



MICHAEL D. EISNER
COLLEGE OF EDUCATION

Department of Educational Psychology and Counseling

Course Syllabus

EPC 659B: Practicum: Communication Skills

Monday 7:00 pm - 9:45 pm – Spring 2025

Instructor:

Office:

Phone:

Email:

Office Hours:

Course Description

This is a continuing course from 659A practicum course. All descriptions, rules, department, and course objectives continue from the fall semester. Please see the previous syllabus for specific guidelines and competencies for this course. Assignments in this course are specifically geared towards helping students gain a deeper understanding of their own abilities in counseling and focus in on areas in which students might improve.

Students must show improvement in their skill development for advancement to fieldwork experience.

Units: 3

Conceptual Framework

Michael D. Eisner College of Education

Regionally focused and nationally recognized, the Michael D. Eisner College of Education is committed to ***Excellence and Innovation***. Excellence in the acquisition of professional knowledge, skills, and dispositions is evidenced by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships that represent communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

- ♦ Excellence in professional and academic preparation
- ♦ Evidence of growth and renewal
- ♦ Ethical and caring professionals
- ♦ Collaborative partnerships
- ♦ Communities of diverse learners
- ♦ Creative and reflective thinking

Instructional Philosophy

The counseling programs at CSUN are designed based on a learning-centered, outcome-based educational principles as described below:

Learning-Centered Education

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

Outcome-Based Education

- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
- Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.

The learning objectives and outcome measures for this program have been derived from the following sources:

1. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements for the specialization in School Counseling.
2. The Student Learning Objectives developed by the departmental faculty.

CACREP 2016 Core Standards Covered in this Class

HUMAN GROWTH AND DEVELOPMENT	CACREP STANDARDS	EVALUATION/OUTCOME MEASURES
A general framework for understanding different abilities and strategies for differentiated treatment	2.F.3.h	Case presentations, discussion, supervision
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across lifespan	2.F.3. i	Case presentations, discussion, supervision, progress notes, counseling skills

COUNSELING AND HELPING RELATIONSHIP	CACREP STANDARDS	EVALUATION/OUTCOME MEASURES
Ethical and culturally relevant strategies for establishing and maintaining in-person and	2.F.5.d	Use of computer-based standardized tests, counseling

technology-assisted relationships		skills, supervisor evaluation form
the impact of technology on the counseling process	2.F.5.e	Telementalhealth interactions, use of computer-based standardized tests, counseling skills
essential interviewing, counseling, and case conceptualization skills	2.F.5.g	Supervision, case presentations, counseling skills, supervisor evaluation form
developmentally relevant counseling treatment or intervention plans	2.F.5.h	Case presentations, discussion, reading, supervision, supervisor evaluation form
development of measurable outcomes for clients	2.F.5.i	Case presentations, use of assessments, supervisor evaluation form
evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.k	Case presentations, supervision, supervisor evaluation form
processes for aiding students in developing a personal model of counseling	2.F.5.n	Discussion, reading, supervision, session evaluation

ASSESSMENT AND TESTING	CACREP STANDARDS	EVALUATION/OUTCOME MEASURES
use of assessments relevant to academic/educational, career, personal, and social development	2.F.7.i	Use of assessments, case presentations, supervisor evaluation form

The CACREP 2016 School Counseling standards addressed include:

- 2a. School Counselor roles as leaders, advocates, and systems change agents in P-12 schools - Professional Identity Role and Responsibility
- 2g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders - Predict Antisocial Behavior; Identifying Potential Violence
- 2n. Legal and ethical considerations specific to school counseling - Legal and Ethical Issues; Code of Ethics
- 3f. Techniques of personal/social counseling in school settings - Communication & Relationship Building; Conflict Mediation Skills

The CACREP 2016 College Counseling and Student Affairs standards addressed include:

- 1.e. Assessments specific to higher education settings
- 2.a. Roles and settings of college counselors and student affairs professionals
- 2.d. Characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders

- 2.m. Unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
- 2.n. Higher education resources to improve student learning, personal growth, professional identity development, and mental health
- 2.p. Legal and ethical considerations specific to higher education environments

CTC School Counselor Performance Covered in this Class

SCPE 2: Professionalism, Ethics, and Legal Mandates	
2.5	Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.
2.7	Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.
2.10	Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor Pupil Personnel Services: School Counseling Performance Expectations Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA).
2.12	Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.
SCPE 5: Social/Emotional Development	
5.1	Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.
5.4	Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.
5.14	Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.

Specific Course Learning Objectives

The learning activities in this course will enable students successfully completing the class to do the following:

1. To increase students' repertoire of counseling techniques and interpersonal skills through class activities, course assignments, and practice with each other and with clients.
2. To provide progressive, practical, and effective training in the skills, strategies and processes basic to the beginning stages of the psychotherapeutic process.

3. To demonstrate competency in the counseling skills and problem-solving approaches basic to the final stages of the counseling process.
4. To gain experience in the practice of counseling and particularly experience in counseling pre-K-12 students and college students.
5. To receive individual and group supervision of counseling practicum experience.
6. To create and review videos of counseling sessions.
7. To become familiar with a variety of professional activities in addition to direct service work.
8. To learn and apply laws and ethical principles and practices of the counseling profession.
9. To gain supervised experience in using a variety of professional resources such as school data systems, student records, print and non-print media, professional literature, and research.
10. To develop and expand student self-knowledge and awareness of one's own interpersonal style, the impact of that style on others, and communication strengths and limitations.
11. To create a milieu in which constructive feedback and mutual support may be given and received in part through interpersonal and group experience designed to: 1) gain insight into interpersonal style and how it impacts others; 2) provide opportunities to develop more constructive and facilitative ways of relating to others.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is required. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings. If you miss more than 2 full classes, you may be asked to repeat the course at another time.

Due Dates and Times

Due dates and times are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extreme circumstance. Assignments are due on the identified date at the beginning of class (7pm) and must be submitted via Canvas. There will be no rewrites of assignments; therefore, it is necessary that you submit your best work. Students must submit all assignments for a passing grade in this class. Late submissions will lose one (1) full letter grade and will not be accepted more than a week late without prior arrangements with instructor. **Note:** Emailed assignments will not be accepted as there are often issues with opening documents and/or the formatting is incorrect.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to the unforeseen grave circumstance(s) at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form. ([Incomplete Request](#)).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the professor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing, and internet support; please use it in times of technical emergency).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
 1. *Note:* It can be very tempting to check email, instant message, play games, etc. during class when using technology at your desk. Should you **appear** to be disengaged from class discussions, lectures, or small/large group activities, points will be deducted from your overall participation and professionalism grade. The professor will not check with you re: your attentiveness or lack thereof during class, the onus is on the student to ensure they are actively engaged and participating regularly.
- Please – No texting, use of social media, or emailing during class. It is very distracting to others.
- Managing personal information (own and others') appropriately.
- Seeking assistance related to assignments in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g., proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone in class or placed it on silent.
- Zoom video should include live video of student (not just the zoom name plate).

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department Student Affairs Committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify the professor **within the first two weeks of class**. Students interested in accommodations should contact the university's office for students with disabilities (Disability Resources and Educational Services (DRES), 818-677-2684); only this office can recommend and arrange for accommodations. No accommodations may be made

without their approval. Any and all reasonable efforts will be made to accommodate special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA) and the American School Counselor Association (ASCA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the *APA Publication Manual, 7th edition*. Additionally, students must submit original work. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 10 points. Any student caught cheating will be referred to the department Student Affairs Committee.

Policy on Artificial Intelligence (AI)

Student exploration and research is connected to how we learn, and this part of the process is critical to your development as a counselor. Assignments in this class are meant for students to engage in the process of completion, think critically, understand the process of conducting research of evidence-based practices and research. Reflections, presentations, and research papers serve a purpose in your professional development, and how we approach problems and find solutions is a necessary part of this development. Therefore, the use of ChatGPT (or other similar tools or software that generate suggested text) is allowed on a limited basis in this class.

Here are approved uses of AI in this course. You can take advantage of a generative AI to:

- Fine tune your research questions by using this tool <https://labs.packback.co/question/>. Enter a draft research question. The tool can help you find related, open-ended questions.
- Brainstorm and fine tune your ideas; use AI to draft an outline to clarify your thoughts.
- Check grammar, rigor, and style; help you find an expression.

You will be asked to adhere to the following when using ChatGPT or similar tools:

- Give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations.
- When using AI tools on assignments, add an appendix showing
 - a) the entire exchange, highlighting the most relevant sections,
 - b) a description of precisely which AI tools were used (e.g., ChatGPT private subscription version or DALL-E free version),
 - c) an explanation of how the AI tools were used (e.g., to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.),

- d) an account of why AI tools were used (e.g., to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).
- Not use AI tools during in-class examinations, or assignments, unless explicitly permitted and instructed.
- Employ AI detection tools and originality checks prior to submission, ensuring that their submitted work is not mistakenly flagged.
- Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support learning.

Violations of this policy could result in failure of the assignment or failure of the course and a notation on your transcript

Confidentiality and Limits

In this course, you are entering an experience that involves a significant amount of self-disclosure. Naturally, people will say things that are personal and confidential. It is your duty to maintain confidentiality and trust. In addition, we will be reviewing real client recordings and must maintain client confidentiality and dignity. Please carefully review the ACA Code of Ethics. Each course instructor has a responsibility to act professionally and ethically, and also has a responsibility to the university, profession, and society. Normally, these responsibilities are not in conflict, and confidentiality can be maintained. However,

1. if a class member threatens danger to him/herself, we are required by law to make those limited disclosures necessary to avert that danger,
2. if a class member threatens grave bodily harm to another person(s), we are required by law to inform the intended victim(s) & appropriate law enforcement agencies,
3. if there is any reasonable suspicion of child abuse or neglect, or elder or dependent adult abuse, we are required by law to report it immediately to the proper authorities and anyone else necessary to keep people safe.
4. If, in our judgment, a class member is acting unethically or experiencing a disturbance in his/her own life to such an extent that it would hinder his/her ability to work positively with others, we may discuss the situation with the departmental Student Affairs Committee to determine appropriate action. Normally, we would discuss the situation with the student before disclosing confidential information to others.

Useful Links

CSUN's Computer Support - [CSUN Helpdesk](#)

Request for Incomplete Grade - [Incomplete Grade - Request Form](#)

Disabilities Resources and Educational Services - [DRES](#)

The Pride Center - [CSUN Pride Center](#)

Writing Center - [Learning Resource Center](#)

Research and Library Assistance - [Research and Library Assistance](#)

CSUN Student Conduct Policies - [Student Conduct Policies](#)

Instructional Format

This graduate course will include lecture, discussions, experiential activities, guest speakers possibly, research assignments and self-assessment. The course may also include online components on Canvas (<http://canvas.csun.edu>); use your CSUN user ID and password to log on.

Required Texts:

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th. ed.). Belmont, CA: Brooks/Cole Cengage Learning.
(from last semester)

Reading Assignments on Canvas.

Overview of Course Activities & Assignments:

Counseling Skills Practice – Class and Practicum Sites (SCPE 2.5, 2.7, 2.10, 2.12, 5.1, 5.4, 5.14)

In this course students will work on honing counseling skills by improving the depth and influence with which they perform counseling. Students will have the opportunity to develop those skills working in groups of two or three to practice counseling in the classroom and outside of the classroom; in addition, students should be getting experience working directly with students at field sites. As with most skilled professions, the more one practices the better one becomes. It is in your best interest to take advantage of every opportunity you can to improve your counseling repertoire with diverse clients of all ages.

Practicum Site-Related Assignments

All students must engage in field practice and earn **100 hours total** by the end of the semester (including hours from fall semester), of which **60 hours must be direct contact with students**. In addition to 1.5 hours of university group supervision (class), fieldwork **must include weekly supervision** sessions with your approved site supervisor (1 hour of individual or triadic supervision or 1.5 hours of group supervision each week). Students will also complete Tevera documentation in a timely manner to fulfill all course requirements.

Social Emotional Skills Teaching Demonstrations

Part of a school and college counselor's role is to design and implement lesson plans that focus on teaching social emotional skills to students at a developmentally appropriate level. You will plan a 10 to 15-minute lesson plan on a topic of your choice (related to social emotional skills) and teach the class. Your presentation must include at least three references to support your lesson.

To create a pool of resources that you may use in your future career, each of you will also upload your PowerPoint and teaching materials to a Canvas Discussion Post to share with your classmates.

Possible topics: healthy relationships; self-management; decision-making; etc.

Video Transcriptions and Analysis (SCPE 2.5, 2.7, 2.10, 2.12, 5.1, 5.4, 5.14)

As painful as it can be to watch and listen to yourself on video it is also one of the most valuable tactics to provide self-reflection and subsequent improvement in counseling skills. For this semester, you will have the opportunity to produce **three videos of counseling sessions** where you are the counselor. Each recording should be of **15-20 minutes** in length. Two of these recordings must be with real clients from your practicum sites. Preferably, all videos will be with real clients, but one may be with a classmate. Make sure to obtain consent and complete the forms on Tevera prior to recording.

To support your continued growth in counseling, you will also provide a two-page analysis paper of each of the recorded counseling sessions, pointing out techniques you employed throughout each session, noting reasons for particular lines of questioning, and providing an overall assessment of your abilities as a counselor, including areas of strength and areas in which you might improve. Your sessions with real clients (if all three, only the final two) will also require a transcription of the full session. Please see Canvas for the template for the transcription and guide for the analysis paper for all three recordings.

Case Presentations (SCPE 2.5, 2.7, 2.10, 2.12)

As you have experienced last semester, your classmates have a lot of input in how you learn counseling skills. To increase this group learning, each of you will present your two client recordings to the class. For each case presentation, you will introduce your client, present your case conceptualization based on a theory of your choice, and share at least 2 clips of the session. You will choose a 5-minute clip that highlights an area of growth, and a 5-minute clip that highlights your strength in the session.

You will submit a 1-page write-up on Canvas where you introduce your client, describe important demographic information, their presenting concern, and how you are conceptualizing them based on your theory of choice. This is a separate assignment from your video reflection paper.

Fieldwork Notes and Practicum Logs

Ongoing communication with the professor is essential to support you at your field site. Each week you will provide a summary of the activities you are doing at your site. If you attend your site more than once a week, the notes can be combined into one report per week. Samples of the Fieldwork notes form can be found in the School Counseling Student Handbook and Fieldwork Manual.

Remember that your Practicum Logs, the record of all the hours you acquire at your field site as well as classroom hours, conferences, and practice counseling sessions, are required when you apply for your PPS Credential. Make sure those Logs are signed and copies are turned in at the end of the semester. It might even be a good idea to make an electronic copy with signatures.

Membership in Professional Organization/Professional Liability Insurance

Professional school counselors support organizations that promote efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. Each student will enjoy the benefits of joining at least one professional organization—American School Counseling Association (ASCA), California Association of School Counselors (CASC), or American Counseling Association (ACA). In addition, students will provide proof of obtaining professional liability insurance (automatic with ASCA or ACA, additional cost with CASC) to provide them with liability coverage as a counselor.

Readings

In addition to the textbook from EPC 659A, there will be assigned readings on Canvas. They were chosen to support your real-world skills in counseling settings. As you take charge of your own education, reading about the theories, concepts, laws, and ethics surrounding counselors is an important component of learning. To help you realize the importance of readings there will also be periodic quizzes given in class.

Grading System

- | | |
|-------------------------------------------------------------------------------|-----|
| 1. Social Emotional Skills Teaching Demonstration | 15% |
| 2. Counseling Videos, Transcription, and Analyses | 65% |
| a) Video and Analysis (no transcription) – 15% | |
| b) Videos, Transcription, and Analysis (2) – 25% each | |
| 3. Case Presentations and Conceptualizations (2) – 5% each | 10% |
| 4. Completion of all required paperwork on time, role-play, and participation | 10% |
| a) Verification of Membership in a Professional Counseling Organization | |
| b) Verification of Professional Liability Insurance | |
| c) Practicum Fieldwork Logs | |
| d) Fieldwork Evaluation Forms | |
| e) Professional Workshop Attendance Verification | |
| f) Verification of Ten Hours of Counseling (if not completed first semester) | |

Points	Grade
93.6-100	A
89.6-93.5	A-
87.6-89.5	B+
83.6-87.5	B
79.6-83.5	B-
77.6-79.5	C+
73.6-77.5	C
69.6-73.5	C-
60-69.5	D
Below 60	F

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a “C” can be counted in the formal program. Any grade of “C-” or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a “C” or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

Tentative Schedule and Assignments

*Subject to change at instructor's discretion

WEEK	TOPIC	READINGS	ASSIGNMENTS
WEEK 1 1/20	No class – Classes begin Tuesday		
WEEK 2 1/27	Introduction and Overview Goal Setting for the semester Catching up with fieldwork	Syllabus Reading on Canvas	Classroom Consent Form – submit on Canvas and Tevera
WEEK 3 2/03	Your role in counseling	Ivey et al., Chapter 8 Reading on Canvas	<ul style="list-style-type: none"> • Teaching Demonstrations (2) • Verification of Membership in Professional Organization • Verification of Professional Liability Insurance • Hour Log for January (on Tevera) • Video & Analysis Paper
WEEK 4 2/10	Establishing a therapeutic relationship	Ivey et al., Chapter 9 Reading on Canvas	Teaching Demonstrations (2)
WEEK 5 2/17	Focusing	Reading on Canvas	Teaching Demonstrations (3)
WEEK 6 2/24	Self-disclosure	Ivey et al., Chapter 12 Reading on Canvas	Teaching Demonstrations (3)
WEEK 7 3/03	Evocation	Reading on Canvas	<ul style="list-style-type: none"> • Video, Transcription, Analysis Paper • Video 1 Case Presentations (2) • Hour Log for February (on Tevera)
WEEK 8 3/10	Counseling Theory and Practice	Ivey, Chapter 13	Video 1 Case Presentations (3)
WEEK 9 3/17	SPRING BREAK – NO CLASS MEETING		
WEEK 10 3/24	School-based Ethical Practice	Reading on Canvas	Video 1 Case Presentations (3)
WEEK 11 3/31	CESAR CHAVEZ HOLIDAY – NO CLASS		
WEEK 12 4/07	Anxiety	Reading on Canvas	Video 1 Case Presentations (2)

WEEK 13 4/14	Special populations	Reading on Canvas*	<ul style="list-style-type: none"> • Video, Transcription, Analysis Paper • Video 2 Case Presentations (3) • Hour log for March (on Tevera)
WEEK 14 4/21	Crisis interventions	Reading on Canvas*	Video 2 Case Presentations (3)
WEEK 15 4/28	The Professional School Counselor	Reading on Canvas	Video 2 Case Presentations (2) Paperwork
WEEK 16 5/05	Wrap-up		Video 2 Case Presentations (2) Hour log for April (on Tevera)

Assignment Notes

Video recordings, transcriptions and analysis papers have shared due dates for all students.
Presentations vary as two students will present each week.

EPC 659B INDEX for CTC Standards

Pages on which CTC Standards are Introduced in **yellow**, Practiced in **blue**, Assessed in **green**

SCPE	Introduced	Practiced	Assessed
2.5		9	10, 10
2.7		9	10, 10
2.10		9	10, 10
2.12		9	10, 10
5.1		9	10
5.4		9	10
5.14		9	10