



The Graduate School of Applied & Professional Psychology  
 Supervision and Professional Development  
 18:821:653:01 Spring  
 2025

Instructor: Angelica M. Diaz-Martinez, Psy.D.  
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 Office Hours: Mondays, 11:30am -12pm and 1:30pm to 2pm. I am available to meet with students by appointment. Best way to reach me is by email me or speak to me after class. Also, my door is always open, and students are welcome to stop in anytime.

**Class Location: Rutgers-GSAPP A340**

Course Assistant	Email
Hasan Abdel-Nabi	hba24@gsapp.rutgers.edu
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02/10/2025
02/17/2025* Guest Speaker
03/10/2025* Guest Speaker
03/31/2025* Guest Speaker
04/14/2025
04/28/2025
05/05/2025

**Course description and philosophy:**

- Bi-weekly supervision to discuss issues and cases that arise in practicum settings as first year students proceed through their first year practica placements.
- Acclimating to the new role as a psychology graduate student, beginning psychologist and supervisee in a practicum placement is an exciting challenge and one best done with peers, mentors and supervisors – a community where we offer each other what we hope to provide to our clients. That is a safe space where we are free to experiment and learn from each other in a way that supports each other's' growth.
- There is respect for the diversity that everyone brings to the discussion.

**Course Goals:**

1. Student will become an educated consumer of clinical supervision in practicum placements. Thus, developing the capacity to self-assess and monitor your professional and clinical competencies.
2. Student will acclimate to the practicum experience as a part of their professional development and to their particular practicum placement.
3. Student will be oriented to the role and identity of a professional psychologist.
4. Student will be oriented to the APA's Profession-Wide Competencies and how they apply to their work as developing professionals.
5. Students will be introduced to information related to licensing and other professional requirements.

**Course Objectives:**

- ❖ To demonstrate competent knowledge and application at a first-year graduate level in the following areas:
  - A. Knowledge and application of key APA Profession Wide Competencies (PWC)
    - Student can list and describe key competencies of a psychologist including, professionalism in dress and behavior, appropriate use and participation in supervision, basic legal and ethical issues.
    - Students can apply these to direct experience as a supervisee and beginning psychologist
    - Students can demonstrate receiving and providing constructive feedback from and to supervisors and peers.
    - Students can consider their own cultural/diverse context and how it might affect the supervisory and therapeutic interactions
    - Students can consider diversity and the varying degrees of diversity (i.e., race/ethnicity, SES, ability, education, migration, gender, gender identity, sexual orientation, religion, amongst others)

- B. Knowledge and application of awareness of your specific strengths as well as areas in need of improvement as a supervisee through discussions and self-assessment. You will develop your own capacity for self-reflection about what occurred during a session as well as being responsive to the feedback of others.
  - Students can demonstrate active self-evaluation
  - Students begin to develop individual, unique self-identities as clinical psychologists in training
- C. Overall, this course will also attempt to help students get the most out of their graduate training at GSAPP. Here and there it can function as an assembly manual, user's guide, and set of 'fix-it' tips to help when something seems not to be working right. Most classes, at least some time will be provided to bring up issues in training setting and to raise questions about how best to maximize integration of course-based and practicum training.

APA Professional Core Competencies (PWC): **Ethical and Legal Standards; Other Areas of PWC:** *Individual and Cultural Diversity; Professional Values, Attitudes and Behaviors; Communication and Interpersonal Skills; Supervision; Consultation and Interprofessional/Interdisciplinary Skills*

### **Respect for Diversity:**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity each student brings to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

### **Names and Pronouns:**

Class rosters are provided to each instructor, in most circumstances with the student's legal name. If the student wishes to be addressed differently than what is listed, I will gladly honor the student's request to be addressed by their preferred name and/or gender pronoun. Please advise me of this preference early in the semester in order to make the appropriate changes to my records. For further information on University policy, please see: <https://diversity.rutgers.edu/chosen-name>

### **Accommodations:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with me and discuss the accommodations with me as early in the courses as possible. To begin this process, please complete the Registration form(<https://webapps.rutgers.edu/student-ods/forms/registration>).

**Class Participation, Participation and Attendance:**

In order for class to maintain a comfortable and supportive learning environment for everyone, it is expected that we will work together in a collaborative and professional manner. This collaborative and professional demeanor will be a part of your identity as a psychologist and encompasses many of APA's Profession Wide Competencies (Ethical and Legal Standards; Individual and Cultural Diversity. Professional Values, Attitudes and Behaviors; Communication and Interpersonal Skills; Supervision; Consultation and Interprofessional/Interdisciplinary Skills). Professional behavior is part of the grade and is the expectation in this class as well as beyond the classroom.

Active participation in the form of raising questions, discussing readings, sharing experiences and opinions is expected. Learning to interact in groups, even when you disagree with your peers is a key competency of a professional psychologist and respectful behavior towards peers, faculty, guests and staff is required. Having side conversations, writing notes to others, and the use of electronic devices, amongst others, is not considered professional behavior.

**Attendance:** It is expected that each student attends every scheduled class. If you are unable to attend a class due to illness or will be late, please email me prior to class. Students are excused from class when observing religious holidays, in accordance with Rutgers University policy. An excused absence can also occur if the student is ill, and/or the student has been told to quarantine, and/or are experiencing symptoms of any transmittable disease.

Students will be responsible for all material covered during their absence. Credit will be given if no more than 2 classes are missed, all written assignments are submitted, and you participate in class presentations and small group discussions. Note, you may need to submit a brief assignment to make up for a missed class.

**Late Assignments:** With few exceptions, for extreme circumstances, you must request in **writing**, advance permission to submit an assignment late. Your request should include a proposed new deadline, which must be approved. Assignments not submitted by the new deadline will not ordinarily be accepted. Submitting work on time and as expected also incorporates APA Profession Wide Competencies (Communication and Interpersonal Skills, Professional Values, Attitudes and Behaviors).

**Communication:** It is important for students to communicate with their instructors. It is expected students will notify the instructor of any absences, lateness, difficulties with assignments and so forth, DIRECTLY. As psychologists in training, it is very important this skill is developed and utilized throughout your training and beyond. This incorporates APA Profession Wide competencies (**Professional Values, Attitudes and Behaviors; Communication and Interpersonal Skills**). As a professional, it is important to have direct communication even when the topic may be uncomfortable and/or inconvenient. I cannot be of help, if I am not aware of circumstances.

**Rutgers Code of Integrity:** You should familiarize yourself with the Rutgers integrity code and are responsible for conducting yourself accordingly. <http://nbacademicintegrity.rutgers.edu/home/academic-integrity-policy/>

**Use of Artificial Intelligence (AI):** In this course, the focus is on the development of independent critical thinking and the mastery of subject-specific content. To ensure that all submitted work accurately reflects personal understanding and original thought, the use of Generative AI (GenAI) tools in completing assignments or assessments is strictly prohibited. This policy supports our commitment to academic integrity and the direct measurement of each student's learning against the course's Student Learning Outcomes (SLOs). Any work found to be generated by AI will be subject to academic review. Please refer to the Rutgers Code of Integrity.

**Student Handbook:** Students are expected to familiarize themselves with the student handbook <https://gsapp.rutgers.edu/currentstudents/student-handbook-policies-and-procedures>

### Course Bibliography and Materials:

#### **Required:**

1. **Prinstein, M. J. (2022). The Portable Mentor (3rd ed.). Cambridge University Press.**

**Can be now be downloaded for free per publisher:** <https://www.cambridge.org/core/books/portable-mentor/ECDDAE8E98903C16930434A5905F7273>

#### **Recommended/Optional:**

2. **Eells, T.D. (2015). Psychotherapy case formulation. Washington, DC: American Psychological Association.**
3. **Kim, A. S., & Del Prado, A. (2019). It's time to talk (and Listen). Oakland, CA: New Harbinger Publications.**
4. **Israel, T. (2020). Beyond Your Bubble: How to Connect Across the Political Divide, Skills and Strategies for Conversations That Work (Illustrated ed.). APA LifeTools.**
5. **Falendar, C.A., & Shafranske, E.P. (2012). Getting the most out of clinical training and supervision: A guide for practicum students and interns. Washington, DC: American Psychological Association.**
6. **Gottlieb, L. (2019). Maybe you should talk to someone. Houghton Mifflin.**

#### **Additional:**

7. **Case studies and current events articles will be distributed, and it is expected that students will read and be prepared to discuss these cases in class.**

8. Voelker, R. (2015, January). *Ready for practicum? Advice on preparing for and getting the most out of your practicum experience*. APA. Retrieved January 2022, from <https://www.apa.org/gradpsych/2015/01/practicum>
9. Chamberlin, J. (2006, November). *Make practicum count Practicum is about growing as a therapist and prepping for internship. Here's how to maximize the experience*. APA. Retrieved January 2022, from <https://www.apa.org/gradpsych/2006/11/cover-practicum>
10. American Psychological Association. (2018). *Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures*. American Psychological Association.
11. American Psychological Association. (2017). Ethical principles of psychologists and code of conduct (2002, amended effective June 1, 2010, and January 1, 2017). <http://www.apa.org/ethics/code/index.html>

**Grading Criteria:**

1. **Class participation – 30%**
2. **Small group participation – 30%**
3. **Attendance – 15%**
4. **Final assignment – 25% - due by 5/5/2025 by 8:45am**

Date	Class Topic	Required Reading Due/Other	Other
2/10/2025	<ul style="list-style-type: none"> <li>❖ Welcome Back</li> <li>❖ Practicum- professional training sequencing of these experiences and the importance of “fit.” Consideration for trajectory planning and career goals</li> <li>❖ Review – choosing your practicum. Training goals.</li> <li>❖ <u>Interviewing tips for externship</u></li> </ul>	Review NYNJADOT and PENDELDOT Guidelines	Small groups will focus on follow up questions regarding practicum, applications, interviews, and career goals.
2/17/2025	<ul style="list-style-type: none"> <li>❖ Continued review of Practicum, Career development and planning: <i>The Role of networking in professional development.</i></li> </ul>	<p><b><u>Guest Speakers:</u></b> Dr. Peter DeNigris '04 and Amy Chapman, Ph.D.</p> <p><i>Bio: Dr. Peter DeNigris earned his PsyD in clinical psychology in 2004 from the Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers University. He is currently co-owner and managing partner of Somerset Psychological Group, PA, in Somerville, New Jersey. His general practice includes evaluating and treating adolescents and adults using a cognitive-behavioral approach. Two of Dr. DeNigris' primary areas of interest include anxiety and mood disorders. An additional area of specialty is forensic psychology, including therapy with those involved in the legal system as well as evaluations assessing level of risk and fitness for duty. Many of Dr. DeNigris' clinical experiences involve working with adolescents who have experienced trauma. His research includes developing and implementing a model for treating adolescents affected by trauma who were resistant to traditional modes of psychotherapy. The model, called "Community-Based Intervention for Trauma-Affected Adolescents (CITA)," was applied to adolescents who were directly affected by the terrorism at the World Trade Center on September 11, 2001. Dr. DeNigris remains active with traumatic response.</i></p>	Small groups will focus on follow up questions regarding practicum and relationship building.

	<p>❖ Guest Speakers: Dr. Peter DeNigris '04 &amp; Amy Chapman, Ph.D. (NJPA)</p>	<p><i>In addition, Dr. DeNigris is a member of the Medical Staff at Morristown Medical Center. He has been an adjunct professor at Drew University and a Part-Time Lecturer at GSAPP. Dr. DeNigris also serves as Past President of the New Jersey Psychological Association and as Past President of the Alumni Organization at the Graduate School of Applied &amp; Professional Psychology at Rutgers University.</i></p> <p><i>Bio: Amy Chapman, Ph.D., an accomplished professional with a diverse background in non-profit administration, faith formation, youth ministry, and high school teaching. Throughout my career, I have consistently demonstrated a proven track record of providing visionary leadership, strategic planning, and program development within the non-profit sector, as well as nurturing the growth and development of high school students. In addition to my expertise in non-profit administration, I bring a wealth of experience and passion for teaching. I have served as a dedicated high school teacher, fostering a dynamic and engaging learning environment where students are inspired to explore, learn, and grow. By leveraging my strong communication and interpersonal skills, I have effectively connected with and motivated students from various backgrounds, helping them achieve their academic and personal goals. My proficiency in Spanish and French has been instrumental in facilitating effective communication and engagement with diverse populations, both within the classroom and in non-profit settings. I strongly believe in creating inclusive spaces that honor and celebrate the unique perspectives and cultures of all individuals. As an author of over 20 publications, I have contributed valuable insights to the field, furthering knowledge and understanding in areas relevant to non-profit initiatives, faith formation, youth development, and education. I am passionate about making a positive impact through non-profit endeavors and empowering individuals in their spiritual, educational, and personal journeys.</i></p> <p>Please familiarize yourselves with NJPA and the Student membership <a href="https://psychologynj.org/">https://psychologynj.org/</a> and <a href="https://psychologynj.org/page/GraduateStudentsNJPAGS">https://psychologynj.org/page/GraduateStudentsNJPAGS</a></p> <p>Also, familiarize yourselves with APA and the Student membership APAGS: <a href="https://www.apa.org/">https://www.apa.org/</a> and <a href="https://www.apa.org/apags">https://www.apa.org/apags</a></p> <p><b>Read:</b></p> <p>1) "Getting involved in Professional Organizations: A Gateway to Career Advancement" Chapter 21, Portable Mentor, pp. 387-405</p>	
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		2) "Advocacy: Advancing Psychology and Public Well-Being" Chapter 22, Portable Mentor, pp. 406-416	
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3/10/2024	<ul style="list-style-type: none"> <li>❖ Guest speaker: Dr. Megan Giles, '23</li> <li>❖ Considerations for Practicum experience planning sequentially, cumulatively and graded in complexity through doctoral training.</li> <li>❖ Discussion of THE PROSPECTIVE, SEQUENTIAL-CUMULATIVE PRACTICUM RESUME (<i>The PROSPER Resume</i>)</li> </ul>	<p><b>Guest Speaker: Dr. Megan Giles, '23</b></p> <p><i><b>Bio: Megan Giles, Psy.D.,</b> Dr. Megan Giles is a Licensed Clinical Psychologist with over a decade of experience providing compassionate, evidence-based care to adults and adolescents. Offering both telehealth and in-person services in Princeton, NJ, Dr. Giles is dedicated to fostering a nonjudgmental and collaborative therapeutic relationship as the foundation for meaningful personal growth and healing. A therapy session with Dr. Giles is a collaborative experience focused on improving one's internal sense of well-being, building interpersonal relationships, and becoming empowered with the behavioral skills necessary to thrive in an increasingly complex world.</i></p> <p><i>Dr. Giles specializes in treating obsessive-compulsive disorder (OCD), anxiety, depression, trauma, perfectionism, tics, and body-focused repetitive behaviors like hair-pulling and skin-picking. Her practice is rooted in evidence-based approaches, including Cognitive Behavioral Therapy (CBT), Acceptance and Commitment Therapy (ACT), Exposure and Response Prevention (ERP), Comprehensive Behavioral Intervention for Tics (CBIT), and Cognitive Processing Therapy (CPT). She tailors her interventions to meet each client's unique needs and goals, creating a safe and supportive environment to explore challenges and build skills. She believes therapy can be beneficial whether you are struggling with a specific mental health condition or are just looking for help navigating one of life's many challenges.</i></p> <p><i>Dr. Giles earned her Doctor of Psychology (Psy.D.) degree from Rutgers University's APA-accredited program and completed her APA-accredited pre-doctoral internship at the Veterans Affairs New Jersey Health Care System. There, she gained specialized experience in therapies for PTSD, psychotic disorders, and chronic pain. Her clinical training spans diverse outpatient and intensive outpatient settings, focusing on OCD, mood and anxiety disorders, trauma, and interpersonal issues. She completed her postdoctoral fellowship at The Center for Emotional Health, further enhancing her expertise in cognitive-behavioral treatments.</i></p>	Small group discussions will focus on practicum planning, PROSPER resume.
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		<p><i>Dr. Giles is licensed in New Jersey (#35SI00762500) and certified through PSYPACT (#20280) to provide telehealth services across multiple states.</i></p> <p><b>Read</b></p> <p>1). <a href="https://www.apa.org/gradpsych/2015/01/practicum">https://www.apa.org/gradpsych/2015/01/practicum</a> Ready for practicum? Advice on preparing for and getting the most out of your practicum experience. (2015). Voelker, R. (2015, January). <i>Ready for practicum? Advice on preparing for and getting the most out of your practicum experience</i>. APA. Retrieved January 2022, from <a href="https://www.apa.org/gradpsych/2015/01/practicum">https://www.apa.org/gradpsych/2015/01/practicum</a></p> <p>2). <a href="https://www.apa.org/gradpsych/2006/11/cover-practicum">https://www.apa.org/gradpsych/2006/11/cover-practicum</a> Make practicum count (2006) Chamberlin, J. (2006, November). <i>Make practicum count Practicum is about growing as a therapist and prepping for internship. Here's how to maximize the experience</i>. APA. Retrieved January 2022, from <a href="https://www.apa.org/gradpsych/2006/11/cover-practicum">https://www.apa.org/gradpsych/2006/11/cover-practicum</a></p>	
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3/31/2025	<ul style="list-style-type: none"> <li>❖ Guest speaker: Dr. Gabriella Guzman, '21</li> <li>❖ Continued review and discussion of APA Profession Wide Competencies (PWCs)</li> <li>❖ Continued review of Review of requirements, APA Standards (Health Service Psychologists)</li> </ul>	<p><b>Guest speaker: Dr. Gabriella Guzman, '21</b></p> <p><i>Bio: Gabriella Guzman, Psy.D., Gabriella Guzman, PsyD, CMPC is a licensed psychologist in NJ and NY. She is a graduate of the Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers University where she earned her Psy.M. and Psy.D. in Clinical Psychology. Prior to that, she earned her AB in Psychology from Princeton University where she also was a member of the Varsity Women's Soccer Team. Currently, Dr. Gabby in the role of sport psychologist at Rutgers Athletics, where she works with student athletes, teams and coaches to enhance their overall well-being and performance. As part of this role, Dr. Gabby also supervises psychology externs and runs a didactic series that is available to other psychology professionals (in training). Through her private practice, Dr. Gabby also provides therapeutic services to members of the community and consults with sports teams. Dr. Gabby holds a specialty in CBT-I, which she practices in her practice as well as for a new start-up.</i></p>	<p>Small groups will focus on GSAPP requirements as they relate to PWCs and professional psychology.</p>
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4/14/25	<p>❖ GSAPP related requirements (review – dissertation, comprehensive exams, internship) as they relate to Health Service Psychologists</p> <p>❖ Continued review of Review of requirements, APA Standards (Health Service Psychologists)</p>	<p><b>Read</b></p> <p>1). APA ethical guidelines: <a href="http://www.apa.org/ethics/code/">http://www.apa.org/ethics/code/</a> American Psychological Association. (2017). Ethical principles of psychologists and code of conduct (2002, amended effective June 1, 2010, and January 1, 2017). <a href="http://www.apa.org/ethics/code/index.html">http://www.apa.org/ethics/code/index.html</a></p> <p>2.) Standards of Accreditation for Health Service Psychologists <a href="https://www.apa.org/ed/accreditation/about/policies/standards-">https://www.apa.org/ed/accreditation/about/policies/standards-</a></p> <p>American Psychological Association. (2018). <i>Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures</i>. American Psychological Association. <a href="https://www.apa.org/ed/accreditation/about/policies/standards-">ofaccreditation.pdf</a></p> <p><b>Familiarize yourselves with:</b></p> <p><b>APPIC: Association of Psychology Postdoctoral and Internship Centers</b> <a href="http://www.appic.org">www.appic.org</a></p> <p><b>APA-Accredited Internships:</b> <a href="https://www.apa.org/education/grad/internship">https://www.apa.org/education/grad/internship</a> <a href="https://appic.org/">https://appic.org/</a></p> <p><b>Familiarize yourselves with:</b></p> <ul style="list-style-type: none"> <li><b>Dissertation:</b> <a href="https://gsapp.rutgers.edu/current-students#pforms-documents-manuals-and-handbooks-p-2539=&amp;tab=panel-4">https://gsapp.rutgers.edu/current-students#pforms-documents-manuals-and-handbooks-p-2539=&amp;tab=panel-4</a></li> <li><b>Student Handbook:</b> <a href="https://gsapp.rutgers.edu/sites/default/files/2023-06/gsappp_student_handbook_rev080521.pdf">https://gsapp.rutgers.edu/sites/default/files/2023-06/gsappp_student_handbook_rev080521.pdf</a></li> <li><b>Comprehensive Examinations</b> (General and Clinical) p. 51 (Handbook)</li> </ul>	<p>Small groups will focus on GSAPP requirements, organizational strategies.</p>
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4/28/2025	❖ Career Planning	<p><b>Read</b></p> <p>1). <u>Portable Mentor, Chapters 18, 19, 25, 27</u> Obtaining a License to Practice Psychology, p. 348-360 Becoming a Specialist: Board Certification, p.361-370 Recommendations for a Postdoctoral Fellowship, p. 451-476 Career Versatility in Employment Trends, p. 477-495</p> <p><u>Optional Reading:</u></p> <p>2). <u>Portable Mentor, Chapters 28, 29, 30</u> Professional Women in Psychology: Integrating Your Values into a Full Life, p. 514-545 The Job Search, p. 546-564 Balancing Career and Family, p. 565-577</p> <p><u>Familiarize yourselves with:</u></p> <p>Review APA Resources: How did you get that job, CPQ information – ASPPB and EPPP, NJ Regulations for licensing</p>	<p>Small groups will focus on career planning, licensing and values.</p>
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5/5/2025	<ul style="list-style-type: none"> <li>❖ Review of:</li> <li>❖ APA Standards &amp; PWCs</li> <li>❖ Career Planning</li> <li>❖ Program proposal overview</li> <li>❖ Balancing Life &amp; Career</li> </ul>	Review past readings. Bring any questions you may have re: PWCs, etc. Licensing, trajectory planning.	Small groups will focus on requirements and standards, internship and beyond (practicum selection, career planning and trajectory) – debrief.
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## 2<sup>nd</sup> Semester Final Assignment:

- ✓ THE PROSPECTIVE, SEQUENTIAL-CUMULATIVE PRACTICUM RESUME  
(*The PROSPER Resume* Due 5/5/2025 by 8:45am (word document, via **e-mail** to Dr. Diaz-Martinez)
- ✓ Details regarding this assignment will be reviewed in class.