Counselor Educator Experiential Group
Group Curriculum Outline/Proposal

Integrative Theoretical Orientation of Facilitator
SFBC, Existentialism, Systems, Positive Psychology, Strengths-Based, Mindfulness

Overview of Sessions

**Session #1**
Theme: *Meeting each other in a new way, reviewing logistics, and establishing rapport*

**Session #2**
Theme: *Moving forward with group goals: Being present in the moment*

**Session #3**
Theme: *Being present in the moment – part II*

**Session #4**
Theme: *Maintaining relationships – part I*

**Session #5**
Theme: *Maintaining relationships – part II*

**Session #6**
Theme: *Dealing with stress (both grad school & Practicum stress) – part I*

**Session #7**
Theme: *Dealing with stress (both grad school & Practicum stress) – part II*

**Session #8**
Theme: *Ending our time together, celebrating and transitioning*
Session #1

Theme: Meeting each other in a new way, reviewing logistics, and establishing rapport.

A. Reviewing the Logistics for the Group Experience [lecture]
   - Thanking students for attending (yes, even though mandatory)
   - Weekly attendance sign-in sheet
   - Personal journal is not something facilitator sees
   - Consider your individual goals
   - Later we’ll discuss our group goals

B. Counseling Group vs. Psychotherapy Group [lecture]
   - Not going deep, personal Hx, etc.
   - My orientation is integrative: SFBC, Existentialism, Systems, Positive Psychology, Strengths-Based, Mindfulness. Why might I be bringing attention to this?

C. Confidentiality & Group Norms & Expectations [activity]
   - Classic butcher paper group exercise of writing out group norms & expectations.
   - What expectations will we have for our time together? No assumptions; there’s power in intentionality.
   - What is to be our response if a norm is broken?

D. Addressing Apprehension re: the Experience [activity]
   - Explanation of normality of feelings of uncertainty or apprehension regarding participating in a group experience.
   - Step 1: Students write a feeling they may be experiencing regarding the group experience. Students then place cards upside down in the middle of the table.
   - Step 2: Facilitator mixes up the cards, shuffling them.
   - Step 3: Students are invited to choose a card and read it to themselves. Students are asked to think about a time when they felt that feeling, and how they responded to the feeling.
   - Step 4: Next students are invited to, still thinking about that feeling, consider how they would like to respond to that feeling if they were to encounter it.
   - Step 5: Students are invited to share out the feeling drawn and, if comfortable, how they would like to respond to that feeling if they were to encounter it.
   - Identify similarities in feelings, responses, insight shared, etc. Normalize.

E. Recognizing Self & Other [discussion]
   - Community requires the recognition of self, other, and the interaction of the two.
   - Systems theory connection in that the health of the overall community is dependent upon all three of those (e.g. self, other, interaction).
   - Group Norms & Expectations: what are some ways these might impact or influence those three (self, other, interaction)?
   - Feelings of Apprehensions: what are some ways these might impact or influence those three (self, other, interaction)?
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F. Group Goals [activity]
- Classic butcher paper and sticky-note exercise for voting on goal(s).
- Acknowledge that while earlier the apprehension exercise was anonymous, I am going to ask them now to share out some ideas for group goals. This includes a first step of vulnerability and adherence or even testing of group norms and expectations.
- Step 1: Ask students to suggest goals for our time together in group. Facilitator writes them down on the paper.
- Step 2: Once an appropriate amount have been reached, facilitator passes out 3 sticky notes to each student. Students are asked to get up and browse the goals and vote for the three that they choose, knowing that this is how the goals will be prioritized.
- Step 3: After ample time, reading through the chart and processing the votes.
- Step 4: Asking how the group feels about the results. *Can we agree on these goals?*

G. Closing
- Thanking members for their time, their participation, and their willingness to be together in those moments.
- Sticking around after the group time to answer any questions/concerns.
Session #2

Theme: *Moving forward with group goals: Being present in the moment.*

A. Reviewing the Logistics for the Group Experience [lecture]
   - Thanking students for attending
   - Weekly attendance

B. Ice Breaker: Guess who? [activity]
   - Give each student the *Guess Who?* worksheet to complete.
   - Students complete the form and when done, forms are turned in to the facilitator anonymously.
   - Facilitator shuffles the forms and then chooses one to begin.
   - Facilitator begins reading one answer at a time asking the group for any guesses as to who the person might be. Once all answers have been read, the true identity is revealed by the person.
   - Repeat for all members of the group until only two are left. Conduct the final two at the same time.
   - PROCESSING: How did that activity feel? How did it feel revealing a little more about yourself to the group? What was something difficult about the experience?

C. Reviewing Confidentiality & Group Norms & Expectations [discussion]
   - Revisit the norms and guidelines created last session.
   - Questions, comments, additions, etc. to the list?
   - Everyone still comfortable with these?

D. Reviewing Group Goals [activity]
   - Review the group goals and actually read through each one (intentionality).
   - Asking if there are additional group goals to be added to the list.
   - PRIORITIZING ACTIVITY: Use the sticky notes to indicate priorities.
   - Reflect on and discuss the results.
   - Asking how the group feels about the results. *Can we agree on these goals?*
E. Mindfulness Reflection on Community [meditation] (Adapted from McCown et al., 2011, meditation on pg.206)

- Since one of our identified goals is “Being present” I want to invite you to participate in a mindfulness meditation with me.
- Sitting in a comfortable position. Your back straight, sitting dignified yet relaxed. Noticing the chair beneath you. Feeling the floor at your feet supporting you. Feeling gravity pulling, gravity holding you. Finding a point of balance, where gravity is holding you comfortably without strain.
- Focusing on the breath. Bringing your attention now to the sense of the body breathing, the breath entering and leaving the body. Simply breathing in...and out. Noticing there is a beginning, a middle, and an ending to each in-breath and each out-breath.
- Realizing that no matter how many times the attention leaves the breath, there is awareness of this, and there is opportunity to return; to choose to bring attention back...to this in-breath...or this out-breath.
- Thinking now of a healthy community. A community that you have been a part of, that you are a part of, or that you desire to be a part of. Holding this community in our awareness. And if the mind wanders, that’s okay; we recognize the wandering and return awareness to the community. Holding it once again in our awareness.
- Thinking of the sights when in that community. Gradually the community comes into view. Initially just the immediate people, objects, shapes, colors that are recognized. Now the more subtle sights maybe barely noticed at first, etc.
- Thinking of the sounds when in that community. A range of sounds, maybe noises coordinated fitting into speech, conversation, or music. Bits pricking the ear initially as background noise until the attention is drawn.
- Thinking of the smells when in that community. The brash waves hitting the nose, the gentler hints floating on the air, etc.
- Thinking of the touch when in that community. The space, the feel of people and objects in the space, the weight of the air upon the skin, etc.
- Thinking of the feelings when in that community. Starting with the heart, becoming aware of the beating, the pulse when in that community. Thinking of some of the names given these feelings. Maybe peace, happiness, warmth, acceptance, love, kindness. Becoming aware of these feelings and the sensations felt in that community.
- Holding awareness on one of these feelings. Maybe our awareness wandering during this time. Recognizing this is okay. Returning to awareness of the community and awareness of the feeling. If needed, even returning to awareness of the breath, and starting there.
- And now when you’re ready, beginning to return to the group here. First the smells and touch fading away, but holding awareness of the feeling from that community. Now perhaps only faint sounds are audible, but still holding the feeling. Now the sights, images close or distant, are beginning to fade, but we are still aware of the feeling from that community.
- Becoming aware of the body in the here and now, focusing on the breath. The breath entering and leaving the body. And as you are ready, opening your eyes and returning to our time here in this room.
F. Processing the Meditation [discussion]
   - How might someone feel participating in this meditation?
   - Relaxation could be one outcome. What else might result from this meditation?
   - For our time together, we have a goal of “Being present” – why might this be such an important or relevant goal?

   - GO AROUND: We may or may not be able to participate in a mindfulness meditation, or we may not find it helpful. How else might we go about finding ourselves in the present moment?

G. Closing
   - Thanking members for their time, their participation, and their willingness to be together in those moments.
   - Sticking around after the group time to answer any questions/concerns.
A. Words of Welcome & Thanks
- Thanks again for coming and participating.
- Reviewing group goals and our focus tonight on being in the moment.

B. Ice-Breaker Activity “This is a [object], a what? a [object], Oh! a [object].”
- Explain the rules of the game to students and demonstrate with only one object. Allow the object to go all the way around the group.
- Next, begin the activity again but introducing new objects along as the first object progresses.

   PROCESSING
   - What was fun about that activity?
   - What was challenging?
   - Do I feel the same about multi-tasking in other environments? What’s different?

C. Exercise in Novelty Production: “What could this be?”
- Asking students, “What could this be?” instead of asking, “What is this?” – discuss the differences in word choice.
- Place an object on the table and ask students to consider what the object could be.

   PROCESSING
   - How did it feel to think about different views for this object?
   - Are any more or less valid for this object? (i.e. less of a book or more of a book?)
   - This type of thinking, this slowing down, this being in the moment, this novelty-production is not our usual course of action. And so,
     - What might be some disadvantages of doing this?
     - What might be some advantages of doing this?

   NEXT STEP
   - Now ask students to consider what our time together in that room could be.
   - Finally ask students to consider what their time spent in this program could be.
D. Drawing a Life-Map/Spirituality Map

- Briefly outline and present the Life-Map/Spirituality Map activity. Ask students, “Think about the people, places, events that have shaped you into who you now are.”
- Inform students that we will have some work time to complete a Life-Map, and then we will each be sharing our Life-Map with the group.
- Allow students ample time to complete a Life-Map.
- Invite students to share their Life-Map with the group. Allow others to comment. Thank each member for sharing.

PROCESSING

- What themes emerged during this activity?
- I’m wondering about what might be considered a strengthening experience, or something that has made a positive impact on who you are now. Was the experience positive or strengthening at the time?
- We talked about being in the moment, about thinking in the moment, and about novelty-production with the objects. Being able to entertain different relationships between our “selves”, our interior being and our exterior being.
  (Note: maybe discuss Kabat-Zinn’s emphasis on moving away from dichotomy to being with when discussing interior and exterior selves.)
- What might be some advantages or strengths being able to engage in this type of awareness?
- What might be some barriers inhibiting us from practicing this type of awareness?

E. Ending Activity: Exit Ticket

- Ask students to think about one way, whether big or small, that they might be able to practice being in the moment awareness this coming week. Ask students to write their idea down on a piece of paper.
- Ask students if anyone would like to share their idea with the group.
- Ask students to turn in their papers as they leave.
  (Note: collect these and then prepare an email to send out to all students that is a compilation of their ideas. Send this out half-way between this session and the next as a way to check-in and remind them of their work and our upcoming group session.)

F. Closing

- Thanking members for their time, their participation, and their willingness to be together in those moments.
- Sticking around after the group to answer any questions/concerns.
Session #4
Theme: Maintaining Relationships – part I

A. Words of Welcome & Thanks
   ▪ Thanks again for coming and participating
   ▪ Food for our celebration? If so, let’s sign up next week.
   ▪ Reviewing group goals and our focus tonight on Maintaining Relationships

B. Ice-Breaker Activity: “Run-on Sentence”
   ▪ Pass out a piece of paper to each student. Each paper begins with the prompt, “One day I…” at the top of the page.
   ▪ Students have 30 seconds to think of three words to add on to the sentence, write the word down, and then pass the paper.
   ▪ Have students begin and allow the papers to circulate at least twice (this may vary depending on group size and number of words).
   ▪ When you end the writing portion of the activity, have students read the paper in front of them for the group.

C. Processing the Life-Map Activity from Last Week
   ▪ How did you feel participating in the Life-Map activity last week?
   ▪ What are some things that helped make the activity possible?
   ▪ How did it feel being vulnerable in the group setting?

D. [Student Name] Sharing Her Life-Map
   ▪ Process how it felt to pass [Student Name] last time.
   ▪ Specifically, did I (as facilitator) violate any of our group norms? (i.e. Respect other people’s unique stories; Allow others to share: Equal time; Be present, be in the moment, etc.)
   ▪ Allow [Student Name] time to share.

E. Relationships – Social Story Activity
   ▪ STAGE 1 – Creating a Group Social Story
     - Introduce the activity as a narrative approach. Show students the example that I have prepared. Ask anyone if they can relate to the example. What is the same? Different?
     - Inform students that they will be working together to create a social story for a fictional character enrolled in the same practicum sequence as they are.
     - Roles & Tasks? Obviously, if it’s a group project with only one piece of paper, how will you decide roles/tasks? (i.e. artist, words to write, narrator for presentation, etc.)
     - Have students start with a completely blank storyboard and work together to create a story.
   
   PROCESSING
   ▪ Ask student(s) to read the story aloud.
   ▪ Themes, similarities, differences, etc.
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- **STAGE 2 – *Creating an Individual “New” Story***
  - Narrative approach externalizing the problem from the individual. Thus fictional character is not the problem, nor is the problem in complete control of the individual.
  - If we were to write a different final box in this story, one that the fictional character would rather have written in here, what might that be?

  - Pass out blank templates to each student and ask them to re-write a practicum story for themselves. No color, just pen/pencil.
  - The difference this time is that we know the stressor that is coming and we know that we want to re-write our final box in this story. What might we place in there?
  - Give students time to work on their individual story boards.

**F. Relationships – Processing**

- How did it feel to participate in that activity?
- Was this helpful? How was it helpful/not helpful?
- Thinking about our relationships, we are now well aware that this program has requirements, those requires can cause tension, stress, etc. on our lives. The story externalizes the stress. Rather than, “I am stressed!” or “This program is stressing me out!” what could be a different response?

  - How can we remember to use this perspective? Especially when we encounter challenging situations/stressors?

**G. Closing**

- Thanking members for their time and their participation.
- Sticking around after the group to answer any questions/concerns.
A. Words of Welcome & Thanks
   - Thanks again for coming and participating
   - Food for our celebration? If so, let’s sign up
   - Reviewing group goals and our focus tonight on Maintaining Relationships

B. Ice-Breaker Activity: “Practicum Student Candy Hearts”
   - We’re filling a candy dish with candy hearts, but these have been special ordered for a party full of SPU school counseling practicum students. What are the candy hearts going to say?
   - Have students complete candy hearts, and then place in a bowl. Circulate the bowl and have students draw a heart from the dish.

C. Activity: “Circle of Importance”
   - What matters to me? What are the people, places, and things that matter to me? Placing them on the paper in relation to me dependent upon how much they matter, or stated otherwise, how important they are to me.
   - What are some of the items you placed on your paper?
   - What did you notice about where items were placed?
   - Any patterns you noticed?

D. [Student Name] Sharing Her Life-Map
   - Allow [Student Name] to share.
   - Thank her for sharing.
   - Process and discuss – specifically how it felt to finally hear her story.

E. Review Social Story Activity: “The Story of Kobe”
   - Role of taking a step back, reflecting, being mindful
   - Externalizing: detachment from the stress, stressor, etc.
   - How do we do this? Can we do this?
   - How does it feel to do this?

F. Introduction of Mattering: “Relationship as Mattering”
   - Mattering: a state of “being” a significant other to someone. We matter when someone:
     i. is aware of us,
     ii. cares about, is concerned about us, and
     iii. depends on us, or needs us. [Rosenberg & McCullough, 1981; France & Finney, 2010]
   - Someone experienced an example of this?
   - Looking back at the paper you filled out, where do you see mattering? Tell me about that.
G. Group Activity: “Grad Student Circle of Importance”
   - Complete one as a group.
   - Discuss the different items on the chart and their relation to self.
   - Process the chart drawn. How do we feel about the items on here? How do we feel about where they are placed?
   - Now complete a second chart indicating how we would like things to be.
   - Again take time to recognize the items on the chart and their relation to self.
   - What do we do when relationship expectations and reality don’t match?
   - Thinking back to Kobe and externalizing stressors/problems; can we do this with relationship problems, relationship stressors? Why or why not? How?

H. Closing
   - Thanking members for their time and their participation
   - Sticking around after the group to answer any questions/concerns
Theme: Dealing with Stress (both SPU & Practicum stress) – part I

A. Words of Welcome & Thanks
   - Thanks again for coming and participating
   - Food for our celebration? Remember to sign up
   - Reviewing group goals and our focus tonight on Dealing with Stress.

B. Go-Around Activity: “I’m going on a trip and bringing…”
   - Based on the ice-breaker go-around where students say what they are bringing based on a common factor (i.e. first letter of name, etc.). Difference is that with our focus on stress, the common factor will be bringing something that helps them deal with stress.
   - Students will say the prompt, repeat what has already been stated, and then include their own response for the group.
   - Prompt: “I’m going away this weekend to relax, and I’m bringing…”

C. Group Activity: “Sour Apples”
   - Play one round of the regular way if people in the group are not familiar with the game!
   - Using the Apples to Apples Junior! Game, play the game in the “Sour Apples” version of the game distributing the green adjective cards to group members. Facilitator then supplies the red card nouns, but rather than the actual cards uses MEd/practicum experiences as topics. Follow game rules otherwise (i.e. cards dealt, rotating judge, winning, etc.).
   - If not enough green cards, you can mix the two and let students decide whether to use an adjective or noun (i.e. person, place or thing that reminds/represents/etc.).
   - Red Card Noun Words: See file pdf for printout of cards.

D. Group Discussion: “Bridging to Self-Care”
   - Like in our go-around activity, sometimes relaxing or de-stressing can be straight-forward and one item or activity can help in the process. Reading a good book, listening to music, cooking, etc. These are all valuable and important methods of self-care.
   - Personal Example of Running: Ever since my undergrad, running has been a way to both relax and energize. A way to de-stress and be mindful about my physical and mental health. Even at home when the kids were babies, placing them in the jogging stroller and taking off. Running the bike trail so the kids can ride bikes along with me while I run. But lately I haven’t been able to spend time running. When I do have free time I have plenty of other activities clamoring for my attention. Studying, arranging research details, spending time with the family, etc.
   - Question: What do we do when life makes our self-care activity/strategy difficult to access?
   - Question: What about when it’s time we’re battling? How do we make time for self-care?
   - Question: Being intentional about making time for self-care implies that a choice is being made. We are choosing to do self-care and not to be doing something else. How does it feel to go about this choosing?
   - Question: If we know that we need self-care, what can help us be more intentional to do it?
E. Individual Activity: “Self-Care Accountability”

- Each student receives an index card. Students will write something on each side of the card:
  1. On one side, students will write their “Why” for self-care. Why is self-care important for them and their health? If there is additional room on that side of the card, students can write down some of their preferred self-care activities/strategies.
  2. On the other side, students will write ideas for being held accountable to self-care. How can I support myself, and support being intentional about my own self-care?

- Give students time to complete the cards.
- Then ask students to share their ideas for holding themselves accountable.

F. Closing

- Thanking members for their time and their participation
- Sticking around after the group to answer any questions/concerns
Session #7
Theme: Dealing with Stress (both SPU & Practicum stress) – part II

A. Words of Welcome & Thanks
   - Thanks again for coming and participating
   - Last chance to sign-up/change food item for celebration.
   - Reviewing group goals and our focus tonight on Dealing with Stress.

B. Go-Around Activity: “Checking-In with Stress Management Intentionality”
   - Last week we talked about being intentional with self-care in order to better manage/cope with the stressors we’re being hit with. I would like to know how this week went for you.

C. Transition to Support
   - Self-Care and managing/coping with stressors is important. Another aspect is support. What supports do you have? How can you increase the support you receive? This next activity is specifically meant to address that.

D. Group Activity: “Encouragement Posters”
   - Activity I did in my group practicum experience where students each receive a Post-It poster.
   - Students are asked to write their name at the top of the poster, and write down one of their strengths. Students are then individually dismissed from the room while the rest of the group fills their poster with strengths, qualities, aspects, etc. that they appreciate about that person.
   - The concluding group action is to answer the prompt, “We want [student name] to know…”
   - The student is then invited back in to view the poster and have the poster read to them.

   - Discuss our journey in confidentiality to get to this point.
   - Use applause after each reading (applause for the student) to transition.
   - Process with everyone afterwards:
     i. How do you feel hearing all these qualities about you?
     ii. Were there surprises for you? How did that feel?
     iii. Support from others
     iv. Perspective from others

E. HOMEWORK
   - For our final group meeting we will be celebrating our time together. For homework I would ask you to do this:
     - Please bring an object or item that for you is symbolic of our time together in group experience.

F. Closing
   - Thanking members for their time and their participation
   - Sticking around after the group to answer any questions/concerns
Session #8
Theme: Celebrating our Time Together in Group Experience

A. Words of Welcome & Thanks
   - Thanks again for coming and participating
   - Reviewing group goals and our focus tonight on Celebration

B. Food: “Time to Eat!”
   - Dedicate the initial part of the session to eating & socializing.
   - Let students know that of course they can/should get up and get more throughout the evening, but that we’ll take some dedicated time for eating and relaxing.

C. Ebenezer: “Stone of Help”
   Connecting with group members’ identified resource of spirituality/religiosity/meaning-in-life:
   - I Samuel 7:12 – the Israelites make an intentional change in their lives, and they see a difference in their lives individually as well as a difference for them as a group. Their leader Samuel (as prophet) takes a stone and places it as a symbol for remembrance.
   - Thus we see Samuel executing an example of externalization.
   - I’ve asked you to please bring an object or item that for you is symbolic of our time together in our group experience. Now I’d like us all to go around and share what we’ve brought and why; what it means to us.
     - Allow group members to share individually with the group.
     - Allow members to comment, affirm, question, process each person’s item.
     - Lead a collective time of processing.
     - Importance of summary, giving voice, hearing others’ perspectives, etc.

D. Closing
   - Thanking members for their time and their participation throughout the whole experience.
   - Sticking around after the group to answer any questions/concerns.
Additional Materials for Sessions
Group Experience Screening Questions.docx

Additional Materials for Sessions
Session #2 – January 24th, 2013
IceBreaker-GuessWho.docx

Session #4 – February 7th, 2013
Run-On Sentences.docx
SocialStoryWorksheet.docx
SocialStoryWorksheet-EXAMPLE.docx

Session #5 – February 14th, 2013
Mattering Circle of Importance vers2.pdf

Session #6 – February 21st, 2013
Apples2Apples Cards.docx
Group Experience Screening Questions

1. Prior group counseling participation experience?

2. How do you feel about the opportunity

3. What do you think you might learn from the time together?

4. What are some things that you think you might be able to bring to the group?

5. What are some concerns you might have about being a part of the group?

6. How do you feel about participating and communicating in the group setting, communicating with all members of the group?

7. How would you describe your communication style?

8. Continuum of interaction (sitting back and listening, talking when asked, initiate conversation/comments more independently, etc.) – where would you place yourself on that continuum?

9. How do you feel about confidentiality, and that there might be the sharing of personal information in the group setting?

10. What are some questions you have for me?
Guess Who?

Instructions:
- Please answer the following questions as you feel comfortable.
- Please do NOT write your name anywhere on the paper as this is to be anonymous.
- When completed, the leader will read out your answers one at a time so the group can try to guess who the person is.

1. If I could visit anywhere in the world, I would go...

2. My favorite food is...

3. One of my strengths is...

4. If I could share a meal with anyone, I would eat with...

5. Someone who inspires me is...

6. Not many people know that I am really good at...

7. One thing I wish I could be better at is...

8. One reason why I want to be a school counselor is...
1. One day I will be a really good listener in the world so that everyone will talk simultaneously but that won’t eat Bugles until I find lovers in the 7-11 where all my dreams come true.

2. One day I was amazed because I looked like a big huge Tellatuby fan boy so I cried in my bed, I don’t know what else to do but in life I’m not sure who I am.

3. One day I want to become an opera singer and be recognized for my awesome voice and face which is awesome too, but I have many pimples even though it’s made of metal and silkworm spit.

4. One day I went to the fantastic bull-riding circus and I rode a red and white buck-toothed sabercat that them almost ate me, I was panic because I scared myself silly and almost wet myself.

5. One day I fly to Mars in sweatpants because it is cold outside but I wore a jacket that could squirt green slime and make strange sounds like, “burr bleep” and that’s how I met your mother.

6. One day I transformed into a bob-tailed lynx with a metal wig from my secret chest of body and I felt fantastically perfect with glitter hair and shiny armor that fit my personality most perfectly!

7. One day I will be rich and own a trained monkey that can dress himself like a fig newton wanna be fisherman to fulfill my every single dream and in the meantime I will continue to rock-on.

8. One day I went on a road trip with my brother and ended up flying to the moon toward a purple Disney princess crown that smelled like delicious lavender flowers, but I like it.
The Adventures of...

Life in Graduate School!

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<th>Setting</th>
<th>Introduction of Stressor</th>
<th>Results</th>
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This is Richard, a graduate student at SPU. Richard can’t wait to become a real, live, professional school counselor! During his practicum year Richard gets more and more busy. Soon he is struggling to make time to be with the people he cares about! Richard feels stressed out, lonely, and as though he’s sacrificing his meaningful friendships because of school. Richard is questioning whether this was the right decision in the first place. Is all of this worth it?
What matters to me?

Me
<table>
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<tr>
<th>Conducting Practicum in the Schools</th>
<th>Working Individually with real live Students</th>
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<tbody>
<tr>
<td>It’s just like counseling in a clinical setting, only completely different in every way.</td>
<td>Wait, you mean this is a real kid in front of me?! No protective glass, screen, or restraining devices?!</td>
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<th>Blakely/Systems Weekend</th>
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<tr>
<td>Birds, deer, trees, water, fresh air, and Bronfenbrenner. Oh! And don’t forget the cookies.</td>
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<thead>
<tr>
<th>Preparing for the Comp Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three hours locked in a room with your fellow students pouring out everything in your brain onto a computer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Papers in APA Format</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Arranging Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you planned a time to plan out your plan for completing the internship plan?</td>
</tr>
<tr>
<td>Dealing with Tuition &amp; Financial Aid</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>You want how much for these classes?! That’s hilarious!</td>
</tr>
<tr>
<td>Oh wait. You’re serious.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finishing Year #2 of the Program</th>
<th>Managing Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>I see a bright light ahead and it’s not a train coming</td>
<td>Stress? What stress? No I always</td>
</tr>
<tr>
<td>at me!</td>
<td>twitch like this whenever anyone</td>
</tr>
<tr>
<td></td>
<td>says, “CACREP requirement”.</td>
</tr>
<tr>
<td></td>
<td>Pass the stress ball please.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Starting Year #3 of the Program</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have seen the future; and it looks like more work.</td>
<td></td>
</tr>
</tbody>
</table>