



COUN 6374: Practicum in Group Counseling

COUN 6374 is a required course for M.A. in Clinical Mental Health Counseling, M.A. in Marriage, Couples, and Family Counseling, and M.Ed. in School Counseling

College of Education, Department of COUNSELOR EDUCATION

Instructor: Glenn Doig, PhD, LPC-S
832-797-3218
bgdoig@gmail.com

Office hours: By Appointment
Class Format: Face to Face
Class day & time: Monday: 5:30 – 8:20pm
Class location: The Woodlands Center Room 304

Course Description: Participation in small group activities is a significant part of this course which has been designed to meet the needs of counselors in a variety of settings. The didactic portion of the course will focus on the knowledge, practice, skills, and person of the effective group counselor. *Prerequisites for COUN 6374 are COUN 5364 & COUN 5385*

Required Texts:

Corey, M.S., Corey, G., & Corey, C. (2017). *Groups: Process and practice* (10th ed.). Pacific Grove, CA: Brooks/Cole. ISBN-10:0495754986 | ISBN-13: 9780495754985 [DVD Groups in Action Bundle]

Corey, C., Corey, M. S., Callanan, P., & Russell, J. M. (2004). *Group techniques* (3rd ed). Pacific Grove, CA: Brooks/Cole.

Suggested:

Sonstegard, M.A., Bitter, J.R., and Pelonis, P. (2004). *Adlerian group counseling and therapy: Step-by-step*. Routledge.

Yalom, I.D. & Leszcz, M. (2005). *Theory and practice of group psychotherapy* (5th Ed.). Basic Books.

Yalom, I.D. (2006). *The Schopenhauer cure: A novel*. Harper Perennial.

Course Objectives:

The basic purpose of this course is to provide counseling students with information regarding the primary group theories as well as the essential knowledge and skills for understanding, organizing, and working with groups within the counseling field. Upon completing this course, the student should be able to demonstrate significant knowledge and skills regarding group work in counseling.

Standards Matrix

2016 KEY PERFORMANCE INDICATOR (KPI): Students will demonstrate knowledge of the theoretical foundations of group counseling and group work and dynamics associated with group process and development, as assessed by the Final Group Project Assignment. This KPI will be assessed again on the CPCE.			
Objectives/learning outcomes CACREP 2009 = CA09 CACREP 2016 = CA16	Activities *field based	Performance Assessment	Standards: CACREP 2009 = CA09 CACREP 2016 = CA16
CA16: Theoretical foundations of group counseling and group work CA09: Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature)	<i>*Leadership of a counseling group and presentation</i> Weekly reaction paper	<ul style="list-style-type: none"> • Presentation • Skills Assessment 	CA16: 2.F.6.a CA09: II.G.6.c
CA16: Dynamics associated with group process and development CA09: Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work	Weekly reaction paper <i>*Leadership of a counseling group and presentation</i>	<ul style="list-style-type: none"> • Presentation • Skills Assessment 	CA16: 2.F.6.b CA09: II.G.6.a

CA16: Characteristics and functions of effective group leaders CA09: Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles	Weekly reaction paper <i>*Leadership of a counseling group and presentation</i>	<ul style="list-style-type: none"> • Midterm exam • Reaction paper • Skills Assessment 	CA16: 2.F.6.d CA09: II.G.6.b
CA16: Therapeutic factors and how they contribute to group effectiveness	Weekly reaction paper <i>*Leadership of a counseling group and presentation</i>	<ul style="list-style-type: none"> • Skills Assessment 	CA16: 2.F.6.c
CA16: Approaches to group formation, including recruiting, screening, and selecting members CA09: Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation and effectiveness	Weekly reaction paper <i>*Leadership of a counseling group and presentation</i>	<ul style="list-style-type: none"> • Reaction papers • Skills Assessment • Presentation 	CA16: 2.F.6.e CA09: II.G.6.d
CA16: Ethical and culturally relevant strategies for designing and facilitating groups	Weekly reaction paper <i>*Reaction paper</i> <i>*Leadership of a counseling group and presentation</i>	<ul style="list-style-type: none"> • Presentation • Reaction papers 	CA16: 2.F.6.g
CA16: Types of groups and other considerations that affect conducting	Weekly reaction paper	<ul style="list-style-type: none"> • Annotated bibliography • Presentation 	CA16: 2.F.6.f

groups in varied settings.	<i>*Leadership of a counseling group and presentation.</i>	<ul style="list-style-type: none"> • Skills Assessment 	
<p>CA16: Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term</p> <p>CA09: Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term</p>	<p>Weekly reaction paper</p> <p><i>*Leadership of a counseling group and presentation</i></p>	<ul style="list-style-type: none"> • Final Paper • Presentation • Skills Assessment 	<p>CA16: 2.F.6.h</p> <p>CA09: II.G.6.e</p>

- CACREP 2016 Standards: <http://www.cacrep.org/wp-content/uploads/2017/07/2016-Standards-with-Glossary-7.2017.pdf>
- CACREP 2009 Standards: <http://www.cacrep.org/wp-content/uploads/2017/07/2009-Standards.pdf>
- State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>
- Web link on *Educator Preparation Services* site for **Conceptual Framework**: http://www.shsu.edu/~edu_edprep/

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- Learning to apply course material (to improve thinking, problem-solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Important:

- Acquiring skills in working with others as a member of a team

Course/Instructor Requirements

This course will be a combination of lecture, discussion, simulation activities, research, and experience in being a group member as well as a group leader.

DIDACTIC: The student is expected to participate in didactic activities for half of each class period. The student is expected to read the assigned materials in preparation for discussion and experiential activities during this didactic part of the class. The instructor is primarily responsible for providing supportive material not provided in the textbook.

GROUP COUNSELING – PARTICIPATION: The student is expected to become a functioning and contributing member of a personal growth counseling group for half of each class period. (Course grade is based on attendance but not on level of participation in group. The information shared in group will not be used against the student in grading for the course).

GROUP COUNSELING – LEADERSHIP: The student will complete 10 hours of group leadership outside of class at a site to be arranged with the instructor of the course. The 10 hours of group leadership may be completed as a solo leader or co-leader, and the student is expected to receive 1 hour of individual supervision from the site supervisor each week that group leadership experience takes place. The 10 hours of group leadership will be applied to the 40 hours of student's direct client experience required for COUN 6376: Supervised Practicum. Prior to accumulating the 10 hours, students must acquire professional liability insurance and turn in a copy of the insurance policy to the professor.

Course Outline

GROUP COUNSELING REACTIONS (x10) (10 points each = 100 points)

- After **each** group meeting, students will write a reaction paper to that group session. This reaction paper will focus on what students learned about group work and themselves in that particular session and should be approximately one-page in length, single-spaced.
- This is an important assignment and is to be done with careful thought and reflection. Please do not write about any content (specific topics) or put the name of any other member in your reaction paper.

- This will be a personal reflection/reaction paper, and writing in first person is appropriate. You should focus on your own experience in the group rather than discussing others. Connect what you are learning in the course to what you are experiencing as a group member in class. **All reaction papers are to be typed, no exceptions.**
- The following are just some questions you might answer in your reflections.
 - What would you have done if you were the leader? How did the process make you feel as a group member?
 - Do you think what is going on in-class is typical of a group?
 - What are your frustrations or challenges with regard to the group?
 - How is the process affecting your opinion of your own competency as a counselor?
 - How did you participate in the group?
 - What feelings and reactions came up for you in the group experience?
 - What do you wish you had done differently, if anything?
 - How do you see yourself after the experience of being in the group?
 - What was the leadership style?
 - What techniques or therapeutic skills did you observe and how did their use influence the group process?
- Ten points are awarded for each week's reaction paper. **Reaction papers are due at the beginning of the next class, no exceptions.**

Rubric for Reaction Papers

- | | |
|--|----------|
| • Turned in paper on time in the correct format | 2 point |
| • Addressed leadership and group approaches/theory | 4 point |
| • Provided insightful reaction addressing required areas | 4 points |

ANNOTATED BIBLIOGRAPHY (50 Points):

- The student is expected to read five journal articles related to group work published within the past ten years.
- Students will give the APA 6th edition citation followed by a brief paragraph (or annotation) summarizing key points and practice applications for the article.
- Annotations should be no more than a paragraph. ACA or APA journals are appropriate sources for articles. **Be sure to proofread your paper for correct form, spelling, and usage. Use APA 6 format.**
- This is not a reflection/reaction paper. You will review 5 journal articles pertinent to the topic you plan to cover as part of your final proposal project.
- You will have an APA style cover page followed by APA style references to the articles you read.
 - Following the APA references, you will provide a single-spaced description of each article.

- The description should include the purpose of the conceptual piece/research study, results, why you think the article is important, and any implications the article might have for your final project (provides a theoretical reasoning for what you plan to do, etc.).
- The description should be in your own words. DO NOT PLAGIARIZE THE ABSTRACT!!!

Rubric for Annotated Bibliography

Correct APA Format (10 points)

- Points deducted for errors on any of the following (cover page, running head, font, margins, citations, line spacing)

Graduate level writing (10 points)

- Very few or no errors in grammar, sentence structure and punctuation (8 to 10 points)
- A few errors that do not distract from the readability and meaning (5 to 7 points)
- Distracting errors in grammar, sentence structure or punctuation (1 to 4 points)

Contents of annotated bibliography (30 points)

- Purpose of the articles (10 points)
- Methods/results of the research or conceptual framework/reasoning (10 points)
- Importance and implications (identify methods used in group, theories, and group process) (10 points)

GROUP ACTIVITY or GROUP REPORT (75 Points):

- **Option 1:** The student will develop a group intervention for a specific group (Substance Abuse, Adolescents, etc.) and type a 2-3 page, APA 6 style paper cover the following items:
 - Describe the activity;
 - What phase of the group it would be used in
 - Why it is appropriate for the population you choose
 - Include at least 2 professional references.
- **Option 2:** The student will read the novel *The Schopenhauer Cure* by Irving Yalom and write a report based on the group experience described in the book. The paper must be typed and follow APA 6 style. The report should include:
 - The credentials of the group leader
 - How/why the group was formed
 - Treatment of confidentiality in the group
 - 2 examples of leadership skills employed by Julius
 - 2 aspects of the group process and/or dynamics observed
 - The group stage/development observed
 - The type of group (open/psycho-educational, etc.).

TWO EXAMINATIONS: (100 points each = 200 points total)

- The midterm will involve a case study and conceptualization

- The comprehensive final will consist of multiple-choice questions similar to those that should be expected on the CPCE/NCE examinations.

GROUP LEADERSHIP, FINAL GROUP PROJECT, AND FINAL GROUP PROJECT PRESENTATION (150 total points: 100 Final Group Project/50 Presentation)

- This assignment will be completed during the second half of the semester after the students have learned the basic principles for organizing and leading a counseling group.
- **Group Leadership (10 hours of direct experience)**
 - Students will be responsible for **10 hours** of group leadership, and the student should direct one group organized around approximately 1 to 1½-hour time periods for a total of 7-10 group sessions.
 - It is possible to complete these hours by co-leadership with another member of the class or with a professional leader (as long as the student is allowed to facilitate).
 - The groups can be organized at one's work site, if appropriate, through campus organizations or with colleagues or peers in the class with a minimum of three people per leader.
 - **The student should consult with the professor of the course in order to make sure that the arrangements for the group meet the expectations for the course.**
 - Students will present to the class a session, individual or process case study of their group leadership experience.
- Students will choose a group session, discuss a specific activity or exercise used, and discuss the process with the class.
- Students will turn in a signed log of hours showing completion of the required 10 hours. The student and the supervisor of the student should sign this log if the student has completed group experience hours at a clinical site. **One of these hours will be completed in class.**
 - Students with supervision: An observational skills sheet must be completed by the site supervisor and turned in for skills assessment to the instructor. Supervisor contact sheet must be completed and turned in prior to beginning any group at a site.
 - Students conducting their own groups must receive consent for taping and turn in a video of one session to the instructor for skills evaluation and receive individual supervision with the instructor.
 - The instructor will evaluate skills during in-class co-leadership either live or via other methods.
 - the student will complete progress notes for each session to turn in with their final group report, practicum log of hours, and other supporting documents.
- **Rubric – Final Group Project**
 - Your paper should be 8-10 pages in length (not including the cover page, abstract, or references)
 - It must be formatted in APA style (cover page, references, and abstract).
 - You can turn in your proposal through the Blackboard, but it should also be included in your final binder for the course.
 - The binder should include:
 - Your group hour's log (signed off by your supervisor),

- Your case notes, copies of supervisor/group member evaluations, and any other materials associated with your site or your self-developed outside group.
- You will be given a Documentation of Supervised Experience form on the last night of class after you turn in your binder that will document your 10 hours of group leadership experience. Make sure to keep this in your records.
- You will need to complete some or all of the attached documents depending on whether you are receiving direct supervision at a site or have developed your own group in order to complete your direct client contact hours and leadership experience for this course.
- You can only lead a counseling group if you are being directly supervised at a site. Otherwise, all groups should conform to a psycho-educational format.
- Please complete a professional disclosure statement for yourself. This will need to be included in your final project binder and delivered to your clients.
- The format/content presented will need to be altered to reflect your abilities, interests, and training as well as the aim of this particular course.

All Final Group Projects should include:

- Proposal; (2)
- Group Hours Log; (3)
- Corresponding Case Notes; (4)
- Mid-Term and Final Supervisor Evaluation; (5)
- Beginning and Ending Self-Evaluation (additional mid-term self-evaluation will be needed for those not at a site); (6)
- Professional Disclosure Statement (only required for in-class group leadership and those who are conducting their own groups outside of a site assignment)
- Weekly Member Evaluations; (8)
- Consent Forms for those facilitating groups outside of a site location; (9)
- Supporting Materials (activities associated with the proposal, etc.)

_____ / 100

Weekly Progress Notes	_____ 15 points
Group Hours Log / Self Evaluations / Final Site Evaluation	_____ 10 points
Needs Assessment/Lit Review	_____ 10 points
Group Format	_____ 5 points
Group Norms & Development	_____ 10 points
Group Purpose Statement	_____ 5 points
Presentation of Case	_____ 20 points
Integrations of Source Materials Throughout	_____ 10 points
APA Style	_____ 5 points

Grammar and Clarity	_____ 5 points
Inclusion of Required Documentation	_____ 5 points

Rubric – Final Group Report Presentation

Clarity of Visual Aids	2 points
Speaking Style	2 points
Use of Resources (citations)	5 points
<i>Demonstration of Skills</i> related to group work (case study)	8 points
<i>Demonstration of Knowledge</i> related to group work	8 points
Colleague Assessment of work and techniques used	25 points
	50 points

CLASS PARTICIPATION (50 points): Students are expected to complete all assigned readings and to be an active participant in class activities and discussions. Students are expected to arrive to class on time and to **turn off cell phones, etc.** during class and groups. You will be evaluating with regard to your professional conduct.

Grades

All assignments are due at the beginning of class on the scheduled date. Late work is NOT accepted unless there are extenuating circumstances to be determined by the professor. If you are absent the day an assignment is due, you may send it electronically – on the date it is due or before.

Group Counseling Reaction Papers	100 points (10 points each)
Annotated Bibliography	50 points
Book Report	50 points
Midterm Exam	100 points
Final Exam	100 points
Final Group Project	100 points
Final Group Presentation	50 points
Participation/Attendance/Professionalism	50 points

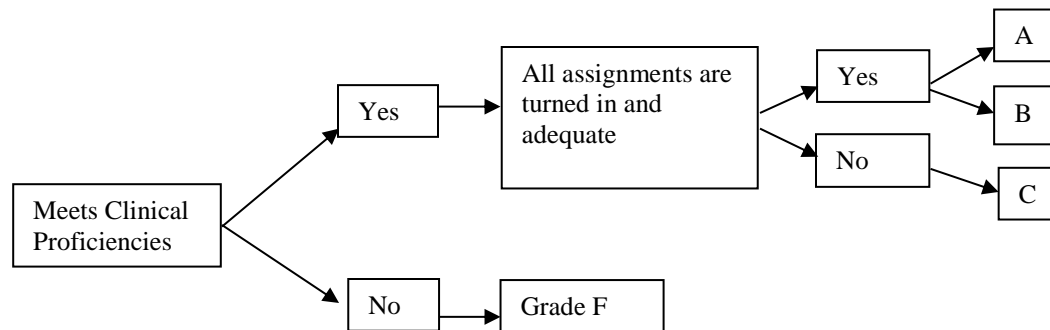
TOTAL POINTS	600 points
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540 – 600 = **A** ($\geq 90\%$)
 480 – 539 = **B** ($\geq 80\%$)
 420 – 479 = **C** ($\geq 70\%$)
 479 and below = **F** ($< 70\%$)

SKILL COURSE PROFICIENCY (COUN 5385, 6374, 6376, 6378 & 7339)

The grading policy (and handbooks) has been revised to allow the grade of C for students in clinical skills/practicum/internship classes when the student **meets** the clinical proficiencies yet has demonstrated below average assignment grades, late or inadequate paperwork, or has failed to turn in required work.

A grade decision tree will look like this:



**COURSE SCHEDULE:
COUN 6374**

- | | |
|------|--|
| 1/22 | Orientation / Introduction / Informed Consent
Corey - Chapter 1– Rationale / History / Types of Groups
Technique – Chapter 1 |
| 1/29 | Corey – Chapter 2 – Group Leadership
Norms / Dynamics / Process
<i>Evolution of Group</i> Video watch in class
In-Class Pre-Group Session |
| 2/5 | Corey - Chapter 3 - Ethical and Legal Aspects of Group Work
Technique – Chapter 2
In-Class Membership Groups begin – Session One
Students may begin outside group leadership on or after Week 3
Site Supervisor Contact Sheet Due |
| 2/12 | Watch and discuss in class <i>Journey Into Self</i> |
| 2/19 | Corey – Chapter 4 – Forming a Group
Technique – Chapter 3
Annotated bibliography due |
| 2/26 | Corey – Chapter 5 – Initial Stages
Technique – Chapter 4 |
| 3/5 | Corey – Chapter 6 – Transition Stage (<i>watch Corey video on your own</i>)
Technique – Chapter 5
Mid-Term Examination |
| 3/12 | Spring Break |
| 3/19 | Corey – Chapter 7 - The Working Stage (<i>watch Corey video on your own</i>)
Technique – Chapter 6 |
| 3/26 | Corey – Chapter 8 – The Final Stage (<i>watch Corey video on your own</i>)
Technique – Chapter 7
<i>Evolution of Group – Challenges in Diversity – watch in class</i> |
| 4/2 | Corey – Chapter 9 & 10 – Groups for Children and Adolescents
Corey – Chapter 11 & 12 – Groups for Adults
Skills Evaluation or Tape Due to Instructor |

- 4/9 Corey – Selected Readings. Theoretical Approaches to Group Work (Psychoanalytic, Adlerian, Existential, Gestalt)
Technique or Book Report due
- 4/16 Corey – Selected Readings. Theoretical Approaches to Group Work (REBT, Reality)
Integration / Application / Evolution / Trends in group work.
Review for final exam
Final session – Membership Groups
- 4/23 **Leadership Presentations & Leadership Reports**
- 4/30 **Leadership Presentations & Leadership Reports**
- 5/7 **Final Exam**

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

- 1) Students are permitted to miss one class (3 hours during fall and spring) with no penalty, but a call to the professor of the class is expected beforehand.
- 2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
- 3) A drop of a letter grade will occur for each subsequent absence.
- 4) Repeated lateness will count towards an absence.

Course Expectations

CONFIDENTIALITY

In this course, as in every other course in the Counseling Program, it is expected that all students adhere to the ethical codes and standards of licensed professional counselors and marriage and family therapists in Texas. Anything that is discussed in this class or in your groups is to remain confidential. The exceptions to this confidentiality are disclosures of harm to self, harm to others; abuse of a child, elderly person, or disabled person; court summons; and disclosure of sexual abuse by a therapist.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Leader Name:

Date:

Group Member's Weekly Evaluation of Group

1. What degree of preparation (reacting, thinking about the topic, reading, and writing) did you do for this week?

1	2	3	4	5	6	7	8	9	10
Very		Moderately		Adequate			Moderately		Very
Weak		Weak					Strong		Strong

2. How would you rate *your involvement* in your group today?

1	2	3	4	5	6	7	8	9	10
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3. How would you rate the group's level of involvement?

1	2	3	4	5	6	7	8	9	10
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4. Rate yourself on the degree to which you saw yourself as willing today *to take risks*, to share with other members what you thought and felt, and to be an active participant.

1	2	3	4	5	6	7	8	9	10
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5. To what degree do you feel satisfied with your experience in the group?

1	2	3	4	5	6	7	8	9	10
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6. To what degree do you feel your group dealt with issues in a personal and meaningful way (sharing feelings as opposed to intellectual discussion)?

1	2	3	4	5	6	7	8	9	10
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7. To what degree do you experience trust within the group?

1	2	3	4	5	6	7	8	9	10
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8. How would you rate your group leaders' level of involvement and investment in today's group?

1	2	3	4	5	6	7	8	9	10
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9. Rate your leaders on the dimensions of their ability to create a good working climate today, as characterized by warmth, respect, support, empathy, and trust.

1	2	3	4	5	6	7	8	9	10
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COMMENTS TO LEADER:

(Evaluation of in-class leadership)

Supervisor Site Agreement Form
COUN 6374: Practicum in Group Counseling

Site Name:

Supervisor Name:

Address:

Phone Number:

E-mail Contact:

Supervisor Signature:

Supervisor Job Title:

Supervisee Name [Print]:

Supervisee Signature:

By signing this contract you agree to supervise the above named student as they complete 10 hours of direct client contact in a group setting. This site placement is required as a partial fulfillment of course expectations in COUN 6374 Practicum in Group Counseling at Sam Houston State University. If you have any questions contact _____ at email: _____ or phone: _____.

Thank you for assisting us in the training of our students and future counselors! This agreement is due by week six of the regular semester and week three of the summer semester. Students may begin leading groups following week three of the regular semester and week two of the summer semester.

Group Practicum Hours Log

COUN 6374

Date	# Hours Direct / Indirect	Group Topic	Number of Participants

Site Supervisor Signature: _____

Instructor Signature: _____

Student Signature: _____