Program Data Point 6. Evaluation of Internship

This data point includes site supervisor evaluation of intern student data from the Supervisor Evaluations for COU 691: Clinical Mental Health Counseling Internship and 692: School Counseling Internship.

The following table contains combined data for both School and Clinical Mental Health Counseling internships from Fall 2016 through Fall 2020. In Spring 2021, the Clinical Mental Health Counseling Program piloted a new evaluation form, the data for which may be found in the second set of tables below. (This form will be used by both programs, beginning Fall 2021.)

General Supervision Items	FA 2016	SP 2017	SU 2017	FA 2017	SP 2018	SU 2018	FA 2018	SP 2019	SU 2019	FA 2019	SP 2020	SU 2020	FA 2020	SP 2021*
Standard	*Averages*													
1. Demonstrates an understanding of the counseling profession.	2.64	2.75	2.5	2.18	2.09	2.38	2.23	2.43	2.63	2.17	2.71	2.38	2.56	3
2. Develops an identity as a counselor.	2.55	2.75	2.2	2.09	2.17	2.5	2.15	2.21	2.5	2.27	2.41	2.25	2.22	3
3. Demonstrates a willingness to provide counseling services within the ethical guidelines of the counseling profession.	2.73	2.75	2.6	2.36	2.26	2.56	2.46	2.21	2.63	2.25	2.71	2.44	2.78	3
4. Has knowledge and understanding of major counseling theories.	2.64	2.63	2.2	2.27	2.13	2.19	2.15	2.07	2.63	2	2.24	2.19	2.33	3
5. Can apply theoretical understanding of major counseling theories.	2.64	2.63	2.25	2.18	2.14	2.19	2.08	2.14	2.38	2	2.29	2.13	2.22	3
6. Ability to accept others' values.	2.91	2.75	2.4	2.36	2.39	2.75	2.38	2.14	2.75	2.33	2.59	2.44	2.89	3
7. Consistently demonstrates verbal/non-verbal attending skills.	2.73	2.75	2.5	2.27	2.17	2.56	2.15	2.29	2.63	2.33	2.53	2.38	2.89	3
8. Can develop client effective awareness through	2.73	2.75	2.3	2.36	2.17	2.5	2.23	2.36	2.75	2.17	2.41	2.31	2.89	3

empathic responses.														
9. Counselor-in-training is genuine and congruent with clients.	2.82	2.88	2.5	2.64	2.43	2.5	2.46	2.36	2.75	2.42	2.65	2.50	3	3
10. Counselor-in-training uses basic counseling skills (paraphrasing; reflection of content, feeling; summarizing appropriately to establish relationship.	2.73	2.88	2.4	2.27	2.3	2.56	2.31	2.36	2.63	2.33	2.47	2.38	2.78	3
11. Effectively demonstrates confrontation skills.	2.4	2.5	2.11	2.18	2.35	2.25	2.15	2.14	2.57	2.09	2.35	2.19	2.63	3
12. Encourages appropriate action-step planning with the client.	2.64	2.88	2.22	2.36	2.32	2.63	2.31	2.14	2.5	2.18	2.35	2.25	2.56	3
13. Demonstrates an awareness of, and an appreciation for, social and cultural influences on human development.	2.73	2.88	2.4	2.27	2.3	2.38	2.15	2.21	2.63	2.17	2.5	2.38	2.44	3
14. Recognizes how cultural factors influence the counseling process.	2.73	2.75	2.4	2.36	2.23	2.38	2	2.14	2.63	2.17	2.44	2.38	2.22	3
15. Considers developmental factors while working with clients.	2.55	3	2.4	2.36	2.18	2.44	2.15	2.14	2.63	2.18	2.67	2.19	2.33	2.31
16. Works effectively with groups.	2.6	2.88	2.5	2.86	2.29	1.81	2.33	2.31	2.57	2.11	2.29	2.50	2.29	3
17. Counselor-in-training can select and administer assessments	2.5	2.5	2.29	2.8	2.21	2.06	2.08	2.21	2.25	2.29	2.33	2.13	2.4	3

	FA 2016	SP 2017	SU 2017	FA 2017	SP 2018	SU 2018	FA 2018	SP 2019	SU 2019	FA 2019	SP 2020	SU 2020	FA 2020	SP 2021*
appropriate for the setting.														
18. Counselor-in-training can effectively conduct risk assessment (suicide/violence).	2.44	2.4	2.25	2.22	2.28	2.38	2.36	2.21	2.67	2.1	2.67	2.25	2.33	2.38
19. Counselor-in-training uses assessment data to establish intervention plans.	2.44	2.67	2.25	2.33	2.27	2.25	2.15	2.14	2.5	2	2.31	2.19	2.25	3
20. Demonstrates skills in assessment and treatment of individuals with addictive issues.	2.5	3	2.43	2.4	2.5	1.56	2.22	2.17	2.5	2.2	2.3	2.25	2.33	3
21. Counselor-in-training uses research and evidence to inform practice.	2.55	2.86	2.3	2.09	2.1	2.31	2.15	2.14	2.5	2.09	2.29	2.13	2.22	3
Practical Application Items	**FA 2016**	**SP 2017**	**SU 2017**	**FA 2017**	**SP 2018**	**SU 2018**	**FA 2018**	**SP 2019**	**SU 2019**	**FA 2019**	**SP 2020**	**SU 2020**	**FA 2020**	**SP 2021***
Standard	*Averages*													
1. Demonstrates a personal commitment in developing professional competencies.	2.82	2.86	2.7	2.64	2.39	2.5	2.43	2.36	2.75	2.58	2.71	2.56	2.89	3
2. Engages in open, comfortable, and clear communication with peers and supervisors.	2.91	2.86	2.6	2.45	2.43	2.69	2.43	2.36	2.63	2.42	2.53	2.81	2.89	3
3. Recognizes own deficiencies and actively works to improve them with peers and supervisors.	2.73	2.71	2.8	2.45	2.3	2.56	2.43	2.43	2.75	2.42	2.59	2.50	2.78	3
4. Completes case reports and records punctually,	2.7	2.83	2.22	2.3	2.27	2.44	2.43	2.43	2.5	2.27	2.5	2.44	2.56	3

correctly, and conscientiously.													
5. Demonstrates an effective approach to counseling and client advocacy with a clear understanding of counselor functions and dispositions.	2.55	2.86	2.44	2.57	2.23	2.44	2.36	2.29	2.63	2.08	2.38	2.25	2.33	3

Clinical Mental Health Counseling Items	FA 2016	SP 2017	SU 2017	FA 2017	SP 2018	SU 2018	FA 2018	SP 2019	SU 2019	FA 2019	SP 2020	SU 2020	FA 2020	SP 2021
Standard	*Averages*													
1. Develops and monitors the effectiveness of treatment plans.	2.29	2.33	2.25	2.22	2.18	2.25	2.21	2.21	2.5	2.13	2.22	2.25	2	N/A
2. Adapts treatment plans based upon client responsiveness.	2.38	2.33	2.25	2.22	2.31	2.44	2.21	2.21	2.5	2.13	2.38	2.25	2	N/A
3. Demonstrates the skills associated with working in a multi-disciplinary mental health care setting.	2.33	2.5	2.44	2.5	2.38	2.63	2.29	2.14	2.71	2.29	2.4	2.31	2	N/A
4. Demonstrates skills in understanding limitations of practice and appropriately refers to medical, legal, or other appropriate professionals.	2.38	2.33	2.22	2.43	2.13	2.44	2.21	2.14	2.57	2.25	2.4	2.19	2	N/A

School Counseling Items	FA 2016	SP 2017	SU 2017	FA 2017	SP 2018	SU 2018	FA 2018	SP 2019	SU 2019	FA 2019	SP 2020	SU 2020	FA 2020	SP 2021
Standard	*Averages*													
1. Helps plan, organize, and deliver the program designed to meet	3	2.75	N/A	2.33	2.4	2	2	2	N/A	2.25	2.33	N/A	3	3

the needs of the school.														
2. Implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.	2.75	2.75	N/A	2.33	2.4	2	2	2	N/A	2	2.5	N/A	2.33	2.67
3. Implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.	3	2.5	N/A	2.5	2	2	2	2	N/A	2	2.4	N/A	2.4	3
4. Provides system support through effective school counseling program management and support for other educational programs.	3	2.75	N/A	2.5	2.25	2	2	2	N/A	2	2.5	N/A	2.5	2.67
5. Collects and analyzes data to guide program direction and emphasis.	2.5	2.75	N/A	2.5	2	2	2	2	N/A	1.67	2.5	N/A	2.17	2.33
6. Helps develop a results evaluation for the program.	2.5	2.5	N/A	3	2	2	2	2	N/A	1	2.5	N/A	2.33	2.5

*The Spring 2021 column includes data for school counseling students only.

In Spring 2021, the Clinical Mental Health Counseling Program piloted a new internship evaluation form. The data collected from that form, used during the Spring and Summer semesters of 2021, may be found in the following table. (The revised form will be used by both programs as of Fall 2021.)

General Supervision Items	SP 2021	SU 2021
Standard		
1. Demonstrates an understanding of the counseling profession.	2.33	2.6
2. Develops an identity as a counselor.	2.17	2.2
3. Demonstrates a willingness to provide counseling services within the ethical guidelines of the counseling profession.	2.33	2.4
4. Has knowledge and understanding of major counseling theories.	2.08	2.2
5. Can apply theoretical understanding of major counseling theories.	2	2.05
6. Ability to accept others' values.	2.42	2.5
7. Consistently demonstrates verbal/non-verbal attending skills.	2.25	2.5
8. Can develop client effective awareness through empathic responses.	2.33	2.4
9. Counselor-in-training is genuine and congruent with clients.	2.33	2.4
10. Counselor-in-training uses basic counseling skills (paraphrasing; reflection of content, feeling; summarizing) appropriately to establish relationship.	2.33	2.4
11. Effectively demonstrates confrontation skills.	2.09	2.15
12. Encourages collaborative goal-setting and appropriate action-step planning with the client/student.	2.08	2.5
13. Demonstrates skills in rapport building with clients/students.	2.42	2.4
14. Demonstrates an awareness of, and an appreciation for, social and cultural influences on human development.	2.33	2.2
15. Recognizes how cultural factors influence the counseling process.	2.17	2.1
16. Developing a culturally competent approach to counseling assessment and treatment.	2.08	2.1
17. Considers developmental factors while working with clients/students.	2.17	2.2
18. Works effectively with groups.	2	2.5
19. Counselor-in-training can select and administer assessments appropriate for the setting.	2.18	2
20. Counselor-in-training can effectively conduct risk assessment (suicide/violence).	2	2.3
21. Counselor-in-training uses assessment data to establish intervention plans.	2.08	2.22
22. Recognizes the signs and symptoms of behavioral, social, and emotional disorders.	2.08	2.2
23. Demonstrates skills in assessment and treatment of individuals with addictive issues.	2.10	2
24. Counselor-in-training uses research and evidence to inform practice.	2.17	2.3
25. Demonstrates the ability to effectively and ethically terminate and/or transfer clients/students.	2.18	2.3
26. Demonstrates an understanding of career development and related life factors and their applications in counseling.	2.08	2.11
27. Understands the impact of trauma on human development and is sensitive to this in assessment and implementation of counseling strategies.	2.17	2.4
Practical Application Items	SP 2021	SU 2021
Standard		
1. Demonstrates a personal commitment in developing professional competencies.	2.58	2.4
2. Engages in open, comfortable, and clear communication with peers and supervisors.	2.50	2.6
3. Recognizes own deficiencies and actively works to improve them with peers and supervisors.	2.17	2.35
4. Completes case reports and records punctually, correctly, and conscientiously.	2.42	2.4
5. Demonstrates an effective approach to counseling and client advocacy with a clear understanding of counselor functions and dispositions.	2.08	2.3

Clinical Mental Health Counseling Items	SP 2020	SU 2021
Standard		
1. Develops and monitors the effectiveness of treatment plans.	2	2.3
2. Adapts treatment plans based upon client responsiveness.	2.08	2.3
3. Demonstrates the skills associated with working in a multi-disciplinary mental health care setting.	2.25	2.3
4. Demonstrates skills in understanding limitations of practice and appropriately refers to medical, legal, or other appropriate professionals.	2.18	2.2

Evaluation of counselor education program

The program currently employs several systematic approaches to obtaining site supervisor and graduate data. These approaches include site supervisor evaluations at the cessation of students' clinical field experiences, as well as the university's Destination Survey.

In the spring of 2020, the faculty piloted a block of questions within the practicum and internship evaluations within the Clinical Mental Health Counseling Program. These queries seek stakeholders' views on the knowledge-, skill-, and disposition-related development at which the counseling program aims. Specifically, the program asks site supervisors to evaluate those core objectives on a three-point Likert Scale (1 = Does Not Meet Expectations, 2 = Meet Expectations, 3 = Exceeds Expectations), and seeks qualitative feedback on the strength and growth areas for the program. Having collected data within the Clinical Mental Health Counseling Program for consecutive semesters, the "Evaluation of Counselor Education Program" questions will be added to the evaluation forms in the School Counseling Program's practicum and internship courses starting in the fall 2021.

Quantitative Assessment		
	SP 2021	SU 2021
A. Core Objectives		
To what extent do you believe that NKU's counseling program equips students with the knowledge needed to fulfill their responsibilities as counseling professionals?	2.2	2.3
To what extent do you believe that NKU's counseling program equips students with the skills needed to fulfill their responsibilities as counseling professionals?	2.2	2.4
To what extent do you believe that NKU's counseling program prepares students to participate in supervision?	2.2	2.3

Qualitative Feedback		
What do you perceive as the strengths of NKU's counseling program?	SP 2021	SU 2021
	Theoretical orientation, knowledge of legal & ethical situations, professional competencies, counseling skills, impact on profession.	Throughout their experience, *this student* has demonstrated a high level of counseling skill. Their understanding and application of counseling theories meets expectations. *This student's* adherence to legal and ethical standards demonstrates growth throughout their time in the program. I attribute these skills to the strengths of both *this student* as an individual and the counseling program at NKU. *This student* is more than ready for the next phase in their professional career!

	Provides great base of knowledge for student to build upon in clinical practice.	NKU appears to be one of the more rigorous programs in the area that *our site* works with. This is appropriate since the field itself is or can be rigorous.
	Quality students and good communication	Students from NKU are much more willing to review recordings in supervision than other students that I work with. They seek direct feedback often and have a clear understanding of what they would like to know.
	It's impossible to teach everything in grad school. With that in mind, I think NKU did a good job of being pretty comprehensive and inclusive of a wide array of populations and concepts. Also, the program is very mindful of individuals with families and full-time jobs.	In my experience, NKU students come with good basic counseling skills, an awareness of the need to continue to learn and grow throughout their training and openness in working with on-site supervisors and a very strong ethical background. Your students come to their site prepared to function as a professional from day one.
	The commitment and responsiveness of the faculty to ensure the student's growth as a counselor. Treatment planning preparation.	It is my impression and their report that *this student* gets a lot out of their intern consultation class.
	Strengths include faculty's willingness to collaborate with sites and desire to support students as noted by multiple, regular check-ins with site supervisor and site visit. Students appear well prepared and seem to have the necessary training and possess basic counseling skills to begin practicum.	Relationship and report between students & faculty. The understanding of TX planning and developing. Focus on self-care.
	The professors are available for students and reached out to the sites to gain feedback.	
	This student was prepared and ready to begin counseling internship. They had excellent documentation and treatment planning skills exceeding expectations. They identified that this was an area of focus for one of their professors. I would also compliment the trauma responsive education that is provided.	
What do you perceive as areas of improvement for NKU's counseling program?	**SP 2021**	**SU 2021**
	I think it would be great to have more support with after graduation/job placement and how to navigate licensure.	Not necessarily improve but maintain communication when deciding to hold students back during their practicum or internship. This has allowed our supervisors to adjust and assist students in order to meet their training needs.
	Students could benefit from more guidance and education related to what happens after graduation - testing, licensure, etc.	Some social work programs in the area offer CEU training once a year to the supervisors as a thanks. The content is typically related to supervision. This seems like a good networking opportunity, as well as a way to ensure that we are providing supervision with some of your standards/expectations in mind.

	General feedback from students (not necessarily current CT) includes desire for more training on treatment planning prior to practicum. Supervisor feedback includes scheduling winter breaks differently as there appears to be a large break during the months of December/January which impedes good client care (e.g., abandonment) and extended break does not seem to set realistic expectations for CTs as they enter the field.	Maintaining connection to the on-site supervisor throughout the process to allow for ease of communication.
	Increased exposure to EBPs.	Further preparation for supervision. Better understanding of licensure procedures. Confidence related to diagnosing.