



Department of Counseling and Human Services

COUN 5255: Clinical Issues in Mental Health Counseling, 3 Credit Hours

Course Description, Topics, and Objectives

Catalogue Description and Purpose: This course explores issues and practices that affect clinical mental health counselors and clients in community settings. A special focus is placed on working with common clinical disorders that are addressed in clinical mental health settings. Emphasis on various treatment approaches for clients experiencing these issues grounded in up-to-date research as well as knowledge and skills of program evaluation focused on assessing and improving service delivery will be featured in this course.

Prerequisites: COUN 5420, 5550, 5555

Major Course Topics: Clinical mental health issues from both the staff counselor and executive/administrative viewpoints, including: supervision; program development, implementation, and evaluation; threat assessment, crisis and emergency services, and disaster response; EBP in the treatment of common presenting clinical issues; models and methods of treatment and service delivery; and promotion of optimal human development, mental health, and wellness through culturally appropriate practices and interventions and advancement of public policy.

Course Objectives and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards

Accreditation standards are linked to outcomes. At the completion of this course, the student is expected to:

- examine common presenting clinical issues including impact of co-occurring substance abuse disorders and various treatment options (CMH L.1; K.3)
- demonstrate appropriate use of diagnostic tools to describe symptoms and clinical presentation of clients with mental and emotional impairments (CMH L.1)
- describe models, methods, and principles of program development & service delivery (e.g., support groups, peer facilitation training, parent education, self-help) (CMH C.3) [Class Activity; Group Presentation];
- recognize the potential impact of crisis and emergencies, and disasters on individuals and demonstrate the principles of crisis intervention and screen for danger to self and others (CMH C.6, H.3)
- discuss the operation of an emergency management system within clinical mental health agencies and in the community (CMH A.10) [PFA Training; Class Discussion];

- examine the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—with regard to common presenting clinical issues (CMH C.5) [Group Presentation];
- recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. (CMH C.8);
- promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (CMH D.3, E.1)
- analyze current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders (CMH E.3, I.1; J.1);
- explain effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling (CMH F.2);
- demonstrate models of program evaluation for clinical mental health programs incorporating evidence-based treatments and evaluation of counseling outcomes (CMH I.2, 3; J.1; J.2; J.3) [Group Presentation]

Methods of Instruction: Small and large group discussion, activities, guest speakers, group presentations, and lecture will be used in our exploration of these topics.

Course Assignments and Evaluation

Required Reading:

Ferrucci, P. (2007 or 2016). *The power of kindness: The unexpected benefits of leading a compassionate life*. New York, NY: Penguin Publishing Group. ISBN-13: 9781101216026 (2006 edition); ISBN-13: 9780143129271 (2016 edition)

Additional required reading is noted on the Course Schedule and available on D2L; as well as any reading, listening, and/or video viewing that may be assigned through the course.

Reading Discussion and Questions

It is important that you complete all required reading prior to class. This frees up our class time for discussion, critical exchange of ideas, our guest speakers, and activities. Class discussions on the required reading will be student-driven. Please write down in your notes two to three points of interest and/or questions that emerged for you as you read and be prepared to share them with the class to stimulate and engage in class discussion.

Psychological First Aid Training (15 points)

Complete this online training and upload your certification of completion to D2L Dropbox by the date and time noted on the Course Schedule. You will find information about this training and a link to enroll in the training on D2L in the “Week 6: Threat Assessment & Emergency/Disaster Response” content section. You can also include this certificate in your professional portfolio and add this training to your professional resume.

Counseling on Access to Lethal Means (CALM) Training (15 points)

Complete this online training and upload your certification of completion to D2L Dropbox by the date and time noted on the Course Schedule. You will find information about this training and a link to enroll in the training on D2L in the “Week 6: Threat Assessment & Emergency/Disaster Response” content section. You can also include this certificate in your professional portfolio and add this training to your professional resume.

Supervision Paper (20 points total)

Following our in-class discussion of supervision, take some time to reflect on your own experiences with supervision. Recall 1-2 meetings with your supervisor during which you discuss a specific client. Provide a written summary of your supervision experience. The summary must include the following:

- A description of the supervision situation (where, when, how often, who is present, use of technology, etc.), including a demographic description of the supervisor, supervisee, and client. Do not include any identifying information that would violate client confidentiality. (4 points)
- An assessment of the supervisor’s model/theory of supervision, and a rationale for this assessment (as part of your rationale, include examples that connect things your supervisor says/does with theoretical concepts). Your rationale should convey that you have reviewed the supervision models and are critically applying your knowledge to the supervision encounter. Identify your goals as well as your supervisor’s goals for supervision. (4 points)
- A description of counseling processes discussed with your supervisor. Include here any differences you encounter between your observations/conceptualizations of your client and your supervisor’s perceptions. (4 points)
- An analysis and evaluation of the supervision process. Describe the supervisor/supervisee fit and provide your assessment of the working alliance. (4 points)
- A reflection on yourself as a future potential supervisor. What supervision model(s) might you adopt? What may be your strengths and grow edges? Based on what you have learned and experienced, what advice do you have for yourself as a future supervisor? Additional reflections and observations that struck you about this experience. (4 points)

Group Presentation (20 points total)

To earn full points, all of the following criteria must be met. The goal of this assignment is for you to gain expertise in an identified clinical disorder and to share your expertise with your colleagues via a conference quality presentation in class (50-60 minutes). Possible topics will be discussed in class. This presentation must be based in research; provide your classmates and instructor with a handout and include an APA-style reference page at the end of the handout. A minimum of 12 scholarly references (i.e., articles from peer-reviewed journals or academic books written by experts) are required. Interactive elements and creativity are encouraged. Please read the Group Project Policy in the Class Policies section of the syllabus and expect to provide a self-evaluation and evaluation of your group members at the conclusion of the presentation. In the presentation, you must cover:

- DSM-5 diagnostic criteria for the diagnosis (a brief review only) and address issues related to co-occurring substance abuse disorders (*Course objectives: examine common presenting clinical issues including impact of co-occurring substance abuse disorders and various treatment options*);
- Identify specific diagnostic tools and assessments used (*Course objective: demonstrate appropriate use of diagnostic tools to describe symptoms and clinical presentation of clients with mental and emotional impairments*);

- Multicultural considerations in diagnosis and treatment and any additional specific population focus (*course objective: analyze current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders*);
- Current best practices in treatment, including evidence-based treatment and approaches commonly used in clinical settings (outpatient, inpatient, partial treatment, aftercare, individual vs. groups, professional vs. paraprofessional, etc.) (*Course objectives: examine the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—with regard to common presenting clinical issues and recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders*);
- Of the above range of treatment approaches, give one example of program evaluation in a clinical mental health setting that was used to evaluate counseling or service delivery outcomes (*Course objective: demonstrate models of program evaluation for clinical mental health programs incorporating evidence-based treatments and evaluation of counseling outcomes*);
- To summarize your presentation, use a case conceptualization model to present a hypothetical case (or a real case from the literature), that exemplifies principles you discussed regarding culturally competent diagnosis and treatment, rule out or impact of a co-occurring substance use disorder, and the range of treatment delivery methods used for both short-term and long-term treatment goals.

Creativity Project (15 points)

After completing the assigned reading and engaging in the class discussion about creativity in counseling, you are going to select or design a creative/expressive activity for yourself, engage in the activity, and process the activity with a classmate. A reflection paper about your Creativity Project is due to D2L Dropbox by the date and time noted on the Course Schedule. Here are steps to take to successfully complete this assignment:

1. Consider an area in your personal or professional growth that you think needs attention. For example, it could be an issue with a family member, with yourself, or with a client where you feel stuck, unaware, drained, immobile, or ineffective.
2. Investigate creative/expressive interventions in counseling (see journal articles, books, ebooks, and videos available through the library). With the above area/issue in mind, select a creative or expressive arts activity or design your own activity. Remember, creative counseling interventions can incorporate drawing, music, dance, photography, paint, sand, clay, poetry, prose, journaling, puppets, board games, crafts, books, movies, nature, etc. *Revisit sidebar 17.5 in the assigned chapter if you are feeling uncertain how to proceed.
3. Recall from the reading that “although creativity can be experienced personally, in counseling it is expressed relationally” (Duffey et al., 2016, p. 450). Find a classmate to act as your counselor. Complete the activity with your counselor present. (*This means you will also act as a counselor for a classmate. In the counselor role, provide a calm, safe space, be an affirming witness as the creative activity unfolds, and help your client process the activity after it is completed.)
4. Write a reflection paper about this experience. At minimum, the reflection paper must address:

- a description of the activity/intervention (include references to where you found it or to any material that helped you design your activity) (3 points);
- how you purposefully chose or designed the activity to attend to your identified area of personal/professional growth (3 points);
- the thoughts, feelings, sensations, insights, and other experiences you had while completing and processing the activity (3 points);
- what you appreciated about what your counselor did and anything that you wished they had done differently (3 points); and
- an evaluation of yourself in the counselor role (including what you think you did well and where you could improve). (3 points)
- I welcome you to include additional comments, reflections, and insights from your Creativity Project.

The Power of Kindness Paper (15 points)

You have likely discussed in many of your counseling classes the importance of counselor self-care and wellness, as well as the various barriers to sustaining personal and professional health, compassion, empathy, and energy. Some counselor educators and students have offered suggestions in the literature about faculty modeling of self-care and wellness, as well as integrating self-care and wellness into curricula for academic credit. This class assignment is intended to merge self-care and wellbeing with personal and professional growth. You will not have to read far into *The Power of Kindness* (i.e., the Preface) to discover that this book is largely about cultivating meaning, compassion, happiness, joy, and wellbeing. Written by a psychotherapist and philosopher, this book also has numerous direct and indirect implications for our work as counselors. These are the steps to take to successfully complete this assignment:

1. Read *The Power of Kindness*. Loosely follow the reading suggestions on the Course Schedule. As you read, consider and reflect on your personal growth, professional applications, self-care, and wellbeing.
2. Meet with a classmate or classmates 2-3 times spread throughout the semester to chat about the book. Choose things that you will enjoy doing while you discuss the book. Possibilities could include meeting for coffee or tea, coloring or crafting, going for a walk or hike on a beautiful spring day, cooking together, sharing a meal, going for a drive to a new place, playing a game, throwing a frisbee, sitting in the grass/sunshine, visiting animals at the shelter, etc.
3. Write an informal paper, 2-3 pages, that includes: (a) who you met with and what you did during the meetings (3 points); (b) your main “takeaways” from reading the book (6 points); and (c) your main “takeaways” from the time you spent with your colleagues (6 points). Submit the paper to D2L Dropbox by the date and time noted on the Course Schedule.

ASSIGNMENTS	POINTS
Psychological First Aid Training	15
C.A.L.M. Training	15
Supervision Paper	20
Group Presentation	20
Creativity Project	15
The Power of Kindness Paper	15

ASSIGNMENTS	POINTS
TOTAL	100

Grading Scale: Maximum Possible Points: 100

A	94-100	A-	90-93	B+	87-89	B	84-86
B-	80-83	C+	77-79	C	74-76	F	Below 74

Grading Policies

A = A grade of A is earned when students have demonstrated an exceptional level of performance. It is obvious that the student has read assigned material from his/her comments in class. Written work is thoughtful and complete and goes beyond expressing ideas. There is a synthesis (considering the material read and finding common threads, themes, similarities and differences, application from theory to practice) of the material rather than just a description of what one has read. Work at this level shows a commitment to one's goal of being a counselor or student affairs professional. One finds ways to learn more than is required.

B = A grade of B indicates very good work that exceeds average effort. There is evidence of reading the assigned material, but not at the same depth as "A" level work. Written work is thoughtful and complete, but lacks the same level of synthesis as "A" work. The student has demonstrated a good understanding of the course and has performed at an above average level.

C = A grade of C indicates that the student has completed minimal requirements but has not been successful in fulfilling the commitment to learn at the depth expected by a graduate student. Work is not thoughtful or complete. One does less than is expected. Assignments are completed with less commitment than one would expect of a graduate student.

Excellent (A)	Assignments are on time, complete, and thorough. Efforts toward the paper/project (written material, class contributions) demonstrate thorough knowledge of the learning outcome and a nuanced understanding of the material. Contributions and reflections demonstrate an outstanding commitment to learning, dialogue, and to self- and other- exploration.
Acceptable (B)	Assignments are submitted in a timely fashion and are complete (per the assignment description in the syllabus). Efforts toward the paper/project (written material, class contributions) demonstrate an adequate understanding of the material and learning outcome. Contributions (class discussion on the topic; presentations) are appropriate and productive.
Unacceptable (C or lower)	Assignments are submitted late and/or are incomplete. Efforts toward the paper/project (written material, class contributions) demonstrate minimal effort and self-reflection. Material is not relevant to the course content and/or are inadequate in demonstration of the learning outcome. Written assignments have not been proofread/revised.

Class Policies

Attendance: Students are required to be present for the entirety of each class session. It is a fact of life that due to illness, emergency, or other unforeseen circumstances, sometimes students must miss class. The necessity to miss class is at your discretion, and you are expected to consult with your colleagues about the missed class content. If you need to miss more than one class, your course grade will drop by one-third letter grade for each additional class missed (e.g., A to an A-; A- to a B+; B+ to a B; etc.). Please be aware that significant and/or repeated late arrivals and early departures from class do count toward missed class time.

Assignments: Course assignments are due on the date indicated in the syllabus, unless changed by the instructor and discussed with the students (i.e., may be changed to a later date). It is the

student's responsibility to turn in assignments by the date and time listed in the syllabus. Late assignments can be submitted to the designated Dropbox folder for reduced points. Ten percent will be deducted for any portion of each 24-hour period an assignment is late. Please contact the instructor with any questions regarding assignments.

Email: Practicing professional email etiquette is good preparation for the job search process and your future professional role(s). It is important to keep in mind that while emails may seem private or personal, when you use your university or employer's email service, your emails become a part of your employment record and can be accessed by your employer without notice to you. Further, private emails, text messages, and other forms of communication are records that can be subpoenaed. Also, remember that email is intended as asynchronous communication. Typically, I adopt a more formal style in email communication. I am usually able to reply to emails within 48 hours on business days (Monday through Friday) and cannot guarantee that I will check email on weekends or holidays. If there is a longer delay in replying to an email, there are extenuating circumstances and I will do my best to reply as quickly as possible.

Here are general professional email guidelines, for your consideration:

- ◆ Always include a subject line.
- ◆ Always include a proper greeting or salutation and closing.
- ◆ Use proper grammar.
- ◆ Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- ◆ Use standard fonts.
- ◆ Respect the privacy of other class members.

Group Project Policy: Please note that, for any group work (projects, presentations, etc.), any of the following may apply: your group members will provide me feedback on your level of participation/effort; and/or I will observe your level of participation/effort; and/or you will be required to evaluate your own participation/effort. You will be assigned an individual grade. Your individual grade may correspond to your partner or group member's grades, but lack of participation or effort will result in a grade reduction. It is possible to fail a group project individually while the group receives a passing grade.

Professionalism and Class Norms: Learning is enhanced through thoughtful reflection, critical discussion, and application of ideas. This requires your attentive presence and respectful participation in class. Plus, it makes class more interesting! Professional behavior is expected in class. This includes arriving on time, being prepared, and demonstrating engagement with the material and your classmates. You are expected to exhibit attitudes and behaviors congruent with the counseling profession, which includes being receptive to new ideas, openness to others, curiosity, the ability to receive/utilize feedback, and respect for others. Respect for others includes respect for diversity and being cognizant of the words you use (e.g. inclusive language). Confidentiality is the norm for all classroom interactions. Occasionally we deal with clinical, personal, and sensitive matters during class. Please show respect for your classmates by keeping confidential any personal/clinical information revealed during class time. If you are concerned about the safety or welfare of a classmate please contact the instructor.

As a class, we will may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that I will expect you to be able to

explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, colorism, heterosexism, classism, ageism, genderism, sizeism, and other forces of inequality, oppression, and/or marginalization that may be discussed throughout the course. It is crucial that:

- ◆ we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression and privilege that may be influencing our experiences and beliefs;
- ◆ we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom; and
- ◆ we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and value of the profession of counseling.

Please respect your peers and your instructor by being vigilant of your use of technology during class. This means, for example, things such as checking emails, being on social media, or working on an assignment for this or other classes takes away from your learning experience, can distract you, your peers, and your instructor, and disengages you from whatever is happening in class. The same is true for phone use (e.g. text, email, social media) during class. If there is an urgent call you are waiting for you may have your phone out and set to "silent;" otherwise please keep your phone in your bag or pocket, so it does not distract you, your classmates, or your instructor. Students observed to be sleeping, texting, using social media, emailing, or otherwise distracted and/or not participating during class may be asked to complete additional assignments related to the course material and/or professional development, in addition to the possibility of a reduction in their final grade.

Finally, professionalism is also expected in writing and presentations. Presentations, written assignments, and projects should reflect professional quality, which includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points.

ETSU Policies

Academic Conduct

According to university policy, "plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the university's academic misconduct policy as a result of academic misconduct, the instructor has the authority to assign an 'F' or a zero ('0') for the exercise or examination, or to assign an 'F' in the course" (2015-2016 Graduate Catalog, "Academic and Classroom Misconduct").

Candidates with Disabilities

East Tennessee State University recognizes its responsibility for creating an institutional climate in which candidates with disabilities can thrive. Students with any type of disability that requires special accommodations to promote learning in class is to contact the Disability Services office on campus at 423-439-8346 and subsequently schedule an appointment with the instructor as soon as possible.

University E-Mail

According to university policy, “all official university communications will be sent to the university email address. Faculty, staff, and students may assume that official ETSU email is a valid communication mechanism. Therefore, the university has the right to send communications to students, faculty, and staff via email and the right to expect that those communications are received and read in a timely fashion. Since this is our primary method of communication, email should be checked at least daily. Although students may choose to forward university email to an external email account, he or she is responsible for all information, including attachments” (2015-2016 Graduate Catalog, “Electronic Mail”).

Campus Services and Resources

Bucky’s Food Pantry: If you find it difficult to afford food, please consider visiting Bucky’s Food Pantry, located by the main Central Receiving warehouse by the Buc Ridge Apartment complex, on Treasure Lane (there is a bus stop on the Gold route). Requests for food can be made by completing an application online at <http://www.etsu.edu/foodpantry/forms/request.aspx>. For additional questions about Bucky’s Food Pantry, call (423) 439-4234 or email at foodpantry@etsu.edu.

ETSU Counseling Center: This course and many others you will take throughout your training as a counselor require self-reflection and cover sensitive topics that touch most people on a personal, often first-hand level. Consequently, you may feel that you need help with emotions that come up. If you experience any personal discomfort, confusion, or distress during the semester, you do not have to face those issues alone. The ETSU Counseling Center provides personal and career counseling to all ETSU students. If you find that you need support (e.g., family or relationships issues, test anxiety, time and/or stress management, personal crises, etc.), please contact the ETSU Counseling Center at (423) 439-3333 or email at counselingcenter@etsu.edu about their confidential and professional services. The ETSU Counseling Center is located on the 3rd floor of Nell Dossett Hall. The center’s hours are Monday-Friday 8:00 a.m. to 4:30 p.m. However, if you have an immediate concern or are in crisis outside of those hours, call (423) 439-4841 and press “2” to talk with a counselor 24 hours a day, 7 days a week.

ETSU Disability Services: It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law, and the University’s commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services, which is located on the first floor of Sherrod Library. For additional information, call (423) 439-8346.

ETSU Office of Equity and Diversity: The OED website includes information about the Multicultural Center, Women’s Resource Center, SafeZone, and additional resource links. See: <http://www.etsu.edu/equity/default.aspx>

ETSU Services Quick Links: Additional campus resources can be found at <http://www.etsu.edu/etsuhome/services.aspx>

Course Schedule

**This schedule is tentative and subject to change*

DATE	TOPIC	ASSIGNMENTS AND READING DUE
Week 1: 1/22/20	Introduction to Course	
Week 2: 1/29/20	Threat Assessment & Emergency/Disaster Response. <u>No class meeting</u> . Use class time to work on PFA and CALM trainings. Also, inquire about threat and safety protocols at your clinical placements to discuss in class on 2/19/2020.	Hoisington, S. (2017) and Norris, Hamblen, & Rosen (2009) <i>The Power of Kindness</i> Preface & Intro.
Week 3: 2/5/20	Supervision	Bernard & Goodyear (2014) Chapters 1 & 2 <i>The Power of Kindness</i> : Honesty & Warmth
Week 4: 2/12/20	Program Development, Implementation, & Evaluation	Fatehi et al. (2017); Calley (2009); Murphy et al. (2018); and Whealin & Ruzek (2008) <i>The Power of Kindness</i> : Forgiveness & Contact
Week 5: 2/19/20	Threat Assessment & Emergency Response, cont.; Intensive In-Home Counseling Guest speaker : Dr. Greg Czystczon (via Zoom)	Hammond & Czystczon (2014); Bowen & Caron (2016); Hennebert (2013) Due: Psychological First Aid & CALM training <i>The Power of Kindness</i> : Belonging & Trust
Week 6: 2/26/20	Creativity in Counseling <i>*Meet at the ETSU Art Annex</i>	Duffey, Haberstroh, & Trepal (2016) Chp. 17 <i>The Power of Kindness</i> : Mindfulness & Empathy
Week 7: 3/4/20	Distance Counseling & Telehealth Guest speaker : Ellen Dotas, LPC (via Zoom)	Section H of the 2014 ACA Code of Ethics; Bashshur et al. (2016) <i>The Power of Kindness</i> : Humility & Patience
Week 8: 3/11/20	Intimate Relationships & Sexuality Issues in Counseling Guest speaker : Dr. Mickey White	*See D2L for reading instructions & options. Due: Supervision Paper <i>The Power of Kindness</i> : Generosity & Respect
Week 9: 3/18/20	Spring Break	
Week 10: 3/25/20	Behavioral Health Consultants Guest speaker : Drs. Jodi Polaha and Aaron Hymes	Robinson & Reiter (2016); Khazan (2017) <i>The Power of Kindness</i> : Flexibility & Memory
Week 11: 4/1/20	Non-suicidal self-injury; Loss of client to death / suicide	Bentley, Nock, & Barlow (2014); Whisenhunt et al. (2013); Glenn et al. (2014); *O'Brien (2012); *Meyers (2015) <i>*these can be found in the D2L submodule</i> <i>The Power of Kindness</i> : Loyalty & Gratitude
Week 12: 4/8/20	Group presentations	<i>The Power of Kindness</i> : Service & Joy
Week 13: 4/15/20	Group presentations	<i>The Power of Kindness</i> : Conclusion
Week 14: 4/22/20	Group presentation Expert Witness & Forensic Mental Health	Sheperis & Sheperis (2015) Chp. 12; La Forge & Henderson (1990)
Week 15: 4/29/20	Course Conclusion	Due: Creativity Project Due: Power of Kindness Paper
Week 16: 5/6/19	Reserved for class meeting if needed.	