CNS 738: Clinical Mental Health Practicum
CNS 738: School Counseling Practicum
Wake Forest University
Spring 2016

Office Hours: By appointment

Practicum Overview

The Counseling Practicum is a second semester pre-internship experience designed to help students further develop their individual counseling and group work skills under careful supervision. The Practicum includes a minimum of **200 total hours**, with at least **165 hours of field experience** in a community/mental health or school setting plus at least **35 hours** of individual/triadic and group supervision by University faculty. The 200 hours break down as follows:

165 hours of work in a school or community setting over a period of one semester (an average of 11-12 hours per week for 15 weeks). These hours should include the following activities:

- a minimum of **50** hours of direct individual client contact, **10** hours of which must be group work
- a minimum of **7** hours of supervision by the site supervisor.
- **35 hours of university supervision**, which includes:
    - **14** hours of individual or paired supervision by a faculty member
    - **21** hours of group supervision (1 1/2 hours per week) by program faculty with other students

Course Description

The practicum is a highly individualized learning experience that provides opportunities for growth in skills, knowledge, and personal development. In Practicum, you will be provided the opportunity to increase understanding of yourself and your impact on others as well as augment your understanding of your setting (school or community/mental health). Practicum meetings will be composed of various experiences to be determined by the needs, abilities, and concerns of the group members and supervisor. Activities will be designed to facilitate growth in specific counseling skills, case conceptualization skills, self-awareness, and professional identity development.

Examples of activities include:

- Role playing

- Case presentations
- Taping and Critiquing
- Group interaction
- Skill Development Exercises
- Peer consultation, including giving and receiving feedback
- Selected assigned readings about current issues and challenges
- Self-assessment

Student Expectations

1. **Entering and Belonging:** Become familiar with the site in which you are working. Spend time becoming aware of the complex interactions that characterize the organization. Learn about policies, schedules, forms, and procedures. Your site supervisor will introduce you to staff members. As soon as you have finalized your schedule for being on site, please give me a copy with telephone numbers and other contact information.

2. **Professional Behavior:** You and your site supervisor need to determine your site work hours and any scheduled time off – treat this just like a professional job. You are their employee in legal terms and need to follow all their policies and procedures (e.g., dress code, timeliness to work, who to contact when you will be missing work, confidentiality regulations, ethical and legal issues, record keeping, professional conduct, crisis and abuse reporting procedures). Please ask to see the policy manual within your first 2 weeks on site. Also, please determine who you report to in instances when your on-site supervisor is not available. Remember you will also be asking for recommendations in the future for jobs, licensure, etc., so think about how you want to be remembered.

3. **Field Experiences:** As the semester proceeds, you will have opportunities to engage in direct service with clients. You are required to accrue at minimum **50** direct contact hours. At least **10** of the direct contact hours should involve group counseling. Your experiences will include four different roles:

    a. **Observer**: you will be watching and learning. Pay attention to things that work well and not as well. Consider how your style is similar to and different from what you are seeing.

    b. **Participant/Observer**: In this case, you are primarily an observer, but you ought to participate some of the time. Your timely assistance may be appropriate. Follow the lead of the counselor.

c. **Co-leader**: In some cases, you might share equal responsibility with the on-site counselor. Typically, you and the counselor will reach an agreement about who will initiate the process and who will provide primary leadership and support.

d. **Leader**: In this case, you lead the individual or group counseling session by yourself (with supervision).

4. **Confidentiality:** Information shared during group and individual supervision is confidential and should be treated as such. If you think there is a need to break confidentiality (i.e., *duty to warn*), consult with your site and university supervisors first.

5. **Skills:** Concentrate on observing and building essential counseling skills rather than concerning yourself with all the things a counselor might do. Some areas of concentration include,

   a. Individual Counseling. Develop your basic counseling and interviewing skills with individuals. Learn to structure a counseling session and to follow the lead of the client and build a helping relationship. Keep progress notes for all individual counseling sessions in accordance with the site requirements. If you are in a co-leading role, discuss your observations with your site supervisors and with me.

   b. Group Counseling. Observe then co-lead groups before leading them yourself. Be prepared to show your overall plan for the groups, your method of evaluating the groups, and your reactions to the group leadership experience.
   c. Consultation. Participate in at least one consultation experience, if possible. This may include parent consultation, consultation with school personnel, peer review at the site, or consultation with other agencies (when appropriate).

FOR SCHOOL SITE ONLY:

- Classroom Guidance: Begin by observing lessons at each grade level if possible. Plan and implement a one-session classroom or large group guidance lesson that might be implemented during the last part of the semester. If possible, present to more than one class.

- Exceptional Child/Student Education & Placement: Learn the procedures and processes for assessment, placement, and education of exceptional students.

Examine the referral process and assessments that are most frequently used. Investigate all material available on the WS/FC school system website and consult the EC case manager as well as the school psychologist (if possible).

Student Responsibilities

1. **Insurance:** Obtain professional liability insurance prior to beginning the practicum.

2. **Consent to Record form:** Check to see if your site has a written consent-to-record form. If the site doesn't have such a form, you may use the sample provided on the WFU Counseling Department website and modify as you need in conjunction with your site and university supervisors. **Please bring a blank copy of the consent form to your university supervisor.** Talk with your site supervisor about recording issues. Some sites have special requirements or circumstances. Obtain permission to audio record counseling sessions during your first session with a client. If the client is a minor, the form needs to be signed by a parent or legal guardian. Talk to your site supervisor **BEFORE** you send out a consent form to anyone. *Due at your first individual/triadic supervision session.*

3. **Site Supervisor-Student Recording Agreement:** You and your site supervisor sign this form in agreement that your signed consent to record forms will remain secured onsite. *Due at your first individual/triadic supervision session.*

4. **Ethical Guidelines for Internship and Practicum Students form**: Please review the form with your site supervisor. *Due at your first individual/triadic supervision session.*

5. **Professional disclosure statement:** Work with your site and university supervisors to develop a professional disclosure statement, which identifies you as a practicum student from Wake Forest University. *Due at second individual/triadic supervision session.*

6. **Goals:** Develop and submit a written statement of individual learning goals for the practicum. Goals should be clearly and specifically articulated and should address issues in the following four areas: specific counseling skills, case conceptualization skills, self-awareness, and professional growth and development. *Due at the second individual/triadic supervision session.*

7. **Recordings:** Ideally, you will record at least three client counseling sessions for review and critique (one for university supervisor review, one for case

presentation, and one for peer review). If you are submitting group sessions for review, you must also submit individual sessions as well. Your tapes must be AUDIBLE. INAUDIBLE tapes will NOT be accepted and you will be asked to produce more tapes. You must turn in a minimum of 2 hours and 15 minutes of tape – which may be more than 3 counseling sessions as some sessions (especially in schools) do not last 45-50 minutes. You must use Adobe Connect to record your sessions. You MUST test your device and Adobe Connect to make certain that the audio is clear and AUDIBLE. Remember, you will need to ensure that you can send the recording to your instructor. Per Wake Forest counseling departmental policy, ONLY audio recordings are allowed. If your site is amenable to additional recordings, you may complete and turn in more than three recordings. Also, your lead instructor or practitioner instructor may request additional recordings. View the Recording Evaluation Rubric that your instructor will be using to grade your recordings.

a. Recordings should comply with the host site's policies.
b. Students should ensure that clients have signed proper release forms, which include the notification that such recordings may be used for educational purposes.
c. Listen to your recording before giving it to the faculty supervisor or peer.
d. Recordings should be accompanied by a written analysis of the recorded session using the Recording Review form found online and the transciription template provided in the syllabus.
e. Recordings must give your supervisor and peer adequate time to review your recording, please turn it in for review at least 48 hours prior to your individual/triadic supervision session. (This does not include Saturday/Sunday.)

8. **Case presentation:** Make at least **one oral case presentation** to the supervision group. Please provide group members with a write-up of your case using the same form you use for tape reviews by supervisors or peers. (These forms will be shredded after your presentation). You should use **one continuous segment of tape approximately 10 minutes long** for your presentation**.** Students will sign up for presentation dates. This will count as one of your required tapes.

9. **On-site supervision:** Meet regularly (preferably 1x/week for at least 30 minutes) with your site supervisor. If there are any issues that we need to be aware of, please notify one of us (site or university supervisor) as soon as possible.

10. **Self-evaluation:** In lieu of a final examination, submit a self-evaluation paper (4-5 pages) that describes your personal and professional achievements during the

practicum. Discuss what you learned as a result of this experience and include goals for your next clinical experience.

11. **Participation:** Attend and actively participate in all weekly group and individual/paired supervision sessions. One absence in group and one absence in individual/paired supervision will be excused without penalty; however, more than one absence in each may result in a 10% deduction in your final grade. Excessive absences are unacceptable and may result in failure to receive credit for the course. Continual and/or excessive tardiness also will negatively impact your grade. If you are unable to attend a paired/individual supervision session, please let your university supervisor know as soon as possible.

12. **Other Forms:** There are several forms you will need to complete throughout the semester. Most forms are available online at **http://www.wfu.edu/counseling/studentforms.html**. Make sure all necessary paperwork is turned in on time and before the final group meeting. Also see checklist at the end of the syllabus.
    a. **Practicum /Internship Learning Agreement:** Develop and present a practicum contract signed by the student and the site supervisor, and approved by the university supervisor. The contract should include the activities the practicum site will provide and the estimated percentage of time of time spent in each. Also include any tasks that will be accomplished as part of the experience. Negotiation and modification of this contract may be required. Students should provide a copy of the completed, signed contract to the on-site and university supervisors **within two weeks of start of the practicum.**
    b. **Logs:** Maintain a **weekly** log recording your field experiences. Forms are available online. Your completed log sheet will be reviewed weekly by your university supervisor.
    c. **Recording Review Form:** Included at the end of syllabus. Turn in with every tape.
    d. **Site Evaluation Form and Site Description:** These forms are located online. They are to be completed at the end of the semester and turned into the university supervisor**.** They are called “Student’s Evaluation of Practicum/Internship Experience” and “Student’s Description of Site for Notebook” respectively.
    e. **Evaluation of University Supervisor**: Forms are available online. Forms should be emailed to Louise Schatz by the last day of the semester. This for is called “Practicum Student’s Evaluation of University Supervisor”.

f. **Site Supervisor Evaluation of Student:** Submit a mid-semester and end of the semester evaluation of student completed by **on-site supervisor**. Due dates TBA.
g. **University Supervisor Evaluation of Student:** Submit a mid-semester and end of the semester evaluation of student completed by **university supervisor**. Due dates TBA.

Evaluation

Professional behavior, active participation, openness to feedback, and completed assignments (e.g., forms, recordings, supervision) are expected. These requirements are essential components for successful midterm and final evaluations. Your university supervisor combines your site and university evaluations to determine your final course grade.

Midterm evaluation	**40%**
Final evaluation	**60%**

Grade

A 93-100	A- 90-92	B+ 87-89	B 83-86	B- 80-82
C+ 77-79	C 70-76	F 0-69		

NOTE: Per Department and University policy, for skills and clinical courses such as CNS 738, a grade below 82.5 will result in the student being required to re-take the course.

Assignment Checklist : SEE TENTATIVE SCHEDULE FOR DUE DATES

_____Consent to Record form (signed copies will be kept on site)

_____Site Supervisor-Student Recording Agreement form

_____Ethical Guidelines for Internship and Practicum Students form

_____Professional Disclosure Statement

_____Learning Goals

_____Learning Agreement form

_____Time Logs

_____Midterm Evaluation Form from Site Supervisor

_____Midterm Evaluation From from University Supervisor

_____Minimum of 3 recordings (2 hours 15 minutes) with Tape Evaluation forms & transcripts (Due at least 48 hours prior to supervision)

_____ Tape 1 _____ Tape 2 _____ Tape 3

_____ Final Evaluation Form from Site Supervisor

_____ Final Evaluation Form from University Supervisor

_____ Evaluation of Practicum Experience

_____ Site Description for WFU Notebook

_____ Evaluation of University Supervisor

_____4-5 page Self-Evaluation

RECORDING REVIEW FORM

CNS 738

Your name: _____
Site Supervisor: _____

Tape #: 1 2 3 Client Initials:_____

Date of counseling session: _____Counseling session # with this client:_____

Brief client background information (demographics, presenting concern, client's history of counseling, complicating factors, your general impressions of client, client's strengths/level of functioning, preliminary diagnosis):

Brief summary of the session (theoretical approach, techniques used, focus in **this** session):

Conceptualization (your interpretation of what is happening with the client):

What you feel went well in this session, and why:

What you would have done differently, and why:

Issues you would like to discuss in supervision (it is important to complete this section thoughtfully):

TENTATIVE SCHEDULE FOR SPRING 2016

DATE	ACTIVITY	ASSIGNMENT DUE

Week 1 (Jan. 12) CACREP general standards: II.F.1.b.-l. II.F.2.e. II.F.3.e.-h. II.F.4.b.,j. II.F.5.d.-g. II.F.6.b.-g. II.F.7.b.-d.,m. III.A.-D. CACREP School Counseling standards: 1.B.-E. 2.F.-Q. 3.R.-FF. CACREP Clinical Mental Health Counseling standards: 1.C., D. 2.G.-S. 3.T.-W.	Introductions Review syllabus Supervision expectations Discuss any fears or concerns related to practicum.	Forms may be found at: http://college.wfu.edu/counseling/forms/forms-for-current-students/ **Required reading:** 1) Jordan, K., & Kelly, W. E. (2011). A Preliminary Factor Analytic Investigation of Beginning Counseling Students Worries. Psychology Journal, 8 (1), 2-10. 2)The Department of Counseling Student Clinical Experience Manual 3)Practicum syllabus 4)Practicum forms
Week 2 (Jan. 19) CACREP general: II.F.1.h. II.F.3.h. II.F.4.j. II.F.5.d. II.F.6.g. II.F.7.m.	Ethical & Legal Issues	**Required reading:** 1)Policy & Procedure Manual at site. 2)A Model of Ethical Decision from a Multicultural Perspective (Wiggins Frame & Braun Williams, 2005): Frame, M. W. and Williams, C. B. (2005), A Model of Ethical Decision Making From a Multicultural Perspective. Counseling and Values, 49: 165–179. doi: 10.1002/j.2161-007X.2005.tb01020.x 3)The Elements of Counseling (Meier & Davis, 2011):

III.A.-D. CACREP School Counseling 1.B.-E. 2.F.-Q. 3.R.-FF. CACREP Clinical Mental Health Counseling: 1.C., D. 2.G.-S. 3.T.-W.		○ Chapter 1: Setting the Stage: Counseling Process ○ Chapter 5: Section 44: On Ethical Questions, Consult 4)Policy & Procedure Manual at your site **Review:** 1) ACA Ethical Code: http://www.counseling.org/knowledge-center/ethics **Optional reading:** 1) Supervision of School Counselors (Henderson, 1994) 2) Getting the Most Out of Clinical Supervision: Strategies for Mental Health Counseling (Pearson, 2004)
Week 3 (Jan. 26) CACREP general: II.F.7.c. III.A.-D. CACREP School Counseling: 1.B.-E. 2.F.-Q. 3.R.-FF. CACREP Clinical Mental Health Counseling: 1.C., D. 2.G.-S. 3.T.-W.	Suicide Assessment	***Required Reading:*** *1)The Elements of Counseling, Chapter 4: Section 29 (Develop Crisis Intervention Skills)* *2)SAMHSA http://store.samhsa.gov/product/Suicide-Assessment-Five-Step-Evaluation-and-Triage-SAFE-T-/SMA09-4452* *3)Granello, D. (2010). The process of suicide risk assessment: Twelve core principles. Journal of Counseling and Development, 88, 363-370.* ***Optional reading:*** *1)(mental health and school) http://www.afsp.org/* *2)(school) http://schoolcounselor.org/magazine/blogs/november-december-2013/suicide-contracts,-assessments-and-parental-guardi* *3)school) http://www.schoolcounselor.org/magazine/blogs/november-december-2013/student-threat-assessment*

		3)Hays, D. G., Craigen, L. M., Knight, J., Healey, A., & Sikes, A. (2009). Duty to warn and protect against self-destructive behaviors and interpersonal violence. Journal of School Counseling, 7 (11). 4)Anderson, M. J. (2004). Developing a teen suicide prevention program in the schools. Journal of School Counseling, 2 (3).
Week 4 (Feb. 2) CACREP general: II.F.2.e. II.F.3.e.-h. II.F.4.b.,j. II.F.5.d.-g. III.A.-D. CACREP School Counseling1.B.-E. 2.F.-Q. 3.R.-FF. CACREP Clinical Mental Health Counseling: 1.C., D. 2.G.-S. 3.T.-W.	Difficult/resistant client	**Required Reading:** 1)The Elements of Counseling, Chapter 1: Section 10 (Notice Resistance) 2)The Elements of Counseling, Chapter 2 (entire chapter "Strategies to Assist Clients in Self-Exploration) 3)(mental health and school) http://ct.counseling.org/2010/02/managing-resistant-clients/ 4)(mental health and school) http://www.psychotherapy.net/article/resistant-clients#section-recognizing-when-resistance-has-the-upper-hand **Optional reading:** 1)http://ct.counseling.org/2010/02/managing-resistant-clients/ 2)Randolph, D. L. & Graun, K. (1988). Resistance to consultation: A synthesis for counselor-consultants. JCD. Vol. 67, pp. 182-184. 3)Cowan, E. W. & Presbury, J. H. (2000). Meeting client resistance with reactance & reverence. JCD. Vol. 78, pp. 411-419. 4)Granello, P. F. & Hanna, F. J. (2003). Incarcerated & court-involved adolescents: Counseling an at-risk population. JCD. Vol. 81, pp. 11-18. 5)Rasmussen, P. (2002). Resistance: The fear behind it and tactics for reducing it. The Journal of Individual Psychology, V. 58, pp. 148-159.

Week 5 (Feb. 9) CACREP general: II.F.3.e.-h. II.F.5.d.-g. III.A.-D. CACREP School Counseling 1.B.-E. 2.F.-Q. 3.R.-FF. CACREP Clinical Mental Health Counseling: 1.C., D. 2.G.-S. 3.T.-W.	Grief/loss	**Required Reading:** 1)The Elements of Counseling, Chapter 3 (entire chapter, A Few Mistaken Assumptions) 2)The Elements of Counseling, Chapter 4: Section 32 (Learn about Grief, Loss, and Trauma) **Optional reading:** 1)Grief Reactions Over the Life Span http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCoQFjAA&url=http%3A%2F%2Fwww.counseling.org%2Fdocs%2Ftrauma-disaster%2Ffact-sheet-12---grief-reactions-over-the-life-span.pdf%3Fsfvrsn%3D2&ei=3TTgUqq-JIaFkQeyq4DwCA&usg=AFQjCNHl4x5Y-Reo0YE6LYacBb5WBA8ehQ&sig2=r82ALyIOsEL2uojz4j9C9g&bvm=bv.59568121,d.eW0&cad=rja 2)Counseling Strategies for Loss and Grief http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CDIQFjAB&url=http%3A%2F%2Fwww.counseling.org%2FPublications%2FFrontMatter%2F72887-FM.pdf&ei=3TTgUqq-JIaFkQeyq4DwCA&usg=AFQjCNETmpuEIH4egd8OxZIwtm7T3l2UOQ&sig2=r1-Ip-dQWPhwa5gE15Sr7A&bvm=bv.59568121,d.eW0&cad=rja 3)Current Trends in Grief Counseling http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&ved=0CFUQFjAF&url=http%3A%2F%2Fwww.counseling.org%2Fresources%2Flibrary%2Fvistas%2F2011-v-online%2FArticle_94.pdf&ei=3TTgUqq-JIaFkQeyq4DwCA&usg=AFQjCNF7LqZOHNuWECOOQVO0S0zO3VWr4g&sig2=NbtVc-Q-6jvFRWtK0gwfRw&bvm=bv.59568121,d.eW0&cad=rja
Week 6 (Feb. 16) CACREP general:	Children/Adolescents /Families	**Required Reading:** 1)The Elements of Counseling, Chapter 4: Section 31 (Be Open to Group and Family Approaches)

II.F.3.e.-h. III.A.-D., & F. CACREP School Counseling: 1.B.-E. 2.F.-Q. 3.R.-FF. CACREP Clinical Mental Health Counseling: 1.C., D. 2.G.-S. 3.T.-W.		2)The Elements of Counseling, Chapter 6: Section 53 (Family/Systems Counseling) **Optional reading:** 1)Association for Play Therapy: http://www.a4pt.org/ Be sure to check out the "About Play Therapy" tab at the far right
Week 7 (Feb. 23) CACREP general: II.F.2.e. II.F.5.d.-g. III.A.-D., & G. CACREP School Counseling 1.B.-E. 2.F.-Q. 3.R.-FF. CACREP Clinical Mental Health Counseling: 1.C., D. 2.G.-S. 3.T.-W.	Multicultural Awareness	**Required Reading:** 1)The Elements of Counseling, Chapter 4: Section 30 (Become Culturally Competent) 2)The Elements of Counseling, Chapter 6: Section 54 (Multicultural Counseling) **Optional reading:** A Model of Ethical Decision from a Multicultural Perspective (Wiggins Frame & Braun Williams, 2005): Frame, M. W. and Williams, C. B. (2005), A Model of Ethical Decision Making From a Multicultural Perspective. Counseling and Values, 49: 165–179. doi: 10.1002/j.2161-007X.2005.tb01020.x
Week 8 (March 1) CACREP	Self-Evaluation & Awareness	**Required Reading:** 1)The Elements of Counseling, Chapter 5: Section 41 (Become Aware of and Address Your Personal Issues)

general: II.F.1.b.-l. II.F.2.e. II.F.3.e.-h. II.F.4.b.,j. II.F.5.d.-g. II.F.6.b.-g. II.F.7.b.-d.,m. III.A.-D. CACREP School Counseling1.B.-E. 2.F.-Q. 3.R.-FF. CACREP Clinical Mental Health Counseling: 1.C., D. 2.G.-S. 3.T.-W.		2)The Elements of Counseling, Chapter 5: Section 42 (Be Open to Supervision)
(March 8)	**SPRING BREAK**	
Week 9 (March 15) CACREP general: II.F.1.b.-l. II.F.2.e. II.F.3.e.-h. II.F.4.b.,j. II.F.5.d.-g. II.F.6.b.-g. II.F.7.b.-d.,m. III.A.-D. CACREP School Counseling 1.B.-E.	Case Presentation 1	

2.F.-Q. 3.R.-FF. CACREP Clinical Mental Health Counseling: 1.C., D. 2.G.-S. 3.T.-W.		
Week 10 (March 22) CACREP general: II.F.1.b.-l. II.F.2.e. II.F.3.e.-h. II.F.4.b.,j. II.F.5.d.-g. II.F.6.b.-g. II.F.7.b.-d.,m. III.A.-D. CACREP School Counseling: 1.B.-E. 2.F.-Q. 3.R.-FF. CACREP Clinical Mental Health Counseling: 1.C., D. 2.G.-S. 3.T.-W.	Case Presentation 2	
Week 11 (March 29) CACREP	Case Presentation 3	

general: II.F.1.b.-l. II.F.2.e. II.F.3.e.-h. II.F.4.b.,j. II.F.5.d.-g. II.F.6.b.-g. II.F.7.b.-d.,m. III.A.-D. CACREP School Counseling: 1.B.-E. 2.F.-Q. 3.R.-FF. CACREP Clinical Mental Health Counseling: 1.C., D. 2.G.-S. 3.T.-W.		
Week 12 (April 5) CACREP general: II.F.1.b.-l. II.F.2.e. II.F.3.e.-h. II.F.4.b.,j. II.F.5.d.-g. II.F.6.b.-g. II.F.7.b.-d.,m. III.A.-D. CACREP School Counseling: 1.B.-E. 2.F.-Q. 3.R.-FF.	Case Presentation 4	

CACREP Clinical Mental Health Counseling: 1.C., D. 2.G.-S. 3.T.-W.		
Week 13 (April 12) CACREP general: II.F.1.b.-l. II.F.2.e. II.F.3.e.-h. II.F.4.b.,j. II.F.5.d.-g. II.F.6.b.-g. II.F.7.b.-d.,m. III.A.-D. CACREP School Counseling: 1.B.-E. 2.F.-Q. 3.R.-FF. CACREP Clinical Mental Health Counseling: 1.C., D. 2.G.-S. 3.T.-W.	Case Presentation 5	
Week 14 (April 19) CACREP general: II.F.1.b.-l. II.F.2.e. II.F.3.e.-h.	Case Presentation 6	

II.F.4.b.,j. II.F.5.d.-g. II.F.6.b.-g. II.F.7.b.-d.,m. III.A.-D. CACREP School Counseling: 1.B.-E. 2.F.-Q. 3.R.-FF. CACREP Clinical Mental Health Counseling: 1.C., D. 2.G.-S. 3.T.-W.		
Week 15 (April 26) CACREP general: II.F.1.b.-l. II.F.2.e. II.F.3.e.-h. II.F.4.b.,j. II.F.5.d.-g. II.F.6.b.-g. II.F.7.b.-d.,m. III.A.-D. CACREP School Counseling: 1.B.-E. 2.F.-Q. 3.R.-FF. CACREP Clinical Mental	Final Group Supervision Session	

Health Counseling: 1.C., D. 2.G.-S. 3.T.-W.		