

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 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 2020	SP 2021*
<i>Standard</i>	<i>Averages</i>	
1. Demonstrates an understanding of the counseling profession.	2.56	3
2. Develops an identity as a counselor.	2.22	3
3. Demonstrates a willingness to provide counseling services within the ethical guidelines of the counseling profession.	2.78	3
4. Has knowledge and understanding of major counseling theories.	2.33	3
5. Can apply theoretical understanding of major counseling theories.	2.22	3
6. Ability to accept others' values.	2.89	3
7. Consistently demonstrates verbal/non-verbal attending skills.	2.89	3
8. Can develop client effective awareness through empathic responses.	2.89	3
9. Counselor-in-training is genuine and congruent with clients.	3	3
10. Counselor-in-training uses basic counseling skills (paraphrasing; reflection of content, feeling; summarizing appropriately to establish relationship).	2.78	3
11. Effectively demonstrates confrontation skills.	2.63	3
12. Encourages appropriate action-step planning with the client.	2.56	3
13. Demonstrates an awareness of, and an appreciation for, social and cultural influences on human development.	2.44	3
14. Recognizes how cultural factors influence the counseling process.	2.22	3
15. Considers developmental factors while working with clients.	2.33	2.41
16. Works effectively with groups.	2.29	3
17. Counselor-in-training can select and administer assessments appropriate for the setting.	2.4	3
18. Counselor-in-training can effectively conduct risk assessment (suicide/violence).	2.33	2.54
19. Counselor-in-training uses assessment data to establish intervention plans.	2.25	3
20. Demonstrates skills in assessment and treatment of individuals with addictive issues.	2.33	3
21. Counselor-in-training uses research and evidence to inform practice.	2.22	3
Practical Application Items	FA 2020	SP 2021*
<i>Standard</i>	<i>Averages</i>	
1. Demonstrates a personal commitment in developing professional competencies.	2.89	3

2. Engages in open, comfortable, and clear communication with peers and supervisors.	2.89	3
3. Recognizes own deficiencies and actively works to improve them with peers and supervisors.	2.78	3
4. Completes case reports and records punctually, correctly, and conscientiously.	2.56	3
5. Demonstrates an effective approach to counseling and client advocacy with a clear understanding of counselor functions and dispositions.	2.33	3
Clinical Mental Health Counseling Items	FA 2020	SP 2021
<i>Standard</i>	<i>Averages</i>	
1. Develops and monitors the effectiveness of treatment plans.	2	N/A
2. Adapts treatment plans based upon client responsiveness.	2	N/A
3. Demonstrates the skills associated with working in a multi-disciplinary mental health care setting.	2	N/A
4. Demonstrates skills in understanding limitations of practice and appropriately refers to medical, legal, or other appropriate professionals.	2	N/A
School Counseling Items	FA 2020	SP 2021
<i>Standard</i>	<i>Averages</i>	
1. Helps plan, organize, and deliver the program designed to meet the needs of the school.	3	3
2. Implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.	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.	2.4	3
4. Provides system support through effective school counseling program management and support for other educational programs.	2.5	2.67
5. Collects and analyzes data to guide program direction and emphasis.	2.17	2.33
6. Helps develop a results evaluation for the program.	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	FA 2021	SP 2022	SU 2022
<i>Standard</i>					
1. Demonstrates an understanding of the counseling profession.	2.33	2.6	2.46	2.18	2.59
2. Develops an identity as a counselor.	2.17	2.2	2.47	2.18	2.36
3. Demonstrates a willingness to provide counseling services within the ethical guidelines of the counseling profession.	2.33	2.4	2.50	2.73	2.61
4. Has knowledge and understanding of major counseling theories.	2.08	2.2	2.47	2.45	2.32
5. Can apply theoretical understanding of major counseling theories.	2	2.05	2.47	2.36	2.41
6. Ability to accept others' values.	2.42	2.5	2.50	2.64	2.66
7. Consistently demonstrates verbal/non-verbal attending skills.	2.25	2.5	2.47	2.45	2.57
8. Can develop client effective awareness through empathic responses.	2.33	2.4	2.59	2.55	2.55
9. Counselor-in-training is genuine and congruent with clients.	2.33	2.4	2.53	2.73	2.61
10. Counselor-in-training uses basic counseling skills (paraphrasing; reflection of content, feeling; summarizing) appropriately to establish relationship.	2.33	2.4	2.53	2.55	2.50
11. Effectively demonstrates confrontation skills.	2.09	2.15	2.31	2.20	2.43
12. Encourages collaborative goal-setting and appropriate action-step planning with the client/student.	2.08	2.5	2.38	2.64	2.57
13. Demonstrates skills in rapport building with clients/students.	2.42	2.4	2.44	2.73	2.66
14. Demonstrates an awareness of, and an appreciation for, social and cultural influences on human development.	2.33	2.2	2.41	2.64	2.55
15. Recognizes how cultural factors influence the counseling process.	2.17	2.1	2.40	2.55	2.50
16. Developing a culturally competent approach to counseling assessment and treatment.	2.08	2.1	2.40	2.27	2.38
17. Considers developmental factors while working with clients/students.	2.17	2.2	2.53	2.55	2.41
18. Works effectively with groups.	2	2.5	2.57	2.74	2.67
19. Counselor-in-training can select and administer assessments appropriate for the setting.	2.18	2	2.33	2.10	2.32
20. Counselor-in-training can effectively conduct risk assessment (suicide/violence).	2	2.3	2.38	2.22	2.32
21. Counselor-in-training uses assessment data to establish intervention plans.	2.08	2.22	2.40	2.18	2.32
22. Recognizes the signs and symptoms of behavioral, social, and emotional disorders.	2.08	2.2	2.50	2.27	2.5
23. Demonstrates skills in assessment and treatment of individuals with addictive issues.	2.10	2	2.38	2.25	2.47
24. Counselor-in-training uses research and evidence to inform practice.	2.17	2.3	2.44	2.18	2.36
25. Demonstrates the ability to effectively and ethically terminate and/or transfer clients/students.	2.18	2.3	2.50	2.13	2.32
26. Demonstrates an understanding of career development and related life factors and their applications in counseling.	2.08	2.11	2.47	2.22	2.29
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	2.53	2.45	2.48

Practical Application Items	SP 2021	SU 2021	FA 2021	SP 2022	SU 2022
<i>Standard</i>					
1. Demonstrates a personal commitment in developing professional competencies.	2.58	2.4	2.53	2.59	2.57
2. Engages in open, comfortable, and clear communication with peers and supervisors.	2.50	2.6	2.44	2.59	2.63
3. Recognizes own deficiencies and actively works to improve them with peers and supervisors.	2.17	2.35	2.44	2.53	2.5
4. Completes case reports and records punctually, correctly, and conscientiously.	2.42	2.4	2.50	2.53	2.7
5. Demonstrates an effective approach to counseling and client advocacy with a clear understanding of counselor functions and dispositions.	2.08	2.3	2.50	2.29	2.61
Clinical Mental Health Counseling Items	SP 2021	SU 2021	FA 2021	SP 2022	SU 2022
<i>Standard</i>					
1. Develops and monitors the effectiveness of treatment plans.	2	2.3	2.42	2.20	2.37
2. Adapts treatment plans based upon client responsiveness.	2.08	2.3	2.38	2.13	2.39
3. Demonstrates the skills associated with working in a multi-disciplinary mental health care setting.	2.25	2.3	2.38	2.20	2.48
4. Demonstrates skills in understanding limitations of practice and appropriately refers to medical, legal, or other appropriate professionals.	2.18	2.2	2.38	2.48	2.35

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	FA 2021	SP 2022	SU 2022
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	2.42	2.55	2.61

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	2.42	2.45	2.39
To what extent do you believe that NKU's counseling program prepares students to participate in supervision?	2.2	2.3	2.42	2.55	2.39

Qualitative Feedback					
What do you perceive as the strengths of NKU's counseling program?	SP 2021	SU 2021	FA 2021	SP 2022	SU 2022
	Theoretical orientation, knowledge of legal & ethical situations, professional competencies, counseling skills, impact on profession.	Throughout their experience, <i>this student</i> has demonstrated a high level of counseling skill. Their understanding and application of counseling theories meets expectations. <i>This student's</i> adherence to legal and ethical standards demonstrates growth throughout their time in the program. I attribute these skills to the strengths of both <i>this student</i> as an individual and the counseling program at NKU. <i>This student</i> is more than ready for the next phase in their professional career!	Strength in counseling theory and application.	I have always been impressed with the dedication of NKU's counseling faculty. They are committed to ensuring students are educated and prepared for the field. I feel comfortable reaching out if I have a concern or comment about a student.	NKU does a great job supporting students and providing strong supervision.
	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 <i>our site</i> works with. This is appropriate since the field itself is or can be rigorous.	Establishes a solid foundation, emphasizes growth and teaching over perfection.	I believe that students receive great university supervision. I also think that NKU counseling program does a great job of making sure students are providing the best care in field experience.	Individual attention to students, supplemental supervision, supportive experience with internship/practicum classes, fostering knowledgeable trainees
	Quality students and good communication	Students from NKU are much more willing to review recordings in	Supervision provided by class groups and instructors,	Openness to collaboration between school and site.	Great education, love the advanced skills. Some students are not

		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.	communication with sites.		prepared for constructive criticism of individual supervision.
	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.	Being available when needed, however not overloading field supervisors with demands.	In my experience, students from NKU always seem motivated, enthusiastic, and clinically knowledgeable and skilled.	Provides opportunities to students
	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 <i>this student</i> gets a lot out of their intern consultation class.	NKU does a great job preparing students for the field and offering strong University supervision.	NKU's program seems to adequately prepare students. <i>Student</i> had good basic skills upon beginning practicum and received valuable feedback from their university supervisors during last semester and the current one regarding areas for growth (via tape review) and they brought that information into our supervision process as well. Communication with university supervisor seems more individualized and consistent than some other programs so this is	Collaboration with site supervisors

				a noted strength as well.	
	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.	Interns are ready with basic counseling skills to begin working with clients. Moreso than I've experienced with other schools.	Students are more prepared than other students I work with.	This is my first experience with NKU. Seems to be an organized, thorough program.
	The professors are available for students and reached out to the sites to gain feedback.		NKU's counseling program is very rigorous and provides students with a well rounded experience. I have worked with interns from different programs and I see a difference in the outcomes. I will also continue to encourage future aspiring school counselors to consider NKU over the online programs.	Good supervision around sessions, your interns seem to be implementing more counseling techniques into their sessions than students from other programs.	Great education, most students do have more advanced skills. Some students do not understand supervision and the need to take in what's being said.
	<i>This student</i> 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.		Easy access to program supervision and her being accessible and communicating.	The program seems very involved and thorough in preparing <i>student</i> for the counseling profession.	Support to intern
			My only lens into the program is	Supervision is very hands on.	

			<i>student</i> . They were well prepared to be a high quality contributor to our department.		
				Candidates seem well prepared for real world counseling experiences.	
What do you perceive as areas of improvement for NKU's counseling program?	SP 2021	SU 2021	FA 2021	SP 2022	SU 2022
	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.	It would be nice to have paperwork online.	Would love to have them do an onsite visit for midterm check in to see the intern in their learning environment (observe interactions with team and students).	
	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.	There are many roles that counselor have to perform that are not necessarily aligned with what we are trained to do. I feel like it is still important to expose counselors in training to such things. For example, special education, 504, clerical work that includes transcripts, enrollment, etc.		
	General feedback from students (not necessarily current CT) includes desire for more training on treatment planning prior to practicum.	Maintaining connection to the on-site supervisor throughout the process to allow for ease of communication.			

	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.				
	Increased exposure to EBPs.	Further preparation for supervision. Better understanding of licensure procedures. Confidence related to diagnosing.			