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## Using Fink's Taxonomy in Counseling Practicum and Internship Courses

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### Abstract

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## Abstract

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According to the National Alliance on Mental Health (NAMI, 2021), a staggering 22.8% of U.S. adults experienced mental illness, totaling 57.8 million people. With a resounding one in five adults struggling with mental health, the field of counseling requires more adept counselors to meet the growing needs of diverse communities across the country (NAMI, 2021). Critical thinking skills and significant learning experiences are integral for counselors-in-training (CITs) to be prepared to meet the layered mental health needs of the clients they will serve (Author, 2022a). CITs require nuanced learning experiences to be able to adequately integrate course material into professional practice (Author, 2022b). Practicum and internship courses are formative experiences and warrant additional exploration and refinement in terms of how to provide meaningful instruction and experiences to CITs preparing to enter the field and serve diverse mental health needs.

Educators seek innovative ways to engage students in ways that honor relationships, cultivate significant learning, foster self-discovery, and promote ongoing learning (Despo et al., 2021; Fink, 2013; Long, 1968; Rogers, 1980). Significant learning experiences are hard to define but

encompass student engagement and the mutual exchange of ideas between teacher and student (Fink, 2013). Fink’s (2013) taxonomy of educational objectives provides a framework for significant learning to occur aligning with the overall goals of counselor education curriculum. In this conceptual article, we seek to illuminate how significant learning experiences are important within counselor education, particularly in a practicum and internship course. Moreover, we provide concrete suggestions for developing a practicum and internship course that aligns with Fink’s (2013) learning taxonomy.

## Fink’s Taxonomy

Fink’s (2013) taxonomy expanded earlier learning paradigms to capture the importance and meaningful nature of significant learning experiences. Fink’s (2013) taxonomy provides six learning categories that are not hierarchical but recursive in nature. All learning categories work together to promote significant learning. These categories include: 1) foundational knowledge, 2)

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application, 3) integration, 4) human dimension, 5) caring, and 6) learning how to learn (Fink, 2013).

Foundational knowledge involves core concepts that students need to master by the end of a course. The application requires students to consider how the content applies to the real world. Integration necessitates students integrate course content into their professional practice. The human dimension is a learning concept that invites students to consider how course content teaches students to think about themselves and the world around them. Learning how to learn is the last learning category in Fink's (2013) learning taxonomy and encourages students that when the course is over there may be lingering questions and insights that will be ongoing.

Bloom's (1956) learning taxonomy focused primarily on cognitive skills. However, Fink's (2013) newer taxonomy provides a more integrated approach to course development to include personal, social, and emotional dimensions of learning (Burwash et al., 2016; Fallahi, 2008; Segarra & Gomez, 2014). Moreover, Fink's (2013) taxonomy emphasizes self-directed learning and the application of course material to professional practice (Burwash et al., 2016; Fallahi, 2008; Segarra & Gomez, 2014). Burwash et al. (2016) demonstrated the versatility of Fink's (2013) taxonomy stating that the learning taxonomy could be adapted and used in a diverse wide range of professional disciplines.

## ■ Fink's Taxonomy Applied in ■ Higher Education

In a study by Levine et al., (2008), Fink's (2013) taxonomy was used to design six courses across various disciplines. The six courses included two courses in psychology, one course in special education, and 3 courses in biology. This study measured student outcomes using pre- and post-semester assessments. The study outcomes demonstrated significant improvements across the semester using Fink's (2013) model of course design. Overall, this study showed that Fink's (2013) taxonomy was a successful method in creating significant learning experiences for

students beyond foundational knowledge and providing higher education faculty with a comprehensive approach to course design.

In addition to Levine et al.'s (2008) study, other studies accentuate the impact of the integration of Fink's (2013) taxonomy in deepening the applicability of classroom content. Student feedback in nursing curriculum integrating Fink's (2013) taxonomy showed that students valued the application of course content to real-world professional practice (Partido et al., 2020; Segarra & Gomez, 2014). Similarly, within an engineering course that utilized Fink's (2013) learning taxonomy, students felt empowered as they learned new topics. Engineering students identified that utilization of Fink's (2013) taxonomy helped them discover how course content was connected to other courses and the real world (Paul et al., 2023). Lastly, students felt that the utilization of Fink's (2013) taxonomy solidified the idea that learning is a process of self-reflection (Paul et al., 2023). Both nursing and engineering are fields that require students to build a bridge between course content and professional practice. Counseling is also a field that requires students to link course content and real-world application, which begins to occur within a practicum and internship experience (Bernard & Goodyear, 2019).

## ■ Fink's Taxonomy and ■ Counselor Education

There are not currently any empirical studies on the use of Fink's (2013) learning taxonomy in counselor education curriculum, but it is an applied field, like nursing and engineering, that involves both course content and professional practice. This bridge between course content and professional practice is salient during counseling practicum and internship. Consequently, we explore Fink's (2013) taxonomy applied to a counselor practicum and internship course.

Counselor education programs promote professional competencies in supervision, teaching, research, counseling, leadership, and advocacy (Council for Accreditation of Counseling and

Related Educational Programs [CACREP], 2016). CACREP standards (2016) require that counselors-in-training (CITs) apply theory counseling skills and theories during a practicum and internship and participate in a counseling internship and practicum course. Limited research exists on how faculty supervisors promote professional development with CITs in comparison to research on site-based clinical supervisors (Bogo & McKnight, 2008; Domakin, 2014; Zuchowski, 2016). The roles and responsibilities of faculty supervisors differ from those of site-based clinical supervisors. Consequently, more research is needed on how faculty supervisors can adequately address student needs as they bridge gaps between coursework and professional practice (Domakin, 2014; Zuchowski, 2016).

Research on the use of these six learning categories in counseling education remains limited. However, across disciplines, Fink's (2013) taxonomy has been shown to offer a valuable framework educators can use to facilitate significant learning experiences. This manuscript will describe how counselor educators can use Fink's (2013) learning taxonomy in the development and implementation of a counselor practicum and internship course. Examples of how Fink's (2013) taxonomy can be used in the process of course development, implementation of course assignments, online course development considerations, and integration of CACREP standards with Fink's (2013) taxonomy are all provided in this manuscript to solidify the overall thesis that Fink's (2013) learning taxonomy can be a useful tool in counselor education curriculum.

## **Creating Significant Learning through Fink's Taxonomy**

In this course development section, we utilize elements of Fink's (2013) learning taxonomy to highlight unique elements of practicum and internship courses as important elements to consider in structuring internship and practicum courses. Areas that will be explored include: the nature of the subject, characteristics of learners, self as

educator, and any additional unique situations that might arise during the course.

## **Course Development**

Fink (2013) encouraged educators to reflect upon and consider the following when developing a course: the nature of the subject that will be taught, the characteristics of the learners in the class, the characteristics of self as the educator, and any unique situations that may arise because of the content being taught. Fink (2013) believed that reflecting on these items would equip and empower the educator to create significant learning experiences within their classroom. The nature of the subject, characteristics of the learners, characteristics of the educator, and potential challenges pertain to the development of a practicum and internship course which will be explored in depth below.

## **The Nature of the Subject**

Counseling supervision and practicum is a time of rapid development for counseling students but can generate feelings of anxiety and trepidation in counseling students (Parker et al., 2017). Counseling students experience a wide range of challenges and emotions when engaging in practicum and internship experiences (Parker et al., 2017). CITs are applying skills for the first time, wrestling with imposter syndrome, and getting practical counseling experience (Ikonomopoulos et al., 2016; Parker et al., 2017; Sweeney, 2001).

Guidance provided during site supervision and practicum and internship courses is imperative in the development of a professional identity (Sweeney, 2001). Students in counseling programs and, in particular, their practicum and internship experiences, are learning how to develop professional identities as they begin to distinguish themselves from other practitioners with similar competencies (Gibson et al., 2010; Neukrug & Remely, 2009; Reistter et al., 2004). Counselor educators can consider the below reflective questions when assessing the unique nature of practicum and internship.

The first reflective question is: What is unique about the practicum and internship experience and how does Fink's (2013) learning taxonomy adequately address those unique elements? Second, educators can consider their own practicum and internship experiences and how that impacts the dynamics of the course. Third, educators can consider how practicum and internship courses cultivate and encourage the development of professional identity. Lastly, reflection on how the counselor educator teaching the course defines professional identity can encourage counselor educators to consider how that might be conveyed within the internship and practicum classroom. After ample reflection on the nature of the subject, counselor educators may consider the unique needs within their classrooms.

### The Characteristics of the Learners in the Class

Students may learn and respond to course content in unique ways, and it is helpful for educators to be aware of how their students learn best and to be aware of the specific anxieties students may bring into the practicum and internship course (Desatuels, 2020; Fink, 2013). Counselor educators who are sensitive to the characteristics of the learners in their classroom may allow students to contribute in diverse ways (Desatuels, 2020; Honeybourne, 2018). Counselor educators might encounter students who have high anxiety, need a lot of support, and present with imposter syndrome (Ikonomopoulos et al., 2016; Parker et al., 2017; Sweeney, 2001).

Below are reflective questions that counselor educators can consider when assessing the unique needs of their students as they begin their practicum and internship experiences. The first question is: What unique needs my students have that may impact how they move through their practicum and internship. Next, counselor educators may question: Am I equipped to handle those needs and if not, am I able to reach out to other faculty and learn from them how they have handled similar scenarios? Beyond this, counselor educators may ask themselves: Additionally, if not, how can more

support and resources on potential challenges that might arise for students during practicum and internship be gathered?

The second reflective question invites counselor educators to think about the issue of accessibility, as they consider how to manage accessibility requests. Specifically, counselor educators can think about what accessibility-related issues might show up in a practicum and internship course or a site that a student might be working at. The third reflective question depicted in this section is the following: What challenges might students have in integrating and applying course material to professional practice and how can Fink's (2013) taxonomy be used to help with this challenge? In addition to considering student needs, counselor educators may engage in ample self-reflection of their identities, values, and experiences as educators.

### The Characteristics of Self as Educator

The concept of the use of self as an instrument has long been central within helping fields and the education of helping professionals. Additionally, the use of self within the classroom has been viewed as a critical change in creating a healthy relationship between the helper and helpee (Fink, 2013). In order to facilitate significant learning, counselor educators strive to embody humility through their willingness to adapt assignments, evaluate course content, and model ongoing learning by reflecting on self as an instrument within the classroom (Fink, 2013). Additionally, counselor educators can facilitate humility through the acknowledgement and reflection of power dynamics inherent in the classroom (Pi, 2019).

Below are four reflective questions that educators can consider as they develop a course. First, counselor educators may reflect: What are the things that can be adapted and changed in the classroom in relation to power dynamics? Following, counselor educators may question: Will this create mutual learning to solidify ongoing learning and caring, two elements of Fink's (2013) learning taxonomy? Counselor educators can reflect upon what they feel they can change within their

respective classrooms and what feels outside of their control, whether that be administrative demands such as curriculum requirements or time restraints. Secondly, counselor educators can invite students into the learning process by asking specifically the following: How can I invite students into this process by embodying humility as an educator? These reflection questions are not exhaustive but provide a starting point for counselor educators as they consider the role, they play in facilitating significant learning. Counselor educators can consider Fink's (2013) taxonomy principles as they address the unique challenges that present within practicum and internship.

### Additional Challenges

In a practicum and internship course, students may be at different points in their development (Parcover & Swanson, 2013). For example, one student may need remedial information and additional instruction while another may need more collegial consultation (Parcover & Swanson, 2013). One challenge that can arise within a practicum and internship course is discordant expectations. Students may experience professional challenges, such as that professional practice looks different than they expected (Garski & Mastin, 2023). CITs begin to recognize discrepancies between knowledge gained in counseling coursework and the realities of professional practice which can create confusion and frustration (Rønnestad & Skovholt, 2003).

Counselor educators can consider common developmental challenges and use Fink's (2013) taxonomy as a lens for conceptualization. Below are three reflective questions that educators can consider when planning for additional challenges that might arise in the course: (1) What additional challenges does the counselor educator anticipate for this course? (2) How can counselor educators be open to needs that are unexpected, or that emerge as the semester unfolds? and (3) How can counselor educators facilitate an open space to discuss unmet or challenged assumptions about the profession? Fink's (2013) taxonomy provides a framework to conceptualize and implement the course in ways

that can foster personal and professional growth in alignment with the course goals.

### Course Goals

Another essential element of course development is the articulation of course goals. In developing a counseling internship course, each goal will align with learning goals evident in Fink's (2013) taxonomy. The first goal is that students will demonstrate an understanding of key counseling theories, techniques, ethical considerations and codes, multicultural imperatives assessed in previous classes. The second goal is that students will be able to relate what they are learning at their practicum and internship sites to the general counseling profession and life outside of the classroom. Third, students will understand and develop an understanding of the social implications of being an ethical counselor, and how advocating for clients is a crucial element of the profession. The fourth goal is that students will care about the subject, the development of counselor identity, and how the profession can build upon its history of advocacy. Fifth, students will acknowledge that a large part of becoming a counselor is sitting with the reality that there is always more to learn, and more development that will recursively occur. Counselor educators can pair the course goals aligned with Fink's (2013) taxonomy with the course assignments.

### Course Assignments

In addition to the development of course goals, course assignments can also align with each element of Fink's (2013) taxonomy. Fink's (2013) taxonomy disavows linear learning goals. However, the assignments and reflection questions depicted below are listed in a linear fashion for educational purposes.

#### Assignment One: Foundational Knowledge

Practicum and internship experiences build upon foundational knowledge of counseling theory,

counseling techniques, ethical codes, and multicultural competencies (Morriseey & Tribe, 2001; Parcover & Swanson, 2013; Parker et al., 2017). The first learning goal of Fink's taxonomy (2013) is foundational knowledge. Thus, this first assignment would encourage students to consider multicultural competencies, a foundational element of counseling competencies, through the completion of an intersectionality wheel.

Intersectionality, defined by lawyer Kimberlee Crenshaw (1990; 2020) reflected that different identities intersect with one another to form an integrated identity. In this first assignment, students will create their own intersectionality wheel which will encourage students to consider how their own identities and the intersecting identities of their clients impact their lives and mental wellbeing. This assignment corresponds to the needed foundational knowledge on multicultural counseling competencies. Jayakumar (2022) provided a visual representation of an intersectionality wheel and depicted how gender, sexual orientation, ability status, work status, religion, and ethnicity can all intersect and create cumulative oppression. Students can complete their own intersectionality wheel considering how the various elements of their own identity impact who they are and their professional practice. Beyond foundational knowledge, the practicum and internship courses emphasize application assignments.

### Assignment Two: Application

Practicum and internship courses should be a space for students to be able to process and wrestle with how to apply course knowledge to clinical work (Bernard & Goodyear, 2019; Parcover & Swanson, 2013; Parker et al., 2017). Application is the second learning goal in Fink's (2013) taxonomy. In this assignment, CITs will be asked to contemplate this learning goal of application by selecting an image (they can look online or can take a picture) that captures the challenges of applying coursework to clinical work. For example, a student may pick a large question mark or a maze to depict confusion reflecting questions that arise when course work does not easily apply to real world clinical work and thus results in disorientation. Contrastingly, CITs

may select an image that signifies excitement to them as applying book knowledge and clinical experience can feel energizing. The images chosen by students may also reflect the current developmental level they are in. For example, a practicum student may choose something very different than a second or third semester internship student who feels more comfortable with their professional development as a new counselor. In addition to application, assignments in the practicum and internship course target integration.

### Assignment Three: Integration

Students engaging in practicum and internship are carrying a lot both personally and professionally. Integrating course content, clinical work, and cultivating professional identity can be overwhelming (Bernard & Goodyear, 2019; Morriseey & Tribe, 2001; Parcover & Swanson, 2013; Parker et al., 2017). Integration builds upon the learning goal of application (Fink, 2013). Thus, in this assignment, students will share something they are "carrying" as they integrate coursework, clinical work, and personal struggles. For example, a student may reflect that they are carrying an expectation for themselves that they must be able to know how to manage any clinical situation that comes in their door. This student continues to reveal that this is an overwhelming burden to carry. Next, students will write what they are carrying on paper that dissolves in water. After they write down what they are carrying, students will place the papers at the same time into a bowl of water. As a class, a discussion can occur on emotions that surfaced for students as they watched their paper dissolve. Following integration, counselor educators might seamlessly transition into the human nature goal and assignment.

### Assignment Four: Human Nature

A counselor's humanity (emotions, personality, experience) is an important part of the counselor's professional identity (Pierce, 2016). There is increased attention and emphasis on personal dispositions in the assessment of supervisees (American Counseling Association, 2014; Pierce, 2016). Students do not leave their humanity at the



door when they begin their practicum and internship experiences (Pierce, 2016). Throughout practicum and internship, students are learning about themselves, the world around them, their clients, and the counseling profession (Morrisey & Tribe, 2001; Parcover & Swanson, 2013; Parker et al., 2017). Fink's (2013) learning category four asks learners to tap into their humanity and consider how significant learning experiences help learners learn more about themselves and others.

As students engage with their practicum and internship experience, they can journal about what they have learned about themselves. Journaling is a common assignment in counselor education programs (Pennebaker & Keough, 1999). Expressive arts (e.g., music, drawing, theater, and digital media) can help counselors identify feelings and provide a tool for counselors in training to process difficult clinical situations, and ethical dilemmas (Newsome et al., 2005). Within this course, CITs will be able to do photo-journals, collages, or informal writing, whatever feels most comfortable to them.

Several journaling or art prompts that align with Fink's (2013) fourth learning category and encourage students to reflect upon their own human selves in addition to their professional selves are included here. Sample prompts include: (1) How do I define professionalism (i.e., do I find it hard to "balance" my humanity with my counselor identity? (2) Is it possible to segregate my "human-self" from my "professional self"? (3) Why or why not? (4) What individual experiences do I bring into my clinical work? (5) What have I learned about myself and others during my practicum and internship experience? (6) What do I wish I would have known about myself before starting practicum and internship? Following ample self-reflection of the human nature goal, counselor educators may emphasize the caring goal and related assignment.

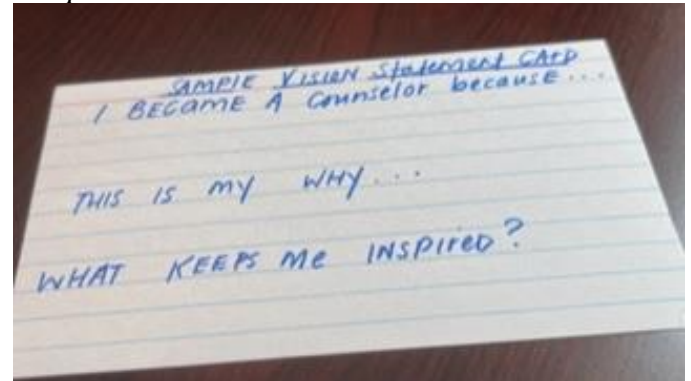
### Assignment Five: Caring

Fink's (2013) fifth learning category, caring, engenders questions such as: Why should I care about what I am learning and why should I care

about applying course content to the real world? (Fink, 2013). Students may experience fatigue navigating schoolwork, clinical work, and may struggle to find the motivation to "care." (Pierce, 2016). However, a practicum and internship course can re-energize students with their "why" (Parcover & Swanson, 2018). For this assignment, students will write out a personal vision statement. This personal vision statement will encourage students to consider why they want to be a counselor, what inspired them to pursue this field, and what they feel would keep them energized to care. This activity can be done on a flash card and students can choose to share with their class or decide that this card will remain private. A sample vision statement is provided in Figure 1. The next and final goal and assignment involves learning how to learn.

### Figure 1

*Sample Vision Statement Card*



*Note:* The first author developed the sample vision statement card

### Assignment Six: Learning How to Learn

Lifelong learning can help students create meaning and have a safe place to explore personal interests (Garrison, 1997; Grande et al., 2022; Guglielmino & Murdick, 1997; Mamun et al., 2020). At the end of the course, students will reflect upon unanswered questions. Unanswered questions can be frustrating, yet it is an important part of lifelong learning (Mamun et al., 2020). The counseling profession can force individuals to embrace mystery, cultivate flexibility, and accept uncertainty and ambiguity as professionals accept failure and limitations (Garrison, 1997; Guglielmino & Murdick, 1997;

Grande et al., 2022; Mamun et al., 2020). Additionally, ongoing learning is normative in the process but may be difficult for early counselors to accept. For the last assignment, CITs will draw a picture but intentionally leave the image incomplete. Students could also select an image that they find online of something incomplete. After this activity, students will reflect upon what it feels like to leave something “undone.”

When beginning the dialogue of unfinished experiences, counselor educators may speak about La Sagrada Família. One example of an incomplete project is La Sagrada Família, one of Gaudí's most famous works in Barcelona. It is a giant Basilica that has been under construction since 1882 and it's not expected to be completed for some time yet (*La Sagrada Família Basilica by Antonio Gaudí*, n.d.). This is an example of an image that conveys something “unfinished.” Students could consider using this image to contemplate what comes up for them when considering that there may be elements of their clinical work that are continually “unfinished.” (*La Sagrada Família Basilica by Antonio Gaudí*, n.d.)

Counselor educators may offer prompts to invite students to explore the experience of not knowing everything and our “unfinished” nature. Sample reflections to offer students as they explore the concept of the “unfinished” nature of ongoing learning include (1) What came up for you as you drew or located your picture? (2) What comes up for you as consider that a part of being a counselor is to continually be in “process”? (3) What about this excites you and what about this causes anxiety? (4) What things do you feel remain unfinished for you as you complete this internship and practicum experience? Counselor educators can also infuse Fink's (2013) taxonomy in their feedback and assessment of the goals and assignments.

## Feedback and Assessment

In a practicum and internship course, the assignments depicted above can offer a space to provide useful feedback to students. In general,

feedback can impact learners beyond the classroom (Köseoğlu et al., 2023). Passive feedback or passive transmission involves feedback being given to the student by the counselor educator with limited commentary. In contrast, dialogic feedback involves a conversation between the student and teacher, providing thoughtful and timely commentary on assignments (Yang & Carless, 2013). Counselor educators can consider how to implement dialogic feedback as they grade the assignments and reflection questions depicted above. Dialogic feedback include educator responses on discussion boards that provides concrete guidance, suggestions, and ideas for bridging the gap between course work and clinical work. For example, if student is responding to a discussion board question on counseling theories, educator can respond by inviting student to reflect on how the theory they are talking about can be applied to their clinical experience. Fink's (2013) taxonomy can be tailored to include goals, assignments, and feedback in various program structures, such as online, hybrid, and brick-and-mortar programs.

## Course Development: Online Considerations

Online counselor training programs are growing in both popularity and effectiveness as the flexibility of online training programs can be a support for working adults and those with chronic health conditions or disabilities (Haddock et al., 2020). COVID-19 resulted in a rapid pivot to online instruction and caused an honest reflection on previous misconceptions that online learning is a less than alternative to in-person instruction (Munro, 2018).

Poll et al. (2014) identified six strategies to support active learning in online higher education, including (1) establishing an e-community; (2) explaining course goals and expectations clearly to support students' self-regulation; (3) integrating interactive online tools; (4) encouraging group discussions for exchange of ideas; (5) providing timely and applicable feedback; and (6) promoting a student-centered environment. These strategies

promote ongoing learning, student-centered learning, and application of course material to real-life learning which align with Fink's (2013) learning taxonomy.

The course assignments depicted in this manuscript could be adapted to online learning platforms. For example, students could respond and upload their submissions to provide feedback to one another. Additionally, the counselor educator can provide timely feedback on online assignments through thorough responses on discussion forms. Future research could explore the impact of Fink's Taxonomy (2013) on relevant student learning outcomes and dispositions in a practicum and internship course in both brick-and-mortar and online programs. Moreover, Fink's (2013) taxonomy learning goals appear to be applicable for CACREP tenets. Two specific examples of online assignments that align with Fink's (2013) taxonomy are included here. First, the journaling prompts depicted as aligned with Fink's (2013) fourth learning category (human nature) could be uploaded onto an online learning platform where both students and educators can respond and provide feedback. Secondly, the assignment associated at the end of the course could also be uploaded and put into an online learning platform.

## Course Development: CACREP Considerations

CACREP provides counseling education programs with oversight and requirements for course development and implementation (CACREP, 2016). For example, in section 1 there is information on the learning environment; section 3 provides information on foundational knowledge and section 4 provides information on professional practice. These three sections seamlessly align with the six learning goals in Fink's (2013) taxonomy. Broadly, it appears as though Fink's (2013) taxonomy can integrate into counseling programs due to its congruent values. Table 3 below provides visual representation of how Fink's learning categories align with CACREP standards (CACREP, 2016).

**Table 3**

*Integration of Fink's Taxonomy with CACREP Standards*

Fink's Taxonomy (2013)	CACREP Specialty Standards (CACREP, 2016)
Foundational Knowledge	Section 1 (Foundational Knowledge)
Application	Section 3 (Professional Practice)
Integration	Section 1 (Foundational Knowledge) Section 3 (Professional Practice)
Human Nature	Section 3 (Professional Practice)
Caring	Section 1 (Foundational Knowledge) Section 3 (Professional Practice)
Ongoing Learning	Section 1 (Foundational Knowledge) Section 3 (Professional Practice)

*Note:* This is a visual representation of each learning category and its correspondence with CACREP specialty standards. This chart was developed by authors.

## Conclusion

Counselor educators interested in developing significant learning must expand their learning goals and objectives to include significant relationships. Fink (2013) developed a taxonomy that expanded Bloom's (1956) earlier taxonomy to paint a holistic portrait of the learning process. This manuscript illuminated how Fink's (2013) learning taxonomy could be used in a counseling practicum and internship course. Fink's (2013) learning taxonomy appears to have core values that align with the heart of the profession but also provide a clearer framework for implementation of specific coursework.

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