

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

EDCD 791.004 – Internship in Counseling  
3 Credits, Spring 2017  
Wednesdays 4:30 – 7:10 PM Innovation Hall Room 338 – Fairfax

**Faculty**

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Office Location: Krug Hall Suite 202  
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**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 in a counseling setting similar to the setting in which the student may work with an emphasis on the counseling process.

**Course Overview**

Provides supervised practice for a minimum of 200 hours in a counseling setting similar to the setting in which the student may work. This is a weekly graduate class with an emphasis on site processing.

**Course Delivery Method**

(Seminar-style class discussions and group supervision)

- Class discussions will include brief didactic presentations on relevant and emerging topics for the internship students, and will include time for group discussion.
- Group supervision will focus on providing students an opportunity to present, discuss, and conceptualize, and receive feedback on current cases and issues at their internship setting. Students will have opportunities to discuss specific site-related issues and to strategize about techniques and interventions.
- Because of the serious nature of group supervision, it is essential that students discuss their reactions and feelings. Such discussions, however, cannot take place outside the context of a supervised class or appropriate site circumstance. Students may not discuss cases in other classes, with friends or relatives, or in social situations. 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 cases in class. That is the primary purpose for meeting. It is also imperative that students discuss cases with their on-site supervisor. If students have questions or concerns that need immediate attention, please contact your university instructor.

## **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Integrate knowledge of counseling theory, conceptualization, and intervention into counseling practice;
2. Demonstrate basic/advanced knowledge and skill competencies per Practicum/Internship Contract agreement and criteria for mid-semester and final evaluations;
3. Apply the C&D mission, including multicultural counseling competencies, social justice, and advocacy;
4. Respond appropriately to ethical/legal issues, site professional standards, and GMU and C&D's professional dispositions;
5. Understand and develop the role of a professional school counselor;
6. Develop program evaluation and prevention program planning and implementation skills consistent with the C&D mission.
7. Develop a professional school counselor portfolio.

## **Professional Standards (CACREP)**

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (B.1)
2. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (D.1)
3. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. (D.2)
4. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. (D.5)
5. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (F.1)
6. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. (F.2)
7. Assesses barriers that impede students' academic, career, and personal/social development. (H. 5)
8. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. (J.2)
9. Analyzes and uses data to enhance school counseling programs. (J.3)
10. Conducts programs designed to enhance student academic development. (L.1)
11. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. (P.1)
12. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). (P.2)

## **Required Texts**

None

## **Recommended Texts**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

Kaffenberger, C. & Young, A. (2008). Making DATA work. Alexandria, VA: American School Counseling Association.

*Professional articles will be assigned and distributed via Blackboard as indicated on the course schedule, and further articles may be assigned at any time during the semester.*

### **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).

**Assignments and Examinations:** In order for students to successfully complete their internship experience, each student must meet the following requirements:

1. **Attendance and active participation at your internship site.**
  - All C&D students must work at their internship sites for the full 15 weeks of the semester.
  - Internship students follow a regular schedule at their site, which is negotiated with the on-site supervisor.
2. **Attendance and active participation in internship class.**
  - Students are expected to arrive on time and stay for the entire class period.
  - Students are expected to actively participate in class, including providing constructive feedback and suggestions for classmates.
  - Missing two classes will result in failing this course.
3. **Completion of all assignments of acceptable quality, turned in by date due.**
4. **Professional Counseling Liability Insurance.** Internship students must provide evidence of their professional counseling liability insurance policy. Professional counseling organizations provide such coverage, some with association membership, and offer student rates.
5. **Practicum/Internship documents.** Internship students are responsible for downloading Practicum/Internship documents and providing copies to site supervisors. We encourage you to ask your site supervisor whether they would like an electronic copy or a print copy, and make it your responsibility that they have a copy in their desired format. The following documents are located on the Community Blackboard site:  
[<https://gmucommunity.blackboard.com>] Overview of Practicum/Internship; School Counseling Practicum/Internship Contract; Log of Hours; Mid-semester Evaluation; Final Evaluation of Site Experience.
6. **School Counseling Practicum/Internship Contract.** Contracts will be downloaded, completed, and printed out from the C&D BlackBoard site, and must be signed by the Site Supervisor, University Supervisor and internship student.
7. **Internship Goal Statement.** Students should develop a Personal Goal Statement for their internship experience. This Goal Statement should be developed in collaboration with the site supervisor and the university supervisor, and should describe specific goals particular to the student's needs, the needs of the site, and the experiences available.

8. **Satisfactory mid-semester and final evaluations from Site Supervisor.** These evaluations should be completed by the site supervisor, and internship students should meet with their site supervisors to process these evaluations and receive verbal feedback on strengths and successes as well as areas for growth and goals for second half of the semester.
9. **Evaluation of Clinical Field Experience** will be completed by internship student at the end of the semester.
10. **Completion of on-site hours.** A minimum of 200 hours must be spent at the school placement. Hours spent on off-site training experiences may be counted only if prior approval from instructor has been obtained. Hours spent in class or at home preparing GMU assignments may not be counted toward the 200 hours. The minimum number of hours spent on-site at one time is to be no less than a 3-hour block of time. *Internship students are strongly encouraged to spend at least on full day per week at their site in order to get the true experience of being a professional school counselor.*
11. **Log of Hours.** Internship students will complete the Log of Hours, found on the C&D Organization page on Blackboard. The Log of Hours records all internship activities and hours is to be maintained, and is to be signed by both the student and the on-site supervisor at the completion of the internship, and submitted on the last day of class. *The Log of Activities should be made available to the site supervisor during weekly supervision sessions with the site supervisor. Recommendation for related internship activities:*
  - *60 hours of Direct Contact (in-person interactions between school counselors and students)*
  - *140 hours of Indirect Contact (services provided on behalf of students as a result of the school counselor's interactions with others)*
12. **Professional Growth Opportunity.** Part of being a successful professional school counselor is being a life-long learner and taking advantage of professional growth opportunities to continually build your knowledge and skills. Towards this end, each student is expected to participate in one or more professional growth opportunities during the semester. You may count the actual hours of attendance at the PGO (seat hours) toward your 200 hours up to a maximum of five hours. Students will collect handouts for the groups, and will share your PGO experiences with the class.
13. **School Crisis Management and Response Plan.** Students will ask their site supervisor for access to the school /district crisis management and response plan, and will report back to the group regarding the school counselor's roles and responsibilities in the event of a) a school wide crisis, b) suicidal thoughts or intentions on the part of a student, c) threat assessment.
14. **School and district policy regarding CPS Reporting.** Students will discuss with their site supervisor the school and/or district policy regarding the school counselor's role in reporting suspected abuse or neglect to CPS. Students will discuss this policy in group supervision.
15. **Participation in Child Study Team.** All students must attend one child study or RTI meeting in order to learn more about special education services available to students and the role of the professional school counselor. Collect any sample child study, special education, and 504 forms used at the school for your own files and to share with other students. Students will discuss their experience in group supervision.

16. **Professional Portfolio.** The Professional Portfolio is an accumulation of documents that provides the counselor with a visual representation of her/his experience and is structured by the ASCA National Model and the C & D mission statement. It is an evolving record that authenticates a person's growth, skill, and knowledge in a specific discipline. The contents of the portfolio should reflect one's professional philosophy and collegiate experience. Students will continue to maintain professional portfolios built during EDCD 626. Students will give their internship instructor their portfolio address in order to receive feedback.
17. **Recorded Counseling Sessions and Presentations-** Refer to Course Assignments for assignment description
18. **Cover Letter & Resume-** Refer to Course Assignments for assignment description.
19. **Introductory Letter-** Refer to Course Assignments for assignment description.
20. **Closing the Achievement Gap Project-** Refer to Course Assignments for assignment description.

## COURSE ASSIGNMENTS

**EDCD 791 is graded on a Pass/Fail basis.** The completion of the following assignments must be met to receive a passing grade:

### a. Assignment Descriptions:

1. **Successful Completion of all course requirements (listed above).** Students must successfully complete all course requirements as identified above in order to pass this course.
2. **Participation.** As a class that focuses on learning from practical experiences of the students, this class places a heavy emphasis on processing of information through class discussion, small group discussion, and participating in experiential activities. In addition, because the class will be so interactive and experiential, there is no way to “get the information” from a missed class—the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates learning as well. Several factors will go into your participation grade, including:
  - i. **attendance** (every student is expected to be at every class),
  - ii. **punctuality** (every student is expected to be ready to go when class begins, and to stay for the duration of class time),
  - iii. **active participation** in class exercises (key is *active*, contributing ideas, giving feedback, participating in group discussions),
  - iv. **substantive contributions** to class discussions (not quantity of contributions, but contributions that demonstrate thoughtful analysis of information; comments that move discussion forward; comments based on knowledge and experience, not just opinion; and a demonstrated ability to propose new ideas and/or build on others' ideas in a meaningful way).

### 3. **Recorded Counseling Sessions and Presentations**

Students will record and present two individual counseling sessions with students. Both sessions will be played and presented during group supervision. **Written custodial or parental permission must be obtained before recording counseling sessions.** Permission forms should be kept on file with the Site Supervisor, and students should keep a copy for her/his records.

Students will present both student-client presentations during group supervision in order to receive feedback and consultation from the group. For the group supervision case presentations, students should provide the class with a brief, 1-2 page handout that includes: a brief summary of the client's presenting problem; background, and/or identifying data; discussion of the counseling process, including number of sessions, the nature of those sessions, strategies used, goals, attention to diversity/multicultural issues, use of multicultural counseling strategies, counselor thoughts about 'what's going on;' plans for future sessions, and an evaluation of counseling skills and effectiveness. The handouts will be given to the instructor after class so that they may be shredded.

### 4. **Cover Letter & Resume**

Students will develop a resume and write a cover letter for applying for a job as a professional school counselor. Students will provide and receive feedback from other class members on their resume and letters.

### 5. **Introductory Letter**

Students will each write a letter to use at your on-site school, to serve as an introduction to your new school community (Students, faculty, administration, and/or parents). Students will provide and receive feedback from other class members on their letters.

### 6. **Closing the Achievement Gap Project**

**For this course the closing the achievement gap project is the performance based assessment to be submitted to TK20.**

**Part 1:** Students will collaborate with their site supervisor and other school stakeholders to obtain access to meaningful school data (i.e., achievement, attainment or access, and/or school culture). Data should be disaggregated according to race, ethnicity, gender, socioeconomic status, and other criteria (as mandated by the NCLB Act) to illuminate and analyze any inequities in student achievement. If a school is racially and ethnically homogeneous, then data should be disaggregated by cultural groupings (e.g., gender, socioeconomic status) and school/class characteristics (e.g., teacher, courses taken, grades, etc.). With the help of the site supervisor, students will review the data and reflect upon an area of need that a school counseling intervention could address. If applicable, the proposed school counseling intervention(s) should focus on individual, group and/or school-wide outcomes.

Based on this data analysis and consultation, students will create a document that:

- Outlines the identified concern found through data analysis (What is the issue or area of concern?)
- Presents a basic needs assessment to address the concern (Who/what is needed to help?)
- Details a counseling program/intervention (e.g., classroom lesson or group) that could address the concern (What we will do about it?)

- Details the types of data to be collected (e.g., process, perception, and outcome data) and time line for completion (How will we know if it worked?)

This document will be presented to your site supervisor and other school stakeholders as well as to your internship class. Students may use the Closing the Gap Action Plan, School Counseling Core Curriculum Action Plan, or Small-Group Action Plan templates provided by the ASCA National Model (2012) as a guideline. The document is due March 29 and students will present their findings to the class.

**Part 2:** Based on the identified concern, students will deliver a classroom lesson or facilitate a small-group. Students will collect data on the unit or small group and create a document of the program's effectiveness and make suggestions for future implementation of the program. Students may use the School Counseling Core Curriculum Results Report or the Small Group Results Report templates provided by the ASCA National Model (2012) as a guideline. The document is due April 26 and students will present their findings to the class.

b. **Other Requirements-** None

c. **Course Performance Evaluation Weighting**

**EDCD 791 is graded on a Pass/Fail basis.**

d. **Grading Policies**

A = 95-100    A- = 90-94    B+ = 87-89    B = 83-86    B- = 80-82    C = 70-79  
F = < 70

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

### **Professional Dispositions**

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

## Class Schedule

### Tentative Schedule for EDCD 791 Spring 2017\*\*

<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>
Jan. 25 Class 1	Welcome, Orientation to Class, Expectations, Syllabus Review, <i>Group Supervision</i>	
Feb. 1 Class 2	Virginia School Report Card Activity, Homebound Instruction, School Support Team Referrals, School and Community Resources & Supports, <i>Group Supervision</i>	<b>Professional Liability Insurance</b> <b>Introductory Letter Due</b>
Feb. 8 Class 3	Critique Cover Letters and Resumes, Standards of Accreditation, Graduation Requirements & VDOE Regulations, Academic Advising/Academic & Career Plans, <i>Group Supervision</i>	<b>Submit Internship Learning Goals &amp; Submit School Counseling Practicum/Internship Contract</b> <b>Cover Letter and Resumes Due</b>
Feb. 15 Class 4	Mock Interviews at GW Middle School- <i>NO EVENING CLASS</i> <i>Group Supervision (On-line via Blackboard)</i>	
Feb. 22 Class 5	First Recorded Counseling Session Presentations, <i>Group Supervision</i>	<b>Case Presentation and Handout Due</b>
March 1 Class 6	First Recorded Counseling Session Presentations, <i>Group Supervision</i>	<b>Case Presentation and Handout Due</b>
March 8 Class 7	School Crisis Management and Response Plan, School and District Policy Regarding CPS Reporting, , <i>Group Supervision</i>	<b>Cover Letter &amp; Resume Due</b>
March 15	<i>Spring Break- No Class</i>	
March 22 Class 8	Conducting a Risk Assessment, Conducting a Threat Assessment, Suicide Prevention Guidelines, <i>Group Supervision</i>	<b>Mid-Semester Evaluation Due</b>
March 29 Class 9	Closing the Achievement Gap Part 1 Presentations, <i>Group Supervision</i>	<b>Closing the Achievement Gap Project Part 1 Due</b>
April 5	Licensure/VDOE Presentation,	



Class 10	<i>Group Supervision</i>	
April 12 Class 11	Second Recorded Counseling Session Presentations, <i>Group Supervision</i>	<b>Case Presentation and Handout Due</b>
April 19 Class 12	Second Recorded Counseling Session Presentations, <i>Group Supervision</i>	<b>Case Presentation and Handout Due</b>
April 26 Class 13	Closing the Achievement Gap Presentations	<b>Closing the Achievement Gap Project Part 2 Due</b>
May 3 Class 14	Closing the Achievement Gap Presentations Mock Interview Activity	<b>Practicum Hours Log</b> <b>Site Supervisor Final Evaluations</b> <b>Evaluation of Clinical Experience</b> <b>Results Report and Final Evaluation Uploaded to Blackboard</b>
May 10 Class 15		<b>ALL DOCUMENTS DUE</b>

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://coursesupport.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 Closing the Achievement Gap Rubric

<b>Exceeds Standards (94-100)</b>	<b>Meets Standards (87-93)</b>	<b>Approaching Standards (80-86)</b>	<b>Below Standards (79 and below)</b>	<b>Score</b>
Intervention Goal CACREP Research and Evaluation J2	4  Goal set meets SMART goal format (specific, measurable, attainable, realistic/relevant, and time-bound)	3  Goal mostly follows SMART goals format but needs some improvement/ specifications	2  Goal is reasonable, but does not follow SMART goal format	1  Goal is inappropriate, irrelevant, or absent
Intervention Plan CACREP Counseling, Prevention and Intervention C2	4  Activity outlined is well thought out and researched, relevant to the stated goal, and appropriate to the role of a professional school counselor	3  Activity outlined is fairly well thought out and/or researched, relevant to the stated goal, and appropriate to the role of a professional school counselor	2  Activity is not particularly well thought out, or is not relevant to the goal, or is an inappropriate school counseling intervention	1  Activity is not well thought out, is not relevant to the goal, and/or is an inappropriate school counseling intervention
Data Collected CACREP Research and Evaluation J2	4  Process, Perception, and Outcome data were collected and clearly identified, and were relevant to stated goals	3  Process, Perception, and Outcome data were collected, but were either presented in a confusing way, or were not completely relevant to stated goals	2  Process or Perception data were irrelevant to the stated goal of the intervention, or there were problems with the process or perception data collected	1  Data were missing, or outcome data were irrelevant to the goal
Data Analysis and Recommendations CACREP Research and Evaluation J3	4  Data accurately and thoughtfully analyzed; Recommendations made are clear, insightful, related to the data, and	3  Data are accurately analyzed and recommendations are related to the data and useful for future efforts to	2  Data are superficially analyzed and recommendations have limited usefulness for future efforts to	1  Data are not sufficiently or accurately analyzed; recommendations are missing or not useful in planning

<b>Exceeds Standards (94-100)</b>	<b>Meets Standards (87-93)</b>	<b>Approaching Standards (80-86)</b>	<b>Below Standards (79 and below)</b>	<b>Score</b>
	useful to improve future efforts to improve student success	improve student success	improve student success	future interventions

### **EDCD 791 Internship Site Supervisor Rubric**

<b>Exceeds Standards (94-100)</b>	<b>Meets Standards (87-93)</b>	<b>Approaching Standards (80-86)</b>	<b>Below Standards (79 and below)</b>	<b>Score</b>
Counseling Skills CACREP CACREP Assessment G.1	4 -Develops strong therapeutic relationships with most clients -Independently develops thorough case conceptualizations -Independently assesses most clients appropriately	3 -Develops strong therapeutic relationships with most clients -Develops thorough case conceptualizations with clinical supervision -Appropriately assesses most clients with clinical supervision	2 -Develops adequate therapeutic relationships with some clients -Some evidence of case conceptualization skills -Some evidence of assessment skills	1 -Does not form adequate therapeutic relationship clients -No evidence of case conceptualization skills -No evidence of assessment skills
Professional Disposition CACREP Foundations A3	4 -Collegial at all times -On time for all appointments/meetings -Displays effective interpersonal communication at all times -Paperwork is well-written and timely	3 -Collegial most of the time -On time for most appointments/meetings -Displays effective interpersonal communication most of the time -Paperwork is adequate	2 -Improvement needed in one area of this category	1 -Improvement needed in two or more of the areas of this category
Utilization of Clinical Supervision CACREP D5 Counseling, Prevention, and	4 -Always engaged in supervision -Always prepared for supervision -Always thoughtful and reflective during	3 -Engaged in supervision most of the time -Prepared for supervision most of the time	2 -Improvement needed in one area of this category	1 -Improvement needed in two or more areas of this category

<b>Exceeds Standards (94-100)</b>	<b>Meets Standards (87-93)</b>	<b>Approaching Standards (80-86)</b>	<b>Below Standards (79 and below)</b>	<b>Score</b>
Intervention	supervision -Always open to feedback in supervision	-Thoughtful and reflective in supervision most of the time -Open to feedback in supervision most of the time		
Multicultural & Social Justice Competency CACREP F1` Diversity and Advocacy	4  -Identifies multicultural issues and integrates culturally appropriate interventions with all clients -Identifies social justice issues and advocates accordingly for all clients	3  -Identifies multicultural issues and integrates culturally appropriate interventions with most clients -Identifies social justice issues and advocates accordingly for most clients	2  -Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision -Identifies social justice and advocacy issues with clinical supervision	1  -Unable to identify multicultural issues -Unable to identify social justice and advocacy issues
Self-Awareness CACREP D5 Counseling, Prevention, and Intervention	4  -High levels of self-awareness -Demonstrates insight into impact on others at all times -Ability to clearly articulate strengths and weaknesses at all times	3  -Good self-awareness -Demonstrates insight into impact on others most the time -Ability to articulate strengths and weaknesses most of the time	2  -Moderate levels of self-awareness -Some insight into impact on others -Some awareness of strengths and weaknesses	1  -No evidence of self-awareness -No evidence of insight into impact on others -No evidence of awareness of strengths and weaknesses