



SYLLABUS
EDSR 7303 Applied Counseling Approaches and Methodology
SEMESTER: Fall 2025

Thursday 7:00 p.m.

PROFESSOR: [Dr. Samuel Garcia, LPC-S](#)

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OFFICE HOURS: Thursdays 10:00 am to 08:00 pm

PLEASE CALL or EMAIL TO MAKE AN APPOINTMENT FOR IN-PERSON APPOINTMENTS:

Required Text:

Ivey, A., Ivey, M., & Zalaquett (2023) Intentional interviewing and counseling: Facilitating client development in a multicultural society (10 ed). Cengage, Boston, MA.

ISBN: 978-0-357-62279-7

Recommended Texts:

None

Course Prerequisites:

None

Course Description:

An experiential course in professional counseling practice designed to develop communication and conceptualization skills essential to a practical and culturally relevant counseling relationship.

Course Goal:

The primary goal of this course is to assist the students in establishing a firm foundation for their emerging and evolving integrated personal approach to counseling and psychotherapy. As the first

“hands-on” class of the Counseling Program, the students must develop and understanding and application of the basic counseling skills that are essential in initiating and maintaining an effective and culturally relevant counseling relationship.

Student Learning Objectives:

Upon completing this course students will:

1. Identify and demonstrate basic listening and influencing skills necessary to initiate and maintain an effective counseling relationship.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, Clinical Supervision Reports and Counselor Evaluation, and Instructor Observation of Class Participation.

2. Assess the unique counseling needs of the client, incorporating the data from various formal and informal assessments.

Evaluation Method: Assessment of this objective will be conducted by the Clinical Appraisal Report, the Midterm Skill Evaluation, the Final Skill Evaluation, and the Objective Final Examination.

3. Identify and describe the essential characteristics and qualities of an effective counseling relationship.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, the Objective Final Examination, the Mindful Observation Blog, the Mindfulness Practice Log, and Instructor Observation of Class Participation.

4. Evaluate the effectiveness of counseling skills, techniques, and interventions at the beginning counselor level.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, the Clinical Supervision Reports, the Objective Final Examination, the Mindful Observation Blog, the Mindfulness Practice Log, and Instructor Observation of Class Participation.

5. Describe and discuss the ethical and professional foundations on which the effective counseling relationship is based.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, the Clinical Supervision Reports and Counselor Evaluation, the Objective Final Examination, and Instructor Observation of Class Participation.

6. Demonstrate and discuss the fundamental features of the student-counselor’s dynamic and evolving integrated personal approach to counseling and psychotherapy.

Evaluation Method: Assessment of this objective will be conducted by the Final Skill Evaluation, the Clinical Supervision Reports and Counselor Evaluation, the Mindful Observation Blog, the Mindfulness Practice Log, and Instructor Observation of Class Participation.

7. Recognize and define the concept of mindfulness as it relates to the counseling process and implement and maintain a personal mindfulness practice.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Final Skill Evaluation, the Clinical Supervision Reports and Counselor Evaluation, the Mindful Observation Blog, the Mindfulness Practice Log, and Instructor Observation of Class Participation.

8. Demonstrate professional commitment and personal growth.

Evaluation Method: Assessment of this objective will be conducted by the Midterm Skill Evaluation, the Clinical Supervision Reports, the Final Skill Evaluation, the Mindful Observation Blog, the Mindfulness Practice Log, and Instructor Observation of Class Participation.

Counseling Program Objectives and Student Learning Outcomes

Counseling Program Objectives and Student Learning Outcomes: Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling, will clearly and unambiguously demonstrate to the Counseling faculty that they:

- Understand traditional and contemporary personality and counseling theories and can apply appropriate counseling interventions and strategies in individual and small group counseling.
- Identify and utilize basic assessment principles related to standardized assessments and designing an appropriate treatment plan.
- Comprehend the role and function of the counselor in a variety of work settings.
- Know and apply the professional standards of practice and the relevant code of ethics.
- Attend to their own personal growth, as well as that of their students and clients, through utilizing supervision, valuing interpersonal feedback, and engaging in mindful self-examination.
- Possess the knowledge and skills necessary to practice as a highly competent counseling professional.
- Employ personal self-awareness and professional sensitivity to the divergent values, behaviors, traditions, and counseling needs of all students and clients regardless of gender, sexual orientation, socioeconomic status, age, ability, language, religion, ethnicity, or race.
- Engage in compassionate cultural sensitivity by applying core counseling concepts, mindfulness-based skills, and professional practices with diverse populations the bilingual and bicultural students and clients living in the South Texas border region.
- Model intellectual curiosity and a strong personal commitment to continually expanding their counseling knowledge and proficiency through lifelong learning and professional development.

Counseling Program Marketable Skills:

Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling will possess the following marketable skills:

1. The Master of Education Counseling student will demonstrate analytical and critical thinking skills.
2. The Master of Education Counseling student will demonstrate empathy and listening skills.
3. The Master of Education Counseling student will demonstrate deductive and inductive cognitive skills.

Marketable Skills Dissemination Strategy: The marketable skills are included in the course syllabi for the Master of Education in Counseling. The faculty present and discuss these skills online or in class with students. Each marketable skill includes consideration of the cultural influences on an individual's worldview perspective. This cultural focus is reflected and emphasized in all courses. The analytical and critical thinking skills and the deductive and inductive cognitive skills are considered foundational in all graduate counseling courses. Group Counseling (EDUC 7315) emphasizes the essential communication skills and therapeutic interventions of active listening, reflecting feelings, and demonstrating authentic empathy.

Americans with Disabilities Act (ADA):

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus. PLEASE SEE BELOW FOR TECHNOLOGY ASSISTANCE.

Student Support Services:

Student Support Services provides students with the tools and resources they need to achieve academic success and remove all learning obstacles, including advising tutoring, and workshops. Tutors are available at the three sites, Uvalde, Del Rio, and Eagle Pass during the fall, spring, and summer semesters. These tutors help in mathematics, English, History, and PowerPoint presentations. Tutors' schedules are posted on bulletin boards around campus as well as **ONLINE**. Tutors are available by appointment or on a walk-in basis.

Student center computers are equipped with Grammarly (<https://www.grammarly.com/>), a software program that helps students achieve academic goals and improve their writing in essays, reports, theses, dissertations, and college entrance applications. Grammarly automatically detects grammar, spelling, punctuation, word choice, and style mistakes in your writing.

Please go to: <http://www.sulross.edu/page/1568/student-services> to speak to a support service representative or visit the student center.

Student Services Specialists are:

Del Rio – (830) 703-4816

Eagle Pass – (830) 758-5037

Uvalde- (830) 279-3027

Technology Requirements:

Hardware Requirements: The following minimum hardware and software requirements are necessary to access an online class through SRSU-RGC's current version of Blackboard. Be sure to check your course syllabus and discuss technology needs with your professor as early in the class as possible.

System Requirements: The following minimum hardware and software requirements are necessary to access an online class through SRSU-RGC's current version of Blackboard. Individual instructors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in the class as possible.

	Minimum	Recommend
Operating System	Windows 7 or higher Mac OSX 10.8 or higher	Windows 10 Mac OS 10.12
Processor	1 GHz processor	2 GHz or faster processor
Memory	512 MB of RAM	2 GB of RAM or higher
Monitor Resolution	1024 x 768	1024 x 768 or higher
Free Hard Disk Space	5 GB of free disk space	20 GB or higher of free space
Internet Connection	Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps	Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
Internet Browser	FireFox	FireFox
Java	Java is required to use Blackboard. Visit our Java support page for information about troubleshooting Java.	
Macromedia Flash Player	Flash may be required to play videos within the Blackboard system. You can download Flash from the Adobe website.	

Students are required to have regular, reliable access to a computer with a stable broadband Internet connection. Any system older than 4 years may not have the processing power to work with our current version of Blackboard and its components.

All SRSU-RGC networked computers are configured to use Blackboard and will have the software needed to complete online coursework. If additional software is needed on an SRSU-RGC lab computer, please contact the administrator of the lab for assistance.

If your computer is publicly accessed off campus or is loaned to you, you may be prohibited from downloading files or software.

The first step to see if your computer is set up for Blackboard is to check your browser compatibility. We strongly recommend Blackboard students use the latest version of [Mozilla Firefox](#) for Windows or Mac because it is the most compatible with our current Blackboard system.

Browser Downloads	PC	Mac
Mozilla Firefox	Download	Download

Safari	Download	Download
Google Chrome	Download	Download

Generally, it is a good idea to have multiple browsers installed on your system for a couple of reasons. First, you always want a plan B. If you are trying to perform time-sensitive tasks in Blackboard, you don't want to waste time troubleshooting your browser or downloading a new browser. Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browser-related issue.

Second, it helps to rule out browser-related issues. If you are having problems in one browser and not another, then you know there is something going on with your browser or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to Blackboard.

Additional Software and Plug-ins: Most of the materials you will be accessing in Blackboard will consist of web pages, Microsoft documents or Adobe Acrobat files. However, instructors may choose to upload content in a variety of formats. Below you will find a list of common file types that may be used in Blackboard. The software required to view these files is given and links to downloadable versions of the software have been provided if available.

Application Downloads	File Extension	PC	Mac
Adobe Acrobat Reader	.pdf	Download	Download
Microsoft Office	.doc • .docx .ppt • .pptx .xls • .xlsx .rtf • .txt	Download	Download

Microsoft Office Viewer			
Word Viewer	.doc • .docx	Download	n/a
PowerPoint Viewer	.ppt • .pptx	Download	n/a
Excel Viewer	.xls • .xlsx	Download	n/a

Video Players	Common File Extensions	PC	Mac
Macromedia Shockwave Player	.fla • .swa • .swf	Download	Download
QuickTime	.mov • .qt	Download	Download
Media Player Classic	.avi • .vlc • .wmv	Download	n/a
VLC Media Player	.avi • .vlc • .wmv	Download	Download

Additional Software	PC	Mac
Microsoft Security Essentials	Download	n/a
Ad-Aware Spyware Removal	Download	n/a
Spybot Search and Destroy	Download	n/a

Technical Skills

Technical Skills Required: Students will be required to interact through a virtual media real-time technological program Enhance-video Streaming through Zoom. Moreover, students will be required to know how to send and receive emails; how to cut and paste information; how to post and download assignments onto and from Blackboard; how to access videos and post comments on discussion boards; how to take exams through Blackboard and how to access Collaborate Ultra Real-time or Zoom feature. Students will also be required to access their generated grade points to measure their progress in the course. PLEASE REVIEW Introductory Videos to refresh your understanding of how to access and navigate through these blackboard features. Other Technological Devices/Equipment: Student computers MUST be equipped with fully functional speakers, microphones, and video cameras.

D. Select the “Blackboard Orientation” feature under the “Orientation” Submenu.

Students can access the Blackboard orientation video clips designed to help students navigate and use Blackboard while taking graduate coursework. Students can access the videos by:

- E. Going to the Blackboard main page.
- F. Access the “Student Resources” located at the red top left block of the Blackboard Log-in Page.
- G. Orientation and “How to” videos are available to help the student navigate and through Blackboard.

Blackboard Representatives: (888)837-6055 24 hrs. Monday-Sunday
Tim Parsons (432-837-8525): tim.parsons@sulross.edu
Estella Vega (432-837-8247): estellav@sulross.edu

Enhanced Video Streaming: As your instructor, I place heavy emphasis on Individual class participation. There will be sixteen graded collaborative meetings, and they have a total value of 100 points. The interactive component of this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills by drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone’s learning in class. Our live online streaming interaction will provide us the opportunity to review the week’s theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. I will ask many open-ended questions to elicit responses. Students will be required to participate in every classroom session.

Collaborate Ultra is a web-based system used for real-time connection. You can access the Collaborate Ultra feature by:

1. Log into Blackboard.
2. Select the Course number and name.
3. View your Menu on the left-hand side of the main course page.
4. Select “Zoom” under the “Assignment” Sub Menu.
5. Turn on the video by depressing the Camera icon and do the same for the microphone when speaking ONLY.

Frequent “Lost connection” is NOT acceptable, and the student will be required to go to the computer lab located at the closest SRSU-RGC university site for the remainder of the semester after two class periods of lost connectivity difficulties. Such disconnection issues interrupt the class dynamics and will not be accepted. Each student is encouraged to take his or her computer hardware to the IT department to assess compatibility before classes begin to ensure standards for connectivity are acceptable. Students are also encouraged to provide the IT representative with the type of home internet service provider and specifications to determine if acceptable for Collaborate ultra-connectivity. It is also recommended that your home network usage be limited to your use to prevent slowing the home network connectivity. For example, make sure others including yourself, disconnect Wi-Fi from cell phones and other programs that slow home network connection.

IT Technologist for each campus are (PLEASE CALL BLACKBOARD REPRESENTATIVES ABOVE for Blackboard issues):

Del Rio - (830)703-4818
Eagle Pass - (830) 758-5010
Uvalde – (830) 279-3045

In consideration of the current advanced mobile technology, it is imperative that students make necessary arrangements to access collaborate at the designated time. Students are not allowed to drive a vehicle or engage in an activity where safety is compromised and exposes the student into a dangerous situation.

Students with Disabilities: It is the policy of the University of Sul Ross State University-Rio Grande College to create inclusive learning environments. If there are aspects of the instruction or design of any course that result in barriers to your inclusion or to an accurate assessment of achievement-such as time-limited exams, inaccessible web content, or the use of non-captioned videos, etc. - Please notify the instructor as soon as possible. For information about SRSU-RGC disability support services, please contact

Student Service Specialist: (830) 279-3003

Diversity:

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students’ awareness of diversity and multicultural understanding.

Scholastic Misconduct:

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of academic misconduct.

Etiquette Expectations:

Graduate students are expected to take responsibility for their academic work. Everyone will make sure to understand the content and process of syllabi. The professor may help, and your advisor may offer you direction; however, the student must demonstrate initiative and maturity to pursue understanding actively.

Students are to communicate questions or statements as directed by the professor. Etiquette considerations will include speech tone, language, and expression that is respectful and clear to minimize ambiguity; moreover, the presentation of questions or statements will not consist of any defamatory, sarcastic, degrading, or disrespectful tones, whether in person, telephonically, teleconferenced, enhanced video streaming, email or any other modes of communication.

Culture often influences an individual's mode of gaining understanding and disseminating meaning. Therefore, individuals must consider primary language, speaking style, inappropriate terms, the distance between parties, eye contact, inappropriate body language (Example: finger-pointing, etc.), and disabilities that may hinder effective communication.

Attendance, Introduction, and Participation:

Regular participation is a required aspect of this course. Your first module will be to submit a five-minute recorded introduction of yourself. In the discussion board labeled **DB 1**. This will be a great time to get to know each other since we will be spending significant time sharing each other's lens through which course content is viewed. Points of Introduction must include the following and not to exceed five minutes:

- o Full name.
- o Place of Birth.
- o Place raised
- o Describe the family or culture that best describes you.
- o Your interest in your undergraduate degree.
- o Rationale for entering the counseling program.
- o What do you hope to accomplish with Counseling training?
- o How do you conclude this to be important?

Your Discussion Board Entry (DB 1) has a value of 100 points.

Virtual Participation:

As your instructor, **I place heavy emphasis on Individual class participation.** The interactive component of this course is critical. Your active, reflective, and timely participation in your discussion boards and assignment completion will determine the degree of your participation. Your input will facilitate others to enhance their reasoning skills by drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone's learning in class. Please feel free to contact me anytime if you run into any difficulties.

Late Work:

Assignments must be turned in weekly. Students will work on completing and submitting a minimum of two modules per week.

Grading/Feedback:

Most grading is technologically driven, and grades are posted immediately. However, some quizzes require professor review and grading. In cases where grading is not instantaneous, I will complete all grading weekly. This will provide ample time for students to review their outcomes. Students are welcome to contact me anytime to schedule a meeting virtually to address any questions. In the event I do not answer the phone, please leave a message so that I may return your call, I respond to all my calls within 24 hours.

Sub Sections	Point Scale		Grade
Class Collaborative Attendance and Participation	100-Attendance w/Interaction 80-Attendance w/Minimal Interaction 60-Attendane w/NO Interaction 0- No Attendance	All attendance and participation grades will be added and divided by 16 for an average grade.	A= 90-100 B= 80 - 89 C= 70 - 79
Fishbowl Observation	100 Potential Points Each	All 7 Fishbowl Experience grades will be added and divided by 7 for an average grade.	D= 60 – 69 F= <60
Triad Recordings	100 Potential Points Each		***** The subtotal for the (8) subsections will be divided by 8 for a final grade.
Final Skill Observation Evaluation	100 Potential Points		
Quizzes	100 Potential Points	Seven (7) Quizzes	
Objective Final Exam	100 Potential Points	50 Questions	

Collaborate Class Recordings: Discussion Board:

This course is asynchronous, and it does require students to attend class. Consequently, students are required to demonstrate a higher level of responsibility and maturity to complete class assignments and gain the developmental skills necessary to care for clients experiencing mental health problems.

You are required to enter a narrative piece reflecting on the Collaborate class recording.

As your instructor, I place heavy emphasis on Individual class participation. The interactive component of this course is critical; it will enhance your reasoning skills, which is very important to the counseling process. A student's participation will facilitate others enhancing his or her reasoning skills by drawing from other student's rich experience(s). The intercultural experiences of students add tremendously to everyone's learning in class.

Since attendance is not required, I will upload Collaborate Ultra class recordings and require each student to watch and write a narrative that reflects your understanding of the reading/video content and the professor's instructional recording. Please use the video reflection video rubric to write your reflection and upload your paper accordingly. Each discussion entry has a 120-point potential, which will convert to a letter grade. The sum of all discussion board grades will be divided by 16 and will render a final letter grade

Fishbowl Observation:

Directions: Every class session in Techniques of Counseling I involves at least one fishbowl demonstration of counseling. Each evening the instructors select a student at random to be the client in the fishbowl while the professor serves as the counselor. All fishbowl observers are required to complete a Fishbowl Observation Report Form while observing the fishbowl counseling session. Immediately following our Collaborate class session, you are required to submit the document. As you use this form to record your observations, questions, concerns, and insights, the instructors can provide you with feedback, guidance, and instruction. The Document is left in Microsoft Word so the narrative can be transcribed onto this form to upload.

Attending Skills

- What did you observe about the counselor's eye contact with the client?
- Did you observe the counselor disengage from eye contact with the client for a therapeutic reason?
- How would you describe the counselor's vocal qualities?
- What might be helpful or harmful about the counselor's vocal qualities?
- In what ways did you observe the counselor's process of verbal tracking?
- Did you observe the counselor engage in selective attention or selective non-attention?
- How would you describe the counselor's gestures, postures, and proximity?
- In what ways did the counselor "teach" the client that the counseling relationship is unlike all other social relationships?

Fishbowl Observation Report Form

Observing Counselor: _____ Date: _____

Directions: Every class session in Techniques of Counseling I involves at least one fishbowl

demonstration of counseling. Each evening the instructors select a student at random to be the client in the fishbowl while the professor serves as the counselor. All fishbowl observers are required to complete a Fishbowl Observation Report Form while observing the fishbowl counseling session. Immediately following our Collaborate class session, you are required to submit the document. As you use this form to record your observations, questions, concerns, and insights, the instructors can provide you with feedback, guidance, and instruction. The Document is left in Microsoft Word so the narrative can be transcribed onto this form to upload.

Attending Skills

- ∴ What did you observe about the counselor's eye contact with the client?
- ∴ Did you observe the counselor disengage from eye contact with the client for a therapeutic reason?
- ∴ How would you describe the counselor's vocal qualities?
- ∴ What might be helpful or harmful about the counselor's vocal qualities?
- ∴ In what ways did you observe the counselor's process of verbal tracking?
- ∴ Did you observe the counselor engage in selective attention or selective non-attention?
- ∴ How would you describe the counselor's gestures, postures, and proximity?
- ∴ In what ways did the counselor "teach" the client that the counseling relationship is unlike all other social relationships?

Triad Recordings:

The purpose of this course is to assist the student in establishing a firm foundation for their emerging and evolving integrated personal approach to counseling and psychotherapy. This is the first "hands-on" class of the Counseling Program. All students will be assigned to a practice triad or a practice tetrad (or larger) on the first night of class. **Each group must meet once a week for a full rotation of roles while video recording.** The practice groups must maintain the same rotation schedule for the semester. The general goal of the practice group students for the two major evaluations of counselor knowledge, skill development, and application of the basic counseling techniques and interventions.

Roles include Counselor, Participant, and Observer. The counselor will use the Counselor Assessment Form to reflect upon their experience and upload it accordingly. The Client will use the Client Assessment Form to reflect upon their experience and upload it accordingly. The observer will use the Counselor Assessment Form to reflect upon their experience and upload it accordingly.

Final Skill Observation Evaluations:

All students are expected to engage in regular skill practice outside of class with an assigned triad or tetrad of fellow students. On the first night of class, all students will be assigned to a practice triad or a practice tetrad. The purpose of these small groups of three (or four if necessary) is to practice basic counseling skills and provide observant and mindful feedback and support to one another. Practice triads (composed of three students) consist of three rotating roles counselor, client, and observer. Each triad member serves in each of the three roles during one weekly practice and recording session. Practice tetrads (composed of four students) consist of four rotating roles counselor, client, observer #1, and observer #2. Each tetrad member serves in each of four roles during one weekly practice and recording session. All triad practice sessions must be video-recorded for supervision and evaluation. The triad or tetrad produces one single video of one weekly practice meeting, from start to finish.

This ensures that in addition to the counseling session, the debriefing discussions are also recorded for later review. Procedures for uploading the practice session recording will be discussed in class.

The Final Skill will be scheduled in the same fashion as the Midterm Evaluation of Skill. For the Final Skill Evaluations, students must choose a recent video (at least 40 minutes) of a counseling session that demonstrates growth and improvement from midterm.

Quizzes:

Quizzes are designed to evaluate knowledge level comprehension for each class content reviewed. The quizzes are intended to ensure you can grasp the content of the assigned reading. There is a total of thirteen (14) quizzes, and each quiz has a 100-point potential. Each quiz will contain a different number of questions that correspond with the chapter content and will consist of true and false, multiple choice, fill-in-the, and short answer questions. If you do well on your quizzes, you have a higher probability of doing well in the final exam. You will be allowed to use your quizzes to study for the final exam.

Objective Final Examination:

All students are expected to satisfactorily complete a 50-point objective final examination that is based on the readings (posted articles and handouts), resources, and class experiences during the entire semester. The examination items will expect you to integrate course content with the readings and will consist of one hundred objective items (multiple-choice and true/false). The final examination will be available online for five days before its deadline. This examination is worth a total of 100 points toward your final grade in the course.

PROPOSED COURSE OUTLINE

DATE	TOPIC. ASSIGNMENT DUE AND READINGS
Aug 31	Introductions Module Assignments Due
Aug 31	Module 1 Assignments Due
Sep 07	Module 2 Assignments Due
Sep 14	Module 3 Assignments Due
Sep 21	Module 4 Assignments Due
Sep 28	Module 5 Assignments Due
Oct 05	Module 6 Assignments Due

Oct 12	Module 7 Assignments Due
Oct 19	Module 8 Assignments Due
Oct 26	Module 9 Assignments Due
Nov 02	Module 10 Assignments Due
Nov 09	Module 11 Assignments Due
Nov 16	Module 12 Assignments Due
Nov 23	Module 13 Assignments Due
Nov 30	Module 13 Assignments Due
Dec 07	Module 14 Assignments Due
Dec 07	Final Observation Exam Due CONT.' Due 11:00 pm: Clinical Supervisor Evaluations Due 11:00 pm: Objective Final Examination Due