



_____ **Notice of Concern**

or

_____ **Professional Development**

Check which one

Student Name: _____

Faculty Name: _____

Course (if applicable): _____

Initial Meeting Date: _____

The Notice of Concern on Professional Development Form documents concerns about student behavior or performance which have been observed by faculty. The student has 7 days after the NOC or PDF is sent to respond to the professor to set up a meeting. If the student does not respond within 7 days, the lack of response will be treated as a refusal to sign. Similarly, the student has 7 days after the initial meeting with the professor to sign and return the NOC or PDF. If the student does not return the NOC or PDF signed within 7 days of the initial meeting, the lack of response will be treated as a refusal to sign.

The professional Development Form serves to complete three goals: 1) Clearly describe deficiencies and expectations for improvement. 2) Create a timeline to observe the improvements. 3) Communicate the consequences for failing to meet the specified expectations according to the timeline listed. The professional Development Form remains in the student file.

Initial PDCAR Evaluation

Directions: Please score the individual in relation to the behaviors described in the boxes by determining the rating description that best aligns with the current behavior of the individual. Place your score (1, 3, or 5) in the space provided. A rating of 2 may be used if necessary to denote partial agreement with the description of 1 and partial agreement with the descriptions of 3. A rating of 4 may be used if necessary to denote a partial agreement with the description of 3 and partial agreement with the description of 5. (Note: The research conducted on the PDCA-R used only 1,3, and 5 ratings.) Adjust your rating for culture if deemed appropriate.

	Below Expectation Score:1	Meets Expectation Score:3	Above Expectation Score:5	Score
Conscientiousness	A generally consistent pattern of behaviors such as difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; in effective management of appointments/scheduling.	A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.	A highly consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations following directions; timely submission of work; advance preparation; effective management of appointment/scheduling. Demonstration of perseverance even with unpleasant or boring tasks; outstanding self-discipline and industriousness.	

Coping and Self-Care	Inability to show evidence of a consistent approach to personal wellness; lack of coping and self-care strategies. Displays for extended period of time one or more of the following behaviors: Disheveled physical appearance, poor hygiene, poor grooming, short tempered, fatigued or overcommitted to an extent that academic or professional behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.	Consistently displays the following behaviors: ability to articulate a consistent approach to personal wellness; well groomed; seeks health care as needed. Lack of evidence of behaviors indicative of excessive use of substances. Energetic in academic and professional commitments displays behaviors indicative of effective time management. Not overextended.	Consistently displays the following behaviors: well groomed; professional dress appearance; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; set boundaries to consistently protect time for self-care; behaviors indicative of excellent time management. Not overextended. Models excellent self-care and coping for others.	
Openness	Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not tempt thrill-seeking behavior with good judgment.	Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.	Behaviors are highly creative and ingenious. Tolerance for ambiguity. Displays courage and embraces opportunities to engage in new cultural and professional experiences. Original solutions to problems. Initiates opportunities to learn from new experiences, while carefully considering potentially harmful repercussions.	
Cooperativeness	Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.	Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.	Behaviors evidencing superior teamwork skills; consistently friendly; likeable; cooperative. Described by others as very collaborative and "easy to get along with;" highly sought after for service on teams, groups, and committees. Seeks "win-win" solutions to conflicts.	
Moral Reasoning	Evidence of dishonest behavior such as plagiarism, cheating; manipulating; lack of integrity; falsehoods; Engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws. (Reflects Kohlberg's blind egoism).	No evidence of manipulating; falsehoods; reliable and truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, rules, policies, and/or laws. Reflects Kohlberg's social system. Social relationships perspective.)	No evidence of questionable behaviors such as falsehoods. Reliable and truthful in dealings with others; engenders public trust. Speaks up against questionable behaviors in others. Genuine and transparent. (Reflects Kohlberg's universal principle.)	
Interpersonal Skills	Limited capacity to accurately read and appropriately respond to social cues; lack of engagement with the external world; lack of warmth or excessive warmth. Evidence of a pattern of one or more of the following; inappropriate statements, behavior and/or dress for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; often socially awkward; chooses not to speak up in academic or professional settings.	Accurately reads and appropriately responds to social cues; energetically engages in relationships and with the external world; appropriately warm in relationships; demonstrated the capacity to interact effectively with others; dresses appropriately for the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations.	Behaviors convey warmth, assertiveness, expressiveness, positive affect, enthusiasm, and social giftedness. Communicates an enjoyment of being in the company of others; effectively manages difficult interpersonal situations and conflict. Relates well to others in a variety of social contexts. Makes excellent contributions in group settings.	
Cultural Sensitivity	Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one's own cultural heritage; lack of respect for cultural differences; closed minded; intolerances for differences; adherence to a one size fits all model of counseling; behavior reflecting racist or discriminatory attitudes.	Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; comfortable with differences; aware of one's own heritage; respects differences.	Behaviors that suggest a high level of awareness and tolerance for culture and lifestyle differences; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; aware of one's own heritage and engages in ongoing self-discovery; creates opportunities to learn about and appropriately engage in the cultures of others.	

Self-Awareness	Displays one or more of the following demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations,	Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or groups or organizations.	Consistently displays the following behaviors: Seeks feedback from reliable sources on their behavior; gracefully addresses needed improvements without external prompting; identifies their impact on others and organizations and self-corrects when mistakes are made without external prompting.	
Emotional Stability	Evidence of behaviors not appropriate for clinical settings such as (but not limited to) outbursts, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings such as consistently making positive contributions ; modeling emotionally appropriate responses; demonstrating altruistic or pro-social behaviors; intentionally seeking opportunities for improvement demonstrating forgiveness; setting and achieving goals; calm verbal and behavioral responses to frustrating situations.	
Ethical Behavior	Evidence of one or more of the following behaviors: ethical breaches or unprofessional conduct. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior consistently conveys the ability to judge the rightness or wrongness of actions and reflects an understanding of the principles underlying laws, ethical codes, policies, and professional behavior standards. Demonstrates congruence between belief system and ethical behaviors.	
Total Score:				
Disposition Quotient (Total Score/10)				

Explanation For Scores Below Expectations and Interventions

Section of PCDAR Below Expectations	Explanation of Behavior	Interventions	Expected Completion Date

Timeline for Completion

Student will sign and return this form within 7 days of the initial meeting. Student will complete interventions by , **insert date here** _____ and will receive an updated PCDAR evaluation at that time. Follow up meetings with, **insert professor's name** _____ are scheduled for, **insert dates here** _____ **at insert times here** _____.

Acknowledgement and Signatures

_____ I have read this NOC and understand the identifies area(s) of concern. I agree to take action to resolve the areas of concern. I understand if I do not make improvements in these areas, I will be asked to complete a professional development plan with formal interventions that will remain in my student file.

_____ I have read this PDF and understand the identifies area(s) of concern and recommendations and participated in creating the action plan. I agree to complete the collaborative action plan listed above within the noted timeline.

_____ I have met with the faculty and do not agree with the identified area(s) of concern and/or recommendations. I understand that by not agreeing to follow the above action plan I risk being required to re-take the course and may not be able to continue in the program until the professional development action plans are successfully completed.

Student Signature

Date

Faculty Signature

Date

Follow Up PCDAR Evaluation

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Openness	Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not tempt thrill-seeking behavior with good judgment.	Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.	Behaviors are highly creative and ingenious. Tolerance for ambiguity. Displays courage and embraces opportunities to engage in new cultural and professional experiences. Original solutions to problems. Initiates opportunities to learn from new experiences, while carefully considering potentially harmful repercussions.	
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Total Score:				
Disposition Quotient (Total Score/10)				

Acknowledgement and Signatures

___ Student has successfully completed the NOC/PDF action plan. Re-assessment with the PCARD demonstrates that student is at “meets expectations” (3) or higher on all dispositions.

___ Student has not successfully completed the professional development plan as evidenced by, **[insert evidence that student did not complete remediation]**.

Consequently, student, **[insert consequences whether course is failed and must be repeated, student cannot continue in program until successful completion of second PDF, or student cannot continue in the program]**.

Student Signature

Date

Faculty Signature

Date

Examples: Delete Prior to Sending to Student

Conscientiousness:

Description of Behavior: (ex. Student does not submit work in a timely fashion as evidenced by [insert late assignments here]; student has been late to class on [insert dates]; student work does not align with assignment instructions as evidenced by [insert assignments here] resulting in loss of points)

Intervention(s): (ex. Student will put all assignments into phone calendar and will set reminder alarms for each assignment; student will arrange to leave work 15 minutes earlier so they can be on time to class and will log onto Zoom 5 minutes early for each class; student will use rubric to self-evaluate each assignment for the next 3 assignments and will submit self-assessment rubric to professor alongside assignment)

Coping and Self Care:

Description of Behavior: (ex. Student does not demonstrate professional dress- showed up to class without shirt on, evidently in pajamas during class, etc; student appeared to be sleeping during class and reported excessive fatigue as the reason; student has reported being overextended/overcommitted on multiple occasions and has not reported taking steps to reduce workload; student failed a drug test at internship site)

Intervention(s): (ex. Student will dress professionally for class including a clean, unwrinkled shirt; student will create bedtime routine including an alarm on phone when it is time to start along with a set time to go to sleep and wake up each day to ensure adequate rest; student will write out all commitments and discuss with spouse changes that need to be made to reduce workload-student will report conclusion of conversation to professor in 2 weeks time; student will set aside two, 1 hour slots for screen time each day and will only engage in screen time during those hours to reduce cognitive fatigue and increase time management)

Openness:

Description of Behavior: (ex. Student demonstrated lack of tolerance for ambiguity by reporting that they are unable to complete an assignment without an example given; student repeatedly refuses to engage in role-play, reportedly due to anxiety about the experience; student refused to work with non-Christian clients, stating that they could not counsel someone with a different worldview; student demonstrated rigidity in viewpoints by insisting that classmates agree with their political views while refusing to hear alternative viewpoints)

Intervention(s): (ex. Student will journal about anxiety before class and will engage in 3 minutes of deep breathing before class-student will then engage in first available role play each class; student will watch online lecture series related to LGBTQ+ experiences and will write a 3 page essay on how these experiences may affect counseling relationship; during next 3 class periods student will use only reflections and open ended questions during class discussions and will write a paragraph following each class reflecting on what they learned about classmate's viewpoints)

Cooperativeness:

Description of Behavior: (ex. Student responded to assignment feedback by asserting that the professor was "out to get me"- assignment was reviewed by additional professor with same feedback given; student repeatedly presents excuses for skills not demonstrated on video such as "I had a cold that day, so I couldn't show empathy"; student reported she was unable to find a time to meet with group and stopped responding to group attempts to contact)

Intervention(s): (ex. Student will engage in reflective exercise in which they identify 3 of their own behaviors they would like to improve and create an action plan to improve those behaviors; student will create contingency plan for each obstacle such that student has two strategies for overcoming each obstacle [i.e. take a nap before class to increase mental clarity, practice empathic reflection each day at their most tired point to improve performance under fatigue, etc])

Moral Reasoning:

Description of Behavior: (ex. Student plagiarized on [insert assignment here], failing to use quotation marks or cite sources; student broke confidentiality at practice site by posting about client on social media; student engaged in unethical personal relationship with a client at practice site)

Intervention(s): (ex. Student will write a 5 page essay on confidentiality ethics citing at least 3 ethics codes and 3 academic sources; student will find and complete 3 CEU hours on ethics and social media in counseling)

Interpersonal Skills:

Description of Behavior: (ex. Student repeatedly shares information about personal life conflicts in class discussion even after redirection; student continued probing other students about personal issues even after they expressed discomfort; student brings up personal conflict with other students in a classroom setting; student does not engage in class discussion, even with professor prompting; student responses in role play do not logically align with conversation context demonstrating inability to read the situation)

Intervention(s): (ex. Student will record group meetings and write a one-page journal after each meeting exploring the reactions of peers to students' comments and actions- student should give particular attention to facial reactions, body language, and tone when asserting reactions of peers; student will write out three points for discussion and/or questions to bring up in each class and will speak up at least once in each class discussion; student will watch role play sessions on mute each week and submit an additional section on verbatim describing the implications of nonverbal communication during session; student will meet with professor every other week to do live video review feedback sessions)

Cultural Sensitivity:

Description of Behavior: (ex. Student reported in class that "they should just learn to become more American" when discussing immigrant concerns; student discussion board regarding barriers to treatment included section attesting to the barriers that all people face and did not address or acknowledge specific barriers minority groups face; student reported multiple times that they are tired of discussing LGBTQ issues since they will not work with that population)

Intervention(s): (ex. Student will attend a group meeting in which they are an ethnic minority and will write a 2 page journal about their experience; student will read "Listening to Sexual Minorities" and will write a 4 page paper on how points from the book will affect their practice of counseling; student will find and watch 2 documentaries from the immigrant perspective and will write one page reflection essays on each documentary exploring their experience and points of learning)

Self-Awareness:

Description of Behavior: (ex. Student reported that they do not have areas of growth on practicum assignment [insert assignment here]; student assessed their counseling video at all 5's on the CCS while professor and peer feedback reflected lower scores in several areas; student often dismisses the concerns of peers and has reported that they do not believe this behavior impacts their peers)

Intervention(s):

Emotional Stability:

Description of Behavior: (ex. Student has left class crying after two in-class conflicts; student appeared to "zone out" and did not engage for the rest of class after discussion on addictions; student has raised their voice on multiple occasions when other students present opposing viewpoints; student reported that they cannot complete suicide assessment activity due to family history related to suicide)

Intervention(s): (ex. Student will develop self-management plan with mentor to aid in emotional regulation in class; student will track their emotions during class using SUDS scale and will write a one page journal after each class reflecting on their emotions and strategies for managing them; student will research conflict management skills and will write a 3 page essay, citing 3 academic sources, about conflicting management strategies- student will include a

section on how they can employ these strategies for in-class conflict; student will withdraw from the course and will repeat the course when they have taken steps to resolve concerns related to personal experiences with suicide.

Ethical Behavior:

Description of Behavior: (ex. Student engaged in counseling with an individual with whom client has a personal friendship; student practiced outside their competence by attempting EMDR without training; student presented themselves as fully licensed in order to charge insurance for services)

Intervention(s): (ex. Student will write a 5 page paper regarding the ethics surrounding dual relationships, citing 3 ethics codes and 3 academic sources; student will find and complete 10 CEU's related to ethical practices in billing insurance; student will withdraw from internship pending disciplinary action by the university)