

behavior #2)

- **2. Engage Diversity and Difference in Practice**
- 3. Advance Human Rights and Social, Economic and Environmental Justice
- 4. Engage in Practice-Informed Research and Research-Informed Practice
- 5. Engage in Policy Practice
- 6. Engage with Individuals, Families, Groups, Organizations and Communities
- **7. Assess Individuals, Families, Groups, Organizations and Communities**
- **8. Intervene with Individuals, Families, Groups, Organizations and Communities**
- 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities
- Did Not Accrue Practicum Hours

into field experiences to demonstrate competency.

1.3

This week I demonstrated professionalism when I spent the morning at the elementary school sitting in on various classes so that I can have an understanding of how some things work over there. I was sure to act professionally while still being interactive when it was necessary.

2.2

I presented myself as a learner when I joined some kindergartners who are a part of the response-to-intervention program and are learning how to be respectful of others. I watched as the school counselor interacted with them while integrating the lesson in a way that kept them engaged. I even had the opportunity to learn from the students themselves about how they communicate and what things they have found to be helpful to keep them focused in the classroom.

7.1

I assessed a situation with a middle school student and analyzed the various events which had taken place where this student got into conflict with other students and school administrators. I talked with the middle school counselor about the situation, and we discussed the details about the various events and the input which different parties had about the situation. It is still up for discussion what steps will be taken next, but the school counselor believes it would benefit the situation if I spoke with the student one-on-one.

8.1

I sat down with an elementary student along with the elementary school counselor who due to a specific traumatizing event-feels unable to eat food at school, let alone enter the cafeteria. The counselor utilized a book about CBT and integrated this therapy into a discussion about the student's situation. She explained things in terms that would be relatable for the student's age, and together they talked about goals for the student where she can eventually move closer to being able to eat at the school.

