



**Advanced Group or Individual Counseling Practicum  
MHS 6805r  
Spring 2016  
FSU Career Center, Tuesday 2:00 – 8:30 PM**

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**CONTACT INFORMATION:**

Deb Osborn, PhD  
2121 DSC  
Office Hours Tues 10:00-12:00; and by appt.  
644-3742 Office; 644-8776 Fax; 321-1720  
[dosborn@fsu.edu](mailto:dosborn@fsu.edu)

- A. Course Prefix, Title and Credits:** MHS 6805, Advanced Group or Individual Counseling Practicum (4 credits)
- B. Prerequisites or Co-requisites:** The student must pass the first counseling psychology practicum with a grade of at least a B- in order to register for the second practicum.
- C. Objectives/Description:** The purpose of this advanced practicum is to provide students with an opportunity to further integrate career development theory and practice within the context of counseling services provided at a university career center. The specific setting for this practicum is the Florida State University Career Center's Career Advising, Counseling, and Programming unit.

**Second Doctoral Counseling Psychology Practicum**

In this second doctoral counseling psychology practicum, students will continue to deliver individual case-managed services, as well as provide self-help and brief staff-assisted services in the Career Library. Students will have time allocated for three individual counseling sessions and one hour delivering self-help and brief staff-assisted services in the Career Library. Each student will receive individual supervision from the practicum instructor. One hour and 30 minutes per week will be allocated for group supervision.

**Context of the Practicum**

Two of the doctoral counseling psychology practica are offered in an operational service delivery facility at Florida State University. As a result, the nature of students' practicum experiences are strongly influenced by the theoretical perspective, history, resources, physical facility, and staffing of the Career Center. The Program in Psychological Services in Education and the Career Center have entered into a cooperative relationship, with the goals of providing enhanced career services to students and adults in the community, as well as providing a quality learning experience for FSU graduate students. The availability of practicum students to provide individual counseling expands the range of services available to FSU students and community members. The opportunity of completing a practicum in an actual organizational setting provides students with a greater understanding of how organizational dynamics influence the nature and availability of services offered to individuals.

While the practicum instructor has direct responsibility for the delivery of quality career services, Career Center administrators meet regularly with the instructor to ensure that services delivered by each practicum student are congruent with the mission and goals of Career Advising and Counseling Services. Feedback from administrative staff on the performance of a practicum student is provided directly to the

practicum instructor who then provides the feedback to the student. Specific feedback from administrative staff on the provision of services in the Career Center, especially where client welfare is concerned, may be given directly to the practicum student.

### **Objectives**

- 1) To understand the process of counseling with varied client populations within the context of available options for service delivery.
- 2) To understand how information processing theory and other career theories are used in the delivery of career services.
- 3) To understand how readiness assessment is used to improve the cost-effectiveness of career service delivery.
- 4) To understand how screening (triage) and needs assessment (diagnosis) are used in creating individual learning (treatment) plans.
- 5) To understand how assessment data facilitates career problem solving and decision-making.
- 6) To understand career information facilitates career problem solving and decision-making.
- 7) To understand ethical and professional issues related to the provision of counseling.

### **Course Format**

You will be assigned certain times to monitor the desk and to schedule clients. Group staffing of cases and instructional presentations will be held from 4:00-5:00 p.m. I will be available prior to and during practicum hours for individual consultation. In addition, there will be a debriefing of cases and center activities from 8:00 to 8:30.

### **Final Exam Week**

Clients will not be seen during final exam week. However, you will need to schedule an individual appointment with the instructor to discuss each student's Counseling Skills Analysis Final Evaluation Statement

## **D. Required Texts, Readings and/or Other Resources**

### **Texts/Resources (required):**

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> Ed., Text revision). Washington, DC: American Psychiatric Association.

American Psychological Association. (2010). *Ethical principles of psychologists and code of conduct: 2010*. Washington, DC: Author. (<http://www.apa.org/ethics/code/index.aspx>)

Additional materials on reserve in the career library will be assigned as appropriate. Typical additional materials include test manuals, professional manuals for computer-assisted career guidance systems, and specific resources that relate to individual client needs.

## **E. Topical Course Outline**

Topic	Reading
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Early Memories/Projectives	Clark (1995); Watkins (1984)
MMPI	Peterson & Clark (1990)
Decision Space Worksheet	Peterson, Leasure, Carr & Lenz (2009)
Lifeline, life role circles	Brott (2004)
Career Style Interview	Taber et al. (2011)
Career-in-Culture Interview	Ponterotto, Rivera & Sueyoshi (2000)
Role of emotion	Dolan (2004); Kron, Schul, Cohen, & Hassin (2010)
Mindfulness	Iha et al. (2010)
Integration of career, family and mental health issues	Sampson (2007a, b)
Adaptability	Gadassi, Gati & Dayan (2012)
Creativity in Career Counseling	Heppner, O'Brien, Hinkelman & Humphrey (1994)
Unemployment	Blustein (2008); Blustein, Medvide, & Wan (2012)

- F. Teaching Strategies:** The majority of the class is a hands-on, experiential course. During group supervision, the instructor will briefly present on topics as well as foster a discussion on cases. Students will begin making formal case presentations about 1/3 of the way through the course. Individual supervision may also include review of taped recordings and roleplay.
- G. Field/Clinical Activities:** The practicum runs from 2 p.m. to 8:30 p.m., with 1 ½ hours for group supervision. During the practicum time, students will be engaged in one of the following activities: one-on-one individual career counseling sessions, “on desk” walk in hours, observing/reviewing peer counseling, managing case notes, and attending supervision.
- H. Expectations/Attendance:** Attendance is mandatory and is an ethical issue, as your clients will be counting on you to be present for their sessions. In addition, your peer counselors also depend on your presence to help cover desk hours. **Hours missed from practicum must be made up** and may result in an incomplete in the course. You are expected to dress professionally (no jeans, shorts, athletic clothes, low cut outfits) when working in the career center. Students are expected to arrive on time and to provide quality service to clients. When you are not working on the floor or working directly with clients, you may use the time productively for case write-ups, observing and providing feedback to fellow classmates, discussing cases or issues with fellow classmates or the instructor, reading or studying literature related to career counseling and/or working on an assessment system. A 1-hour break is scheduled during which time dinner can be eaten and peer observations made. Students should remain in the practicum setting the entire time of the scheduled class. In the case where an absence cannot be avoided, the student should contact both the instructor and the career center as soon as possible so that clients can be alerted. **An unexcused absence may result in failing the practicum**, and **will result in a failure** if it does not fall within the definition of excused absences as defined in the university attendance policy. **NOTE: Doctoral students should keep track of their clinical hours.**

**University Attendance Policy:** “Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made and will do so in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.”

**Sexual Harassment Policy:** “Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by the Florida State University, whether by faculty, students, or staff; or by others while on property owned by or under the control of the University.”

### **I. Grading/Evaluation**

Grades will be assigned on the basis of:

1. Counseling knowledge and skills verified in supervision and on the final evaluation given by the instructor (50% of the final grade);
2. Attendance and participation in group supervision (10%)
3. Adherence to career center expectations (professional dress, timeliness, following center policies, writing timely notes, etc.) (5%)
4. 5 Peer reviews conducted (10% of the grade)
5. Homework/reading assignments (5% of the final grade);
6. Ability to present a case that shows evidence of competent use of theory and assessment in the conceptualization of screening/triage, needs assessment/diagnosis, and intervention planning/treatment planning (20% of the final grade);
7. Ability to accurately self-evaluate counseling strengths and opportunities for improvement, as well as plan for future development in the final evaluation/reflection paper. The paper should include evidence of the ability to incorporate theory and assessment in the conceptualization of screening/triage, needs assessment/diagnosis, and intervention planning/treatment planning. (10% of the final grade).

### **Course Requirements**

- Use of the Counseling Observation Rooms. The observation rooms will be used as a first priority for counseling sessions whenever the rooms are available. These rooms offer video capability and allow the practicum supervisor to directly observe counseling sessions and to provide immediate feedback pertaining to communication skills, intervention strategies, and case management.
- Supervisor consultation. The faculty supervisor will be available during Tuesday practicum hours. Often the supervisor will be in the career advising library area, assisting with drop-in clients or watching live counseling sessions via Snap Stream. The supervisor might also be in the CA lounge providing informal supervision. Please feel free to consult the supervisor on the interpretation of assessments and case management.
- Maintain a regular individual counseling caseload: Includes utilizing Individual Career Learning Plans, needs assessment instruments, regular case notes and client log entry on each client seen in individual counseling.
- Maintain regular hours in providing self-directed career decision-making assistance: Includes working at the Career Advisor desk, and when appropriate, utilizing Individual Career Learning Plans and needs assessment instruments.
- Peer observations. You are expected to regularly observe your peers providing counseling when you have the opportunity to do so (e.g., when a client cancels, during a portion of your break, etc.), and to provide useful feedback to your peer when there is opportunity (e.g., immediately following the session, during group supervision, during debrief, or during case presentations). You should complete a minimum of **5 peer observations** during the semester, using the peer observation form to provide feedback.
- Present a case during group supervision. The case presentation will be supported by a brief document that contains the following:
  - a. Case Introduction/Brief Background/History
  - b. Presenting problem and reason(s) for referral

- c. Assessment data including CTI data (profile data including client scores and general population/client norms) and SDS data (raw scores, percentiles, and secondary constructs);
- d. Summarization/Interpretation of assessment data;
- e. Case Conceptualization
- f. DSM Diagnosis/IDEA Section 504 (if appropriate)
- g. Treatment Planning
- h. Course of Treatment, interventions, assessment of progress
- i. Complicating Factors
- j. Recommendations for client for continued care
- k. What you learned from the case

Case presentations should present evidence of the ability to incorporate theory and assessment in the conceptualization of screening/triage, needs assessment/diagnosis, and intervention planning/treatment planning. Throughout the presentation, please show consideration of diversity. Also use language congruent with your theoretical orientation. You should use a PowerPoint or Keynote presentation for your case. Case presentations will be limited to 30 minutes with ten minutes set aside for questions. If time remains in the semester, we may schedule a second formal presentation. Please refer to the clinical case study presentation outline to guide you as you prepare for your presentation.

- Complete homework as assigned, such as Career Advisor Individual Learning/Staff Development Plan or specific readings. Additional homework assignments may be added as appropriate.
- Lead at least 1 session of group supervision. At the end of each night, we will have 30 minutes to process the occurrences of the evening. There will also be opportunities for leading group supervision during the group supervision portion of our class on many afternoons.
- Complete a Final Personal Evaluation and Professional Identity paper covering the following:
  - Professional identity and how your practica to this point have contributed to your identity;
  - What your practicum goals were at the beginning of the semester, and the degree to which you attained those goals;
  - Your reflection of peers' observations and comments about your performance;
  - Skills analysis;
  - Counseling strengths;
  - Areas for improvement/growth, including types of clients, behaviors and /or presenting concerns that are particularly challenging to you; and
  - Plan for ongoing skill development incorporating the areas for improvement/growth mentioned in the previous section.

The Final Personal Evaluation and Professional Identity paper will be reviewed with the instructor during an individual appointment during finals week. The student and instructor will also discuss completed practicum evaluation forms, which include the final personal evaluation, the peer-reviews conducted on you as well as the 5 peer reviews you conducted, and the instructor's evaluation of the student's performance.

The following grading scale is use:

A = 93-100%	C = 73-76%
A- = 90-92%	C- = 70-72%
B+ = 87-89%	D+ = 67-69%
B = 83-86%	D = 63-66%
B- = 80-82%	D- = 60-62%
C+= 77-79%	F = below 60%

### **Success in Practicum**

1. Prepare for class (including reading the text, test manuals, other class materials, and presentations)
2. Keep up with training
3. Prepare for client sessions
4. Maintain good case notes
5. Maintain practicum logs regularly
6. Prepare for case presentation(s)
7. Observe and provide appropriate feedback to peers
8. Participate actively in case presentations
9. Review recordings and select segments for review before supervision
10. Be open in supervision
11. Write an accurate and insightful final paper

**J. Honor Code:** “The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.”

**Plagiarism:** Students should be aware of an available service called “SafeAssignment” and “Turnitin” to detect plagiarism. Florida State University has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. Assignments are compared automatically against a variety of items in the Internet, and previously submitted papers. Material that may not be original is flagged and a matching score is calculated. The Instructor receives the matching score and a report. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to SafeAssignment or “Turnitin. If plagiarism is found, the student will automatically receive a FF in the course and will immediately be brought to the faculty’s attention regarding fitness to proceed in the program.

### **K. ADA Requirements: AMERICANS WITH DISABILITIES ACT:**

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)

<http://www.disabilitycenter.fsu.edu/>

**L. Syllabus Change Policy:** “Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.”

**M. Bibliography** (other readings may be required)

- Blustein, D. L. (2008). The role of work in psychological health and well-being: A conceptual, historical, and public policy perspective. *American Psychologist, 63*, 228-240.
- Blustein, D. L., Medvide, M. B., & Wan, C. M. (2012). A critical perspective of contemporary unemployment policy and practices. *Journal of Career Development, 39*, 341-456.
- Borders, L. D. (1991). A systematic approach to peer group supervision. *Journal of Counseling & Development, 69*, 248-252.
- Brott, P. E. (2004). Constructivist assessment in career counseling. *Journal of Career Development, 30*, 189-200.
- Clark, A. J. (1995). Projective techniques in the counseling process. *Journal of Counseling and Development, 73*, 311-316.
- Dolan, R. J. (2002). Emotion, cognition, and behavior. *Science, 298*(8), 1191-1194.
- Gadassi, R., Gati, I., & Dayan, A. (2012). The adaptability of career decision-making profiles. *Journal of Counseling Psychology, 1-11* doi:10.1037/a0029155.
- Heppner, M.J., O'Brien, K. M., Hinkelman, J. M., & Humphrey, C. F. (1994). Shifting the paradigm: The use of creativity in career counseling. *Journal of Career Development, 21*, 77-86. DOI: 10.1177/089484539402100202
- Jha, A. P., Stanley, E. A., Kyonaga, A., Wong, L., & Gelfand, L. (2010). Examining the protective effects of mindfulness training on working memory capacity and affective experience. *Emotion, 10*, 54-64.
- Kron, A., Schul, Y., Cohen, A., & Hassin, R. R. (2010). Feelings don't come easy: Studies on the effortful nature of feelings. *Journal of Experimental Psychology: General, 139* (3), 520-534.
- Peterson, G. W., & Clark, D. A. (1990). The use of the MMPI as a measure of personal adjustment in career counseling. *Journal of Career Development, 16*, 297-307. DOI: 10.1007/BF01352324
- Peterson, G. W., Leasure, K. K., Carr, D. L., & Lenz, J. G. (2009). The Decision Space Worksheet: An assessment of context in career decision making. *Career Planning and Adult Development Journal, 25*(4), 87-100.
- Ponterotto, J. G., Rivera, L., & Sueyoshi, L. A. (2000). The career-in-culture interview: A semi-structured protocol for the cross-cultural intake interview. *Career Development Quarterly, 49*, 85-94.
- Sampson, J. P., Jr. (2007a). *Client problems and counseling services: Integrating career, mental health, and marriage and family*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.

Sampson, J. P., Jr. (2007b). *Personal interactions among work, family, education/training, and leisure*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.

Taber, B. J., Hartung, P. J., Briddick, H., Briddick, W. C., & Reh fuss, M. C. (2011). Career style interview: A contextualized approach to career counseling. *Career Development Quarterly*, 59, 274-287.

Watkins, C. E. (1984). Using early recollections in career counseling. *Vocational Guidance Quarterly*, 32, 271-276.

### **Procedures for Individual Case-Managed Services**

The sequence of procedures for individual case-managed services is as follows:

1) Career Advisors will refer potential clients for individual counseling services offered on Tuesdays from 2:00 P.M. to 8:00 P.M. (From 8-8:30 p.m., we will process the events of the evening). The Program Assistant will schedule the individual counseling appointments. Appropriate clients for the practicum would include those individuals who need assistance with career decision making issues, such as:

- Choosing a major
- Exploring values, interests, and skills
- Exploring occupations
- Exploring training opportunities
- Career decision making
- Exploring options for graduate study
- Dual-career issues
- Job hunting
- Writing a resume
- Interview preparation
- Work adjustment

Inappropriate clients for the practicum would include:

- a) Those individuals who are experiencing a serious life crisis that would prevent them from taking advantage of a cognitively based and insight-oriented approach to counseling;
- b) Those individuals who are not able to commit at least one to two hours of time for counseling and use of information resources.

Questions concerning the above guidelines should be referred to Career Center administrative staff or the practicum instructor.

2) The Career Advisor or practicum student on duty will ask the client to sign-in at the Career Advising desk. The *Client Information* form (demographics and informed consent) and the *Career Thoughts Inventory* may be completed at this time. At the time of a scheduled individual appointment, the practicum student needs to be in the vicinity of the sign-in desk in order to avoid problems where clients are unable to locate their counselor.

3) The process to follow for the first counseling session is as follows:

- a) Refer to the client slip in your folder in the Career Advisor's desk to determine your room. If you have any difficulty locating your room, contact the practicum instructor or Career Center administration staff. When you enter the interview room with the client, hang the "in session" notice on the door handle.
- b) Review the *Client Information* form with the client, making sure that it is signed and complete.

- c) Orient them to the counseling process.
- d) Listen to the client's presenting problem.
- e) Use appropriate counseling skills, i.e., empathy, clarification, and open-ended questions.
- f) Administer and interpret in the *Decision Space Exercise*.
- g) Go over *Career Thoughts Inventory* results (Administer and score if necessary).
- h) Assist client in generating a gap statement about his or her problem.
- i) Go over the CIP handouts and explain the CIP pyramid.
- j) Create an initial *Individual Career Learning Plan* and complete signatures. Give the client the white copy and keep the yellow copy for the client's file.
- k) Review the handouts again, noting progress that has been made and providing positive reinforcement.
- l) Confirm the next client appointment and give the client the yellow copy of the appointment slip.

Note: For clients in crisis, complete only steps a, b, c, and d, while making any referrals that are appropriate. In this case, also complete an *Individual Career Learning Plan* with one general goal and the one activity of individual counseling, if at all possible. Any time you believe you are in danger, leave the room immediately, seek assistance (including contacting the practicum instructor), and call the FSU Campus Police (4-1234). If your client states that they are thinking about harming himself, herself, or another person, judge the potential lethality of the behavior. If you judge the danger of serious and foreseeable harm to be low, complete a client contract (non-suicide contract) with the client and meet with the practicum supervisor immediately after the session. If you judge the danger of serious and foreseeable harm to be high, leave the interview room and contact the practicum supervisor immediately.

4) The process to follow for subsequent counseling sessions is as follows:

- a) Briefly review the client's experience since the previous week.
- b) Use appropriate counseling skills, i.e., empathy, open-ended questions, clarification, and lastly interpretation.
- c) Briefly review the Pyramid and CASVE Cycle handouts to consider progress in career problem solving and decision making.
- d) Review the *Individual Career Learning Plan* and discuss any assigned homework.
- e) Discuss issues, assessments, information, or any other activities from the *Individual Career Learning Plan* as appropriate.
- f) Negotiate any appropriate revisions for the *Individual Career Learning Plan*.
- g) Introduce and discuss any homework assignment.
- h) Briefly review the Pyramid and CASVE Cycle handouts to consider progress in career problem solving and decision making.
- i) Briefly review the Pyramid and CASVE Cycle handouts again, noting progress that has been made and providing positive reinforcement.
- j) Confirm the next client appointment.

5) Unlabeled client folders are available in DSC 1200 of the Career Center. Each folder contains:

- *Client Information form*
- *Career Thoughts Inventory*
- *Decision Space Worksheet*
- Pyramid and CASVE Cycle handouts
- *Individual Career Learning Plan*
- *Authorization to Obtain Information*
- *Client Crisis Plan*
- *Case Notes*

Additional copies of the handouts can be found in in DSC 1210.

- 6) After each session update the case notes for the client and your practicum log sheet. Client files are stored in DSC 1210. Case notes and client files are not to be removed from the Career Center.
- 7) No test data, counselor observations, or client information can be released to any third party or organization without the completion of a Career Center *Authorization to Obtain Information* form.
- 8) Students are required to make recordings of individual counseling sessions for their own review, unless clients refuse to give permission for taping. Students are expected to make at least two recordings, in Snapstream, of sessions for review by their supervisor.

### **Procedures for Self-Help and Brief Staff-Assisted Services**

The sequence of procedures for self-help and brief staff-assisted services is as follows:

1. The Career Advisor or practicum student on duty will ask the client to sign-in at the front desk.
2. The next available practicum student will briefly interview the client to determine his or her needs.
3. If the client is judged to have high readiness for career problem solving and decision making according to the CIP Approach, self-help services are provided. The practicum student will assist the client in selecting, locating, and using information in the Career Library to meet specific needs.
4. If the client is judged to have moderate readiness for career problem solving and decision making according to the CIP Approach, brief staff-assisted services are provided. The practicum student will assist the client in collaboratively completing an *Individual Career Learning Plan*, followed by assisting the client in selecting, locating, and using information in the Career Library. (The practicum student has the option of using the *Career Thoughts Inventory* and the *Decision Space Exercise* as a resource in determining the best approach to collaboratively completing an *Individual Career Learning Plan* with the client.
5. At the end of the practicum, update your practicum log to include clients served in the Career Library.

**Please Note:** Practicum students need to regularly check their mailbox for messages regarding client appointments and information regarding various aspects of Career Center service delivery. Practicum students also need to assist each Tuesday night in the process of "shutting down" the Career Center. Procedures for this activity are provided in the Career Advisor Guide.

**Course Schedule:**

Date	Topic	Readings	Presentations
1/12	Welcome/Overview		
1/19	Career Style Interview/ Narrative Approach; Creativity	Taber et al. (2011)  Heppner, O'Brien, Hinkelman & Humphrey (1994); Brott (2004)  *Please review your goals from last semester and have your goals/plans for accomplishing them this semester with you for discussion in individual meetings. Please email Dr. O a copy of this semester's goals/strategies.	
1/26	Group Supervision	Borders	Presentation: Emilee Group Sup Lead:
2/2	Role of emotion; Adaptability; Mindfulness	Dolan (2004); Kron, Schul, Cohen, & Hassin (2010); Gadassi, Gati & Dayan (2012);	Presentation: Group Sup Lead:
2/9	Early Memories Guest Speaker: Dr. Kevin Stoltz	Will send articles/links (one is in the assessment folder)	
2/16	Unemployment	Blustein (2008); Blustein, Medvide, & Wan (2012)	Presentation: Katie/ Amanda Group Sup Lead:
2/23			Presentation: Sarah Group Sup Lead:
3/1			Presentation: Stacey Group Sup Lead:
3/8	<b>SPRING BREAK NO CLASS</b>		
3/15			Presentation: Adam Group Sup Lead:
3/22			Presentation: Dan Group Sup Lead:
3/29	Guest Supervisor:  ACA Dr. Jeff Garis		Presentation: Colleen Group Sup Lead:
4/5			Presentation: Christine Group Sup Lead:
4/12			Presentation: Jordan Group Sup Lead:
4/19			Turn in/email/dropbox the Final Professional Evaluation Paper at least 2 days before your scheduled meeting with Dr. Osborn.
4/26	Schedule individual meeting with Dr. Osborn. Bring Student Self-Evaluation of Practicum Performance," the peer-reviews conducted on you as well as the 5 peer reviews you conducted, and the "Instructor Evaluation of Student Practicum Performance."		

\*To be scheduled: Dr. Gary Peterson on the use of the MMPI in career counseling.

