UCONN
UNIVERSITY OF CONNECTICUT

COLLEGE of EDUCATION
Department of Educational Psychology, Neag School of Education
Counselor Education Program
EPSY 5317: Fieldwork in Counseling (Practicum)
Spring 2023

Instructor: Latoya Haynes-Thoby, PhD, LPC
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Meeting times: Tuesday, 7:00 – 9:30 PM, including individual and group supervision

Location: Zoom: https://uconn-edu.zoom.us/j/96058818751?pwd=WXFTb1lHeS9XUDd1ZVcvZ2pJVGNvdz09

Credits: 3

Course Materials

Professional Liability Insurance:
Proof of coverage must be provided at the beginning of practicum; a copy of the cover page of your policy will suffice as evidence.

Required Text: Reading materials will be assigned by supervising instructor as needed and as relevant to course curriculum.

Recommended Reading:
1. American School Counselors Association (2022). ASCA Ethical Standards for School Counselors. Author. https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf
2. American Counseling Association. (2014). ACA code of ethics. Author. http://www.counseling.org/resources/aca-code-of-ethics.pdf
3. Erford, B., Eaves, S., Bryant, E., & Young, K.(2010). *35 techniques every counselor should know.* Pearson
4. Choose the Jongsma text that best represents the population you want to work with:
a. Jongsma, A.E. (2014). *The child psychotherapy treatment planner.* Wiley **OR**
b. Jongsma, A.E. (2014). *The complete adolescent psychotherapy treatment planner.* Wiley.

Course Description:
Student Learning Outcomes: The purpose of this early field placement is to introduce students to the various functions of a professional school counselor and to the school context. Through group supervision,

students will examine school counseling roles and responsibilities as well as school policies and procedures at their practicum sites in relation to those topics covered in the course

Teaching Strategies: Since this course requires students to be on-site, learning outcomes will be achieved through experiential opportunities presented in their practicum sites and organized through the activities delineated in this syllabus. In addition, students will take part in group supervision, which will enable them to reflect upon their on-site experiences.

Course Objectives:
This course aims to:
1.   Prepare pre-service school counselors for their internship experience
2.   Introduce students to the roles and duties of a professional school counselor
3.   Introduce pre-service school counselors to a K-12 school setting
4.   Support students to practice and develop their counseling skills, knowledge, and awareness within a school setting amongst students, staff, and family systems
5.   Allow students the opportunity to engage in group and individual counseling skills, classroom guidance lesson plans, and to attend team (IEP, 504, and other school-initiated meetings)
6.   Allow students an opportunity to work with diverse student populations, and to continue to work toward greater multicultural counseling in counseling practice, including expansion of multicultural knowledge, awareness, skills, and identity
7.   Developing and practicing theoretical stance as a clinician
8.   Working with data and assessment strategies to guide counseling intervention
9.   Implementing accountability and research strategies in counseling.
Please be prepared to discuss the following:
➢   Any issues occurring at your site
➢   Ethical issues
➢   Development of professional dispositions
➢   Case presentations (Video/Audio)
➢   Peer supervision

CACREP Standards (2016):
Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/ social development of all P-12 students through data-informed school counseling programs.
➢   Section 5.G.1.d.: models of school-based collaboration and consultation
➢   Section 5.G.1.e.: assessments specific to P-12 education
➢   Section 5.G.2.a.: school counselor roles as leaders, advocates, and systems change agents in P-12 schools
➢   Section 5.G.2.b.: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
➢   Section 5.G.2.c.: school counselor roles in relation to college and career readiness
➢   Section 5.G.2.d.: school counselor roles in school leadership and multidisciplinary teams
➢   Section 5.G.2.m.: legislation and government policy relevant to school counseling
Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

➢ Section 3. F.: Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a total of a minimum of 10 weeks.

➢ Section 3.G.: Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

➢ Section 3.H.: Practicum students have weekly interaction with supervisors that average one hour per week of individual and/ or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education faculty member in accordance with the supervision agreement.

➢ Section 3.I.: Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education faculty member or a student supervisor who is under supervision of a counselor education program faculty member.

Course Requirements/Student Performance Evaluation and Procedures: Students are expected to demonstrate enhanced counseling competence and manage increasingly demanding and dynamic client caseloads. Students should be open to supportive and constructive feedback offered by site hosts, site staff, and supervisors. Students are expected to work at their field placements from the first day to the last day of classes in the academic term. They are expected to conduct themselves professionally in every aspect of their clinical placement, including timeliness, appropriate professional attire, and meeting required documentation deadlines. They are expected to abide by professional ethical counseling practice guidelines. Site supervisors evaluate students at midsemester and at the end of the semester in LIVETEXT. Additionally group supervisors submit evaluations at the end of the semester.

1. Successful completion and documentation of required hours at practicum site.
2. Successful participation in one hour per week of individual supervision.
3. Successful participation and attendance at weekly supervision class.
4. Successful case presentation, and case conceptualization.
5. Successful participation and attendance in weekly group supervision seminar (1 1⁄2 hours per week) with timely submission of the Clinical Activity Log documenting weekly time spent on activities.

On Site Hours Requirement

Clinical Experience	Practicum
Direct Service/Client Contact	40
Indirect Service	60
Supervision	50
Total Hours	150

Students are expected to begin work on the first day of class and are required to be onsite until the last day of class. Students are demonstrating professional misconduct when leaving a clinical site prior to the end of term and are subject to department disciplinary action, which may include receiving an Unsatisfactory (U) for the clinical experience requiring the student to register again for the clinical experience.

1. Students should expect to be on-site about 6-10 hours each week at least once per week
2. Each student will meet with their university supervisor for clinical supervision for an average of one hour per week in small group supervision to discuss and reflect on their experiences in the schools. The first group supervision meeting will occur during the 2nd week of the spring semester

3.　　　A minimum of one site visit will be conducted during the semester. Students are responsible for making arrangements for their UConn Supervisor to visit them on-site and to meet with their site supervisor. Also, it would be preferable if the student has an activity planned in which the UConn supervisor is able to observe. For example, classroom guidance or group counseling.

4.　　　Practicum students spend a minimum of 40 hours in a pre-approved school setting during the semester. Students are to observe the activities of their site supervisor as well as those of students and other school personnel. They may assist in conducting individual, group counseling, and/or advising sessions, and may assist their site supervisors with other activities (e.g., scheduling, testing, duties) within reason, if asked.

5.　　　Students will be required to keep a journal of their practicum experiences. Starting with activity 4 (below), students will complete 5 activities to complete 5 journal entries for submission to be graded. Each journal entry will be worth 40 points. You will need to comment on (a) what you learned from the activity and (b) how you believe this experience will impact your future role as a school counselor.

6.　　　Hours' Logs must be turned in to your group supervisor weekly in order to receive credit.

Required Practicum Activities

1.　　　Accrue and log a minimum of 60 indirect hours and on-site time, including 40 direct service hours, and required supervision

2.　　　Attend at least (≥) 1 full day or equivalent on site (A full day entails arriving at the time of your site host arrives, or before, and departure when your site host leaves).

3.　　　Attend and actively participate in all practicum group supervision meetings.

4.　　　Submit the 5 **journal entry submissions**. Students will complete **2-page double spaced** journal entries that will include the following:

1)　　　Submit a breakdown of your school population by DRG, gender, race, and socioeconomic status (free and reduced lunch). *The intention of this prompt is to support you to begin to know more about the school population at your practicum site (Journal Entry #1)*

2)　　　Describe a meeting that you have had with a parent/ guardian of one of the students that you have had interactions with. What did you learn from the meeting? The intention of this journal prompt is to strengthen parent engagement skills

3)　　　Interview a cohort a cohort member and get their perspectives on how they view school counseling in an urban setting. The intention of this journal prompt is to support student collaboration and info-sharing

4)　　　Have a meeting with your site (school) supervisor and discuss current [critical] issues in schools and school counseling. Write about your conversation. The intention of this journal prompt is to gain perspective on what current professional school counselors believe are critical issues in schools and with students today

5)　　　Interview a family member or a friend (not a cohort member in the school counseling program) about their experience with their school counselor when they attended middle or high school. The intention of this journal prompt is to increase understanding of the perspectives that individuals have of their experiences with school counselors and to obtain insight on the level of interaction that most school counselors have with their students.

Recommended Practicum Activities

➢ Conduct weekly meetings with site supervisor (from the school)

➢ Read journal articles (and other literature, i.e., magazines, online, etc.) on school counseling, critical issues in schools, urban school counseling issues, mental health issues

➢ Watch videos on counseling skills (e.g., Dr. Todd Grande)

➢ Practice your counseling skills with friends, family, colleagues, and others to gain more experience and exposure

➢ Review your school site's newsletter, website, and social media to stay updated

Case Presentations

Case presentations should generally include demographic information; **presenting problem; assessment data; diagnosis as appropriate; familial, social, and academic history; medical and mental health history; case conceptualization; theoretical approach taken; treatment plan (goals and course of treatment); progress and prognosis, and plans for termination.** In addition, a number of topics, including supervisees' emotional responses to the case, alternative ways of conceptualizing the case, the group's feelings about your work, site problems, and other process issues are addressed. As you are considering cases to present, you are encouraged to talk with your clinical supervisor on the suitability of the case. You should obtain written permission of the client to use their case as a presentation, if possible. In all cases, preserve confidentiality and conceal identifying information to protect the anonymity of the client. Students are not judged on client outcomes, but on their ability to discuss theory and practice knowledgeably and professionally.

For the case presentation, select a case that has raised some difficulty for you **or** that you feel strongly about. The client must be a current case, not a terminated one. You may have strong reactions to your clients for myriad reasons. Reactions may be elicited because you are particularly fond of a client; relate to them; or really do not relate to them; etc. That difficulty may be in relation to your professional development or your personal development. It may be difficult because of the issues presented or the manner in which they are presented. It may be a client that you think your colleagues may learn from. In any case, it needs to be a client about which you would like feedback. Discuss "why this case".

Provide the assignment in its entirety for the instructor and be prepared to share case information with the class. Also provide an abbreviated version for the class that is not as detailed as the instructor copy for your peers to consider suggestions and thoughts on your case.

The following is a sample case presentation outline:

I. **Personal Data about Client**
a. Age, race, culture (defined broadly), gender
b. Family information/background
c. Education/employment
d. General impressions of the client
e. Client's strengths and level of functioning
f. Presenting concern(s)
g. Provide a picture of the client/family/school in context. Who else is involved with the client? Is there extended family? Are there agencies (DCF, DJJ, religious/spiritual affiliations, medical facilities) involved with the client/family?

II. **Cultural considerations**
   a.   Additional data *pertinent to working with this client* (religious/spiritual background, physical/intellectual limitations, relationship status, living arrangements, etc.)
   b.   Include a description of where you and your client fall on the Multicultural and Social Justice Praxis, including the Quadrant components and the Dimension components <u>AND how this impacts your work with them and treatment planning</u>. Visit here for a further explanation of the MSJCC Model: [http://ct.counseling.org/2016/01/multicultural-and-social-justice-counseling- competencies-practical-applications-in-counseling/](http://ct.counseling.org/2016/01/multicultural-and-social-justice-counseling-competencies-practical-applications-in-counseling/)

III. **Summarization of Client's Counseling History**
   a.   Number of sessions you've had with the clients
   b.   What led the clients to seek counseling at this time? Who referred? Why?
   c.   A brief case conceptualization (What are your hypotheses? Use language grounded in the theory from which you are working with this client)
   d.   Describe your therapeutic goals for the client. What has worked and with what do you need help? Provide the professor with a written treatment plan.
   e.   What complicating factors exist (i.e., what's getting in the way of progress) if at all?
   f.   What support/hindrance do they provide?
   g.   Outline the relevant themes for your client.
   h.   Define your theoretical approach and how you have employed it with the clients you are presenting.
   i.   Present your reactions to this client. What is it like working with the client/family?

IV. **Questions for Supervision**
   a.   What concerns do you have about this case/client?
   b.   What kind of help/feedback would you like from the group?
   c.   What should we be listening for in the chosen segment that you will play for us?

V. **Treatment Plan:** Include a treatment plan for the client, including goals and interventions.

   See Appendix C for rubric.

   Continuous Improvement/Wellness Plan

VI. Students will develop a Continuous Improvement/Wellness Plan. It is imperative that counselors in-training develop plans to support their continuous <u>professional and personal development and improvement</u>. To support this goal, student-interns are asked to construct a professional Continuous Improvement/Wellness Plan. From a holistic (bio-psycho-social-spiritual) perspective, the student-interns' Continuous Improvement/Wellness Plan should include current, near future (within a year), and future (next five years) goals to support the following:
   a.   Physiological well-being
   b.   Psychological well-being
   c.   Social well-being
   d.   Vocational/professional well-being
   e.   Spiritual well-being
   Your Continuous Improvement/ Wellness Plan will be presented on the date that you present your case presentation.

Professional Liability Insurance

Just as for all professional counselors, students are asked to maintain current liability insurance whenever they are in clinical experiences. When renewing their policies, students must submit an updated copy to the Clinical coordinator. It is assumed that a student does not have liability insurance if she or he does not have a copy in their clinical file or if she or he has an expired policy on file. Without current liability insurance, a student may not participate in clinical experiences. Students can obtain professional liability insurance at a discounted rate as a benefit of membership through national professional organizations. Link to the following agencies that partner with ACA, AMHCA, AAMFT, and ASCA for more information: ACA Insurance Trust, CPH & Associates, and ASCA liability insurance resources.

<mark>**Professionalism (Confidentiality & Ethics):**</mark>
In Internship coursework, you are required to participate in all class activities as directed by your supervisor. In some class activities, students may disclose personal information and will also be sharing information about clients. It is your duty to maintain confidentiality. You are expected to abide by the American Counseling Association (2014) *Code of Ethics* and/or the American School Counselor Association (2004) *Ethical Standards*. Also refer to the University of Connecticut (2020) Student Code
https://community.uconn.edu/wp-content/uploads/sites/523/2020/09/20_21-The-Student-Code-1.pdf

Due to the experiential and practical nature of this experience, professionalism is critical. Within the supervision experience, students will need the ability to accept constructive feedback and demonstrate respect toward his or her peers. Given that we may be dealing with personal and sensitive matters, both from our own and our clients' lives, it is imperative that we engage in a respectful dialogue, even when we disagree. Please remember that any personal or client information revealed during supervision time is confidential and should be confined to the class. This includes the discussion of clients in non-restricted areas such as the hallways, rest rooms, snack areas, etc. Any discussion about clients with fellow interns and/or faculty must be conducted in such a fashion as to protect the limits of confidentiality. The only reason that that the supervisor would break confidentiality is for the same reasons the intern would do so with a client.

Professionalism matters. Please be on time, polite and respectful in your feedback to your colleagues, and mindful of others around you. ***Please do not hold side conversations during class discussions. Turn off cell phones, etc. to silent and place them out of sight.*** Please keep coming and going from group supervision sessions at a minimum to limit disruptions. Ample breaks will be provided. Expect to stay for the entire class period. **You will be expected to extend the same compassion to your supervisors and peers as you would with your clients.**

Student Health and Wellness—Mental Health (SHaW-MH)
The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and

understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the **Student Health and Wellness-Mental Health** (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the **Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor,** or contact the office at **(860) 486-4705, or https://studenthealth.uconn.edu/** for services or questions**.**

Academic Integrity and Student Code:
As a member of the graduate student community at the University of Connecticut, you are expected to adhere to the policies and procedures outlined in the University *Policy on Academic Integrity in Graduate Education and Research.* The policy can be found at http://catalog.grad.uconn.edu/. Please refer to pages 237-239. You are also responsible for acting in accordance with the University of Connecticut's Student Code, available at http://www.dosa.uconn.edu/student_code.cfm. The *Policy on Academic Integrity in Graduate Education and Research* is also reiterated in the Student Code. Please make sure you follow the UCONN Graduate School Scholarly Integrity Policy (Honor Code) for all assignments and requirements. The Scholarly Integrity Policy may be accessed at http://gradcatalog.uconn.edu/guidelines-for-grad-study/scholarly-integrity/.

Accommodations:
Students needing special accommodations should work with the University's Center for Students with Disabilities. You may contact the Center by calling **(860) 486-2020** or by emailing http://csd@uconn.edu. If your request for accommodation is approved, an accommodation letter will be provided. Please present your official letter to me as soon as possible so special arrangements, as appropriate, can be made. Further information for students with disabilities may be found in the Student Information Booklet and online at http://www.csd.uconn.edu. Students may also visit the office in Room 204, Wilbur Cross Building.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships: The
University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at http://policy.uconn.edu/?p=2884.

Sexual Assault Reporting Policy:

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with university officials who can help. More information is available at http://sexualviolence.uconn.edu/.

Plagiarism

You are expected to submit your own work. Submitting the work of other students as your own is a violation of academic integrity. Plagiarism is a serious violation of academic integrity. To prevent plagiarizing someone else's work, credit for the words and ideas must always be given. Quotation marks are used to indicate another person's exact words. Paraphrasing is summarizing a passage or taking the ideas of the sentence and constructing a new sentence in your own words. The original sentence must be substantially altered by you for it to be your own work. Citing the source is still necessary because you took the idea from the source. Plagiarism and collaborating on exams each constitute academic misconduct and will result, at a minimum, in a failing grade on the assignment or in the course. Please review the following tutorial if you need more information: https://onlinestudent.uconn.edu/plagiarism/

Attendance

Because this course is intensive. attendance is required for all classes. If serious illness or an emergency prevents you from attending any portion of class, please notify me if you will not be able to attend class via email. You are responsible for making up all missed work in a timely manner.

Inclement Weather / Class Cancellation / University Closings

UConn is located in the Northeast region; this means we may have unpredictable weather. Although weather experts do their best to give advance warnings and advisement, the weather still tends to fluctuate randomly at times. At times the university may cancel classes or close entirely based on weather advisory. However, you are responsible for your own health and well-being. Which means, that you will be encouraged to make the appropriate judgment on weather conditions for safety to come to campus/class. If you decide conditions are unsafe, make the right call and do not attempt to come to campus/class. In addition, when inclement weather is imminent, please check local news and UConn notifications on class cancellations and university closings

Rescheduling Cancelled Classes

Per university policy, ***faculty reserve the right to rescheduled cancelled course that were due to emergency or weather situations.*** The courses are only allowed to be rescheduled on Saturdays and are at the faculty/instructor's
discretion. Should cancelled classes be rescheduled, students are urged to attend. Students will be notified in advance of the schedule change. My general rule is if 2 or more courses are cancelled for the semester, I will make a decision to reschedule the missed classes to make them up.

ACCREDITATION STATEMENT

This course addresses the following curriculum components stipulated by the Council for the Accreditation of Counseling and other Related Programs (CACREP) Standards.

Email: All students should have an active University of Connecticut email account no later than the second day of the course. It is also the responsibility of the student to check their UConn email regularly and to follow directions posted on Husky CT, sites listed within assignment modules, and emails sent by the instructor. Please notify the instructor as soon as possible if you are not receiving emails.

Assignments	Points
Professional Disposition/ Participation	40
Proof of Liability Insurance	25
Site Supervisor Contact Confirmation	25
Log of Hours (150 hours, signed)	60
Journal Entry Assignments (5 entries; 40 pts)	200
Weekly Reflections (10 pts each)	120
Case Conceptualizations (50 pts each)	100
Total	570

Grades will be assigned according to the following scale:

A = 536 – 570   A- = 513 – 535   B = 478 – 512   B- = 456 – 477

C = 421 – 455   C- = 399 – 420   D = 342 – 398   F or lower ≤ 341

Tentative Topical Outline/ Content Areas

Proposed Topical Outline: TBA. Varies by term and topics are outlined in Group Supervision course.

Week		Didactic Topic(s)	Due:	Presenters
1	1/17	Introductions Syllabus Overview & Course Expectations Sign up for case presentations Liability Coverage	Proof of Liability Insurance & Confirmation of Site Supervisor Contact	No presentation
2	1/24	Group Sup Supervision: What are you doing to get the most of your experience?		No presentation
3	1/31	Group Sup Treatment Teams; Continuum of Care	Journal Entry #1 HL & WR	No Presentation
4	2/7	Group Sup Theory to Practice Briefs Due	HL & WR	Presenter:
5	2/14	Group Sup Consultation & Partnerships	Journal Entry #2 HL & WR	Presenter:
6	2/21	Group Sup	HL & WR	Presenter:
7	2/28	Group Sup Professional Organizations	Journal Entry #3 HL & WR	Presenter:
8	3/7	Group Sup Supervision & Professional Advocacy	HL & WR	Presenter:
9	3/14	**Spring Break**		No Presentation
10	3/21	Group Sup Professional Organizations	HL & WR	Presenter:
11	3/28	Group Sup Appropriate Use of Interventions	Journal Entry #4 HL & WR	Presenter:
12	4/4	Group Sup Intervention	HL & WR	Presenter:
13	4/11	Group Sup	HL & WR	Presenter:
14	4/18	Group Sup Termination Planning	Journal Entry #5 HL & WR	Presenter:
15	4/25	Group Sup Termination	HL & WR	No Presentation

HL = Hours Log
WR = Weekly Reflection

Appendix A
Practicum Hours Log Format
University of Connecticut
School Counseling Program
Department of Educational Psychology

Student:	Semester:	Week of:	
	Direct Client Services:		
Counseling Activities Weekly Hours:			**Cumulative Direct Hours Total:**
	Individual:		
	Group:		
	Classroom Guidance:		
	Student Advocacy:		
	Consultation:		
Direct Client Service Hours for the Week:			
	Indirect Services:		
	Gathering Information/ Referrals:		
	Staff Meetings:		
	Report Writing/ Record Keeping:		
	Observation:		
	Professional Development:		
	Other Services:		
Indirect Counseling Activities Weekly Hours:			**Cumulative Indirect Hours Total:**
	Supervision Hours:		
	Individual Site Supervision:		
	Faculty Supervision:		
	Group Supervision:		
			Weekly Total:
			Cumulative Total:

Appendix B
Student Weekly Reflection Form for Supervision
SPRING 2023

NAME:
DATE:
PRACTICUM SITE:

Please complete each section to the best of your knowledge and your current experiences. This sheet should take no more than a 10-minute time commitment. This form is designed to be completed in 5 minutes, or less. You may answer the questions in narrative form or in bullet points. Grammar and punctuation do not matter. You will submit this from to your EPSY 5317 course supervisor 24 hours before the next class time.

This sheet is to be complete weekly *EVEN IF* you did not attend your practicum site that week (i.e., personal illness, vacation break). It should still be completed and submitted.

1.   What did you learn this week that was new, enlightening, or insightful?
2.   What challenges did you face this week and how did you deal with it/them?
3.   What would you like to discuss this week in supervision?
4.   What do you want to work on/improve upon—in any area (i.e., skills, knowledge, practice, demeanor)? What would you appreciate feedback, tips, or strategies on?
5.   What did you learn this week (on your own) about the school counseling profession that was new, enlightening, or insightful to you?
6.   What concerns do you feel you will face as a pre-service school counselor in your internship next fall?
7.   What areas do you feel you have to develop further to be able to feel confident as a practitioner this fall, and beyond?
8.   Talk about your theoretical orientation (i.e., Existentialism, Behaviorism, Adlerian, etc.) and how it connects to your approach to counseling. How does this theory connect to you as a practitioner, as a person, as a friend?

Appendix C
Case Presentation Rubric

CASE PRESENTATION RUBRIC

	Unsatisfactory	Developing	Accomplished	Exceptional
Case Conceptualization	The presenter provides an inadequate synthesis of knowledge in key performance areas; including contextual & cultural information and analysis, theory to practice, treatment planning, and ethical and multicultural practice.	The presenter provides a rudimentary synthesis of knowledge in key performance areas; including contextual & cultural information and analysis, theory to practice, treatment planning, and ethical and multicultural practice.	The presenter provides a synthesis of knowledge in key performance areas; including contextual & cultural information and analysis, theory to practice, treatment planning, and ethical and multicultural practice.	The presenter provides an advanced level of synthesis of knowledge in key performance areas; including contextual & cultural information and analysis, theory to practice, treatment planning, and ethical and multicultural practice.
Counselor Competency	The presenter does not demonstrate adherence to professional dispositions, respect for diversity, or adequate self-understanding.	The presenter demonstrates a beginning level of adherence to professional dispositions, respect for diversity, or adequate self-understanding.	The presenter demonstrates adherence to professional dispositions, respect for diversity, or adequate self-understanding.	The presenter demonstrates advanced adherence to professional dispositions, respect for diversity, or adequate self-understanding.
Self-Supervision	The presenter does not ask relevant questions for supervision, or seek feedback on relevant supervisory needs.	The presenter asks basic questions for supervision, or seek feedback on relevant supervisory needs.	The presenter asks helpful questions for supervision to support their learning, and seeks feedback on relevant supervisory needs.	The presenter asks advanced questions for supervision, and consistently seeks feedback on relevant supervisory needs.
Overall Presentation	The case presentation does not represent an	The case presentation represents an	The case presentation represents an	The case presentation represents an

	oral and written defense that documents sufficient personal, professional dispositions, or requisite skills as a counseling professional	oral and written defense that documents marginally sufficient in personal, professional dispositions, or requisite skills as a counseling professional	oral and written defense that documents sufficient personal, professional dispositions, or requisite skills as a counseling professional	oral and written defense that documents sufficient personal, professional dispositions, or requisite skills as a counseling professional that exceeds expectations

APPENDIX D
Reflection Rubric

REFLECTION RUBRIC

	Unsatisfactory	Developing	Accomplished	Exceptional
Ethical & Legal Standards	The candidate does not adequately reflect adherence to ethical and legal guidelines during their clinical experience.	The candidate reflects a rudimentary adherence to ethical and legal guidelines during their clinical experience.	The candidate reflects an appropriate adherence to ethical and legal guidelines during their clinical experience.	The candidate reflects an advanced adherence to ethical and legal guidelines during their clinical experience.
Record-keeping & confidentiality	The candidate's reflection shows inadequate knowledge of best practices in record-keeping, confidentiality, and other legal and business responsibilities during clinical experience.	The candidate's reflection shows rudimentary knowledge of best practices in record-keeping, confidentiality, and other legal and business responsibilities during clinical experience.	The candidate's reflection shows a working knowledge of best practices in record-keeping, confidentiality, and other legal and business responsibilities during clinical experience.	The candidate's reflection shows a high level of knowledge of best practices in record-keeping, confidentiality, and other legal and business responsibilities during clinical experience.
Service Delivery	The candidate does not reflect a knowledge of how public policy, financing, regulatory processes, or other administrative ways to improve service delivery.	The candidate reflects a beginning knowledge of how public policy, financing, regulatory processes, or other administrative ways to improve service delivery.	The candidate reflects a good working knowledge of how public policy, financing, regulatory processes, or other administrative ways to improve service delivery.	The candidate reflects an advanced knowledge of how public policy, financing, regulatory processes, or other administrative ways to improve service delivery.
Risk Assessment (screening, assessment of risk, provision of appropriate counseling strategies)	The candidate does not reflect a knowledge of screening, management, or provision of appropriate counseling strategies when	The candidate reflects a beginning knowledge of screening, management, or provision of appropriate counseling	The candidate reflects a good working knowledge of screening, management, or provision of appropriate counseling	The candidate reflects an advanced knowledge of screening, management, or provision of appropriate counseling

	working with clients at high risk (e.g., aggression, suicide and/or homicide, or co-occurring disorders).	strategies when working with clients at high risk (e.g., aggression, suicide and/or homicide, or co-occurring disorders).	strategies when working with clients at high risk (e.g., aggression, suicide and/or homicide, or co-occurring disorders).	strategies when working with clients at high risk (e.g., aggression, suicide and/or homicide, or co-occurring disorders).
Research and Evaluation	In a reflection, the candidate does not apply relevant research findings and effective evaluation to inform practice.	In a reflection, the candidate applies only a beginning knowledge of relevant research findings and effective evaluation to inform practice.	In a reflection, the candidate applies a good working knowledge of relevant research findings and effective evaluation to inform practice.	In a reflection, the candidate applies an advanced level of knowledge of relevant research findings and effective evaluation to inform practice.
Culturally Responsive Services	The candidate does not reflect an ability to provide effective, culturally responsive services to clients in a multicultural society, and applies the Multicultural and Social Justice Counseling Model.	The candidate reflects a beginning ability to provide effective, culturally responsive services to clients in a multicultural society, and applies the Multicultural and Social Justice Counseling Model.	The candidate reflects an ability to provide effective, culturally responsive services to clients in a multicultural society, and applies the Multicultural and Social Justice Counseling Model.	The candidate reflects a high level of ability to provide effective, culturally responsive services to clients in a multicultural society, and applies the Multicultural and Social Justice Counseling Model.
Community Resources	The candidate does not describe an awareness of community resources, client access to resources, and barriers that exist.	The candidate describes a rudimentary awareness of community resources, client access to resources, and barriers that exist.	The candidate describes an awareness of community resources, client access to resources, and barriers that exist.	The candidate describes an advanced awareness of community resources, client access to resources, and barriers that exist.
Advocacy	The candidate does not reflect	The candidate marginally	The candidate reflects	The candidate reflects fully on

	on promotion of optimal human development, wellness, and mental health through prevention, education, and advocacy activities. Or the candidate does not articulate the value and purpose of advocating for school counseling within the school and larger community.	reflects on promotion of optimal human development, wellness, and mental health through prevention, education, and advocacy activities. Or the candidate marginally articulates the value and purpose of advocating for school counseling within the school and larger community.	appropriately on promotion of optimal human development, wellness, and mental health through prevention, education, and advocacy activities. Or the candidate articulates appropriately the value and purpose of advocating for school counseling within the school and larger community.	promotion of optimal human development, wellness, and mental health through prevention, education, and advocacy activities. Or the candidate articulates fully the value and purpose of advocating for school counseling within the school and larger community.
Self-Awareness	The candidate does not adequately describe strengths and areas for growth (e.g., sought supervision regarding areas for growth, plans following graduation to continue to develop in these growth areas).	The candidate minimally describes strengths and areas for growth (e.g., sought supervision regarding areas for growth, plans following graduation to continue to develop in these growth areas).	The candidate adequately describes strengths and areas for growth (e.g., sought supervision regarding areas for growth, plans following graduation to continue to develop in these growth areas).	The candidate describes strengths and areas for growth exceeding expectations for training level (e.g., sought supervision regarding areas for growth, plans following graduation to continue to develop in these growth areas).

Appendix E
CACREP (2016) Key Performance Indicators Measured in this Course

Master's Core Practicum and Internship Evaluation with Rubric (ALL TRACK AREAS)

	Unsatisfactory	**Developing**	**Accomplished**	**Exceptional**
KPI 1.1 Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (2F.1i) (FEAPS 6a)	The candidate has not explicitly considered specific ethical and legal standards and articulates little knowledge of organization, credentialing bodies standards as it relates to professional counseling. Adherence to ethical and legal standards is not explicitly observed.	The candidate recognizes specific ethical and legal standards. Ethical standards are applied in a minimal and rudimentary manner. Adherence to ethical and legal standards is observed at a minimal level.	The candidate recognizes and can apply specific ethical and legal standards. Ethical standards are applied across situations. Adherence to ethical and legal standards is observed.	The candidate applies specific ethical and legal standards in their work. Ethical standards are applied in a consistent manner and across varied situations. Strong adherence to ethical and legal standards is used to guide counseling services.
KPI 1.2 Self-care strategies appropriate to the counseling role (2F.1l)	The candidate has not overtly articulated or demonstrated a level of self-care appropriate to the counseling role. Self-care strategies are underdeveloped and/or show a lack of insight into strategies appropriate to the counseling role.	The candidate has overtly articulated or demonstrated use of self-care strategies. Self-care is rudimentary and/or shows limited insight into strategies appropriate to the counseling role.	The candidate has overtly articulated and demonstrated a level of self-care appropriate to the demands of a counseling role. Evidence of self-care shows candidate's wellness and strategies sufficient to maintain a counseling role.	The candidate consistently models an appropriate level of self-care. Self-care shows insight into candidate's wellness and strategies sufficient to highly function in a counseling role.
KPI 2.1 Multicultural counseling competencies (2F.2c) (FEAPS 2f, 2h)	The candidate has not explicitly demonstrated multicultural competencies. Little activity related to diversity, equity, and opportunity to promote client	The candidate has explicitly demonstrated multicultural competencies. Limited activity related to diversity, equity, and opportunity to promote client	The candidate has explicitly demonstrated multicultural competencies. Consistent activity related to diversity, equity, and opportunity to promote client	The candidate has explicitly and systemically demonstrated the application of multicultural competencies. Concerted activity committed to diversity, equity to

	outcomes have been observed.	outcomes have been observed.	outcomes have been observed across varied situations.	promote client outcomes have been observed. The candidate articulates and models the value and purpose of multicultural competencies within the school/agency setting and larger community.
KPI 2.2: The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (2F.2d) (FEAPS 2d, 3d)	The candidate has not overtly articulated sensitivity to the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on their view of others. Skills related to working with people from diverse backgrounds are underdeveloped and/or show a lack of insight into others' experiences relative to their own.	The candidate has overtly articulated an appropriate level of sensitivity to others, and acknowledges the impact of heritage, attitudes beliefs, and acculturative experiences. Skills related to working with people from diverse backgrounds are rudimentary and/or show limited insight into others' experiences.	The candidate has overtly articulated and modeled sensitivity to the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on their view of others. Skills related to working with people from diverse backgrounds are practiced and show insight into others' experiences.	The candidate has overtly demonstrated sensitivity to others. Skills related to working with people from diverse backgrounds are routinely practiced and consistently show insight into others' experiences.
KPI 3.1 Theories of individual and family development across the lifespan (2F.3a)	The candidate has not articulated a working knowledge of theories of individual and family development across the lifespan. Application of developmental theory does not consistently drive intervention efforts and is inconsistent	The candidate articulates a rudimentary understanding of theories of individual and family development across the lifespan. Clients' and families' developmental needs often drive	The candidate articulates a working knowledge of theories of individual and family development across the lifespan. Clients' and families' developmental needs drive	The candidate relies on a working knowledge of theories of individual and family development to drive intervention efforts. Clients' and families' developmental needs drive intervention efforts

	and inadequate to meet diverse clients' and families' needs.	intervention efforts, and the organization of the counseling program is tied to diverse client's and families' needs.	intervention efforts and the organization of the counseling program is tied to diverse client's and families' needs.	and the organization of the counseling program is tied to diverse client's and families' needs.
KPI 3.2 Biological, neurological, and physiological factors that affect human development, functioning, and behavior (2F.3e)	Counseling applications do not reflect an understanding of the biological, neurological, and physiological factors that affect human development, functioning, and behavior. Developmental factors that affect client's functioning and behavior are not consistently considered in intervention efforts.	Counseling applications reflect a basic understanding of the biological, neurological, and physiological factors that affect human development, functioning, and behavior. Developmental factors that affect client's functioning and behavior are often considered in intervention efforts.	Counseling applications reflect a strong understanding of the biological, neurological, and physiological factors that affect human development, functioning, and behavior. Developmental factors that affect client's functioning and behavior are consistently considered in intervention efforts.	Counseling applications are explicitly planned and organized with a strong understanding of the biological, neurological, and physiological factors that affect human development, functioning, and behavior. Developmental factors that affect client's functioning and behavior guide intervention efforts.
KPI 4.1 Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (2F.4b) (FEAPS 3e)	The candidate does not conceptualize or apply counseling models that link wellness, relationships, and other life roles and factors. Counseling practices and programs are not linked to other disciplines or life experiences.	The candidate conceptualizes and applies counseling models that link wellness, relationships, and other life roles and factors in a rudimentary way. Counseling practices and programs are often linked to other disciplines or life experiences.	The candidate conceptualizes and applies counseling models that link wellness, relationships, and other life roles and factors consistently. Counseling practices and programs are consistently linked to other disciplines or life experiences.	The candidate explicitly and consistently applies counseling models that link wellness, relationships, and other life roles. Counseling practices and programs are tied directly to other disciplines and life experiences.

KPI 4.2 Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (2F.4e)	The candidate has not implemented strategies (assessing abilities, interests, values, personality and other factors that contribute to career development) to assist clients in examining factors related to career concerns and/or opportunities.	The candidate has implemented strategies (assessing abilities, interests, values, personality and other factors that contribute to career development) at a rudimentary level to assist clients in examining factors related to career concerns and/or opportunities.	The candidate has implemented and documented specific strategies (assessing abilities, interests, values, personality and other factors that contribute to career development) to assist clients in examining factors related to career concerns and/or opportunities. The intervention strategies are fully implemented and tied to outcomes.	The candidate has implemented a rigorous and well developed program including assessing abilities, interests, values, personality and other factors that contribute to career development. Counseling interventions are fully implemented and tied to outcomes.
KPI 5.1 Essential interviewing, counseling, and case conceptualization skills (2F.5g) (FEAPS 2e)	The candidate does not evidence basic interviewing, counseling, and case conceptualization skills. Evidence of clear oral and verbal communication and essential counseling skills are lacking.	The candidate evidences basic interviewing, counseling, and case conceptualization skills. Evidence of clear oral and verbal communication and essential counseling skills are observable.	The candidate consistently demonstrates essential interviewing, counseling, and case conceptualization skills. Evidence of clear oral and verbal communication and essential counseling skills are consistently observed.	The candidate models highly effective basic interviewing, counseling, and case conceptualization skills. Strong evidence of clear oral and verbal communication and essential counseling skills are consistently observed.
KPI 5.2 Processes for aiding students in developing a personal model of counseling (2F.5n)	The candidate does not articulate knowledge of counseling theories and does not apply theory to develop a personal model of counseling	The candidate articulates knowledge of counseling theories, but does not use theory to develop and apply a personal model of counseling	The candidate articulates knowledge of counseling theories, and applies theory to develop and apply a personal model of counseling	The candidate articulates a strong knowledge of counseling theories, and systematically models the application of theory to

				counseling practice.
KPI 6.1 Approaches to group formation, including recruiting, screening, and selecting members (2F.6e)	Groups are planned and organized inefficiently. Approaches to group formation, including recruiting, screening, and selecting members are inconsistently applied and inadequate to meet client's needs.	Groups are planned and organized. Approaches to group formation, including recruiting, screening, and selecting members are often applied.	Groups are explicitly planned and organized to promote client success. Approaches to group formation, including recruiting, screening, and selecting members are consistently applied and contribute to effectiveness of the groupwork.	Groups are explicitly planned and organized to promote client development. Approaches to group formation, including recruiting, screening, and selecting members drive intervention efforts and the organization of groupwork is developed systematically and demonstrably effective.
KPI 6.2 Ethical and culturally relevant strategies for designing and facilitating groups (2F.6g)	Group counseling interventions are designed and facilitated without consideration of ethical and culturally relevant strategies. Client's needs do not consistently drive intervention efforts and outcomes of the group intervention is inconsistent and inadequate to meet clients' unique needs.	Group counseling interventions are designed and facilitated with consideration of ethical and culturally relevant strategies. Client's needs often drive intervention efforts and groupwork programs are tied to clients' unique needs.	Group counseling interventions are explicitly designed and facilitated with consideration of ethical and culturally relevant strategies. Client's needs consistently drive intervention efforts and groupwork is consistent and adequate to meet unique needs of client population.	Group counseling interventions are explicitly designed and facilitated using ethically and culturally relevant strategies. Clients' diverse needs are directly and systematically tied to groupwork, and outcomes show high effectiveness across diverse populations.
KPI 7.1 Methods of effectively preparing for and conducting initial assessment meetings (2F.7b) (FEAPS 4d)	The candidate has not evidenced an ability to conduct initial assessments. Appropriate assessment meetings are not identified.	The candidate has evidenced an ability to conduct initial assessments. The candidate's approach to initial assessment	The candidate conducts initial assessment meetings effectively. Assessment meetings are aligned with client needs and	The candidate is highly skilled in conducting initial assessment meetings. Assessment meetings are aligned with client needs. The

		meetings is incomplete.	demonstrate effective assessment strategies.	candidate demonstrates a rigorous approach to the use of assessment strategies.
KPI 7.2 Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (2F.7c)	The candidate has not practiced procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. Appropriate use of risk assessments is not identified or observed.	The candidate has practiced procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. The candidate's use of risk assessments is observed but is incomplete.	The candidate effectively follows procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. Effective use of risk assessment procedures are consistently observed.	The candidate is highly skilled in assessing risk of aggression or danger to others, self-inflicted harm, or suicide. The candidate demonstrates a rigorous approach to the use of risk assessment procedures.
KPI 8.1 Evaluation of counseling interventions and programs (2F.8e) (FEAPS 1d)	The candidate has not demonstrated an ability to evaluate counseling practices and programs. No effective evaluation methods are applied.	The candidate's use of evaluation to inform counseling practices and programs is vague and/or not carefully tied to improving counseling practices. The approach to using effective program evaluation methods is incomplete.	The candidate uses evaluation methods to inform counseling practices and programs. Evaluation methods are clearly used to inform counseling practices and inform programs.	The candidate applies effective evaluation methods to inform counseling practices. The candidate demonstrates rigorous evaluation approaches that are directly tied to counseling practices and program outcomes.
KPI 8.2 Analysis and use of data in counseling (2F.8i) (FEAPS 1e, 3j, 4a, 4f, 5c)	The candidate has not analyzed or used data to measure and improve counseling programs. No use of data are identified or reported.	The candidate has analyzed or used data to measure and improve counseling programs. Use of data is identified or reported but is rudimentary and unorganized.	The candidate has analyzed or used data to measure and improve counseling programs. Systematic use of data is used to measure and enhance counseling programs.	The candidate has analyzed or used data to measure and improve counseling programs. The candidate demonstrates a rigorous approach to the use of research findings that are directly

				tied to counseling program outcomes.

School Counseling Specialty Area P&I Evaluation with Rubric

	Unsatisfactory	Developing	Accomplished	Exceptional
KPI 1.1 Models of school counseling programs (5G.1b)	The candidate has not yet demonstrated the ability to design and conduct a comprehensive developmental school counseling program. Some aspects of a developmental program may be observed but evidence of a comprehensive program are not observed.	The candidate has demonstrated the ability to organize and conduct some aspects of a developmental program. These results do not reflect a comprehensive program, but do reflect the candidate's ability to design or implement components of the program.	The candidate has demonstrated the ability to design and implement a comprehensive program. The program is targeted toward student needs and outcomes are documented.	The candidate has demonstrated the ability to provide a comprehensive school counseling program that is targeted toward student needs and has measured effectiveness and ongoing improvement.
KPI 2.1 School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (5G.2b) (FEAPS 4e, 5d)	The candidate has not explicitly engaged families, P-12 and postsecondary school personnel, and community agencies to promote student development. Little activity related to linking school, family, and community has been observed.	The candidate has explicitly engaged families to promote student development. Rudimentary activity related to linking school, family, and community has been observed.	The candidate has explicitly engaged families to promote student development. Family-school-community engagement has been observed consistently and across varied situations.	The candidate has explicitly engaged families to promote student development. . Family-school-community engagement efforts have been applied systemically. The candidate communicates and demonstrates the value and purpose of family-school engagement practices and organizes multisystemic services.
KPI 2.2: Competencies to advocate for school	The candidate has not explicitly articulated, modeled, or advocated for	The candidate has explicitly articulated, modeled, or	The candidate has explicitly articulated, modeled, or	The candidate has explicitly articulated, modeled, or

counseling roles (5G.2f)	school counselor roles. Little activity related to promoting school counselor roles within the school has been observed.	advocated for school counselor roles. Minimal activity related to promoting school counselor roles within the school has been observed.	advocated for school counselor roles. Activity related to promoting school counselor roles within the school has been observed consistently and across varied situations.	advocated for school counselor roles. The candidate articulates the value and purpose of advocating for school counseling within the school setting and larger community and consistently uses this to guide the development and evaluation of counseling programs.
KPI 3.1 Design and evaluation of school counseling programs (5G.3b) (FEAPS 2a, 2g, 5a, 5f)	The candidate has not demonstrated an ability to evaluate school counseling practices and programs. No effective evaluation methods are applied.	The candidate's use of evaluation to inform school counseling practices is vague and/or not carefully tied to improving school counseling practices. The approach to using effective program evaluation methods is incomplete.	The candidate uses evaluation methods to inform school counseling practices and programs. Evaluation methods are clearly used to inform counseling practices and inform programs.	The candidate applies effective evaluation methods to inform school counseling practices. The candidate demonstrates a rigorous evaluation approaches that are directly tied to counseling practices and program outcomes.
KPI 3.2 Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (5G.3c) (FEAPS 1a, 1b, 1c, 1f, 2b, 3a, 3c, 3g, 3h)	The candidate has not implemented strategies to promote student achievement. The candidate has not planned or conducted programs to prepare students for postsecondary opportunities.	The candidate has implemented strategies to promote student achievement. The candidate's plan is rudimentary and the programs may or may not have been implemented.	The candidate has implemented and documented specific strategies to promote student achievement. Strategies are fully implemented and measured for outcomes.	The candidate has implemented a rigorous and well developed program to promote student achievement. Strategies have been fully implemented and have been tied to student outcomes and school success.
Assessments specific to P-12 education	The candidate does not demonstrate an	The candidate demonstrates	The candidate demonstrates	The candidate demonstrates a

(5G.1e) (FEAPS 4b, 4c)	understanding or skill in the use of assessments to measure student progress and outcomes.	limited knowledge and skill in using assessments to measure student progress and outcomes.	adequate knowledge and skill in using assessments to measure student progress and outcomes and is able to read and interpret assessment reports.	working knowledge and a strong skill level in using assessments to measure student progress and outcomes and is able to read and interpret assessment reports.
Interventions to promote academic development (5G.3d) (FEAPS 2c, 2i, 3b, 3f, 3i)	The candidate has not designed programs to address student academic development. The candidate has not demonstrated an ability to plan and conduct academic development programs.	The candidate has designed programs to address student academic development. The candidate has demonstrated an ability to plan and conduct at least one program for academic development.	The candidate has designed programs to address student academic development. The candidate has demonstrated an ability to plan and conduct programs for students' academic development.	The candidate has designed programs to address student academic development. The program delivery is specific, systematic, and is demonstrated to meet varied student academic needs. The candidate can articulate and demonstrate programming that has enhanced student development.