**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

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| 1. | **Course Number:** | COUN 8910 |
|  | **Course Title:** | Practicum – Advanced Counseling |
|  | **Credit Hours:** | 3 Semester hours |
|  | **Prerequisites:** | COUN 7910 & Departmental Approval |
|  | **Co-requisites:** | None |
|  | **Semester/Year:** | Spring 2020 |

**Instructor:** Margaret A. Taylor, Ph.D., LPC-S, BC-TMH, NCC

Email: barnema@auburn.edu

Office: 2006 Haley Center

Office Hours: By appointment

1. **Date Syllabus Prepared:** Updated December 2020
2. **Text(s) or Major Resources:**

*Counselor Education Doctoral Degree Handbook*, Retrieved from <http://www.education.auburn.edu/graduate-degree-cert/counselor-education-ph-d/>

American Counseling Association. (2014). *Code of ethics*. Alexandria, VA: Author. Retrieved from <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, D.C: American Psychiatric Association.

**Articles:**

Ametrano, Irene Mass (2014). Teaching ethical decision making: Helping students reconcile personal and professional values. *Journal of Counseling and Development*, 92, 154-161.

Bradley, N., Whisenhunt, J., Adamson, N., & Kress, V.E. (2013). Creative Approaches for Promoting Counselor Self-Care, Journal of Creativity in Mental Health, 8:4,456-469, DOI: 10.1080/15401383.2013.84465

Cervoni, A., & DeLucia-Waack, J. (2011). Role Conflict and Ambiguity as Predictors of Job Satisfaction in High School Counselors. *Journal of School Counseling*, *9*(1).

Hays, D. G., Prosek, E. A., & McLeod, A. L. (2010). A mixed methodological analysis of the role of culture in the clinical decision-making process. *Journal of Counseling & Development*, *88*, 114-121. doi:10.1002/j.1556-6678.2010.tb00158.x

Huber, M. J., Walker, Q. D., Dunlap, P. N., Russell, V. E., & Richardson, T. V. (2019). A revisited inquiry: A survey of the members of the American Rehabilitation Counseling Association (ARCA). *Rehabilitation Counseling Bulletin*, *62*(2), 121– 127. https://doi-org.spot.lib.auburn.edu/10.1177/0034355218755509

Kazdin, A. E. (2008). Evidence-based treatment and practice: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. *American Psychologist*, *63*, 146-159. doi:10.1037/0003-066X.63.3.146

Kress, V., & Marie, M. (2019). Counseling termination and new beginnings: The end of the counseling relationship can be emotional for clients and counselors alike, but when done well, the process can serve as a tool to empower clients and prepare them for continued personal growth. *Counseling Today*, *62*(4), 40–44. Retrieved from <https://searchebscohostcom.spot.lib.auburn.edu/login.aspx?direct=true&db=ehh&AN=13> 8878353&site=eds-live&scope=site

Laskin, K. M., Gurman, A. S., & Wampold, B. E. (2013). Expanding the lens of evidence-based practice in psychotherapy: A common factors perspective. *Psychotherapy*, doi:10.1037/a0034332

Morales, E., & Norcross, J. C. (2010). Evidence-based practices with ethnic minorities: Strange bedfellows no more. *Journal of Clinical Psychology, 66*, 821-829. doi:10.1002/jclp.20712

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and Social Justice Counseling Competencies: Guidelines for the Counseling Profession. *Journal of Multicultural Counseling and Development*, *44*(1), 28–48.

Southern, S., & Devlin, J. (2010). Theory Development: A Bridge between Practice and Research. *Family Journal: Counseling and Therapy for Couples and Families*, *18*(1), 84–87.

Stensrud, R. H., Gilbride, D. D., & Bruinekool, R. M. (2019). The Childhood to Prison Pipeline: Early Childhood Trauma as Reported by a Prison Population. *Rehabilitation Counseling Bulletin*, *62*(4), 195–208. <https://doi-> org.spot.lib.auburn.edu/10.1177/0034355218774844

Wilkinson, T., Smith, D., & Wimberly, R. (2019). Trends in Ethical Complaints Leading to Professional Counseling Licensing Boards Disciplinary Actions. *Journal of Counseling & Development*, *97*(1), 98–104. <https://doi> org.spot.lib.auburn.edu/10.1002/jcad.12239

Zubernis, Lynn, Snyder, Matthew & Neale-McFall, Cheryl (2017). Case Conceptualization: Improving Understanding and Treatment with the Temporal/Contextual Model. *Journal of Mental Health Counseling*, *39*(3), 181– 194. https://doi-org.spot.lib.auburn.edu/10.17744/mehc.39.3.01

**Recommended:**

 Jongsma, A. E., Peterson, M., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner*. Hoboken, NJ: John Wiley & Sons, Inc.

Jongsma, A. E., Peterson, M., McInnis, W. P., & Bruce, T. J. (2014). *The adolescent psychotherapy treatment planner.* Hoboken, NJ: John Wiley & Sons, Inc.

1. **Course Description:** Advanced supervised experience that is appropriate to student’s program emphasis.

**Expanded Course Description:** This practicum is designed for doctoral students who will provide counseling services at pre-arranged sites appropriate to their program emphasis. The course requires integration of theoretical, clinical, and technical expertise in counseling. In addition, students are expected to demonstrate advanced counseling and conceptualization skills.

1. **Course Objectives:** This course is focused on students’ development of advanced individual and group counseling skills. This course meets CACREP 2016 specifications for Counselor Education and Supervision Doctoral Programs under Doctoral Level Practicum (6.C.1-6) and includes the following accreditation standards for Counseling under Doctoral Professional Identity. Students will be able to demonstrate knowledge and skills related to:

a. scholarly examination of theories relevant to counseling (CACREP 6.B.1.a)

b. integration of theories relevant to counseling practice (CACREP 6.B.1.b)

c. conceptualization of clients from multiple theoretical perspectives (CACREP 6.B.1.c)

d. evidence-based counseling practices, including implementing in counseling practice (CACREP 6.B.1.d)

e. methods for evaluating counseling effectiveness (CACREP 6.B.1.e)

f. ethical and culturally relevant counseling in multiple settings (CACREP 6.B.1.f)

1. **Course Requirements:**

A. Readings and Discussion. It is imperative that students read diligently to keep up-to-date with the counseling profession. Readings have been selected to assist students in examining and integrating counseling theories including applying theories to client conceptualization, understand and implement counseling practices with empirical support, and understand and implement culturally-competent counseling practices. Knowledge gained through readings will be advanced and applied via class discussions.

B. Class and practicum attendance. Students are expected to attend ***all***class meetings. Further, students will work with site supervisors to schedule ***8-10 hours per week***in which students will be at their practicum site, and students are expected to maintain that schedule throughout the semester unless changes are mutually agreed upon between the student and site supervisor and approved by the course instructor. In case of absences due to illness or crisis situation, students will notify all supervisors. Students are responsible for working with their site supervisor to ensure client care is considered in the case of a student’s absence.

C. Provision of counseling services. Students must complete ***a minimum of 100 total***

***practicum hour****s* in order to complete the requirements of this course. A***minimum of 40 direct service hour****s* is required as part of the total 100 hours (CACREP 6.C.1)

Two individual counseling sessions a week are to be taped (digital audio) for the purpose of supervision. A “Consent to Tape” form must be obtained from each client (a signed consent from parents is required for minors).

\* Students must attend university-provided individual and group supervision in order to accrue client hours.

D. Clinical documentation. Students are required to write a progress note for each individual or group counseling hour recorded on the students’ hour log. Students are also required to complete a session summary for each client after reviewing the recorded counseling session and prior to the student’s individual supervision session with the university supervisor.

Students are required to complete treatment plans for every individual or group client after three counseling sessions. Treatment plans should be reviewed and updated after every three additional sessions. Treatment plan must show evidence of students’ knowledge and application of counseling theory, including empirically-supported and culturally-relevant practices. For example, students’ theoretical approaches should be evident in the goals and objectives, interventions, and evaluation of the outcomes included on the treatment plan.

Students should use templates provided for aforementioned documentation. **Documentation should be completed within 48 hours of the counseling session. Recorded counseling sessions and corresponding documentation should be uploaded to the student’s folder in dropboz at least 48 hours prior to the student’s scheduled supervision session with his or her university supervisor. If a student fails to upload documentation 48 hours prior to supervision more than 3 times throughout the semester, then the student will receive an incomplete for the course.**

E. Individual Supervision. Each student will be assigned a university supervisor with whom the student will meet for weekly individual or triadic supervision. Prior attending their weekly scheduled supervision session, students will review their recorded counseling sessions and complete the aforementioned clinical documentation. Students must upload a minimum of two (2) recorded counseling sessions and corresponding documentation for all counseling sessions documented on the students’ log at least 48 hours prior to supervision. If a student fails to upload recordings 48 hours prior to supervision more than 3 times throughout the semester, then the student will receive an incomplete for the course.

F. Group supervision. Group supervision will take place during scheduled class time. Students will present and discuss client cases that are of concern or that might be beneficial to the learning of students. Each student is expected to discuss client cases and to contribute to the learning process of their peers each week. Per CACREP requirements/standards, you must attend all group supervision classes.

G. Client case presentation. Each student will present a client case, which will include the following components: a description of the client’s presenting concerns, information gathered via assessment, case conceptualization using at least one counseling theory, diagnostic impressions (based on the DSM-V), short- and long-term goals, theory-based interventions, evaluation of (anticipated) outcomes, and two components of an audio recorded counseling session that demonstrate the student’s counseling skills (e.g., implementing an intervention, evaluating the effectiveness of counseling, etc.). The presentations should be approximately one hour in length. All identifying information should be removed from the client’s information presented.

H. Final Course Documentation. Students must submit the following items to the university group supervisor in Box and paper copy:

* Practicum log
* Information form about the site and supervisors
* Midterm and final evaluations from site and university supervisors
* Students’ midterm and final self-evaluations

 ***These items must be submitted in order to receive a final grade***, and they will be placed in each student’s permanent file stored in 2084 Haley Center.

I. Mandated Reporter Training**:** Students will be required to complete online mandated reporter training (<https://aldhr.remote-learner.net/course/index.php>). Students can choose between child abuse mandated reporters training or adult abuse mandated reporters training based on the population of focus at their site. Students must submit evidence of their completion of this training on helping abused and neglected children and vulnerable adults.

J. Professional Liability Insurance: All College of Education interns are covered under the Department of Education’s Limited Professional Liability Policy. Each student is automatically billed for the insurance during the fall semester of each year of enrollment. If the student needs verification of the liability insurance they may request a Certificate of Verification of Insurance from the Department of Risk Management and Safety, 334-844-4870. Students are also required to purchase their own individual professional liability insurance through organizations such as HPSO (http://www.hpso.com) or the National Board for Certified Counselors (NBCC) (http://nbcc.org) and provide proof of coverage for student files in the department.

1. **Grading and Evaluation Procedures** The main criterion for evaluation is demonstrated competence in counseling skills, including demonstrations of completing the course objectives. Class attendance and participation, attendance and engagement in supervision, openness to feedback and intentional improvement, completion course of requirements as outlined above, and final evaluations completed by students’ site and university supervisors will all be considered in determining students’ final grades. Grades are S/U.

**Incompletes will be assigned only in rare circumstances**

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| **Assignment** | **CACREP Standards** |
| Readings and discussion | 6.B.1.a; 6.B.1.d; 6B. 1.f |
| Class and practicum attendance | 6.B.1.a; 6.B.1.b; 6.B.1.c; 6.B.1.d; 6.B.1.e; 6.B.1.f |
| Provision of counseling services | 6.B.1.b; 6.B.1.d; 6B. 1.f; 6.C.1 |
| Clinical documentation | 6.B.1.b; 6.B.1.d; 6B. 1.f |
| Individual supervision | 6B. 1.f; 6.C.2; 6.C.3; 6.C.4 |
| Group supervision | 6B. 1.f; 6.C.3; 6.C.5 |
| Client case presentation | 6.B.1.a; 6.B.1.b; 6.B.1.c; 6.B.1.d; 6.B.1.e; 6B. 1.f |
| Final course documentation | 6.C.1 |

1. **Class Policy Statements:**
2. Attendance and Participation: Students are expected to attend, be on time for, and participate in each class meeting. Students are expected to prepare for and attend all supervision sessions and attend their practicum site as agreed upon with the student’s site supervisor.
3. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see University Policies <https://sites.auburn.edu/admin/universitypolicies/default.aspx>for more information on excused absences.
4. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
5. Confidentiality: Students must maintain confidentiality of all case discussions, in compliance with the [ACA Code of Ethics](http://www.counseling.org/ethics)**.** Discussing client material outside of group or individual supervision with any other persons besides those in the agency of the placement, the client, or the instructor are grounds for being dismissed from the class with a grade of “U” unsatisfactory. Additionally, to maintain client confidentiality, client codes (e.g. a first name) will be used in discussion and on all documentation (e.g. initials).
6. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the University Policies <https://sites.auburn.edu/admin/universitypolicies/Policies/Forms/Academic.aspx> will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
7. Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
8. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
9. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality
10. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, but ***may be used for class purposes only and must not be a distraction.***
11. Students must maintain confidentiality of all case discussion. The discussion of cases outside of the group setting with any other persons other than those in the agency of the placement, the client, or the instructor are grounds for being dismissed from the class with a grade of “U” unsatisfactory. This action would be considered highly unethical behavior (see [**ACA Code of Ethics**](http://www.counseling.org/ethics)**).** Additionally, to maintain client confidentiality, no specific identifying information regarding the client will be allowed in group supervision. Simply client code (e.g. a nickname) of the person in discussion and/or some other code (e.g. initials of a nickname) on all documentation will be appropriate. Classroom civility is expected. The use of laptops during class is inappropriate in this setting due to confidentiality and the nature of group supervision; also, please silence cell-phones before entering class.
12. Social Media and Public Representations**:** Students in this program represent Auburn University; the College of Education; the Department of Special Education, Rehabilitation and Counseling; the Clinical Mental Health and School Counseling; and the profession of counseling. As such, students are expected to maintain professional standards of behavior in public settings; students must consider that all personal representations made on social media and other online platforms are inherently public behavior and thus also fall under the purview of this policy. Students who engage in behavior that violates a client’s confidentiality or creates the appearance of lack of privacy by discussing client-related issues in public (including social media) will be considered to have violated this policy. Social media and other public forums are not places to discuss how you feel about a client or your work with clients or students.In addition, students who engage in public behaviors (including on social media) that create a hostile environment for peers will be considered to have violated this policy. Examples of behaviors that can create a hostile environment include, but are not limited to: using derogatory terms, insults, telling derogatory jokes, taunting, and intimidation. Faculty will consider the context, nature, scope, frequency, duration, and severity of incidents to determine whether a student has created a hostile environment. Students or prospective students found to have created a hostile environment will be subject to policies related to remediation and dismissal. This policy reflects the need and desire to protect the rights and wellbeing of others, as well as the professional standing of the program, college, university, and field of counseling.
13. In general, students are encouraged to maintain strict privacy settings on any personal social media accounts. Students are also expected to conform with ACA ethical standards regarding multiple relationships by not seeking out or accepting social media relationships (e.g., as ‘friends’ on Facebook or Instagram) with current or former clients.
14. **COVID-19 Policies**

**Attendance/Subject to Change:** The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the event a student test positive for COVID-19:** Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the event that I test positive:** If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor (Dr. Malti Tuttle) will be notified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies:** When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance:** Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

This also applies to school settings for field experiences. Due to COVID-19, extra safety precautions will be in place at your site. You are required to follow all safety protocols in place from the first day you arrive at the site. This may include but is not limited to: wearing a mask, clear face shield, and/or gloves and practicing social distancing

**Justification for Graduate Credit:**

This course includes advanced counseling practice. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**SYLLABUS DISCLAIMER:**

The instructor reserves the right to make changes to the syllabus as needed.  In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via university email.

**Course Schedule**

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| **Week** | **Date** | **Material** | **Readings/Assignment** | **CACREP Standards** |
| 1 | 1/14/21 | Introduction and Overview of Course Review Required DocumentationSelf-care  |  |  |
| 2 | 1/21/21 | Practitioner Development Therapeutic RelationshipEthics in Counseling Practice | **Professional Liability Insurance Due** **Mandated Reporter Training Due** Ametrano, Irene Mass (2014)Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016).  | 6.B.1.f |
| 3 | 1/28/21 | Presence in Counseling Assessment of SI and HI | Hays, Prosek, & McLeod (2010)Assessing and Responding to Suicide | 6.B.1.f |
| 4 | 2/04/21 | Counseling Theory | Southern, S., & Devlin, J. (2010). | 6.B.1.f |
| 5 | 2/11/21 | Conceptualization & Treatment Planning | Zubernis, Lynn, Snyder, Matthew & Neale-McFall, Cheryl (2017). | 6.B.1.a6.B.1.b6.B.1.c6.B.1.e |
| 6 | 2/18/21 | Applying Theory with Diverse ClientsHazards of Practice | Morales & Norcross (2010)**Distribute Midterm Evaluations** | 6.B.1.a6.B.1.b6.B.1.c6.B.1.e |
| 7 | 2/25/21 | Research and Practice Evidence-Based Practice and Common Factors*Client Case Conceptualization* | Kazdin (2008)Laskin, Gurman, & Wampold (2013) | 6.B.1.a6.B.1.b6.B.1.c6.B.1.f |
| 8 | 3/04/21 | Understanding School Counseling *Client Case Conceptualization* | Cervoni, A., & DeLucia-Waack, J. (2011)**MIDTERM EVALUATIONS DUE** | 6.B.1.d |
| 9 | 3/11/21 | Trauma Informed Care *Client Case Conceptualization* | Stensrud, R. H., Gilbride, D. D., & Bruinekool, R. M. (2019).  | 6.B.1.d6.B.1.f |
| 10 | 3/18/21 | Maintaining Change & Termination*Client Case Conceptualization* | Kress, V., & Marie, M. (2019) | 6.B.1.f |
| 11 | 3/25/21 | Maintaining Ethical Practice*Client Case Conceptualization* | Wilkinson, T., Smith, D., & Wimberly, R. (2019). | 6.B.1.e |
| 12 | 4/1/21 | **NO CLASS** |  |  |
| 13 | 4/08/21 | Balancing Care for Others and for SelfSustaining Professional and Personal Self*Client Case Conceptualization* | Bradley, N., Whisenhunt, J., Adamson, N., & Kress, V.E. (2013)**Distribute Final Evaluations** | 6.B.1.f |
| 14 | 4/15/21 | Understanding Rehabilitation Counseling*Client Case Conceptualization* | Huber, M. J., Walker, Q. D., Dunlap, P. N., Russell, V. E., & Richardson, T. V. (2019) | 6.B.1.f |
| 15 | 4/22/21 | Counselor Professional Development over the SemesterClass Wrap Up | **FINAL EVALUATIONS DUE** |  |