



Chaminade University

OF HONOLULU

Course Syllabus

Chaminade University Honolulu

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: 646

Course Title: Practicum

Department Name: MSCP; Behavioral Health

Term: Fall

Course Credits: 3

Class Meeting Days: Thursday

Class Meeting Hours: 5:30 pm – 9:30 pm

Class Location: Brogan 101

Instructor Name: Desrae Kahale

Email: Desrae.kahale@chaminade.edu or dkahale3@hawaii.edu

Phone: 808.722.2437 or 808.235.7393

University Course Description:

Supervised experience in counseling utilizing videotapes, role-playing, audiotapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 100 hours (50 direct service hours, 50 administrative hours) of supervised service at a practicum site. Supervision will be with a licensed mental health therapist. *Prerequisites: PSY 611, 636, 741.*

Course Overview

This course, incorporating a 100-hour supervised mental health counseling practicum, develops and assesses the integrative clinical skills and competencies for the MSCP program student learning outcome of clinical instruction

The MSCP Core Learning Outcomes

1. Students will identify core counseling theories, principles, concepts, techniques and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will identify the relationship between adaptation and change and the counseling process.
4. Students will learn programmatic knowledge of documentation, online learning and tele-mental health

Learning Outcomes

By the end of our course, students will be able to:

1. Counseling/professional competencies, including assessment & diagnosis/DSM-V, therapeutic intervention, charting and case-conceptualization, and logging of your clinical hours.
2. Professional and ethical issues in the counseling field, including management of confidential information, informed consent, competence and boundaries of responsibility, dual relationships, and professional work ethic.
3. The importance of utilizing supervision, including preparation for supervision, active engagement during supervision, ability to articulate lessons learned from supervision
4. Practice of counseling theories and development of your own conceptual framework
5. A concrete experience of researching of referral agencies in the community
6. Role of culture and diversity in assessment and counseling
7. Experience in group and team work
8. Scientific methodology
9. Research literature that informs counseling practice
10. Developed skill base with online learning modalities in the field of telehealth/mental health

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

The Marianist Educational Values:

- Educate for formation in faith
- Provide an integral quality education
- Educate in family spirit
- Educate for service, justice, and peace
- Educate for adaptation and change

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual, and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty, and staff to excellence and maturity, because the acceptance and love of a community give its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights, and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware of that philosophy to remain vibrant in changing times, adaptations need to be made. Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by the Chaminade University of Honolulu, St. Mary’s University, and University of Dayton.

Our activities within this course align with the Marianist approach to education that links theory and practice, liberal and professional education. Through your effort, you will develop an awareness of scientific research and

through the use of technology transform your ideals and transmit your findings to your final product in this assignment. The Marianist values will be integrated into this course as we successfully work towards the goal of completing our learning phases. For example:

Your assignments throughout , this course articulates the value of faith, which requires movement of the heart as well as an assent of the mind. In the upcoming lessons, be mindful of the strategies that a counselor needs to employ in the treatment of mental health conditions. As stated as one of the Marianist characteristics of education, only communities of faith and love would bring about social transformation. You will actively learn how to assist the transformation of an individual with mental health concerns through these course lessons.

Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	1, 2, 3	1, 2, 3, 4	1, 2	1, 2, 3, 4
Program Learning Outcomes	2, 4, 6	1, 2, 3, 4, 5,6, 7, 8, 9, 10	5, 6	1, 2, 3, 10

Recommended Learning Materials

Text: 1) Diagnostic & Statistical Manual of Mental Disorders, 5th Edition. Author: American Psychiatric Association

ISBN:9780890425558

Publication Date:05/22/2013

Publisher:American Psychiatric Publishing, Incorporated

2) The Complete Adult Psychotherapy Treatment Planner, 7th Edition.

Author:Arthur E. Jongsma Jr., L. Mark Peterson, Timothy J. Bruce

ISBN:9781118067864

Publication Date:01/28/2014

Publisher:Wiley

3) Clinicians Thesaurus 8th edition

Author:ZUCKERMAN

ISBN:9781462538805

-Publisher:GUILFORD

Course Website: [CANVAS](#)

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

ASSESSMENT

Logs 10 @ 10 pts = 100 pts total

Journal @ 10 pts = 100 pts total

TFAC 5 @ 10 pts = 50 pts total

Discussion Posts 3 @ 10 pts = 30 pts total

1 written case report = 100pts

1 Case Presentations = 100 pts

Supervisors evaluation = 350 pts (50% of your grade deduction if less than satisfactory).

A = 780 - 720

B = 729 - 700

C = retake the course

Grading Scale

Numerical Points	Letter Grade	Descriptor	Explanation
100-94	A	Excellent	Completes <u>all</u> required parts of the assignment, demonstrates <u>deep</u> understanding of materials, uses <u>very</u> clear and effective expression appropriate to scholarly writing, and has <u>very few or no</u> errors in grammar, mechanics, and APA formatting.
93-90	A-		
89-87	B+	Good	Completes <u>all or most</u> required parts of the assignment, demonstrates <u>good</u> understanding of readings, uses <u>mostly</u> clear and effective expression appropriate to scholarly writing, and has <u>few</u> errors in grammar, mechanics, and APA formatting.
86-83	B		
82-80	B-	Fair	Completes <u>most</u> required parts of the assignment, demonstrates <u>some</u> understanding of readings, and writing is <u>somewhat</u> clear, effective, and scholarly, and has <u>some</u> errors in grammar, mechanics, and APA formatting.
79-77	C+		
76-73	C	Poor	Completes <u>some</u> required parts of the assignment, demonstrates <u>some</u> understanding of readings, and writing is <u>difficult to understand and unscholarly</u> and has <u>several</u> errors in grammar, mechanics, and APA formatting.
72-0	F	Unacceptable	Completes <u>few</u> required parts of the assignment, demonstrates <u>little</u> understanding of readings, and writing is <u>difficult to understand and unscholarly</u> and has <u>many</u> errors in grammar, mechanics, and APA formatting.

Course Policies

Be aware of the following policies to increase the likelihood that you will succeed without the added stress and loss of time.

Late Work Policy

So that I may grade your assignments fairly, you need to submit your work on time. Each week that your assignment is turned in late you will receive a 10% deduction from your final score. If you are under specific circumstances and you cannot turn your assignments in please communicate with me. I understand emergencies and life may not be predictable especially during the current time. My contact number is (808) 722-2437 or desrae.kahale@chaminade.edu. I require that if you are absent to please contact me before class starts and that all assignments are due on the date that is posted on the syllabus.

Writing Policy

Title Page

A title page is required for all papers. The *title* should summarize the main idea of the paper simply and, if possible, in a way that is engaging for readers. For research papers, it should be a concise statement of the main topic of the research and should identify the variables or theoretical issues under investigation and the relationship between them. Although there is no prescribed limit for title length in APA Style, authors are encouraged to keep their titles focused and succinct. Research has shown an association between simple, concise titles and higher numbers of article downloads and citations (Hallock & Dillner, 2016; Jamali & Nikzad, 2011).

Format. The text should start on a new page after the title page and abstract (if the paper includes an abstract). On the first line of the first page of the text, write the title of the paper in title case, bold, and centered. The text should be left-aligned, double-spaced paragraphs, with the first line of each paragraph indented by one tab key. Use headings as needed and appropriate within the text to separate sections and to reflect the organizational

structure of the content. Do not start a new page or add extra line breaks when a new heading occurs; each section of the text should follow the next without a break.

Font

APA Style papers should be written in a font that is accessible to all users. Historically, sans serif fonts have been preferred for online works and serif fonts for print works; however, modern screen resolutions can typically accommodate either type of font, and people who use assistive technologies can adjust font settings to their preferences. Thus, a variety of font choices are permitted in APA Style; also check with your publisher, instructor, or institution for any requirements regarding font.

Use the same font throughout the text of the paper. Options include

- a sans serif font such as 11-point Calibri, 11-point Arial, or 10-point Lucida Sans Unicode or
- a serif font such as 12-point Times New Roman, 11-point Georgia, or normal (10-point) Computer Modern (the latter is the default font for LaTeX).

Reference

The *reference list* provides a reliable way for readers to locate the works authors cite to acknowledge previous scholarship. References are used to document and substantiate statements made about the literature, just as data in the paper are used to support interpretations and conclusions. The references cited in the paper do not need to be exhaustive but should be sufficient to support the need for your research and to enable readers to place it in the context of previous research and theorizing.

Start the reference list on a new page after the text and before any tables, figures, and/or appendices. Label the reference list "References," capitalized, in bold, and centered. Double-space all reference list entries (including between and within references). Use a hanging indent for all references, meaning that the first line of each reference is flush left and subsequent lines are indented by 0.5 in. Use the paragraph-formatting function of your word-processing program to automatically apply the hanging indent. For the order of works in the reference list.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at Desrae.kahale@chaminade.edu. Communicated under safe in-person conditions and phone or zoom conferences can be arranged. Response time will take place up to 24 hours.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites (with the exception of online classes). Use your best judgment and respect your classmates and instructor.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for

all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I am a mandated reporter and must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55).

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing me at the Chaminade email address, calling me or by leaving a message on my office phone before class starts will justify an excused absence.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences will put you at risk for failing grades or withdrawal.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by

evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

[Psychologist and Self Care](#)

<https://docs.google.com/document/d/1jR0Wk94gW6DqTkDear Mental Health Practitioners, Take Care of Yourselves: a Literature Review on Self-Care>

[ACA Ethical Guideline](#)

Assignments and Projects

Logs 10 @ 10 pts = 100 pts total

Submit signed logs to your instructor every week. You will submit your logs for review for correct format, clarity of entry, and completeness on a weekly basis. Once your logs have been properly completed, you will turn them in to your instructor for holding and tracking. This will be done on a weekly basis. If you are having trouble with turning in your logs you must inform your instructor as soon as possible. The sooner you address the situation the more apt I am to support you. Please ask questions, the more clarity you have, the less stress you will encounter.

Journal @ 10 pts = 100 pts

Thoughts Feelings Actions Context journals are your personal reflections as you learn about counseling and about yourself. Through readings, journal entries, class discussions and participation at your intern sites you will begin the process of assessing your self-awareness. You will complete a TFAC before each class and submit to CANVAS.

1 Case Presentation = 100 total pts

You will present 1 case that you have been actively involved with. Cases should be of a client you have seen at least 3 times so that you have sufficient information. The case presentation should be accompanied by a video of a 5-10 minute segment. If videotaping is not permissible, an audiotaping or transcript (verbatim) will be required instead. In addition, you are required to select a minimum of 3 relevant journal articles (no more than 7 years old)

that provides insight into the clinical problem(s) you are addressing. You will present these journals in context of your case presentation. You will be mindful of the requirement to ensure confidentiality.

As noted in the internship handbook "Internship students must show an appropriate copy of the informed consent form (as specified below) to the Internship Instructor *prior* to presenting a case to the class." Specifically, on the copy of the informed consent form, the identifying information and identity/signature of the client or responsible party should be either "blacked out" or a code name or number used so that the client's identifying information is not legible. However, the signature of the site supervisor and the student must be visible.

Deliverables: 1) Consent form; 2) A copy of your session (video or audio) or session transcript; and 3) a minimum of 3 abstracts of the journal articles you used for your presentation. Your presentation, including the video of your session (or review of your transcription) should be approximately 30 minutes in length.

If you have a situation where you are unable to record, transcribe and or video your sessions, you will need to partner with a class member and record a dyad, using the format as described prior.

Written Case report = 100 pts

You will complete 1 [Appendix B2] Counseling Initial Evaluation form for a client you have seen at least 3 times. It should be noted that you will be presenting on him or her in class (refer to Case Presentation and Video).

As noted in the internship handbook "Internship students must show an appropriate copy of the informed consent form (as specified below) to the Internship Instructor *prior* to presenting a case to the class." Specifically, on the copy of the informed consent form, the identifying information and identity/signature of the client or responsible party should be either "blacked out" or a code name or number used so that the client's identifying information is not legible. However, the signature of the site supervisor and the student must be visible.

Discussion Posts 3 @ 10 pts = 30 total points: Discussion like writing assignments must meet scholarly criteria. In most discussions, you will be required to upload at least two discussion posts entries. One is the "content post" which the response to the discussion questions or issues will be noted in the canvas "discussion" menu. The second will be the "response post" which is your response to the content post of another student or your instructor's posts.

Content is important and each discussion will have its own specific topic area. Where required you will provide outside references, professional experience, or other supportive information.

Response post: Your response post should be a substantive response to the post of another student's content post. Your response should go beyond comments such as "how interesting" or "I like what you said". You may add information to the content post, ask an informed question, or share some professional experience related to the post. You may even be critical of the content post, as long as you maintain a scholarly tone of voice, and where possible, present a reference to support your point. Remember it's appropriate to critique information, but not to critique the student.

All posts should have breadth, substance, and add meaning to the discussion. All discussion posts, whether content posts or response post must be carried out in a professional tone of voice, using proper grammar and sentence structure, and where appropriate following APA form and style in citing outside resources.

You must perform adequately at your practicum site(s) to pass this class. Your supervisor’s evaluation comprises approximately 50% of your grade. Evaluations that consist of “acceptable” rating or higher will be awarded full points. Each rating of “Below Expectations” will result in a loss of 20 points; each rating of “Far Below Expectations” will result in a loss of 40 points. Ratings from all supervisors will count towards the determination of your score. (One supervisor’s more favorable review does not compensate for poor evaluations from another supervisor.)

Tentative Course Agenda

DATE	Class Strategy	Assignments Due
Class 1 10/7	Intro Time management Review documentation process	Google Docs will provide you the resources (i.e forms, articles and instructions, handbook etc.)
Class 2 10/14	Check In Review week events Documentation strategies	submit your logs for week 1 & 2 submit journal for week 2
Class 3 10/21	Check in Review week events Psych/Case summary process	Submit your logs for week 3 Submit journal for week 3 Discussion post 1
Class 4 10/28	Check in Review week events Case presentations	Submit your logs for week 4 Submit journal for week 4
Class 5 11/4	Check In Review your logs for week 5 Case presentations	Submit your logs for week 5 Discussion post 2 Submit journal for week 5
Class 6 11/11	Check In Review your logs for week 6 Case Presentations	Submit your logs for week 6 Submit journal for week 6
Class 7 11/18	Check In Review your logs for week 7 Case Presentations	Submit your logs for week 7 Submit journal for week 7
Class 8 11/25 Thanksgiving Holiday	Check in Review your logs for week 8 Case Presentations	Submit your logs for week 8 Discussion post 3 Submit journal 8

Class 9 12/2	Check In Review your logs for week 9 Case Presentations	Submit your logs for week 9 Submit journal
Class 10 12/9	Check In Review your logs from weeks 1-10 Prepare for Internship A Closure	Submit Logs for week 10 Submit journal for week 10 ALL Practicum Logs & Summary Sheet Supervisor's Evaluation Student Evaluations

Tech Tools

PowerPoint

[basic powerpoint demo](#)

[10 Tips on creating a powerpoint](#)

How to convert a PowerPoint to Google Slides

1. Open **Google Drive**.
2. Select "New" in the upper left-hand corner of the screen.
3. Select "**Upload File**." Choose to **upload** a new file. ...
4. Select the desired **PowerPoint presentation** or desired presentation.
5. After **uploading**, right click and select "Open with," then select "**Google Slides**." ...
6. Select "File."
7. Select "Save as **Google Slides**."

How to share a video on Google Drive

1. Open your Google drive account.
2. Click the "+New" button on the left hand side and upload your video from your computer. If your video file is already uploaded to Google Drive, locate it in your Drive's file list.
3. Click on the video file once to highlight it.
4. Right-click on the file name to open a menu of options.

5. Click "Share."

6. In the pop-up window that appears, type in the contact name or email address of the person that you want to share the video with.

7. Click "Send."

Screen Cast O Matic

[Screen Cast O Matic Tutorial \(FREE\)](#)

[Video Editing Tips](#)