Course Description

The Practicum in School Counseling course is designed to provide students in counseling with their first client contact in a closely supervised setting. It is designed to help students begin to translate their academic understanding into actual counseling practice. The course provides the opportunity for school counseling students to build their individual, group, and school-related counseling skills and to observe and practice various strategies for functioning as effective school counselors. Students complete a pre-determined number of hours of individual and group counseling in field settings under supervision by faculty and doctoral-level Practicum Supervisors and qualified field placement site supervisors.

During the practicum, students may be involved in a wide range of counseling related activities such as individual and group counseling, collaboration, consulting, parent meetings, core curriculum delivery, writing case notes, and other direct and indirect service activities. The program requires students to complete supervised practicum experiences that total a minimum of **100 clock hours** in the school setting. The student’s practicum includes the following:

1. At least **40 clock hours of direct service** with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages **one hour per week of individual and/or triadic supervision** throughout the practicum by a program faculty member, a doctoral student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of **1 1/2 hours per week of group supervision** that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate video/audio recordings for use in supervision or live supervision of the student’s interactions with clients.
5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

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Dr. Jessica McKechnie  
jmdiaz@umd.edu

Class Meets  
Wednesdays 4:15-7:00pm  
JMZ 1120

Office Hours  
Benjamin Building 3214G  
Wednesdays 1:30-3:30pm  
Or by appointment

Doctoral Supervisors  
Ryan Sappington  
rsapp7@umd.edu  
Annie Goldthrite  
amg286@umd.edu  
Taylor Morris  
trm12@terpmail.umd.edu

Prerequisites  
Insert here or state N/A

Course Communication  
All course communications will be sent via ELMS and the course Canvas site. Please regularly check the course announcements.

Please feel free to reach out to me via email or mobile with questions or concerns outside of class time.
This course meets the following competencies and objectives for CACREP accreditation: CACREP 2009 Program Standards: Section III.f. – Professional Practice and School Counseling Standards.

1. To provide the student with practice in developing effective counseling strategies for a variety of clients/students.
2. To provide the student with practice in applying a series of skills appropriate in individual counseling, group counseling, and consultation.
3. To provide students with practice in making case presentations.
4. To provide the student with practice in evaluating his/her level of competence in performing counseling skills.
5. To provide the student with practice in determining the goals he/she wishes to accomplish as a school counselor.
6. To provide the student with the opportunity to learn a variety of counseling approaches most appropriate for specific client problems.
7. To provide the student with the opportunity to interact with a supervisor.
8. To provide the student with the opportunity to raise and resolve ethical issues when they apply to cases.
9. To provide the student with the opportunity to be an effective decision-maker when dealing with clients.

Learning Outcomes

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>COURSE REQUIREMENTS</th>
<th>PROGRAM REQUIREMENTS</th>
<th>CACREP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 100 week academic term</td>
<td>Logs</td>
<td>CPCE Exam</td>
<td>Sec III. F.</td>
</tr>
<tr>
<td>At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.</td>
<td>Logs</td>
<td>CPCE Exam</td>
<td>Sec III. F. 1</td>
</tr>
<tr>
<td>Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.</td>
<td>Individual supervision</td>
<td>Program Planning Manual</td>
<td>Sec III. F. 2</td>
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<tr>
<td>An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.</td>
<td>Group supervision</td>
<td>CPCE Exam</td>
<td>Sec III. F. 3</td>
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<td>The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.</td>
<td>Case presentations</td>
<td>Comprehensive Exit Portfolio</td>
<td>Sec III. F. 4</td>
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</tbody>
</table>
Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

<table>
<thead>
<tr>
<th>Required Resources</th>
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<tr>
<td><strong>Case presentations</strong></td>
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<tr>
<td>Log</td>
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<tr>
<td>Individual supervision</td>
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Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

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Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

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<td>Logs</td>
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</table>

Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

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<tbody>
<tr>
<td><strong>Case presentations</strong></td>
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<tr>
<td>Discussion leader</td>
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<tr>
<td>School counseling program assessment</td>
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</table>

Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

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**Required Resources**

Course website: [https://umd.instructure.com/courses/1237879](https://umd.instructure.com/courses/1237879)


- Publisher: Routledge
- Print ISBN: 9781138790568, 1138790567
- cText ISBN: 9781317653332, 1317653335
- Copyright year: 2015

**More Resources:**


Professional liability

Students are required to purchase professional liability insurance and meet the necessary requirements of the school district, including fingerprinting. Students should contact ACA or ASCA to purchase insurance prior to starting their counseling contact hours in the school. Students must satisfy the faculty supervisor that they have purchased this professional liability insurance by providing a copy of the policy prior to starting their counseling contact.

Course Organization

This course will be divided include (1) Student-led Discussions. (2) Case Presentations, (3) Group Discussions or Activities

1. **Discussion-leader:** Every student will be a discussion leader on the assigned class readings during the semester. Discussions should last 30 minutes and must be participatory. Discussion leaders will develop 2 discussion questions from class readings and prepare to lead a discussion that engages students.

2. **Case presentation:** Each student will be responsible for presenting one case for group supervision during the semester. Students should type the tape critique form and use it to provide a detailed case history on an on-going client and present an abbreviated form of this case orally in supervision. Please limit your presentation to 10 minutes.

3. **Group Discussions or Activities:** Students will discuss case studies and topics and issues relevant to practicum for school counseling.

Student Activities/Instructional Strategies

1. **CONTACT HOURS:** Each student is to meet a minimum of 100 hours, where 40 hours must be direct contact hours. See the School Counseling Internship Manual for details on what activities count as direct service hours. The student must meet with a minimum of 10 students/clients over the semester.

2. **VIDEOTAPING/ELECTRONIC RECORDINGS:** Each practicum student should submit no less than 3 videotapes/DVDs/electronic recording of student sessions. These sessions must include at least two individual counseling sessions and no more than one small group counseling session. Only one tape can be an initial session and practicum students should submit two tapes with the same client. Trainees are required to secure BOTH the client’s and parent/guardian’s written permission to tape the sessions in accordance with policies established by the host school and the school counseling department.

Videoclips will be watched and critiqued during individual, triadic supervision and/or group supervision. Students will select a 5-10 minute clip to show in supervision for discussion, brainstorming and critique. Please choose a clip at a point where you would find feedback valuable to your growth. *Do not choose segments where you thought you did your best work.*

3. **GROUP SUPERVISION (when we meet in class):** Each student will meet in weekly group supervision sessions of one and a half hours each. Case presentations will be presented during group sessions. Tape critique forms should be submitted to the group supervisor. Each student will be responsible for presenting one case during the semester, lead a discussion, and participate in group activities and discussions.
Students should complete a minimum of 1 taped sessions and tape critique/session summary sheets for presentation group supervision. Trainees are required to secure BOTH the student’s and parent/guardian’s written permission to tape the sessions in accordance with policies established by the host school and the UMD school counseling program.

4. **INDIVIDUAL SUPERVISION:** Each student will have two individual supervisors, the site supervisor who will mentor you while at your school and the university doctoral student (TA) who will meet with you three times throughout the semester to review tapes.

**Site Supervisor:** Each student will meet in a weekly individual or triadic supervision group at their site with their site supervisor.

**University Supervisor:** Students will also engage in 3 university-based individual supervision sessions during practicum. Individual supervision, students will play a 5-10 minute portion of a tape per week and present areas he/she wants help with in terms of understanding the client, defining the problem, enhancing his/her counseling skills, or developing a treatment plan. The student may also discuss other cases each week with their supervisor. Students should submit a video/audio taped sessions and tape critique/session summary form for university-based individual supervision one week ahead of the supervision session. In total, students will submit 3 tapes and critique forms over the course of the semester.

5. **LOGS:** Students should submit a practicum log to their practicum supervisor each week. Students will need to keep a running log of the dates and hours they spend at their site and have it signed by their on-site supervisor on a weekly basis. See sample in the Field Experiences Manual for how the log should be completed.

6. **FORMS:** All forms should be completed and submitted by the end of the semester to the Individual Faculty Supervisors who will file them in the students’ practicum file. See Field Experiences Handbook.

<table>
<thead>
<tr>
<th>Forms for the practicum experience include the following:</th>
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<tbody>
<tr>
<td>☐ Practicum Agreement (Appendix A)</td>
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<tr>
<td>☐ Practicum Experience Site Evaluation (Appendix D),</td>
</tr>
<tr>
<td>☐ Rating Form for Students in Counseling Practicum, Mid-Semester and Final Semester (Appendices F and G). <strong>Supervisors will complete evaluation of students through Livetext.</strong></td>
</tr>
<tr>
<td>☐ Supervisor Evaluation form (Appendix E)</td>
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<tr>
<td>☐ Field Experience Summary Form (Appendix C),</td>
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<tr>
<td>☐ Weekly Logs (Appendix J) and</td>
</tr>
<tr>
<td>☐ Tape/Video clip Critique Forms (Appendix I).</td>
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</tbody>
</table>

7. **SITE SUPERVISOR EVALUATION OF STUDENTS:** Site supervisors will complete students’ midterm and end of semester evaluations online through Livetext. Please make sure that you have registered for Livetext. Your supervisors will be emailed the link to Livetext and their passwords. Site supervisors should save a copy of the evaluation and discuss it with the practicum student.
Assignments

1. **Participation in class**: You are expected to participate in class discussions and group work in a manner that demonstrates thoughtful reflection and understanding of the subject matter, as well as respect for your colleagues in the class. In order to participate meaningfully, you **must** come to class having completed all reading and writing assignments. Failure to do so will not only jeopardize your grade, but will impair your classmate(s)' ability to work with you during discussion/group work activities.

2. **Discussion Leader**: During the course, students will be required to lead a group discussion. The topic will be discussed in a round table format during class. Discussion leaders will be prepared to present an overview of the readings for 15 minutes and then lead a 15-minute discussion relevant to the readings. Efforts should be made to expand group thinking and provide opportunities for the group to apply knowledge to school counseling practice. Leaders should be prepared to answer class questions. Sign-ups for the discussion will occur at the first day of the class.

3. **Case Presentations**: Students should present a case history including client background or history, client’s presenting issues, your own understanding of the issues, goals or objectives, and dynamics related to gender, race, religion, etc. You should submit a written copy of your case presentation. You should submit a copy of your recording with your tape critique form to your university supervisor a week before your group supervision presentation.

4. **School Counseling Program and Use of Time Assessment** (p. 59-63 ASCA workbook): Students will critique the school counseling program at their practicum site using the ASCA national model as a lens. Students will conduct the Program and Use of Time assessments (p. 59-63 ASCA workbook). Students should come to class prepared to discuss their assessments using the following critical questions as a guide:
   - How do you evaluate the Foundation, Delivery, Management, and Accountability components of the school counseling program in light of the ASCA model?
   - What level of leadership, advocacy, collaboration, and systems change exists in the program?
   - Discuss issues of equity and access and how these are being integrated into the school counseling program.
   - What improvements need to be made and what needs to be done to implement the missing components of the model effectively?

**Ethical Management of Electronic/Video Recordings**

**Confidentiality & Use of Technology**

While school counseling practicum students may use their personal laptops to create recordings of individual and counseling sessions for the sole purpose of supervision, they must follow ethical guidelines in doing so (see ASCA Ethical Standards A.2. and A.10). School counseling students must receive signed informed consent from their students/clients and their parents before taping. They must maintain the confidentiality of students/clients by refraining from sharing the recordings with anyone other than their faculty and site supervisors and school counseling students in their practicum/internship supervision sessions. School counseling students must refrain from transmitting recordings over the Internet unless they make every effort to protect the confidentiality of students (e.g., encrypting). They should take all reasonable measures to maintain the confidentiality of all recordings stored on laptops, flash drives,
CDs/DVDs, or other media. Any reference to clients on tape critique forms should use initials or other aliases.

A.2. Confidentiality

“Protects the confidentiality of students’ records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.”

A.10. Technology

The professional school counselor:

c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.

e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

Campus Policies

Academic Integrity

The student-administered Honor Code and Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On every examination, paper or other academic exercise not specifically exempted by the instructor, students must write by hand and sign the following pledge:

   I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).

Compliance with the code is administered by the Student Honor Council, which strives to promote a community of trust on the College Park campus. Allegations of academic dishonesty should be reported directly to the Honor Council (301-314-8450) by any member of the campus community. For additional information, consult the Office of Student Conduct. For a description of the University's definition of academic dishonesty, suggestions on how to prevent cheating, and practical answers to frequently asked questions about the Code of Academic Integrity, consult the Student Honor Council's webpage.

Attendance

University policy excuses the absences of students for illness, religious observances, participation in University activities at the request of university authorities and compelling circumstances beyond the student's control.

• Medically Necessary Absences: Students who miss a single class (lecture, recitation, or lab) for a medical reason must make a reasonable effort to contact their instructor in advance, and upon return to class, present the instructor with a self-signed note which acknowledges that the information provided is accurate. A student's failure to provide an accurate statement is a violation of the Honor Code. The second medical absence will require additional documentation from a health care provider. Students who have a prolonged absence due to illness (multiple consecutive absences) are required to provide written documentation from a health care provider. In the event a student is absent for a Major Grading Event (exam, presentation, or paper), he or she must provide documentation of illness from a health care professional, as well as notify the instructor in advance.
• Religious Observances: Students will not be penalized for participation in religious observances and will be allowed to make up academic assignments that are missed due to such absences. Students are responsible for notifying the instructor of projected absences within the first two weeks of the semester. It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. This prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

• Inclement Weather: The Office of University Communications will be responsible for communicating weather alerts and schedule adjustments to the general campus community and to the general public. The weather alerts and weather-related schedule adjustments will be announced on the University website (http://www.umd.edu/). If the university is closed, we will not meet and information regarding any adjustment of the course schedule will be available on Canvas. Students are encouraged to notify their professors in the event that the students are unable to attend class due to weather conditions that do not result in delayed openings or campus closings and "snow phone line" (301-405-SNOW), and reported to local radio and television stations. In the event that the instructor is unable to meet with the classes due to weather conditions that do not result in delayed openings and campus closings, students will be notified by noon of the class meeting adjustment.

Accommodations for Students with Disabilities
The University is legally obligated to provide appropriate accommodations for students with disabilities. The campus's Disability Support Service (DSS) works with students and faculty to address a variety of issues ranging from learning disabilities and attention deficit hyperactivity disorders to physical and psychological disabilities. Note that to receive accommodations, students must first register with the DSS (301-314-7682 or dissup@umd.edu) and have their disabilities documented by DSS. The DSS office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors by the end of the drop/add period.

Support Services for Students in Distress
Services for students in various forms of distress are offered by the Counseling Center and the Mental Health Service in the Health Center. During evenings and weekends, the student peer-counseling hotline (4-HELP or 4-4357) is available.

Copyright Protection for Class Materials
My lectures and course materials, including power point presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. 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 ask for your written permission. Persons who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's Course Materials may be considered in violation of the University Code of Student Conduct, Part 9(k).

Course Evaluations
"Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be
open for you to complete your evaluations starting about two weeks prior to the last day of the term before exams begin. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.”

Course Policies

Grades
Practicum students earn a final grade of “S” (Satisfactory) or “U” (Unsatisfactory). A grade of “S” indicates a satisfactory completion of all site and university requirements at an acceptable level. A grade of “U” will be given when site and/or university requirements have not been accomplished in an acceptable manner. Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

Additionally, your final course grade is also impacted by your mid-term and final evaluations completed by your site supervisors. Site supervisors complete a 36-item assessment of each practicum student's performance at the mid-point and at the end-point of the experience. For the final evaluation, ratings of at least “3” on all items (standards) are required for passing all course and placement requirements. Any ratings on the mid-term evaluation below “3” will trigger formation of a developmental plan, co-authored by the site supervisor, faculty supervisor, and the practicum student, addressing how the practicum student can raise performance on these standards to a rating of “3” on the final evaluation.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Professional Behavior
You are expected to conduct yourself as a professional during the practicum experiences. This means that you follow the rules and regulations and calendar of the school to which you are assigned and includes such things as arriving on time, not leaving school early (unless specific arrangements are made), calling the school if you are ill, dressing professionally and observing any applicable dress code, determining and adhering to policies concerning confidentiality and recording interviews.

In addition, your conduct should be in accordance with the ACA and ASCA ethical standards. You can download current copies of these standards at: www.counseling.org or www.schoolcounselor.org. Also, Maryland’s laws such as those dealing with child abuse and confidentiality are to be followed explicitly. If a legal or ethical question arises, you should discuss the matter with your on-site supervisor and university supervisor immediately.

No computers, phones or tablet devices are permitted during our class meetings.
I understand and have considered arguments for permitting laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible
distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for ADS accommodations). If a computer is needed to accomplish a class objective for the day I will provide it or give you advanced notice to bring one with you.

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch: http://youtube.be/WwPaw3Fx5Hk

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting http://ter.ps/learn and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting http://ter.ps/writing and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit http://www.counseling.umd.edu.

Everything is free because you have already paid for it, and everyone needs help... all you have to do is ask for it.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.
## Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>During Our Class Meeting</th>
<th>Assignment Due/Readings</th>
</tr>
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</table>
| 1 1/24    | Course overview, syllabus review and assigning case presentation/discussion schedule  
  **Topic: Getting Started** | Due: Proof of Fingerprinting & Liability Insurance  
Sign up for LiveText  
Studer: Chapter 1 |
| 2 1/31    | Group Supervision  
*What is Supervision?*  
Understanding the school culture | Studer: Chapter 4, 5 |
| 3 2/7     | Group Supervision  
*Applying Counseling Theory in Schools*  
SLD: ___________________________  
_____________________________ | Studer: Chapter 3 |
| 4 2/14    | Group Supervision  
*Applying Counseling Theory in Schools Part 2*  
SLD: ___________________________ | |
| 5 2/21    | **No Class**  
*ASCA Standards* | Online Activity  
Studer: Chapter 6, 7 |
| 6 2/28    | Group Supervision  
*Ethics in Schools*  
SLD: ___________________________  
_____________________________ | Studer: Chapter 12 |
| 7 3/7     | Group Supervision  
*ASCA National Model: The Foundation, Management, Delivery & Accountability Components*  
SLD: ___________________________  
_____________________________ | Studer: Chapter 8-11 |
| 8 3/14    | Group Supervision  
*ASCA National Model: The Foundation, Management, Delivery & Accountability Components*  
SLD: ___________________________  
_____________________________ | Due: Supervisor/Student mid-term evaluation, LiveText |
| 3/21      | **No Class – SPRING BREAK** | |
| 9 3/28    | Group Supervision  
*Diversity & Developmental Issues in Schools* | Studer: Chapter 13, 14 |
| 10 4/4    | Group Supervision  
*Diversity & Developmental Issues in Schools Part 2* | |
| 11 4/11   | Group Supervision  
Case Presentation: ___________________________  
Case Presentation: ___________________________ | |
| 12 4/18   | Group Supervision  
Case Presentation: ___________________________ | |
<table>
<thead>
<tr>
<th>Case Presentation: ______________________</th>
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<td>15 5/9</td>
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| Exam Week |

**Note:** This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.