*

- (5) Counseling Exercise.** The Counseling Exercise paper should be posted to the *Counseling Exercise Assignment Tab* by Friday, July 2, 2021. This Assignment does not have to be submitted to a Discussion Board.

*This assignment is worth 15% of your course grade.*

**Reminder:** Extensive involvement on the Discussion Boards is expected.