

**George Mason University**  
**College of Education and Human Development**  
**Counseling and Development**

EDCD 791.002 – Internship in Counseling  
3 Credits, Spring 2017  
Mondays 7:20 – 10:00 PM Innovation Hall Room 211 – Fairfax

**Faculty**

Name: Dr. Jay Stuart Andrews  
Office Hours: by appointment  
Office Location: Krug Hall Suite 202  
Office Phone:  
Email Address:

**Prerequisites/Corequisites**

Completion of CNDV program course work except for EDCD 610 or electives (total credits cannot exceed 3 credits); overall GPA of 3.00; no grade lower than B in skills courses EDCD 630, 606/609 and 608; no more than two grades of C in any other graduate course work required by CNDV program; permission of advisor.

**University Catalog Course Description**

Provides supervised practice for minimum of 300 hours (for community agency students) in counseling setting similar to setting in which student may work. Skills and practice build on previous practicum experiences. Weekly graduate class emphasizes site processing.

**Course Overview**

The supervised internship course is an arranged, supervised experience in counseling. The course is designed to provide students with advanced counseling skills to work with individuals, groups, and families, prevention program planning and development skills, and greater competency in using data to evaluate intervention and prevention programs. The course also aims to provide skills in working towards social justice, developing advanced multicultural counseling intervention skills, developing skills in leadership and advocacy in order to effectively design and implement community prevention programs, and develop ways to improve theoretical conceptualizations of applied interventions. Thus the focus of the course will be on providing professional counseling within the parameters of the George Mason University Counseling and Development Program mission, e.g., multiculturalism, advocacy, leadership, and social justice.

During the university seminar students will present, discuss, review and conceptualize their counseling work, explore culturally specific interventions, explore the application of social justice to their counseling work, examine countertransference as it relates to counseling practice, plan and develop required activities, and examine their work within the context of the legal and ethical standards of practice. Students will design a mental health prevention program, utilize data to facilitate change within their internship sites, and explore the importance of process as it relates to personal and social change. Review of counseling session tapes, role plays, case presentations, discussion of professional issues, personal reactions and responses to clients and discussions of

presenting problems are examples of seminar activities. Students are expected to assume and abide by ethical and legal guidelines in their sites and maintain confidentiality regarding clients. The course demands high levels of professional independence and responsibility. Students will be required to attend all scheduled course seminars with the faculty supervisor as well as ongoing regular supervisory sessions with their site supervisor.

Students are required to see at least two (2) clients (must include individuals, groups, and/or families) for a minimum of four (4) counseling sessions each. Everyone should have at least one group or family that they are working with during the semester. You will have opportunities to discuss cases and to strategize about techniques and interventions. Because of the serious nature of your work, it is essential that you discuss your reactions and feelings. Such discussions, however, cannot take place outside the context of a supervised class or the clinical site. It is unethical to discuss cases in other classes, with friends or relatives, or in social situations. Although such restraint is often difficult it is essential to maintain confidentiality. Violations of this principle in any form will be treated as a serious ethical/legal infraction. Please do discuss your cases in class and with your site-supervisor since supervision and advanced skill development is the primary purpose for meeting. If you have questions or concerns that need immediate attention, please contact your site or faculty supervisor. Do not wait for the weekly class meeting or weekly site supervision in case of an emergency with a client. This course provides supervised practice in a counseling setting similar to the setting in which the student may work. This is a weekly graduate class with an emphasis on the counseling process.

### **Course Delivery Method**

This course will be delivered using a combination of lecture, class discussion, presentation of cases, and skill building exercises. Students complete a supervised internship of a minimum of 300 hours in a counseling setting.

### **Learner Outcomes or Objectives**

This course is designed to:

1. Provide an opportunity for practicing competencies developed throughout the graduate training program.
2. Provide an orientation to the organizational structure, protocol, relationships, and working conditions in community agency counseling settings.
3. Explore counseling strategies for individuals, groups, and families within a culturally diverse framework.
4. Stimulate the formulation of, and identification with, a professional role.
5. Provide an awareness and skills in facilitating the process of community and school integration and intervention in meeting the needs of clients.
6. Implement practices conducive to social justice and human rights.
7. Inculcate high standards of professional ethics; to give experience involving ethical decision-making and practice related to counseling.
8. More effectively understand the nature of the changing role of the professional counselor that includes advocacy, leadership, and social justice.
9. Develop prevention programs within a community context.
10. Work collaboratively with colleagues from other disciplines in order to more effectively meet organizational goals.

## Professional Standards

Upon completion of this course, students will have met the following professional standards:

- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements that counselor education programs include the study of helping relationships.
  - CACREP-Section II.K.a: An understanding of all aspects of professional functioning; and
  - CACREP-Section SCP.D: Clinical Instruction.
- American Counseling Association (ACA) Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

## Required Texts

Frederickson, J. (2013). *Co-Creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### 1. Assignment descriptions

- A minimum of 300 hours in the field placement. One hundred and twenty (120) of your field placement hours must be face-to-face counseling hours that include work with individuals, groups, and families. For PCLC students, one hundred and fifty (150) hours of face-to-face hours are required. Achieving the hours required to pass this class is the sole responsibility of the student. It is encouraged that you work with one group and/or family during the practicum.
- Class Participation (20 points). Class participation and attendance are of critical importance for internship. Students are expected to fully participate in all classes and take the initiative for presenting their work for evaluation, as well as engaging in critical analysis and providing feedback of classmates' work. As part of your participation grade, you are required to give a case presentation as noted below.
  - Presentation. You will make at least two case presentations in which you provide a brief background and conceptualization of your client, therapy goals, work to date with the client, and questions you have for the class. An outline with the format for the presentation will be provided. Although not formally graded, this presentation is included as part of your class participation and will allow you the opportunity to receive feedback and assistance from your peers and instructor for both personal and professional growth. Presentation dates will be assigned during the first night of class.
  - Readings. Students are expected to read the assigned chapters from the assigned book and other readings, and be prepared for class discussions about the material. We will practice skill building exercises in class to reinforce the therapeutic techniques discussed in the readings.
- Recordings and Transcripts (20 points).\*\* Students should have two recordings and transcripts notes to be handed in during the semester (these should be two different clients;

please see Dr. Andrews if this poses a challenge for you). Each recording should be no more than 20 minute in length.

Please provide a brief description (one paragraph) of your client and his or her presenting issue. In addition, state the primary focus that you are working on with. Format your transcript as follows: a) transcript in the first column; b) in a second column note the main counseling themes and interventions you are using; c) in a third column discuss whether the interventions were effective or ineffective and any reactions you are having to your client (e.g., countertransference). Note case-relevant ethical and diversity considerations. If you choose, the tapes you use for your transcripts can be used for case presentation. You must include a signed “permission to tape” form [See P&I Bb]. \*\*The instructor may request additional recordings from students based on overall assessments by the instructor and the Site Supervisor.

- Supervision (30 points; on-site supervisor evaluation). Weekly supervisory sessions with your individual supervisor at your placement site are required. Site supervisors will complete mid-semester (due March 14) and final (due by May 9) evaluations of each student. Students must pass these evaluations (receive a B or better) to pass the internship course. Final supervisor evaluations must be uploaded to Blackboard.
- Short-term Prevention Program (30 points). In collaboration with the site and university supervisor, students should develop a Short-term Prevention Program addressing one problem facing their community agency site. This assignment is designed to encourage in-depth exploration of a special interest or area needing special attention at your training site. This program should be developed in conjunction with your university and site supervisors and address a need in the surrounding community. Programs should target a specific issue of concern. A five-page final prevention program summary will be required, including the following sections: 1) description of the problem; 2) a brief literature review; 3) a description of the project; and 4) a description of the outcome. For most students this assignment will build on the project you developed during practicum. Often this will involve implementing the project (e.g., running a group). The student will then write a project summary discussing the outcome.
- Counseling Surveys. Students are required to complete three Counseling Surveys with their clients during the semester. The Counseling Survey can be accessed on Blackboard in the Community Agency Required Forms folder. The paper copies of these surveys will be submitted to Dr. Andrews.

## 2. Assignment weighting

Class Participation	20%
Recorded Sessions/Transcripts (2)	20%
On-Site Supervisor’s Evaluation	30%
Short-term Prevention Program/Paper	30%

In addition, students MUST complete hours requirement, counseling surveys, and supervisions to pass.

### 3. Grading policies

EDCD 791 is a pass or fail course. Students must achieve a passing grade in order to successfully complete/pass the requirements of the Internship. Students will be evaluated on the course requirements as listed above. It is expected that all students will demonstrate skills through class participation, presentations, evaluations, and assigned projects and papers. Consultation with university and on-site supervisors regarding the intern's performance will occur during the semester and scores lower than a three on your final evaluation from your on-site supervisor could result in course failure.

### 4. Other expectations

Included in the assignments is the requirement that the following must also be met to receive a passing grade:

- Completion of all assignments of acceptable quality, turned in by date due.
- Attendance at all classes and at internship site. More than one unexcused absence will result in not receiving credit for the course. Late arrivals to class count towards an unexcused absence.
- Active classroom participation, including providing constructive feedback and suggestions for classmates.
- Satisfactory mid-term and final evaluation from on-site supervisor. Supervisors will submit a formal evaluation midway through the semester and a final formal evaluation at the end of the semester. Students who receive unsatisfactory supervisory evaluations (below average scores) may not pass the course.
- Completion of the required field placement hours. There are no exceptions to this rule. Students must complete all required hours to pass this course.

#### Internship verification form reminders:

All students who are planning to pursue licensure should have their internship instructor fill out their verification of internship forms by the end of the semester. Failure to do so could result in delaying your LPC application process, since you must have your internship professor and site supervisor complete these forms. Verification of internship forms can be downloaded from the VA Board of Counseling website ([www.dhp.state.va.us/counseling](http://www.dhp.state.va.us/counseling)).

#### Graduation/exit interview survey reminders:

Students who plan to graduate in Spring 2017 should apply online for graduation by should visit the Registrar's office at <http://registrar.gmu.edu/graduation/index.html> for additional information regarding graduation procedures. You must file the graduation intent form online. These will be due February 24, 2017. In addition, all graduating students should complete a C&D exit interview online survey. A link for this online survey will be emailed to you by the C&D faculty/staff towards the end of the semester. All exit interviews will be anonymous

## 5. Selected performance-based assessment

The performance-based assessments for this course are the on-site supervisor final evaluation, and Short-term Prevention Program. These must be uploaded to TK20 as part of the final grade. See rubrics at the end of the syllabus.

### George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

## Class Schedule

DATE	TOPIC	DUE / READINGS
January 23	Introduction to Course Internship Expectations Review Syllabus Professional Identity Review of concepts from Chapters 1-3 of Co-Creating Change (CCC)	
January 30	Check-in/Case Processing Tactical and Repressive Defenses Case Presentation: _____	CCC - Chapter 4
February 6	Check-in/Case Processing Case Presentation: _____	
February 13	Psychodiagnosis: Co-Creating an Effective Focus Check-in/Case Processing Case Presentation: _____	CCC – Chapter 5
February 20	Check-in/Case Processing Case Presentation: _____	
February 27	Check-in/Case Processing Inquiry: Co-Creating a Conscious Therapeutic Alliance Case Presentation: _____	<b>DUE:</b> Transcript/Tape #1  CCC- Chapter 6
March 6	Check-in/Case Processing Case Presentation: _____	Mid-term written evaluation by on-site supervisor*
March 13	Spring Break	

March 20	Check-in/Case Processing Case Presentation: _____	
March 27	Check-in/Case Processing Treating Fragility, Depression, and Somatization Case Presentation: _____	CCC – Chapter 7
April 3	Check-in/Case Processing Case Presentation: _____	<b>DUE:</b> Transcript/Tape #2
April 10	Check-in/Case Processing Building Self Observing Capacity Case Presentation: _____	CCC- Chapter 8
April 17	Check-in/Case Processing Site Program Evaluation Presentations	Due: Site Program Evaluation Papers
April 24	Discussion about termination issues	
May 1	Closing/Class Evaluations	<b>DUE:</b> Final Site Hours Log; Final on-site supervisor evaluation*

**Reminder:** All practicum forms are located in the CA Required Forms folder under the Community Agency P&I tab on Blackboard.

***\* Final signed logs will be due to Dr. Andrews by May 8, 2016. Students will NOT receive a grade for this class if their logs and site evaluation forms are not turned in by the due date. The two required performance-based assessments (i.e., final supervisor evaluation and client feedback report) must also be uploaded to TK20 by May 8, 2016.***

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.



## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

## EDCD 791 (CA) Internship Site Supervisor Evaluation (Rev. 11.15)

	Exceeds Standards <b>4</b> <b>(94-100)</b>	Meets Standards <b>3</b> <b>(87-93)</b>	Approaching Standards <b>2</b> <b>(80-86)</b>	Below Standards <b>1</b> <b>(79 and below)</b>	Score/Level
<p>Counseling Skills (Professional Orientation and Assessment- G.5.b.; G.5.d. G.7.f.; G.7.g.)</p>	<ul style="list-style-type: none"> <li>-Develops strong therapeutic relationships with most clients</li> <li>-Independently develops thorough case conceptualizations</li> <li>-Independently assesses most clients appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Develops strong therapeutic relationships with most clients</li> <li>-Develops thorough case conceptualizations with clinical supervision</li> <li>-Appropriately assesses most clients with clinical supervision</li> </ul>	<ul style="list-style-type: none"> <li>-Develops adequate therapeutic relationships with some clients</li> <li>-Some evidence of case conceptualization skills</li> <li>-Some evidence of assessment skills</li> </ul>	<ul style="list-style-type: none"> <li>-Does not form adequate therapeutic relationship clients</li> <li>-No evidence of case conceptualization skills</li> <li>-No evidence of assessment skills</li> </ul>	
<p>Professional Disposition (Professional Orientation- G.1.b.)</p>	<ul style="list-style-type: none"> <li>-Collegial at all times</li> <li>-On time for all appointments/meetings</li> <li>-Displays effective interpersonal communication at all times</li> <li>-Paperwork is well-written and timely</li> </ul>	<ul style="list-style-type: none"> <li>-Collegial most of the time</li> <li>-On time for most appointments/meetings</li> <li>-Displays effective interpersonal communication most of the time</li> <li>-Paperwork is adequate</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in one area of this category</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in two or more of the areas of this category</li> </ul>	
<p>Utilization of Clinical Supervision (Professional Orientation- G.1.b.)</p>	<ul style="list-style-type: none"> <li>-Always engaged in supervision</li> <li>-Always prepared for supervision</li> <li>-Always thoughtful and reflective during supervision</li> <li>-Always open to feedback in</li> </ul>	<ul style="list-style-type: none"> <li>-Engaged in supervision most of the time</li> <li>-Prepared for supervision most of the time</li> <li>-Thoughtful and reflective in supervision most of the time</li> <li>-Open to</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in one area of this category</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in two or more areas of this category</li> </ul>	

	<b>Exceeds Standards</b> <b>4</b> <b>(94-100)</b>	<b>Meets Standards</b> <b>3</b> <b>(87-93)</b>	<b>Approaching Standards</b> <b>2</b> <b>(80-86)</b>	<b>Below Standards</b> <b>1</b> <b>(79 and below)</b>	<b>Score/Level</b>
	supervision	feedback in supervision most of the time			
Utilization of Clinical Supervision (Professional Orientation- G.1.b.)	-Always engaged in supervision -Always prepared for supervision -Always thoughtful and reflective during supervision -Always open to feedback in supervision	-Engaged in supervision most of the time -Prepared for supervision most of the time -Thoughtful and reflective in supervision most of the time -Open to feedback in supervision most of the time	-Improvement needed in one area of this category	-Improvement needed in two or more areas of this category	
Multicultural & Social Justice Competency (Social and Cultural Diversity- G.2.d. G.2.e.)	-Identifies multicultural issues and integrates culturally appropriate interventions with all clients -Identifies social justice issues and advocates accordingly for all clients	-Identifies multicultural issues and integrates culturally appropriate interventions with most clients -Identifies social justice issues and advocates accordingly for most clients	-Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision -Identifies social justice and advocacy issues with clinical supervision	-Unable to identify multicultural issues -Unable to identify social justice and advocacy issues	
Self-Awareness (Professional Orientation- G.5.b.)	-High levels of self-awareness -Demonstrates insight into impact on others at all times -Ability to clearly articulate	-Good self-awareness -Demonstrates insight into impact on others most the time -Ability to articulate	-Moderate levels of self-awareness -Some insight into impact on others -Some awareness of	-No evidence of self-awareness -No evidence of insight into impact on others -No evidence of awareness of	

	<b>Exceeds Standards</b> <b>4</b> <b>(94-100)</b>	<b>Meets Standards</b> <b>3</b> <b>(87-93)</b>	<b>Approaching Standards</b> <b>2</b> <b>(80-86)</b>	<b>Below Standards</b> <b>1</b> <b>(79 and below)</b>	<b>Score/Level</b>
	strengths and weaknesses at all times	strengths and weaknesses most of the time	strengths and weaknesses	strengths and weaknesses	

<http://www.taskstream.com/>

## EDCD 791 (CA) Internship Site Supervisor Evaluation (Rev. 11.15)

	Exceeds Standards <b>4</b> <b>(94-100)</b>	Meets Standards <b>3</b> <b>(87-93)</b>	Approaching Standards <b>2</b> <b>(80-86)</b>	Below Standards <b>1</b> <b>(79 and below)</b>	Score/Level
<p>Counseling Skills (Professional Orientation and Assessment- G.5.b.; G.5.d. G.7.f.; G.7.g.)</p>	<ul style="list-style-type: none"> <li>-Develops strong therapeutic relationships with most clients</li> <li>-Independently develops thorough case conceptualizations</li> <li>-Independently assesses most clients appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Develops strong therapeutic relationships with most clients</li> <li>-Develops thorough case conceptualizations with clinical supervision</li> <li>-Appropriately assesses most clients with clinical supervision</li> </ul>	<ul style="list-style-type: none"> <li>-Develops adequate therapeutic relationships with some clients</li> <li>-Some evidence of case conceptualization skills</li> <li>-Some evidence of assessment skills</li> </ul>	<ul style="list-style-type: none"> <li>-Does not form adequate therapeutic relationship clients</li> <li>-No evidence of case conceptualization skills</li> <li>-No evidence of assessment skills</li> </ul>	
<p>Professional Disposition (Professional Orientation- G.1.b.)</p>	<ul style="list-style-type: none"> <li>-Collegial at all times</li> <li>-On time for all appointments/meetings</li> <li>-Displays effective interpersonal communication at all times</li> <li>-Paperwork is well-written and timely</li> </ul>	<ul style="list-style-type: none"> <li>-Collegial most of the time</li> <li>-On time for most appointments/meetings</li> <li>-Displays effective interpersonal communication most of the time</li> <li>-Paperwork is adequate</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in one area of this category</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in two or more of the areas of this category</li> </ul>	
<p>Utilization of Clinical Supervision (Professional Orientation- G.1.b.)</p>	<ul style="list-style-type: none"> <li>-Always engaged in supervision</li> <li>-Always prepared for supervision</li> <li>-Always thoughtful and reflective during supervision</li> <li>-Always open to feedback in supervision</li> </ul>	<ul style="list-style-type: none"> <li>-Engaged in supervision most of the time</li> <li>-Prepared for supervision most of the time</li> <li>-Thoughtful and reflective in supervision most of the time</li> <li>-Open to</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in one area of this category</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in two or more areas of this category</li> </ul>	

	<b>Exceeds Standards</b> <b>4</b> <b>(94-100)</b>	<b>Meets Standards</b> <b>3</b> <b>(87-93)</b>	<b>Approaching Standards</b> <b>2</b> <b>(80-86)</b>	<b>Below Standards</b> <b>1</b> <b>(79 and below)</b>	<b>Score/Level</b> <b>I</b>
		feedback in supervision most of the time			