

CEPD 6188 PRACTICUM

Fall 2015

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| Time/Location | Mondays 5:30-8:00/ Education Annex, room #120 |
| Instructors | Julie Matsunaga, M.A., APC Julia Whisenhunt, Ph.D., LPC, NCC, CPCS Alliya Drzewiecki, M.Ed. |
| Office Location | 241 Education Annex |
| Office Hours | Mondays 1:30-5:30 Tuesdays 1:30-4:00 Wednesdays 1:30-5:30 |
| Direct Line | 678-839-6116 |
| Department Line | 678-839-6567 |
| Email | jwhisenh@westga.edu (Whisenhunt) (Please do not email me via D2L. Please put the course number in the subject line of your email.) Online Support D2L Home Page https://westga.view.usg.edu/ D2L UWG Online help http://uwgonline.westga.edu/students.php D2L 24 hour Help https://d2lhelp.view.usg.edu/ UWG Distance Learning http://distance.westga.edu/ UWG On-Line Connection http://www.westga.edu/~online/ Distance Learning Library Services http://westga.edu/~library/depts/offcampus/ Ingram Library Services http://westga.edu/~library/info/library.shtml University Bookstore http://www.bookstore.westga.edu/ |

COURSE DESCRIPTION

Prerequisites: CEPD 6131, 6140, CEPD 6160 and consent of department

This course emphasizes supervision of individual and group counseling and guidance conducted in field settings. Special attention is paid to the development of skills, interventions, and brokering of services. The foundation for the course is brief counseling approaches. A return to campus for individual supervision is a requirement of the course. A minimum of 150 hours is required.

COE VISION

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision, mission and conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (insert applicable professional associations that guide your program, e.g. ASHA, PSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

COURSE OBJECTIVES

| Students will demonstrate a knowledge and understanding of the following: | CACRE P | CMH C | SC |
|--|--------------------|------------------|-----------|
| 1. Maintain a professional identity as a counselor by understanding the professional role and identity of counselors in conjunction with other mental health professionals; have knowledge of various forms of credentialing and their functions within the counseling profession. (<i>Baird, 2007; Boylan, Malley & Scott, 2008</i>); (<i>Knowledgeable, reflective, leading</i>) | IIG.1b IIG.1g | A3 | A3 |

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| <p>2. Commit to and model professional ethics by exhibiting a thorough knowledge of ethical standards of professional organization and credentialing bodies; educate coworkers, administrators, and clients regarding professional ethical standards of counselors; and remain familiar with and respect the ethical standards of coworkers representing professions other than counseling. <i>(Baird, 2007; Boylan, Malley & Scott, 2008); (Knowledgeable, reflective, leading, collaborative)</i></p> | <p>IIG.1j</p> | <p>A2, A4, B1</p> | <p>A2, B1</p> |
| <p>3. Remain committed to professional growth by appropriately receiving and using feedback, both positive and negative, from clients, supervisors, and peers; apply an awareness of how diversity and current social, legal, and economic trends affect the counseling process. <i>(Baird, 2007; Boylan, Malley & Scott, 2008); (Reflective, adaptive, flexible, culturally sensitive)</i></p> | <p>IIG.2a IIG.2e</p> | <p>A7</p> | <p>E4</p> |
| <p>4. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and psychological assessment for treatment planning and caseload management. <i>(Baird, 2007; Boylan, Malley & Scott, 2008); (Knowledgeable, reflective, decisive, culturally sensitive)</i></p> | <p>IIG.5.c</p> | <p>H2</p> | |
| <p>5. Remain professionally competent by effectively managing personal assets, such as knowledge, skills, energy, health, and time; acknowledge counselor misperceptions, mistakes, and limitations as well as astute insights, successes, and potentials. <i>(Baird, 2007; Boylan, Malley & Scott, 2008); (Reflective, adaptive)</i></p> | <p>IIG.1d IIG.5b</p> | <p>J.1</p> | |
| <p>6. Systematically conceptualize human behavior and the process of change by using knowledge of human behavior and counseling theory to generate appropriate counseling goal(s) and modality of treatment; provide counseling to clients using direct and indirect methods of inquiry, ranging from casual conversation to structured diagnostic assessment; maintain cultural sensitive and exercise cultural competence in working with diverse clients. <i>(Baird, 2007; Boylan, Malley & Scott, 2008; Metcalf, 2008; Murphy, 2008); (Knowledgeable, reflective, decisive, culturally sensitive)</i></p> | <p>IIG.3f</p> | <p>D1 D2 D5 H4</p> | <p>D3</p> |
| <p>7. Develop appropriate and culturally appropriate case conceptualizations and implement diagnostic-based treatment plans, including career counseling; utilize referral appropriately. <i>(Baird, 2007; Boylan, Malley & Scott, 2008); (Knowledgeable, reflective, decisive, culturally sensitive)</i></p> | <p>IIG.4a IIG.5d</p> | <p>C2 C7 D1 D2 D7 G1</p> | |
| <p>8. School counseling students will provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. <i>(Baird, 2007; Boylan, Malley & Scott, 2008); (Knowledgeable, leading, collaborative, culturally sensitive)</i></p> | | | <p>D2 L1</p> |

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required texts:

Kiser, P. M. *The human services internship: Getting the most from your experience (4th ed.)*. Boston, MA: Cengage Learning. (with CourseMate) **Bundle ISBN: 9781305934474**

Gehart, D. *Case documentation in counseling and psychotherapy: A theory-informed competency-based approach*. Boston, MA: Cengage Learning. **Bundle ISBN: 9781305934474**

American Counseling Association. (2005). *Code of Ethics (Revised)*. ACA: Alexandria, VA. (provided in D2L)

References:

Baird, B.N. (2007). *The internship, practicum, and field placement handbook: A guide For the helping professions (5th ed)*. NJ: Prentice-Hall.

Boylan, J.C., Malley, P.B., & Scott. (2008). *Practicum and internship textbook for Counseling and psychotherapy (4th ed.)* New York: Routledge.

Corey, G. (2012). *Theory and practice of counseling and psychotherapy, (9th ed)*. Belmont, CA: Brooks Cole/Cengage.

Dahir, C.A. (2008, May). The National Standards for School Counseling Programs: A Partnership in Preparing Students for the New Millennium. *NASSP Bulletin* 84 (616), 68-76.

Metcalf, L. (2008). *Counseling Toward Solutions, 2nd Ed*. San Francisco, CA: Jossey-Bass.

Murphy, J.J. (2008). *Solution-focused counseling in schools (2nd ed.)*. Alexandria, VA: American Counseling

Young, M.E. (2012). *Learning the art of helping: Building blocks and techniques (5th ed.)*. Upper Saddle River, NJ: Pearson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments:

FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ASSIGNMENT.

1. **Contact Information Sheet:** Using Appendix B of the Practicum and Internship (PI) Handbook, provide the full contact information for all identified parties.
2. **Practicum/Internship Agreement with Tentative Activities Plan:** Using the form in Appendix C of the PI Handbook, prepare a contract of the services you will provide for the semester. The contract is to be prepared with input from your site supervisor. The agreement is to be signed by you, your UWG supervisor, and your site supervisor. Write a first draft for me to review prior to finalizing the contract. *Course Objectives 1, 3, 5, 6, 7*
3. **Practicum Goal Statement:** At the beginning of the semester, you will submit a typed, 1-2 page assessment of your present counseling skills. This document should include the

following: tentative theoretical orientation, counseling style, strengths, difficult client problem areas, and areas of needed development. *Course Objectives 3, 5*

4. **Documentation of Weekly Activity:** You will maintain a **counseling log** (see Appendix F of the PI Handbook) of all activities each week, to document that you have successfully completed the minimum hourly requirements that are outlined in the PI Handbook. This weekly log will be submitted via TK20 in two formats—directly inputting the numbers into the respective tally sheet and uploading a signed PDF to TK20. It is imperative that you remember to have your logs signed by your site supervisor on a weekly basis. Your UWG supervisor will check your weekly logs occasionally, so also bring them to class each week. You are singularly responsible for keeping record of your hours. Failure to do so could result in an unsatisfactory grade for the course, as you would be unable to prove your completion of the minimum hour requirements.

The minimum required hours for Practicum are as follows:

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| a. Direct Service to Students/Clients* | 60 hrs |
| b. Indirect Service | 37.5 hrs |
| c. Individual/Triadic Supervision* | 30 hrs |
| d. <u>Group Supervision</u> | <u>22.5 hrs</u> |
| Total hours | 150 hrs. |

**To be completed on-site.*

5. **Direct Services (60 hrs.):** Students will maintain 3-4 client contact hours per week at the site to obtain the required 60 hours of direct service in individual and group counseling. This includes individual counseling, group counseling, and guidance groups (which cover issues involved with academic success, career preparedness, and social/emotional development; this is for school counseling students only). The majority of direct contact hours should be in individual counseling. *Course Objectives 1-7*

You are expected to begin the first week of class and continue through the final week of class to acquire hours; you are NOT permitted to prematurely discontinue service at your site once you have satisfied your minimum hour requirements. Working for the full duration of the semester allows the counselor candidate the opportunity to carry a counselor/client relationship through the counseling stages, to include the rapport building, exploration of the issue(s), goal setting, implementation of interventions, and termination.

You are required to produce a minimum of 15 audio/video recordings for the semester, each of which you are expected to review. However, I expect that you will record all sessions for which you have consent to do so. Bring two recordings to each group supervision session and be prepared to share these for peer and faculty review. One recording can be from a previous week but one recording **MUST** be from the current week. **Prior to recording, you are obligated to provide a professional disclosure statement and permission to record form to the client and/or parent/guardian (see Appendix A of the PI Handbook). This form must be signed, without coercion, before you can work with the client and record the session.**

6. **Indirect Service (37.5 hrs.):** This category of service includes, but is not limited to the following: review of client files, needs assessment, leadership service, program evaluation and planning, counselor staff meetings, professional development workshops, planning for guidance and group counseling, special guidance projects, and critical review of session recordings. *Course Objective 1, 2, 7*
7. **Guidance Services (for School Counseling only):** With input from your site supervisor prepare several guidance lessons that you will conduct in the classroom. When I visit your site, I will expect to observe your guidance lesson. Do not rely solely on guidance lessons taken from a text. Work with your supervisor to develop a lesson that will meet your site's and students' needs. *Course Objective 8*
8. **Individual Supervision:** You are expected to meet for individual or triadic supervision with your **site supervisor** for a minimum of **one hour per week**. If your site supervisor is not agreeable to these terms, you must notify your university supervisor immediately so that a resolution can be reached.

In addition to your on-site supervision, you will be meeting with your instructor and/or a peer supervisor for **one hour weekly**, in which you will participate in triadic supervision. This triadic supervision may take place after group supervision on Monday evenings, or may require that you attend campus another day/time on a weekly basis. Your UWG supervisor will work with you to the best of her/his ability to find a mutually agreeable time. It is imperative, as a means of upholding CACREP standards, that you receive a minimum of one hour of individual or triadic supervision per week. Therefore, attendance at these weekly sessions is **required**. If you miss group and/or triadic supervision, you are not permitted to return to your site until you have made-up the respective supervision hours.

In preparation for individual supervision, complete weekly logs for identified clients and prepare audio/video tapes for review (see Appendix D and E in the PI Handbook). *Course Objectives 3, 5, 6, 7*

9. **Group supervision:** Each week, you will meet for a minimum of 1 ½ hours in on-campus group supervision. During this time, we will discuss professional development topics, address any concerns regarding sites or client issues, discuss legal and ethical concerns, conduct case presentations, and provide peer supervision (critique and feedback). As with individual supervision, it is imperative that you arrive prepared for the supervision experience by bringing recordings and session summaries. If you miss group and/or triadic supervision, you are not permitted to return to your site until you have made-up the respective supervision hours. *Course Objectives 3, 5, 6, 7*
10. **Policy Compliance:** You are required to abide by the policies outlined by your field experience site, the University of West Georgia, the course syllabus, and the PI Handbook. You are also obligated to comply with all federal and state laws, as well as the ACA and ASCA (school counseling only) ethical codes. Failure to comply may result in formal student review and/or an unsatisfactory course grade. *Course Objectives 1, 2*

11. **Mid-term self-evaluation of professional development:** Referring to your Practicum/Internship Agreement with Tentative Activities Plan and Practicum Goal Statement Assignments, prepare a brief one page self-evaluation of your professional development at mid-term. *Course Objective 3*
12. **Final self-evaluation of professional growth and development:** Referring to your Practicum/Internship Agreement with Tentative Activities Plan and Practicum Goal Statement Assignments, prepare a brief 1-2 page self-evaluation of your professional development over the course of the semester. *Course Objective 3*
13. **Review all required course materials in respective D2L modules:** I will track user progress over the semester and verify that you have reviewed all required course materials in the D2L modules. This is considered a required assignment and is factored into your S/U performance in the course.

TK20 Evaluations and Assignment Submissions: Over the course of the semester, you, your site supervisor, and I will all be required to submit a number of documents to the Field Experience Binder in TK20. What follows is an overview of those items.

Student submissions to TK20:

- a. Verification of liability insurance coverage—You are NOT permitted to step foot on your site until you have secured liability insurance coverage, provided documentation via TK20, and received approval from your faculty supervisor. Most of our students either go directly through [Healthcare Providers Service Organization \(HPSO\)](#) or join the [American Counseling Association and enjoy the free liability insurance](#) that comes along with membership.
- b. Data form—This is a College of Education requirement. You will identify site demographics, to represent the groups of clients with whom you will be working.
- c. Clinical/weekly log sheets—Directions are included above, under item 3.
- d. Evaluation of Field Site Experience (Appendix K of the PI Handbook)—Your responses on this evaluation are not visible to your site supervisor, but are visible to the Counselor Education faculty.
- e. Evaluation of Field Site Supervisor (Appendix K of the PI Handbook)— Your responses on this evaluation are not visible to your site supervisor, but are visible to the Counselor Education faculty.

Site supervisor submissions to TK20:

- f. Site supervisor credentials form—Your site supervisor will enter information about her/his academic training, licensure, certification, and supervision training.
- g. Midterm Field Placement Evaluation (Appendix I of the PI Handbook)—The will be completed by your site supervisor at mid-term. This is considered a TK20 key assessment and, as such, it is imperative that this evaluation is submitted on your behalf. With that in mind, please make sure to touch base with your site supervisor prior to mid-term and remind her/him about this requirement. I encourage you to use this as an opportunity to request constructive feedback from your site supervisor.

- h. Final Field Placement Evaluation (Appendix I of the PI Handbook)—The will be completed by your site supervisor at the end of the semester. This is considered a TK20 key assessment and, as such, it is imperative that this evaluation is submitted on your behalf. With that in mind, please make sure to touch base with your site supervisor prior to the end of the semester and remind her/him about this requirement. I encourage you to use this as an opportunity to request constructive feedback from your site supervisor.
- i. Professional Dispositions and Behaviors Rubric (Appendix J of the PI Handbook)—Both your site supervisor and I will complete this rubric at the end of the semester. This is considered a TK20 key assessment and, as such, it is imperative that this evaluation is submitted on your behalf. With that in mind, please make sure to touch base with your site supervisor prior to the end of the semester and remind her/him about this requirement.

University supervisor submissions to TK20:

- j. University supervisor evaluation of site visit—Using this form, I will input information about your performance when I conduct a site visit.
- k. Professional Dispositions and Behaviors Rubric (Appendix J of the PI Handbook)—Both your site supervisor and I will complete this rubric at the end of the semester.

EVALUATION AND GRADING PROCEDURES

| Assignment | Assessment Tool | Due Date | Submit Via |
|---|-----------------|------------------------------------|------------|
| Liability Insurance Coverage | S/U | 8-24-2015 | TK20; D2L |
| Practicum/Internship Agreement with Tentative Activities Plan | S/U | 9-9-2015 | D2L |
| Practicum Goal Statement | S/U | 8-31-2015 | D2L |
| Documentation of Weekly Activity | S/U | Weekly; 10-5-2015; 12-7-2015 | TK20; D2L |
| Direct Service | S/U | Ongoing | N/A |
| Indirect Service | S/U | Ongoing | N/A |
| Guidance Services (for School Counseling only) | S/U | 9-28-2015 | D2L |
| Individual Supervision | S/U | Ongoing | N/A |
| Group Supervision | S/U | Ongoing | N/A |
| Policy Compliance | S/U | Ongoing | N/A |
| Mid-Term Self-Evaluation | S/U | 10-5-2015 | D2L |
| Final Self-Evaluation | S/U | 11-30-2015 | D2L |
| TK20 Evaluations and Assignment Submissions | S/U | 12-7-2015 | TK20 |

Grading Policy:

A grade of S (satisfactory) or U (unsatisfactory) will be earned, based on successful fulfillment of all course requirements and demonstration of adequate counseling skills, as judged by the university supervisor. Because this course is based on a Satisfactory/Unsatisfactory grading scheme, a zero **on any assignment** will result in an Unsatisfactory final grade for the course.

Any graduate level student earning a grade of F or WF and/or two C's, regardless of her/his academic standing, will be suspended from the program. A grade of Unsatisfactory in this course is considered a failing grade (i.e., an "F").

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Diversity: The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Clinical and Professional Studies (CPS) is committed to fostering an educational environment in which diversity is embraced. As such, CPS will not tolerate discrimination against any persons.

Professional Conduct: Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

Student Review: CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See [Graduate Student Handbook](#) for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that

person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Disability: Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia:
http://www.westga.edu/studentDev/index_8884.php.

Attendance: Attendance at on-campus Individual Supervision (if applicable) and Group Supervision are requirements for successful completion of the course. If unforeseen circumstances prohibit your attendance, you must arrange to make up the supervision time in an agreed upon manner with your supervisor. **YOU ARE NOT TO SEE CLIENTS UNTIL YOU HAVE COMPLETED YOUR WEEKLY SUPERVISION.**

Class organization: This course will be interactive and use a variety of instructional strategies including online work, lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

Student participation: When called upon, students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess students' class preparation; their level of understanding of course concepts; enhances group work; develops students' critical thinking skills, and their ability to speak in front of fellow classmates.

Class handouts: Handouts will generally be posted on D2L, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Cell phones & Electronic Equipment: The use of cell phones, including texting and internet, is not permitted in this class. If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. Any non-class-related use of computers is considered unprofessional and is not accepted in this class. If you are found using any electronic device for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered unprofessional and will not be condoned in this class.

Extra Credit: No extra credit opportunities will be offered for this class.

Late Work: Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late work, when approved, must be submitted within 7 days of the initial deadline. Late assignments, if accepted, are subject to a penalty of half credit.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Communication may take place through D2L, but this is not the preferred means of communication.

Cross Supervision: It is my professional policy to avoid cross-supervision when possible. This means that, except for a situation in which I believe a law or ethical code has been violated, I will not advise you to disregard your site supervisor's instructions.

Emergency/Crisis Situations: In the event that you have an emergency, crisis, or other time-sensitive situation related to your clinical work, it is imperative that you notify your site supervisor, or another appropriate staff member on site, immediately. Your site supervisor is familiar with your site's policies and procedures for handling these situations, whereas I am not. As such, it is critically important that you seek guidance and intervention from your site immediately. When the situation is controlled, you may then notify me of the circumstances and actions taken.

Confidentiality: As your university supervisor, I am not privy to identifying information about the clients you see on site. As such, you should exercise caution in protecting your clients' identity, both in supervision with me and in group supervision sessions. Let's make every effort to respect your clients' dignity.

Termination of Field Experience: The practicum simulates real employment in the mental health profession. Therefore, it is imperative that you conduct yourself in a professional manner at all times. If, at any time, your on-site supervisor and I assess that your progress does not meet the goals and level of skills appropriate for the program, I reserve the right and responsibility to terminate your field experience. Under these circumstances, the Counselor Education faculty may initiate a formal student review (see policy above and in the Graduate Handbook).

Changes to The Syllabus: This syllabus is subject to change.