

**HON 410: Work, Meaning and Wellness**

Fall 2022 Tues & Thurs 2-3:15 PM 3 Credit Hours

DuSable 246

**Instructor**: Melissa Fickling, PhD, LCPC, ACS, BC-TMH (she/her/hers)

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**Communication:** I can be reached via email. I will respond as promptly as possible and within 48 hours of receipt Mon-Fri.

**Drop-In Office Hours for Students:** Mondays, 1:00-2:30; Tuesdays, 3:30-5:00 pm

# Dr. Flicking’s Professional Background Statement

**Melissa J. Fickling** completed her PhD in Counseling and Counselor Education at The University of North Carolina at Greensboro in 2015 and her Master of Arts degree in Community Counseling from Roosevelt University in 2009. She is a Licensed Clinical Professional Counselor in the State of Illinois (#180.008071) and an Approved Clinical Supervisor (#2493). She has worked as a professional counselor in college, community, and private practice settings, specializing in issues of career, work, and employment. In addition, she has clinical interests in grief and loss, life transitions, and aging. She is an Associate Editor of NCDA’s *Career Convergence* web magazine and a member of the ACES *Teaching Practice Briefs* editorial board.

# Content Area

**Course Description:** In this discussion-based course, students will consider historical and philosophical perspectives on the role of work in life, as well as critique popular narratives around passion, career choice, and happiness. Students will examine trends and inequities in the US labor market and contextualize discussions about work into broader frameworks of individual mental health and community wellness. Students will engage in guided self-assessment through exploring their career narratives, cultural messaging, skills, values, strengths, and interests. Students will develop personal meaning profiles to help guide their career planning, decision making, lifelong learning, and civic engagement.

**Required Text** – There is no required textbook for this course. Required articles can be found in Blackboard. See Course Schedule at end of syllabus for dates of required readings.

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# Student Learning Outcomes

By the end of this course, students will be able to:

1. Describe the function of work historically and in contemporary global contexts
   1. Critique popular career advice discourse from a wellness perspective
   2. Consider their own views on work and life and how they intersect
2. Analyze and describe labor force data
3. Explain how work, unemployment, underemployment, and precarious work affect mental health
4. Articulate the ways in which privilege, oppression, and power can manifest in work settings, particularly around race, gender, class, and disability
   1. Identify workplace injustice and effectively advocate for change
5. Share how their cultural identities, skills, values, strengths, and interests shape their occupational and career goals
   1. Tell their career story, including past, present, and future
6. Define wellness and articulate how it differs from and relates to happiness, well-being, and health
7. Discuss the pursuit of “work-life balance” for contemporary families

# Methods of Instruction

## Structure of the Course

This course will be taught in person on the NIU DeKalb campus. I will communicate and collaborate using various technologies that will be discussed below. It is critical to your success that you fully engage through each of these modes of interaction.

## Computer Requirements

In the event we need to meet online during the semester, please check to [see if your device is ready for online learning](https://elearning.niu.edu/information/comChecklist.shtml).

***Blackboard (Bb)*** ([https://webcourses.niu.edu](https://webcourses.niu.edu/))

Blackboard will house course materials and will be the place you turn in assignments. You will also find announcements, course schedule, discussion forums, links to outside activities and additional readings as assigned.

# Assignments & Evaluation

### Workview/Lifeview Due: 8/30; 9/6; 9/8

The purpose of this assignment is to begin thinking about how work and life are connected for you personally. There is no “right” or “wrong” to this assignment – all you need to do is answer the questions openly, honestly, and thoughtfully. There are three parts to this assignment. It is recommended that you set aside one full hour to answer the Workview and Lifeview questions, and another full hour to complete the integration section. (Objective 1, 5, 6)

### Video Reflection Due: Thurs, 9/29

In lieu of attending class on September 29, you will watch two short videos, which make quite different arguments about how we ought to design our work and career. You will then create a discussion post in Blackboard responding to the videos with your position (citing the videos to support your argument). You may also pose questions in your post, or in

responses to your peers’ posts. In stating your position, you must address to what extent privilege may factor into the speakers’ arguments. Specifically, to whom does their advice apply (or not apply)? What might one or both of the speakers be leaving out of their considerations? Please respond to at least two of your peers’ posts for full credit.

### Independent Project Due: Tues, 11/22

Each student will develop an independent project centered on equity in work and career. Students will create and submit a project proposal, which can be found in Blackboard (due 9/20), focused on one or more of the course objectives and themes from an equity perspective. Creativity is encouraged; however, some sample project descriptions are shared in Blackboard. A mid-project update will be submitted (due 10/18) as well as the final project itself with final reflection on the learning (due 11/22).

1. **Work, Meaning, & Wellness Presentation (Final Exam) Due: Tues, 12/6** Students will develop a final presentation meant to synthesize their learning about their own personal meaning, wellness, and understanding of work & career. The presentation should be 5 minutes in length. In this presentation, you should discuss:
   * how your identities, cultural backgrounds, and values influence how you think about and experience work;
   * How your thinking about work and career have changed over time;
   * Your thoughts, feelings, hopes, and/or expectations of work looking forward;
   * How wellness fits into your approach toward life and work

This may be shared in a variety of ways - through a short speech, a creative expression (e.g., visual art, poem, dance), or other modality as approved by the instructor.

(Objectives 1, 5, 6)

1. **Discussion Leading** (see course schedule for dates)

In pairs, students will sign up to lead a class discussion on a reading. Discussion leading means the students will prepare discussion questions and prompts for their peers to consider. Discussion leaders will also facilitate the conversation based on those prompts for a group of their classmates. Students will be assessed based on their comprehension and critique of the reading, as well as the quality of the discussion prompts they prepare.

|  |  |  |
| --- | --- | --- |
| Due | Assignment | Points |
| Week 3  8/30; 9/6; 9/8 | Workview-Lifeview (three parts) | 10 |
| Week 4  Tuesday, 9/6 | Life Values Inventory (upload results & bring to class) | 5 |
| Week 5  Tuesday, 9/20 | Independent Project Proposal | 10 |
| Week 6  Thursday, 9/29 | Video Reaction Post | 10 |
| Week 9  Tuesday, 10/18 | Independent Project Update | 10 |
| Week 14  Tuesday, 11/22 | Independent Project Final Report | 20 |
| Tuesday, December 6,  2:00 PM | Work, Meaning, & Wellness Presentation | 10 |
| varies | Discussion Leading | 15 |
| ongoing | Engagement & Participation (self-assessed) | 10 |
|  | | 100 Total |

## Attendance

Your presence in this class is important, both for your ability to engage with peers and the instructor, but also for **our** opportunity to engage with **you**. We all learn from each other. Much of the work for this class will take place during class time and, thus, cannot be made up independently. Of course, emergencies arise, and I understand that there may be rare and unexpected occasions you have to miss class (e.g., childcare falls through, illness, transportation issues). I will work with you to make up missed experiences. Please email me ([mfickling@niu.edu](mailto:mfickling@niu.edu)) as soon as you know you will be missing a class meeting. This will help me adjust plans as needed.

In the case of an absence due to required attendance at a university-sponsored event such as a department trip, performing arts activity, ROTC function, or athletic competition, reasonable attempts shall be made by faculty members to allow the student to make up missed work. Students are responsible for completing the work assigned and/or due on the days they are absent for university-sponsored events. Both the sponsoring unit and the student should inform the faculty member as soon as possible in the semester in order for arrangements to be made for completing missed assignments, examinations or other required course work. The student is required to provide each instructor with an official notification in advance of the absence (e.g., a letter from the chair of the sponsoring department, the head of the sponsoring unit, or the coach).

# Select NIU Statements, Policies and Procedures

## Land Acknowledgement

Northern Illinois University operates and is built on the traditional lands of the Oceti Sakowin (Sioux), Miami, Bodewadmiakiwen (Potawatomi), Sauk and Meskwaki, and Peoria. We acknowledge this land and these peoples in order to honor the legacies, struggles, and current existence of Indigenous peoples.

## COVID-19 Considerations

Please monitor your health and stay home if you develop any symptoms that might be related to COVID-19 even if you are vaccinated. If you have symptoms, complete the [COVID-19 Screening](https://go.niu.edu/covid-checklist) [Checklist](https://go.niu.edu/covid-checklist) to report your symptoms. Once you submit the checklist a university employee will call you within 24 hours to provide guidance. If you are not vaccinated and exposed to someone who has tested positive for COVID-19, you should also complete the [COVID-19 Screening Checklist](https://go.niu.edu/covid-checklist).

## Statement of Accessibility

If you need an accommodation for this class, please contact the Disability Resource Center as soon as possible. The DRC coordinates accommodations for students with disabilities. It is located in the Campus Life Building, Suite 180, and can be reached at 815-753-1303 or [drc@niu.edu](mailto:drc@niu.edu).

Also, please contact me privately as soon as possible so we can discuss your accommodations. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

## Multilingual Student Statement

I am committed to making course content accessible to all students. If English is not your first language and this causes you concern about the course, please speak with me.

## Name and Pronoun Statement

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As an NIU student, you are able to change how your preferred/proper name shows up on class rosters. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point

during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you.

Should you want to update your preferred/proper name, you can do so by looking at the following guidelines and frequently asked questions:

[Student Preferred/Proper Name Information](https://www.niu.edu/registration-records/about/name.shtml) [Preferred/Proper Name Frequently Asked Questions](https://www.niu.edu/registration-records/help/index.shtml)

## Undocumented Students

Undocumented students are welcome in this class. If you are undocumented and need assistance with successfully completing courses or a degree at NIU, the coordinator for Undocumented Student Support, Sandy López, can help you with advising, campus services designed for undocumented students, and other university resources. Visit Sandy in the Campus Life Building, room 236 or contact her at [slopez1@niu.edu](mailto:slopez1@niu.edu) or 815-753-2391.

## Academic Integrity

Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.

## Statement on Equal Treatment

The instructor and students in this course will act with integrity and strive to engage in equitable verbal and nonverbal behavior with respect to differences arising from age, gender identity and expression, race, sexual identity, physical ability, and religious beliefs and practices.

## NIU Equity Statement

Northern Illinois University strives to improve outcomes for all students by identifying and removing barriers that disproportionately hinder the academic achievement and student experience of historically and currently underserved populations.

## Copyright Policy

My lectures and course materials, including presentations, tests, exams, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. I encourage you to take notes and make copies of course materials for your own educational use. However, you may not, nor may you knowingly allow others to reproduce or distribute lecture notes and course materials publicly without my express written consent. This includes providing materials to commercial course material suppliers such as CourseHero, Chegg, and other similar services. Students who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's course materials may be in violation of the university's student code of conduct. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will request your written permission.

## Freedom of Expression

Northern Illinois University supports and upholds the First Amendment protection of freedom of speech and the principle of academic freedom to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students are not penalized for the content or viewpoints of their speech if student expression in a class context is germane to the subject matters of the course and conveyed in an appropriate manner.

## Syllabus Change Policy

This syllabus is a guide and every attempt is made to provide an accurate overview of the course and its requirements. However, certain circumstances may make it necessary for me to modify the syllabus during the semester for your benefit and the changes may depend, in part, on course progress and our needs. I will announce any change to the syllabus as early as possible so that you can adjust your schedule.

## Library Support

An NIU librarian can help you narrow a research question, manage citations, and use library services. For recommendations and links to the best library resources, please [Library Research](https://libguides.niu.edu/find) [Guides](https://libguides.niu.edu/find) for relevant academic areas. For any research question, you can also [chat live with a](https://library.niu.edu/university-libraries) [librarian](https://library.niu.edu/university-libraries).

## Low-Cost Course Materials Commitment

As a commitment to education affordability, this course uses course materials that are either open educational resources (OER), available from the University Libraries under fair use guidelines, or identified as low-cost (under $40).

# Campus Resources

|  |  |
| --- | --- |
| [The Center for Black Studies](https://www.niu.edu/blackstudies/index.shtml)  [The Gender and Sexuality Resource Center](https://www.niu.edu/gsrc/index.shtml) | (815) 753-1709  (815) 753-4772 |
| [The Latino Resource Center](https://www.niu.edu/lrc/index.shtml) | (815) 753-1986 |
| [The Asian American Resource Center](https://www.niu.edu/aac/index.shtml) | (815) 752-1177 |
| [Disability Resource Center](https://www.niu.edu/disability/index.shtml) | (815) 753-1303 |
| [Military and Post-Traditional Student Services](https://www.niu.edu/mptss/) | (815) 753-0691 |
| [Office of the Ombudsperson](https://www.niu.edu/ombuds/) | (815) 753-1414 |
| [Career Services](https://www.niu.edu/careerservices/index.shtml) | (815) 753-1641 |
| [The University Writing Center](https://www.niu.edu/writing-center/index.shtml) | (815) 753-6636 |
| [Campus Child Care](https://www.chhs.niu.edu/child-center/index.shtml) | (815) 753-0125 |
| [Health Services](https://www.niu.edu/health-services/index.shtml) | (815) 753-1311 |
| [Counseling & Consultation Services](https://www.niu.edu/counseling/) | (815) 753-1206 |
| [The Couple and Family Therapy Clinic](https://www.chhs.niu.edu/clinics/couple-family-therapy/index.shtml) | (815) 753-1684 |
| [Psychological Services Center](https://www.niu.edu/psychology/resources/psc/index.shtml) | (815) 753-0591 |
| [Undocumented Student Resources](https://www.niu.edu/undocumented/index.shtml) | (815) 753-2391 |

# Course Schedule

### Week 1 – What is work?

**Tuesday, August 23**

* No Readings Today
* Lecture: History of Work **Thursday, August 25**
* Read: Brown (2013) Why Do People Work?
* Lecture: Privilege and Power in Work & Wellness

### Week 2 – Why do we work? What do I believe about work?

**Tuesday, August 30**

* Turn In: Workview
* Read: Svendsen *Work* (2018) Chapter 2
* Discussion Leaders: **Thursday, September 1**
* Read: US BLS OOH Glossary (in Blackboard)
* Lecture: Labor & Occupational Information

### Week 3 – Which skills do I have and which should I develop?

**Tuesday, September 6**

* Turn in: Lifeview
* In Class: Skills Assessment

**Thursday, September 8 – No Class Today**

* No class
* Turn in: Workview-Lifeview (all three steps)
* At home activity: Take the Life Values Inventory

### Week 4 – How do values affect work?

**Tuesday, September 13**

* Turn In: Life Values Inventory Results
* Read: 3 Life Values Inventory Articles of Your Choice
* Lecture: Values and Work
* In Class: Independent Project Brainstorming

**Thursday, September 15**

* Read Article in Blackboard: Prilleltensky, I., & Stead, G. B. (2012). Critical psychology and career development: Unpacking the adjust-challenge dilemma. *Journal of Career Development, 39*, 321-340. <https://doi.org/10.1177/0894845310384403>
* Discussion Leaders:

### Week 5 – How do gender and work intersect?

**Tuesday, September 20**

* Turn In: Independent Project Proposal
* Lecture: Gender and Work

**Thursday, September 22**

* Read: A Glosenberg, TS Behrend, TJG Tracey, DL Blustein… - Evidence for “pushed out” and “opt out” factors in women’s career inclusion across the world of work in the United States. Journal of Career Assessment, 2022
* Discussion Leaders:

### Week 6 – Is work a means, an end, or both?

**Tuesday, September 27**

* Read: Duffy, R. D., Blustein, D. L., Diemer, M. A., & Autin, K. L. (2016). The psychology of working theory. *Journal of Counseling Psychology, 63*(2), 127-148.<http://dx.doi.org/10.1037/cou0000140>
* Lecture: Psychology of Working Theory

**Thursday, September 29 – No Class**

* Watch: [Stay Hungry. Stay Foolish](https://youtu.be/UF8uR6Z6KLc) by Steve Jobs
* Watch: [Follow Your Passion is Bad Advice](https://youtu.be/IIMu1PGbG-0) by Cal Newport
* Turn In: Video Reaction Discussion Board

### Week 7 – How do workers resist exploitation?

**Tuesday, October 4**

* Read: Blustein, D. L., Smith, C. M., Wu, X., Guarino, P. A., Joyner, E., Milo, L., & Bilodeau, D.

C. (2022). “Like a Tsunami Coming in Fast”: A Critical Qualitative Study of Precarity and Resistance During the Pandemic. *Journal of Counseling Psychology*. Advance online publication. <http://dx.doi.org/10.1037/cou0000615>

* Discussion Leaders: **Thursday, October 6**
* In Class: Viva La Causa

### Week 8 – What are the mental health effects of unemployment?

**Tuesday, October 11**

* Lecture: Unemployment and Mental Health **Thursday, October 13**
* Watch Before Class: [Fifty-Five, Unemployed, and Faking Normal](https://youtu.be/hFpQ5N_ttNQ)
* Watch Together In Class: [The Last Truck: Closing of a GM Plant](https://youtu.be/yKNOaY7lz-8)

### Week 9 – What does it mean to pursue wellness?

**Tuesday, October 18**

* Turn In: Independent Project Update
* In Class: Project Updates in Small Groups **Thursday, October 20**
* Read: Gamby, K., Burns, D., & Forristal, K. (2021). Wellness decolonized: The history of wellness and recommendations for the counseling field. *Journal of Mental Health Counseling, 43*(3), 228-245. <https://doi.org/10.17744/mehc.43.3.05>
* Discussion Leaders:

### Week 10 – How do wellness and work intersect?

**Tuesday, October 25**

* Lecture: Wellness & Work **Thursday, October 27**
* Lecture: The Future of Work

### Week 11 – How can we make healthy transitions in work and life?

**Tuesday, November 1**

* Lecture: Voluntary & Involuntary Career Transitions **Thursday, November 3**
* Read: Masdonati, J., Massoudi, K., Blustein, D. L., & Duffy, R. D. (2022). Moving toward decent work: Application of the psychology of working theory to the school-to-work transition. *Journal of Career Development, 49*(1), 41-59.<https://doi/org/10.1177/0894845321991681>
* Discussion Leaders:

### Week 12 – What are the rights of workers with disabilities?

**Tuesday, November 8 – No Class**

* No class **Thursday, November 10**
* Read: Vornholt, K., Uitdewilligen, S., & Nijhuis, F. J. N. (2013). Factors affecting the acceptance of people with disabilities at work: A literature review. *Journal of Occupational Rehabilitation, 23*, 463-475. <https://doi.org/10.1007/s10926-013-9426-0>
* Lecture: Disabilities at Work

### Week 13 – How can we create more just and healthy workplaces?

**Tuesday, November 15**

* Lecture: Anti-racism and work **Thursday, November 17**
* In Class: Independent Project Workshop

### Week 14 – What have I learned and what’s next to learn?

**Tuesday, November 22**

* Turn In: Independent Project Final Report **Thursday, November 24 – No Class**
* No class

### Week 15 – How can I prioritize my wellness?

**Tuesday, November 29**

* No Readings This Week

**Thursday, December 1**

* No Readings This Week

### Final Exam – Work, Meaning, & Wellness Presentations

Tuesday, December 6, 2-3:50 p.m.

# Discussion Leading Rubric (15 points)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Comprehensive (100%) | Adequate  (90%) | Insufficient  (80%) |
| Comprehension of Reading  8 points | Discussion leaders clearly understand the key take- aways of the assigned reading and are able to connect it to overarching  themes of the class. | Discussion leaders accurately convey the key concepts of the reading but fail to connect to the overarching themes or  objectives of the course. | Discussion leaders misunderstand or misrepresent the assigned reading’s key points. |
| Quality of Discussion Prompts 7 points | Discussion prompts are thoughtful, engaging, critical, and encourage consideration of equity, diversity, intersecting identities, power, and/or  privilege. | Discussion prompts encourage dialogue among students at the surface level rather than engaging their critical thinking. | Discussion prompts are disconnected from the themes of the assigned reading and/or fail to engage students in  meaningful dialogue. |

# Work, Meaning & Wellness Presentation Rubric (10 points)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Comprehensive (100%) | Adequate  (90%) | Insufficient  (80%) |
| Exploration of Personal Factors  4 points | Student describes how their identities, cultural backgrounds, and values intersect to influence how they think about and experience work | Student identifies their relevant identities, cultural backgrounds, and values that influence how they think about  and experience work | Student fails to connect how their identities, cultural backgrounds, or values influence how they think about and  experience work |
| Personal Reflection 3 points | Student shares how their views and understandings of work have changed over time; includes how they hope to continue to grow after this semester and how they plan to care for their  wellness | Student shares how their views and understandings of work have changed over time; includes how they hope to continue to grow  after this semester | Student fails to share how their views of work, meaning, or wellness have developed over time. |
| Effectiveness of Presentation  3 points | Presentation is clear, thoughtful, and effectively shared; creativity is apparent in the completion  and dissemination of the assignment | Presentation is clear, thoughtful, and effectively shared | Presenter appears unprepared and/or lacking in clarity |

# HON 410: Work, Meaning, and Wellness Curriculum Map

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Course Objective | | | | | | |
|  | 1 - Describe the function of work historically and in contemporary global contexts | 2 - Analyze and describe labor force data | 3 - Explain how work, unemployment, underemployment, and precarious work affect mental health | 4 - Articulate the ways in which privilege, oppression, and power can manifest in work settings, particularly around race, gender, class,  and disability | 5 - Share how their cultural identities, skills, values, strengths, and interests shape their occupational and career  goals | 6 - Define wellness and articulate how it differs from and relates to happiness, well-being, and health | 7 - Discuss the pursuit of “work-life balance” for contemporary families |
| Week 1 | X |  |  | X |  |  |  |
| Week 2 | X | X |  |  |  |  |  |
| Week 3 |  |  |  |  | X |  |  |
| Week 4 |  |  | X | X | X |  |  |
| Week 5 |  |  |  | X |  |  |  |
| Week 6 | X |  | X | X |  |  |  |
| Week 7 |  |  | X | X |  |  | X |
| Week 8 |  | X | X | X |  |  |  |
| Week 9 |  |  | X | X |  | X |  |
| Week 10 | X | X | X | X |  | X | X |
| Week 11 | X | X | X | X | X | X | X |
| Week 12 |  | X |  | X |  |  |  |
| Week 13 | X | X | X | X |  | X | X |
| Week 14 | Individualized Objectives re: Independent Equity Project | | | | | | |
| Week 15 |  |  |  |  | X |  |  |
| Week 16 |  |  |  |  | X |  |  |