

8. Apply implications from varying developmental issues to the counselling process including the use of genogram to track the family life cycle
9. Become proficient in meeting APA editorial and referencing standards for written work.

Required Course Resources

- Cassidy, J., & Shaver, P. (2016). *Handbook of attachment: Theory, research, and clinical applications* (3rd ed.). Guilford Press: New York.
- Pathway One: Steele, W., & Malchiodi, C. A. (2012). *Trauma-informed practices with children and adolescents*. New York, NY: Routledge.
- Pathway Two: Johnson, S. M. (2019). *Attachment theory in practice. Emotionally focused therapy (EFT) with individuals, couples, and family*. New York, NY: Guilford Press.
- Periodic, relevant articles that the instructor will post in the Forum for review and analysis.
- Most current version of the APA Publication Manual (6th edition or 7th edition)
- Additional resources may be provided by the instructor (e.g., media clips, websites, journal articles, etc.)

Course Structure

This course is designed to provide a dynamic and interactive learning process drawing on the contributions of both students and instructor. The structure and process of the weekly online lessons require that all students progress at a similar rate throughout the course. During each week, you will be expected to respond to the thought-provoking questions that are posted in the weekly discussion forum. Discussion forum participation is graded for quality and quantity.

In order to meet student needs, I have divided some of the readings into two parts or pathways.

Pathway One Childhood: Atypical child development, disorders of childhood, and trauma-informed practice. The text used for this section of the course is: Steele, W., & Malchiodi, C. A. (2012). *Trauma-informed practices with children and adolescents*. New York, NY: Routledge

Pathway Two - EFT Attachment Theory and Working with and Using Emotion (Sue Johnson). The text used for this section of the course is: Johnson, S. M. (2019). *Attachment theory in practice. Emotionally focused therapy (EFT) with individuals, couples, and family*. New York, NY: Guilford Press.

Getting Started

Your first task for this course is to scan the main reading material: the textbook by Cassidy and Shaver, plus locate other readings posted on the course Moodle site. Try to complete the course readings for week 1 before the course starts.

Review Pathway one or two textbooks and review the topic and schedule table and see what is required for the pathway you have chosen.

Your third task in CAAP 6633 is to review syllabus and the Course Assignments. Post any questions under the Course Announcements or Q & A forum on Moodle. Then create a study schedule incorporating a minimum of 3 hours of discussion forum activity a week and at least three hours of course reading and study task completion each week. Schedule in additional time for the completion of assignments.

When week one starts, follow the instructions in the lesson for completing the study process and posting to the weekly discussion forum.



ATTENDANCE:

As students in the Faculty of Education, the following professional standards of behaviour are encouraged and expected. This includes excellent attendance and adherence to the Standards of Professional Conduct articulated by the Faculty of Education. In addition to Professional Conduct, students are expected to meet expectations set out in other University and Faculty of Education policies, and to adhere to expectations set out by the Canadian Counselling and Psychotherapy Association (CCPA). Since this is a course which uses experiential learning as a format for skill development, **attendance at all classes is necessary and required**. If you are ill or otherwise unable to attend class, please notify me by phone or email prior to the class. *Non-excused absences will result in a 5% reduction in your final grade.

ACADEMIC AND NON-ACADEMIC OFFENCES

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (<http://www.uleth.ca/ross/academic-calendar/sgs>).

PROFESSIONAL RESPONSIBILITIES:

As a Faculty within the University of Lethbridge, the Faculty of Education is committed to maintaining its students' freedom of thought, beliefs, opinions and expressions. As a professional Faculty, the Faculty of Education is committed to assisting students to become professionals. The Faculty, then, has the responsibility of fostering the academic freedom of students within the context of professional standards of conduct. The standards describe professional characteristics and behaviours that students are expected to develop and demonstrate during all field and on-campus components within the counselling psychology program. Appropriate demonstration of these professional standards will be judged by instructors and counselling psychology agency personnel. Please see:

<https://www.uleth.ca/sites/ross/files/imported/academic-calendar/2020-21/sgs.pdf>

Additionally, in the Faculty of Education graduate counselling psychology programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct as noted below.

CCPA Code of Ethics:

http://www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf

Canadian Code of Ethics for Psychologists:

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>

Faculty of Education Standards of Professional Conduct:

<https://www.uleth.ca/education/resources/professional-conduct>

- Questions, experiences shared, and opinions expressed within this class are considered **confidential**, thus statements are not to be repeated outside of the classroom and identifying details such as clients or communities must not be made public.

- Diversity of opinions and background experiences are the cornerstones of classroom discussions. As such, discussions must be centered on the argument rather than on the personal, judgments must be avoided and all encounters must reflect **respect for the right of colleagues** to differ and hold various values and opinions.
- All dialogue, interactions, and inclusive pedagogy should reflect the **professional manner** in which one would conduct themselves in any educational setting; refer to Code of Conduct.
- Due to the interactive format of this class and ongoing class-based discussion, students are **expected to read the assigned texts/articles prior to class** and participate in all class activities.
- **Students are reminded that ALL sessions (on videotapes, DVDs, and/or on your computer) must be erased or shredded once you have received your final grade.**
- To support counselling psychology students in their studies, relevant faculty/staff discuss student performance with each other, which will be done in confidence and in a respectful manner.
- Your course instructor/staff person may need to consult with university faculty/staff and/or access relevant professional or emergency services if a course instructor/staff member becomes aware that an identifiable person is in need of protective services (e.g., threat or intention of harm to self or others including suicide).
- If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.
- While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.
- If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.

Intellectual Honesty

Plagiarism is a form of intellectual dishonesty in which another person's work is presented as one's own. Be certain that whenever you use a secondary source in your course work and assignments you reference your source in a consistent and logical manner. All direct quotes (quotations of any number of words from the original) and indirect quotes (paraphrased ideas) must be acknowledged. Failure to do so constitutes plagiarism, and as with any form of academic misconduct, it will be penalized. Penalties may take the form of rejection of the submitted work; expulsion from the course or the program; or legal action, depending on the specific nature of the infraction. However, dutiful citation of quotes and paraphrased materials does not mean that you can write an essay assignment by stringing together a series of quotes. You should always try to summarize or describe someone else's ideas in your own words. When you present your own ideas or opinions in a paper, provide evidence or arguments to substantiate your position. The [APA website](#) offers information about the citation styles of the American Psychological Association.

All written assignments must be completed according to the format described in *the Publication Manual of the American Psychological Association* (6th ed./7th ed.). I strongly recommend that you purchase a copy of the APA Manual and refer to it when writing papers and compiling reference lists. The specific number of marks allotted to APA format for each assignment is indicated under the grading criteria for that assignment. In this course you will be expected to use APA style when posting on the Discussion Forum and for the Workbook Presentation Powerpoint.

Please acquaint yourself with these sections of the APA Manual (6th ed.)

Evaluation Component	Reference* and Grading Criteria
Writing Style and Presentation	Chapter 3, Sections 3.05 to 3.16
Spelling and Punctuation	Chapter 4, Sections 4.01 to 4.30
Organization and Heading Style	Chapter 3, Sections 3.02 to 3.04
Quotations and Within-Text Citations	Chapter 6, Sections 6.03 to 6.10
Reference List	Chapter 6, Sections 6.17, 6.22, 6.25, 6.26, and 7.01

*American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. **APA 7th edition can also be used. Be sure to indicate in your papers which edition you have used.**

The APA website (<http://www.apastyle.org>) offers information about the citation styles of the American Psychological Association

Letter Grade

The Faculty of Education at U of L has a standardized grading system for its graduate program.

GRADING SCHEDULE FOR GRADUATE CLASSES

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70

Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.

77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

Assignments



**PAY
ATTENTION**

The Discussion Forum runs from Monday morning 6 AM until Friday at noon Mountain Time. On weeks where there are discussion forum questions to respond to, you are expected to log on at least three times a week, although logging on several times a week is desirable inasmuch as it will enhance the discussion among the participants and advance your learning. *Please post as early in the Discussion Week as possible (e.g., Monday to Wednesday) so that you can maximize your contributions and your take-aways.* Discussion postings made on the prior Saturday and Sunday will not count, and initial postings on Thursday or Friday will count as less than initial contributions made earlier in the DF week.

Evaluation

To receive credit for CAAP 6633, students must submit all the course assignments. The student's final grade for the course will be based on the student's performance in following outlined course activities. Please note there is a strict late policy. ***Late assignments will lose 10% per calendar day, unless an extension was granted prior to the due date.***

Course Activity	Weight	Deadline
Assignment: DISCUSSION FORUM Active participation in the online discussion forums, as measured by quantity and quality.	25%	You will receive a qualitative evaluation on your DF postings for weeks 1 – 4. You can expect a brief email with high-level comments about your discussion forum postings.
Assignment One: Creation of a student's life cycle genogram or of a family member's family life genogram. Conclude with analysis of developmental themes and challenges from a past, present, and future perspective	20%	Due June 15th at midnight MST
Assignment Two: Pathway One: Create a tangible, take-away pamphlet on a developmental issue related to topics covered in your group's weekly reading(s), such as exploring treatment options associated with childhood Attention Deficit/Hyperactivity Disorder, causal factors related to mood disorders in children and adolescents, practical implications for treatment of eating disorders, etc.. Accompany the handout, pamphlet etc. with a short paper (6 to 8 pages) and facilitate a discussion on the assigned videoconference day. Please submit 2 discussion questions to the instructor.	40%	Saturday June 27th NOON MST.

Assignment Two: Handout, Short Paper, and Discussion Questions Pathway Two: Create a handout or pamphlet on an aspect of EFT. See the supplementary reading list on the Moodle site, Lesson Six for ideas. Please clear your topic with the instructor. Accompany the handout, pamphlet etc. with a short paper (6 to 8 pages) and facilitate a discussion on the assigned videoconference day. Please submit 2 discussion questions to the instructor.	40%	Tuesday June 30th at NOON MST.
Assignment Three (a) : Case study: Select one of the four cases and conceptualize from an attachment orientation.	15%	Final due date is Monday July 20th. However, the case study can be handed in any time in July.

Note: all assignments are due by the date and time indicated on the above schedule. Late assignments will be penalized 10% per day after the due date.

Please submit assignments by emailing blythe.shepard@uleth.ca and attaching your assignment(s) with the following file name structure:

CAAP6631_2016_Assignment1_LAST NAME_FIRST NAME



Assignment Details

Assignment One: Participation in Online Discussions (25%)

Each week, unless otherwise noted in your course schedule, you will be expected to participate in an online discussion forum containing a set of questions for discussion or issues for reflection. Posting to forums should occur between Monday and Friday **at noon**. No marks will be awarded for posts submitted on Saturday and Sunday prior to the week.

Participation marks will be awarded to students who contribute to the discussions each week. You are expected to make substantive contributions to the forum dialogue. To do so, you must have read the required materials and given considerable thought to the concepts and theoretical issues presented. In general, scholarly work involves the ability to critically analyze information, to synthesize information from a variety of sources, to compare and contrast similar theoretical structures across different theories, and to raise relevant examples to illustrate principles

Grading Criteria

Participation in the online discussions is evaluated on the basis of both the frequency of your posting to the forums and the quality of your online comments. The specific grading criteria for these two components are described below.

Evaluation Component	Grading Criteria	Weight (25 marks)
Extent of Participation	<ul style="list-style-type: none"> • Two postings to the questions or issues raised in the weekly forum. • In some weeks, you are required to respond to a particular question or prompt as one of your replies. • Three responses (minimum) per week in response to the postings of other students. <p>Responses to questions or issues posted in the forums must be between 100 and 200 words.</p> <p>You should look at your participation in the discussion forums as roughly equivalent to the three hours you would traditionally spend in an on---campus graduate seminar.</p> <p>Your reading, preparation, and assignment time take place in addition to those three hours.</p>	12 marks
Quality of Comments	<ul style="list-style-type: none"> • Core constructs accurately identified and described • Material from previous units integrated to formulate ideas and generate dialogue • Personal perceptions, attitudes, values reflected in the contributions • Self-awareness, sensitivity to others, openness to personal growth demonstrated • New and related perceptions of an issue raised • Ability to synthesize, personalize, and apply learning to personal development demonstrated • Relevant readings and research cited to support points <p>The quality of your comments is evaluated on the basis of criteria similar to those used in evaluating written assignments.</p> <p>Comments should demonstrate that you have read the background material and given thought to the issues raised. You should also demonstrate your active engagement in the process of self---reflection.</p>	13 marks

	<p>At least one of your postings each week should incorporate specific reference to the core readings or additional resources that you have accessed to prepare for the discussion.</p> <p>Marks are awarded for a pattern of responses; individual responses are not graded.</p>	
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Assignment Two: Applied Activity – Genogram: 20%

Create a life cycle genogram or a family life genogram. **You can draw your genogram by hand and scan the documents to send by email. A good site for templates is:**

<https://www.template.net/business/word-templates/5-best-genogram-templates/> or <http://www.mywordtemplates.org/printables/template399.html>

Or you can use a genogram program, such as GenoPro and email an electronic version of the document.

In a short report format (4 to 5 pages), explain what you learned by completing this project, and how this project can be helpful for:

1. You in your counselling profession
2. Your clients. How might constructing a genogram be helpful for potential clients? In what ways? What are the limitations, challenges, or potential obstacles associated with clients working on a genogram?

Project Component	Weight
Genogram Your genogram is easy to interpret and contains sufficient detail.	12
Short Report You have clearly and succinctly described how this project relates to your goals, visions, or experiences within a counselling profession. You have also outlined some ideas for how creating a genogram might (or might not) be useful for some clients, and the challenges associated with creating a genogram.	8

(b) Assignment Three: Handout, Short Paper, and Discussion Questions: 40%

Pathway One:

This assignment gives you an opportunity to do a deeper dive into the topics covered in the course and serve as a mentor to your peers. You will become the expert on the topic and lead the discussions during the corresponding day of the videoconference. There are three components to the assignment.

1. Brochure or pamphlet
2. Short Paper (6 to 8 pages)
3. Facilitate a discussion during the assigned videoconference. Submit 2 discussion questions with the assignment to the instructor.

With this assignment, your clients are your intended audiences. The handout is meant to be a document that you could give to a teen or adult (parent, teacher, client), with easy-to-read, informative, helpful content.

Should your client ask for more information, you would present them with the short-paper. You can explore any topic that relates to the assigned reading(s) for your week, such as treatment options for AD/HD, causal factors related to mood disorders in children and adolescents, the controversy surrounding the EDNOS diagnosis, etc. Papers must not exceed 8 pages (of text) in length (excluding title page and reference list) and must include at least 6 references (listed in APA style on a separate page).

Keep the tone of the paper positive, informative, and easy for clients to read. The paper should include background research and information on the topic(s) you've chosen (e.g., eating disorder), helpful tips, and where clients can go for more information (e.g., counselling centers, online resources, support groups).

Selected from:

- Autism Spectrum Disorder
- Obsessive Compulsive Disorder
- AD/HD
- Anxiety Disorders
- Mood Disorders (Depressive Disorders, Bipolar Disorders)
- Oppositional Defiant Disorder
- Conduct Disorder
- Maltreatment, Trauma and Stress-Related Disorders
- Eating Disorders

Research Handout Component	Weight
<u>Usefulness as a learning tool</u> You've created a document that provides clients with an overview of the topic, background research information, insight into how the disorder might be impacting their lives, ways they might recognize symptoms, treatment options, and additional resources.	5
<u>Visual Appeal</u> The handout is easy to read, appealing, legible, and trustworthy. Clients who receive a handout with spelling mistakes might not trust the authority behind the words. Clients who receive a handout with too much text might not read the material. Clients will value a handout that is visually appealing, informative, organized, succinct, and pithy yet impactful.	5
Research Paper Component	Weight
<u>APA style guidelines and writing style</u>	4
In this short paper, you need to provide information that extends and supports the information you've provided in your handout. Imagine that a client who received your handout has asked you for more information. With this audience in mind, write a short paper that provides some research information (e.g., recent findings, prevalence information, best treatment options), and tips and suggestions for both treatment and additional information.	18
Discussion Forum Component	Weight
<u>Videoconference Moderation</u> Pose two questions, respond to your peers, encourage discussion, and follow up with additional questions to support learning and deeper engagement.	8

Assignment Three: Research Handout, Short Paper, and Discussion Questions – EFT: 40%

Pathway Two:

This assignment gives you an opportunity to do a deeper dive into the topics covered in the course and serve as a mentor to your peers. You will become the expert on the topic and lead the discussions during the corresponding day of the videoconference. There are three components to the assignment.

1. Brochure, handout, or pamphlet
2. Short Paper (6 to 8 pages)
3. Facilitate a discussion during the assigned videoconference. Submit 2 discussion questions with the assignment to the instructor.

With this assignment, your clients are your intended audiences. The handout is meant to be a document that you could give to a client, couple, or family with easy-to-read, informative, helpful content.

Should your client(s) ask for more information, you would present them with the short-paper. You can explore any topic that relates to the assigned reading(s) or to EFT in general. Papers must not exceed 8 pages (of text) in length (excluding title page and reference list) and must include at least 6 references (listed in APA style on a separate page).

Keep the tone of the paper positive, informative, and easy for clients to read. The paper should include background research and information on the topic(s) you've chosen (e.g., EFFT and bulimia), helpful tips, and where clients can go for more information (e.g., local counselling centers, online resources, support groups).

Research Handout Component	Weight
<u>Usefulness as a learning tool</u> You've created a document that provides clients with an overview of the topic, background research information, treatment approach etc. Please send your outline to the instructor for feedback.	5
<u>Visual Appeal</u> The handout is easy to read, appealing, legible, and trustworthy. Clients who receive a handout with spelling mistakes might not trust the authority behind the words. Clients who receive a handout with too much text might not read the material. Clients will value a handout that is visually appealing, informative, organized, succinct, and pithy yet impactful.	5
Research Paper Component	Weight
APA style guidelines and writing style	4
In this short paper, you need to provide information that extends and supports the information you've provided in your handout. Imagine that a client who received your handout has asked you for more information. With this audience in mind, write a short paper that provides some research information (e.g., recent findings, best treatment options), and tips and suggestions for both treatment and additional information.	18
Discussion Forum Component	Weight

Videoconference Moderation Pose two questions, respond to your peers, encourage discussion, and follow up with additional questions to support learning and deeper engagement.	8
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Assignment Four: Case Study 15%

You are to pick one of the four cases and conduct a case conceptualization from an attachment orientation. Cases will be posted on the Moodle site later in the term.

- First, read through the case quickly to get a sense of the information that is being provided. An important objective is to get a sense of the client, and what the situation is like.
- Read the case again very carefully, annotating, highlighting and distinguishing important information, omissions and questions raised by the reading. Put yourself in the position of the client and then the therapist and develop a sense of involvement in the problem that is posed.
- Define what you believe to be the overt and presenting concerns. Determine if there are any deeper underlying issues: what are the covert and unacknowledged difficulties. Write them down, notes are always useful. Maybe you will have to read some additional material to even understand these issues.
- What is the context of the person and problems? What are the support systems and resources? What are the client’s strengths and assets? Are there multicultural/diversity considerations? Are there barriers to change?
- Organize the concerns into thematic groups. Using an attachment lens, consider your thematic groupings.
- Choose a course of action from the analysis and explicitly consider and reject plausible alternative courses because of the analysis.
- Develop a plan by which the desired action may be achieved or implemented within the case context (i.e., family and other constraints encountered in this situation).

Rubric for Case Study

Criteria	Needs Improvement Below B	Competent B to High B range	Proficient A to High A range
Identification of the Problems (up to 4 points)	Identifies and demonstrates a limited understanding of some of the issues/problems in the case study (1 pt)	Identifies and demonstrates an acceptable understanding of most of the issues/problems in the case study (2-3 pts)	Identifies and demonstrates a sophisticated understanding of the main issues/problems in the case study (4 points)
Analysis and Evaluation of Issues/Problems (up to 4 points)	Presents a superficial or incomplete analysis of some of the identified	Presents an analysis of most of the identified issues; missing some	Presents an insightful and thorough analysis of all identified issues; includes necessary

	issues; omits necessary information. (1 pt)	necessary information. (2-3 pts)	information. (4 pts)
Treatment Goals (up to 4 points)	Treatment goals and objectives are missing or are not reasonable, and/or not measurable. (1 point)	Treatment goals and objectives are reasonable and measurable (2-3 points)	Treatment goals and objectives are clear and measurable. (4 pts)
Writing Quality (up to 3 points)	Writing contains errors, is fairly organized and follows some specified APA guidelines. (1 pt)	Provides an adequate, organized presentation of ideas; writing has few grammar and spelling errors. (2 pts)	Provides clarity, an organized presentation of ideas; formatting is appropriate, and writing is free of grammar and spelling errors. (3 pts)

Tentative Topics and Schedule

Date	Topic	Readings	Assignment
Week One: May 4 to 8	Course Expectations Overview of Attachment	Cassidy and Shaver: Chapters 1 & 2 Badenoch, B. (2011). <i>The brain-savvy therapist's workbook</i> (pp. 111-123). New York, NY: W. W. Norton and Company. <i>Additional and highly recommended:</i> Siegel, Chapter 3 (Attachment from a neuroscience perspective)	
Week Two: May 11 to 15	Attachment Childhood and Adolescence	Cassidy and Shaver: Chapters 12 and choose either Chapter 17 OR Chapter 19.	
Week Three: May 19-22 (Victoria Day May 18)	Adolescent (peer attachments); Adult Romantic Attachments	Cassidy & Shaver (2016), Chapters 20, 21, and 40	Sign up for videoconference to be held during Week Four.
Week Four: May 25 to May 29	Attachment in Adulthood	Cassidy & Shaver (2016), Chapters 24 and 25; Videoconference to replace DF.	Instructor to end high-level remarks on Discussion Forum.
Week Five: June 1 to June 5	Genograms and Transitions	MacLeod & Brownlie (2014). Findlay & Sunderland (2014) Fowler, Toro, & Miles (2011).	Assignment #1: Genogram. Due June 15th at midnight MST or earlier.

		McGoldrick & Gerson (1989), Ch. 8	
Week Six: June 8 to June 12: Pathway One	Pathway One: Childhood: Psychopathology, trauma, and treatments.	Empson, J. M., & Nabuzoka, D. (2004). <i>Atypical child development in context</i> . New York, NY: Palgrave MacMillan. Parritz, R. H., & Troy, M. F. (2014). Introduction. In R. H. Parritz & M.F. Troy, <i>Disorders of childhood</i> (2 nd ed.). Belmont, CA: Wadsworth.	During this week please select from the list of DSM childhood disorders which one you would like to focus on for Assignment Two. Please post your selection under Q & A discussion forum by June 12th.
Week Six: June 8 to June 12: Pathway Two	Pathway Two: EFT Attachment Theory and Working with and Using Emotion (Sue Johnson)	S. M. Johnson: Chapters One, Two and Three	During this week please develop a focus for your paper and handout for Assignment Two. Please post your selection under Q & A discussion forum by June 12th. Please consult with each other.
Week Seven: June 15 to June 19: Pathway One	Pathway One: Trauma-Informed Practices with Children and Adolescents (Part One)	Steele and Malchiodi (2012), Chapters 1 to 4	Prepare brochure, paper, and discussion questions.
Week Seven: June 15 to June 19: Pathway Two	Pathway Two: EFT in the Attachment Frame, EFT with Individuals and Couples (Sue Johnson)	Johnson: Chapters: 4, 5, & 6	Prepare handout, paper, and discussion questions.
Week Eight: June 22 to June 26: Pathway One	Pathway One: Trauma-Informed Practices with Children and Adolescents (Part Two)	Steele and Malchiodi (2012), Chapters 5 to 8	Prepare brochure, paper, and discussion questions. Submit handout and paper and discussion questions by Saturday June 27th NOON MST.
Week Eight: June 22 to June 26: Pathway Two	Pathway Two: EFT in Action (Johnson)	Johnson: Chapters 7, 8, & 9.	Prepare handout, paper, and discussion questions. Submit handout and paper and discussion questions by Tuesday June 30th at NOON MST.
Week Nine: June 29 to July 3	Pathway One: Presentations by Videoconference	Read brochures and papers.	Present on the selected Videoconference time and day.

Week Ten: July 6 to July 10	Pathway Two: Presentations by Videoconference	Read handouts and papers.	Present on the selected Videoconference time and day.
Week Eleven: July 13 to July 17	Assignments Completed	No assigned readings	
Week Twelve: July 20 to July 24	Integration	From Cassidy and Shaver, Chapter 33 – pages 764-779	Final due date is Monday July 20th. However, the case study can be handed in any time in July.