

University of Mary Graduate Counseling Program

Data from the Fall 2019 and Spring 2020 semesters

Reviewed by Faculty May 22, 2020

## Student Dispositions 2019-2020

52 Self-Evaluations and 48 Faculty Evaluations

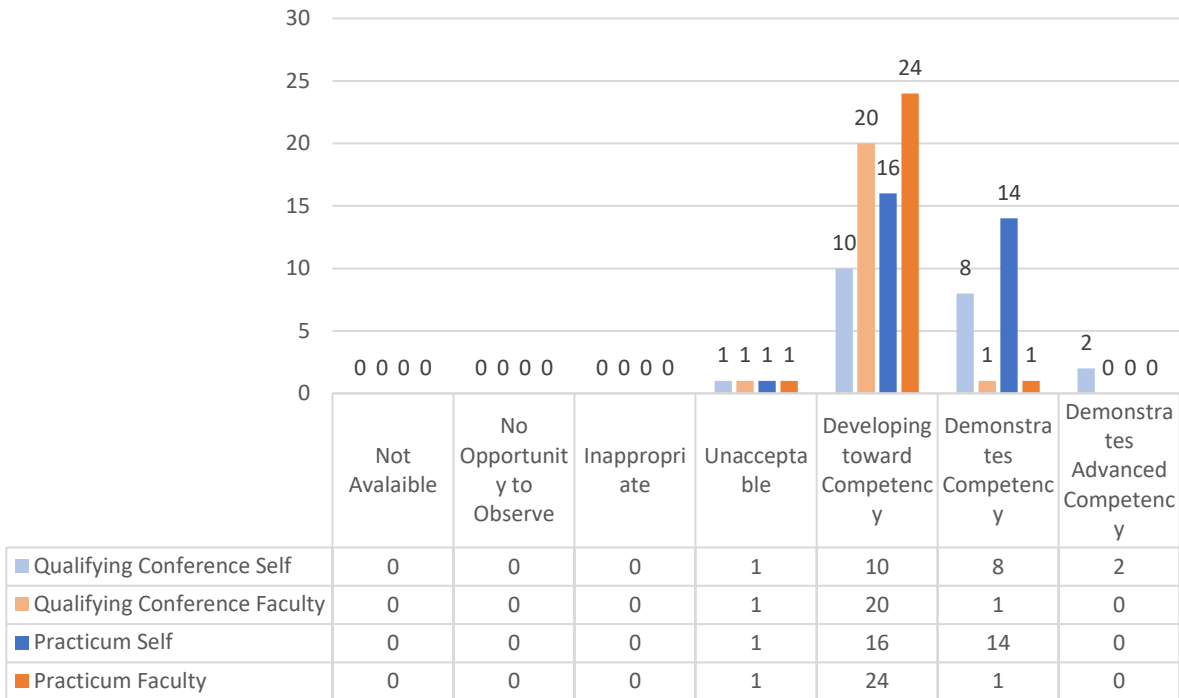
Rating Scale:

Rating	Title	Description
0	No Opportunity to Observe	The faculty is unable to assess due to not observing the competency by the student.
1	Inappropriate	Student demonstrates harmful dispositions related to the competency.
2	Unacceptable	Student demonstrates limited or no evidence of the appropriate dispositions related to the competency.
3	Developing toward Competency	Student demonstrates inconsistent evidence of the appropriate dispositions related to the competency.
4	Demonstrates Competency	Student demonstrates consistent and proficient evidence of the appropriate dispositions related to the competency.
5	Demonstrates Advanced Competency	Student demonstrates an advanced mastery of the appropriate dispositions related to the competency.

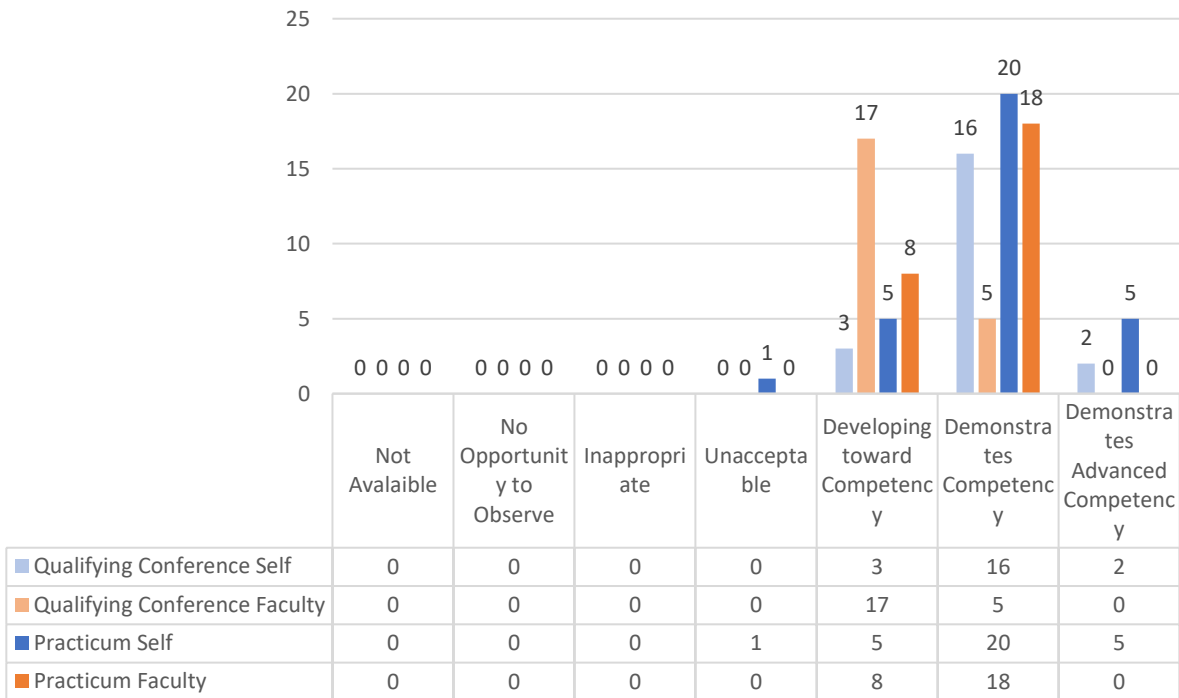
Qualifying Conference (21 Self-Evaluations and 22 Faculty Evaluations)

Practicum (31 Student Self-Evaluations and 26 Faculty Evaluations)

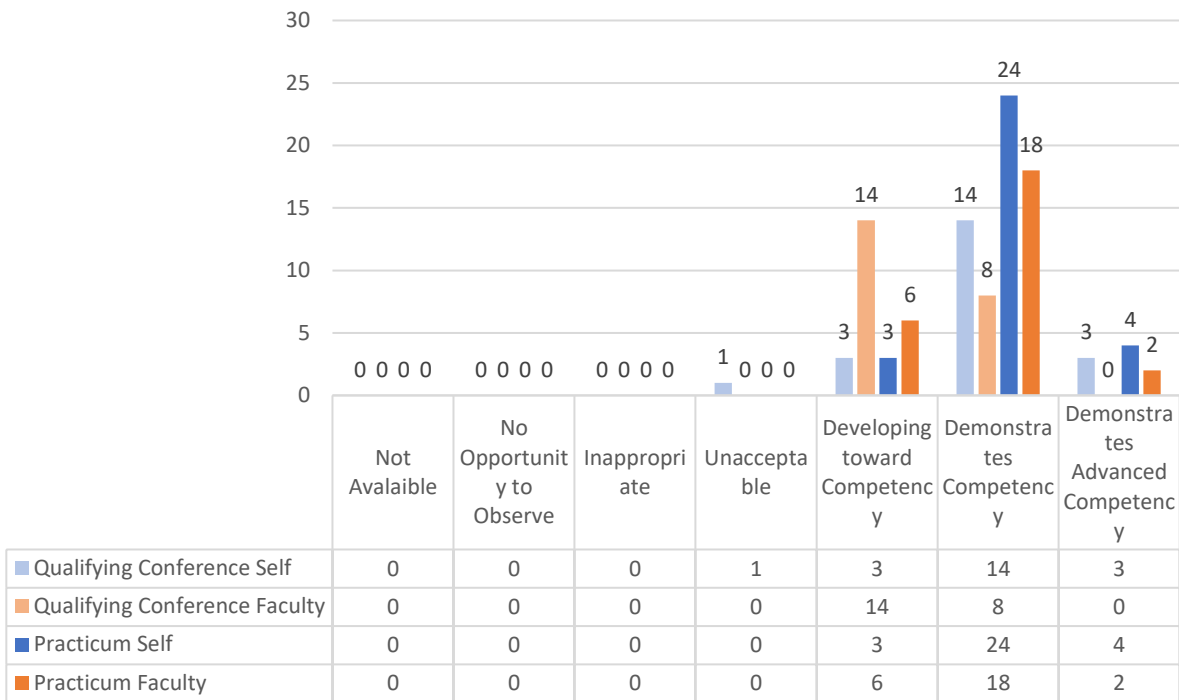
Student demonstrates insight and awareness of self through active pursuit of overall wellness and consistency of self-care.



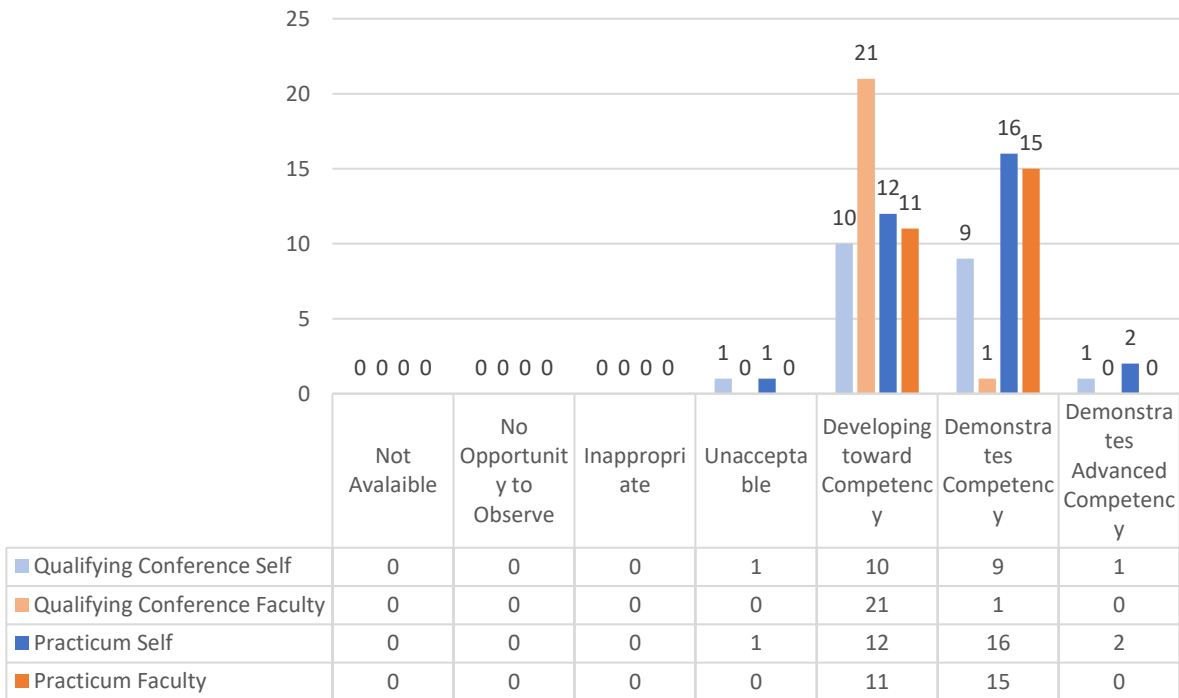
Student embodies the Benedictine values of the University of Mary through their actions and attitude.



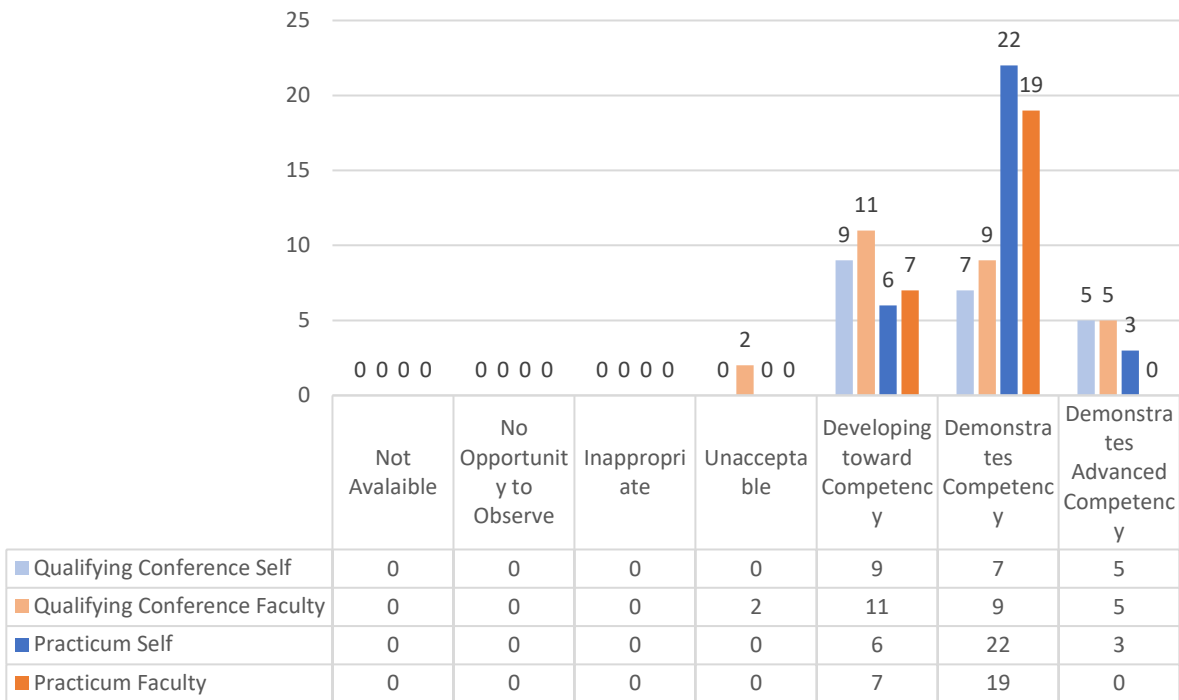
### Student demonstrates appropriate interpersonal behaviors with peers and faculty.



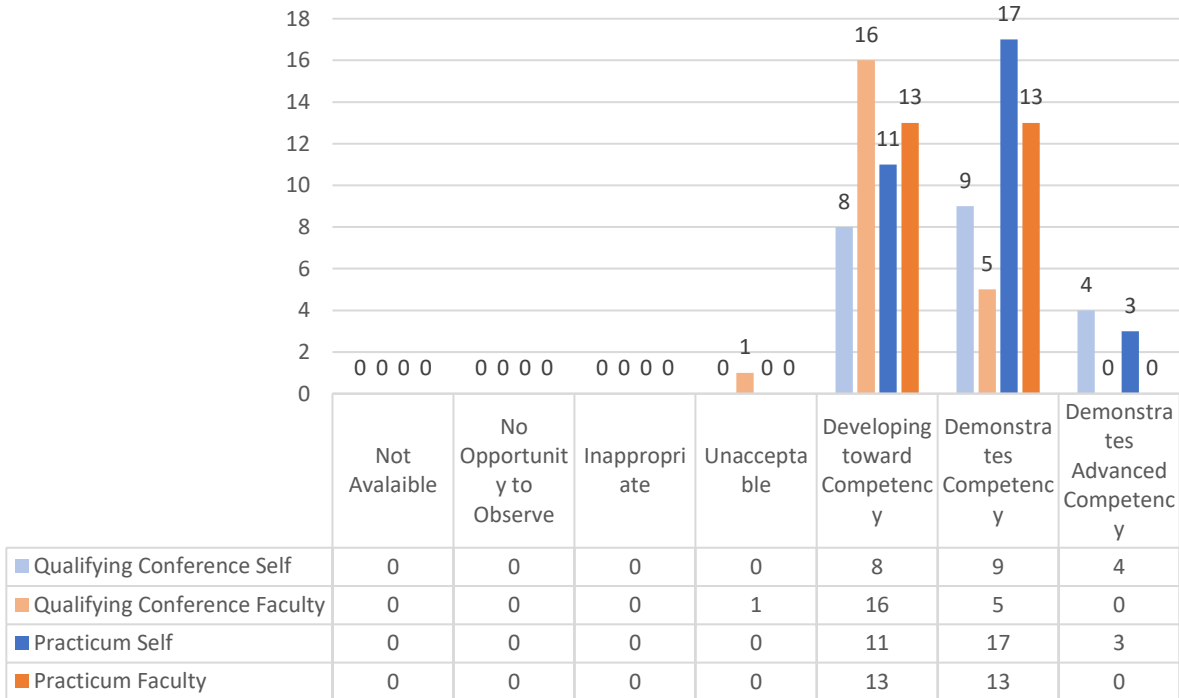
### Student fully immerse themselves in opportunities for personal and professional growth.



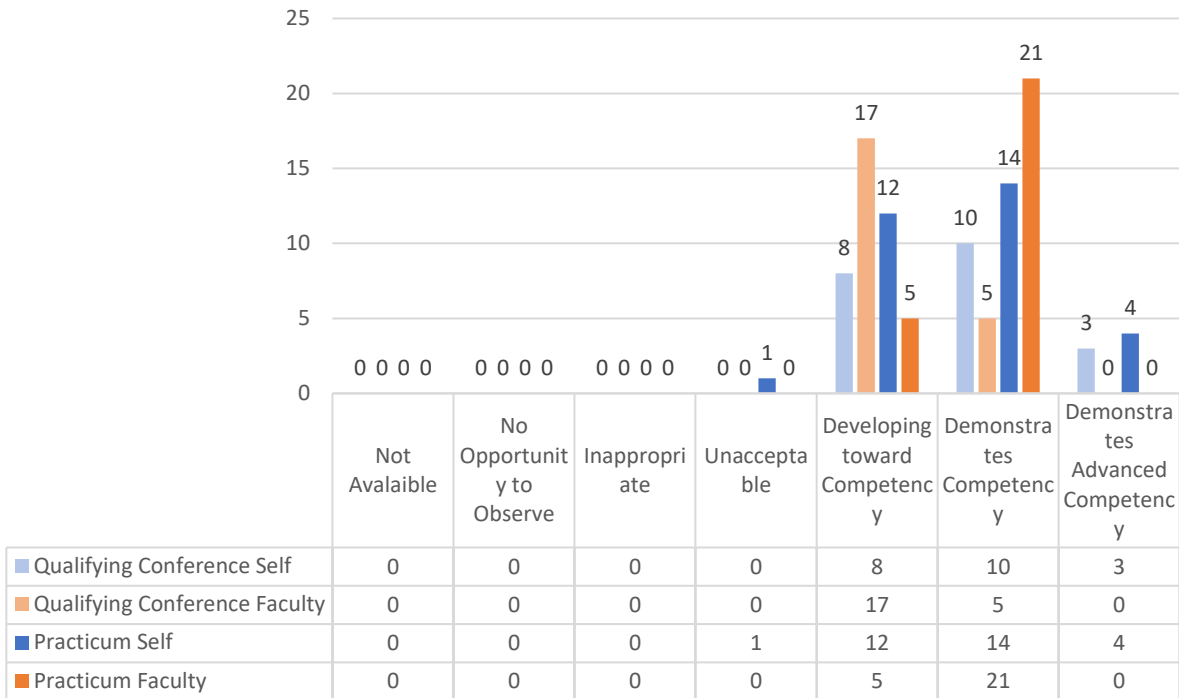
### Student presents self in a professional manner through respectful and articulate communication.



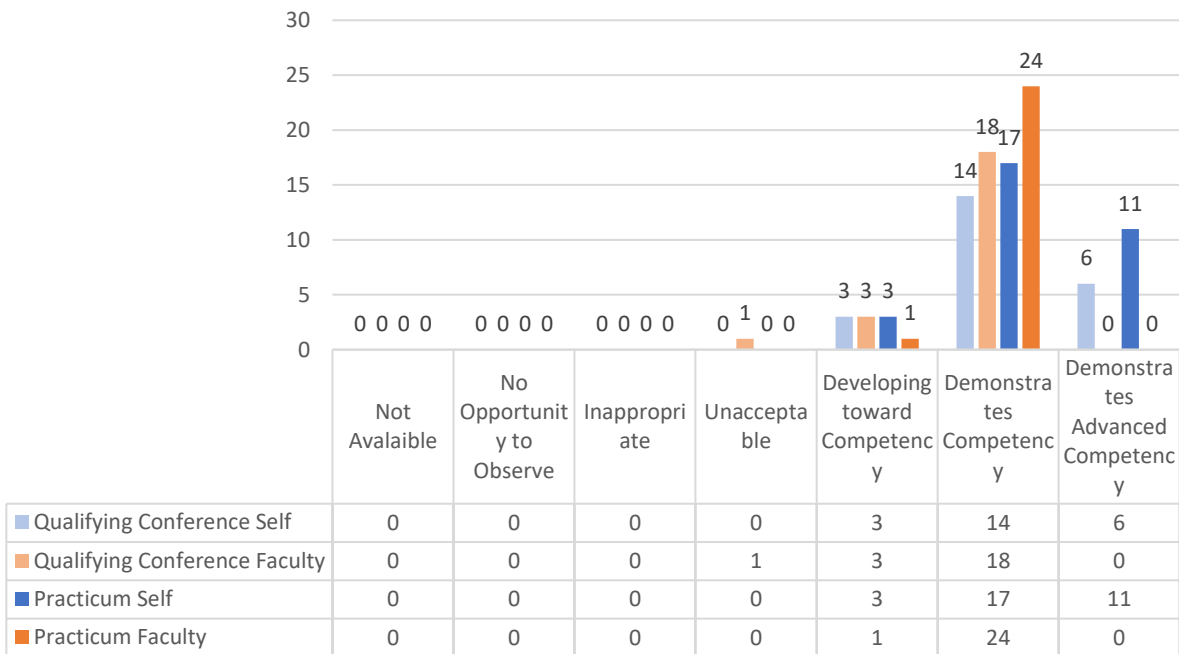
### Student takes ownership for the learning experience through demonstration of a growth mindset when faced with adversity.



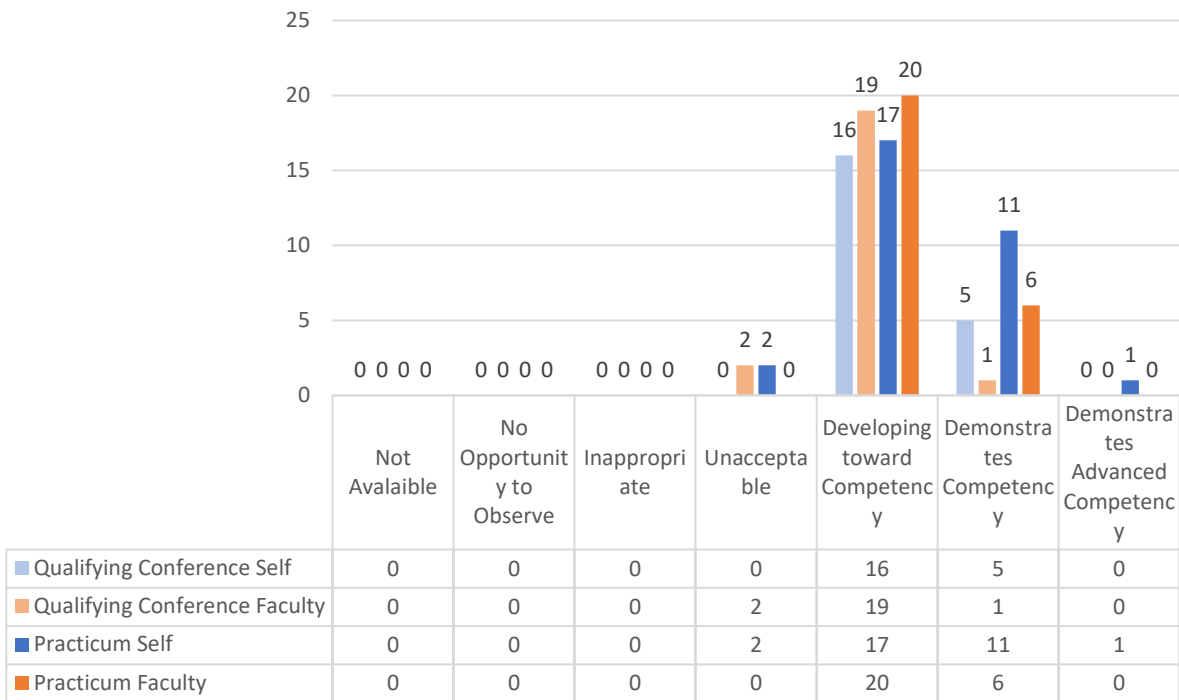
### Student seeks and integrates feedback from peers, faculty, and supervisors while providing appropriate feedback to others.



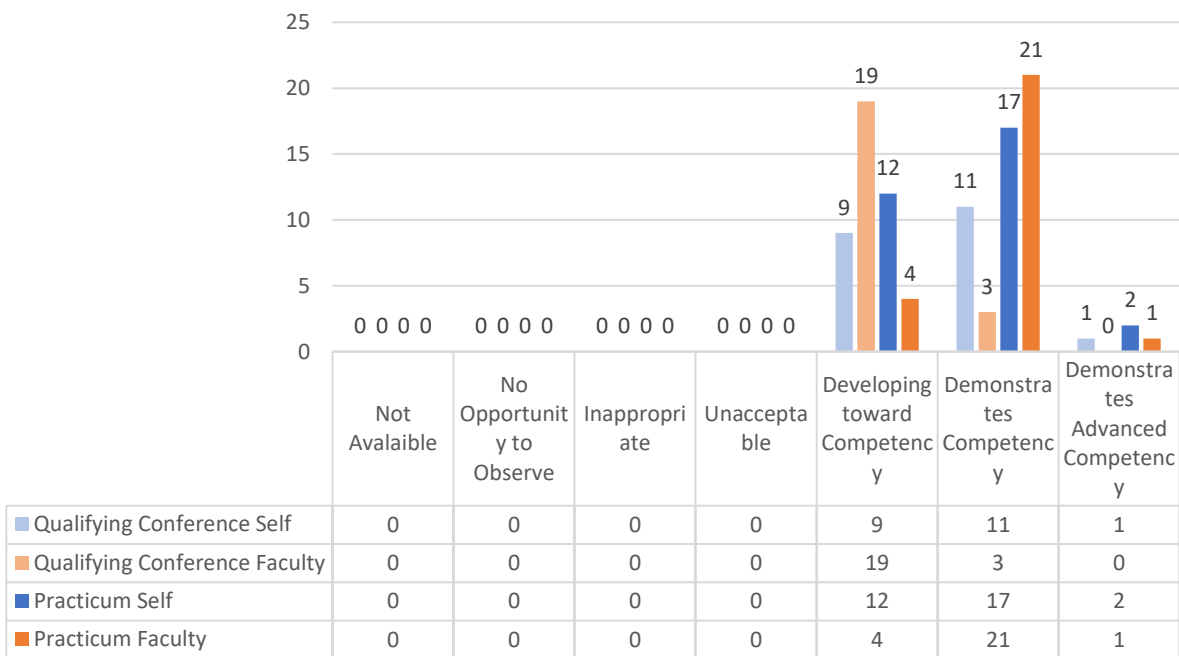
### Student demonstrates integrity by following the University of Mary Honor Code, Codes of Ethics, and policies and procedures of the University of Mary.



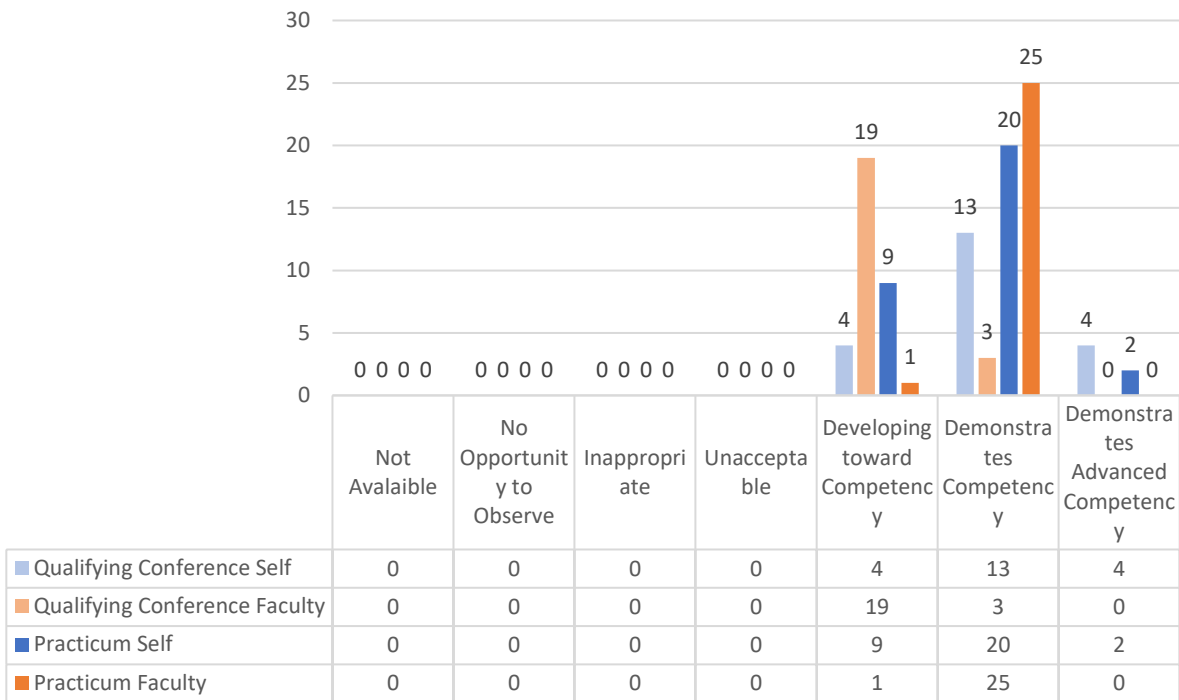
### Student demonstrates appropriate levels of confidence and self-acceptance.



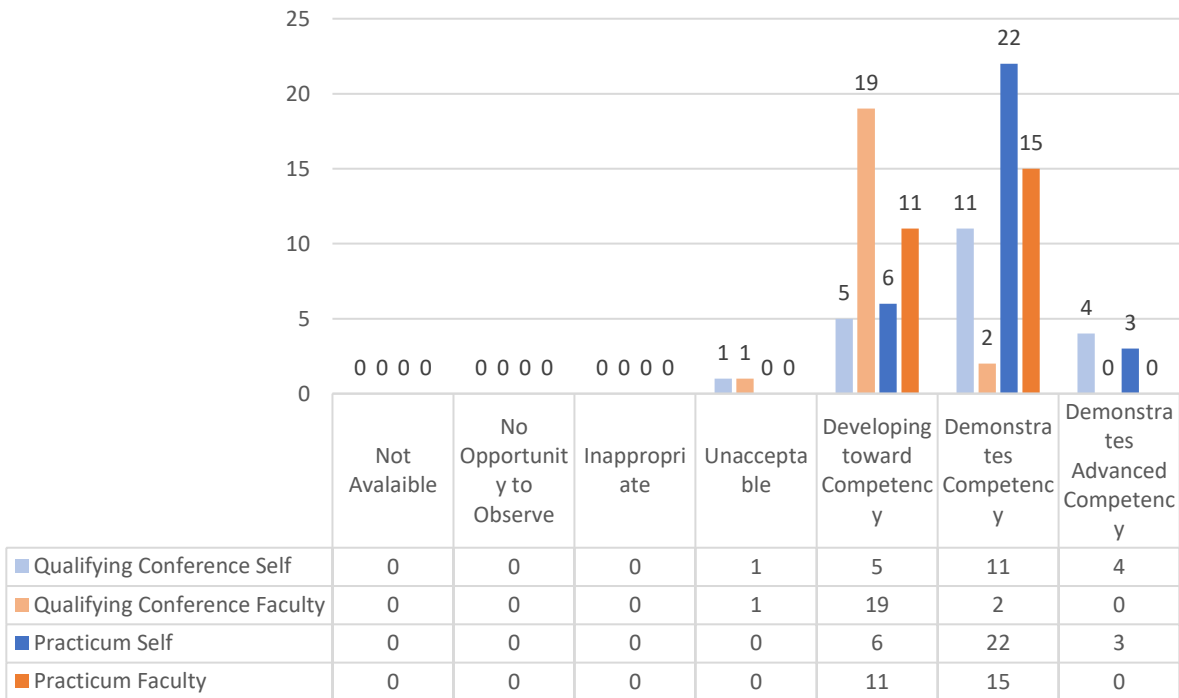
### Student demonstrates an awareness of their own belief systems, values, needs & limitations and the effect of "self" on their work with clients/students, peers, or supervisors.



### Student acknowledges and respects social and cultural differences.

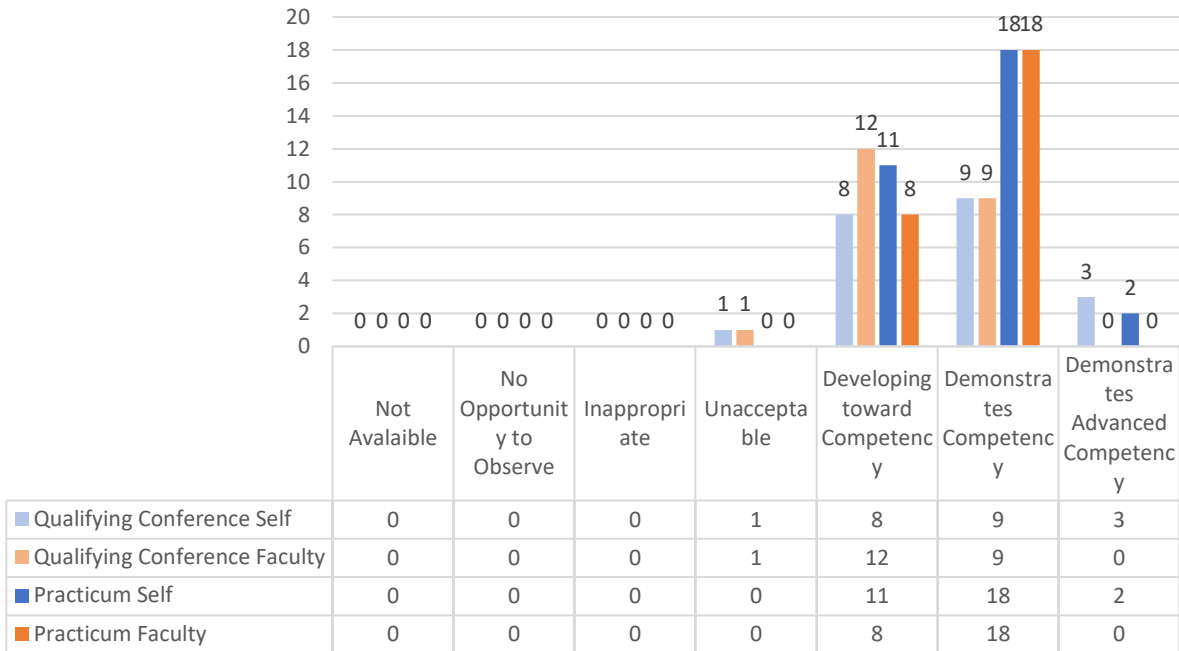


### Student demonstrates flexibility and adaptability to changing circumstances, unexpected events, and new situations.

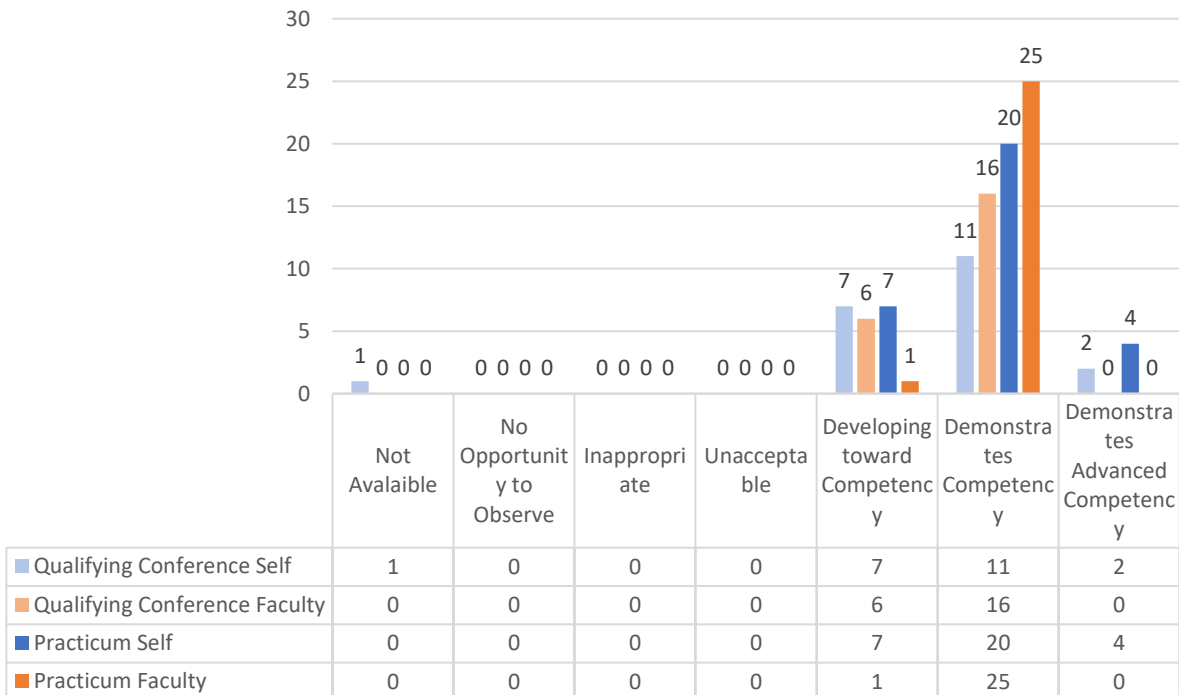




Student prepares thoroughly and consistently for coursework and meets all deadlines and appointments in a punctual and timely manner.



Student demonstrates knowledge of technology and appropriately uses digital platforms.



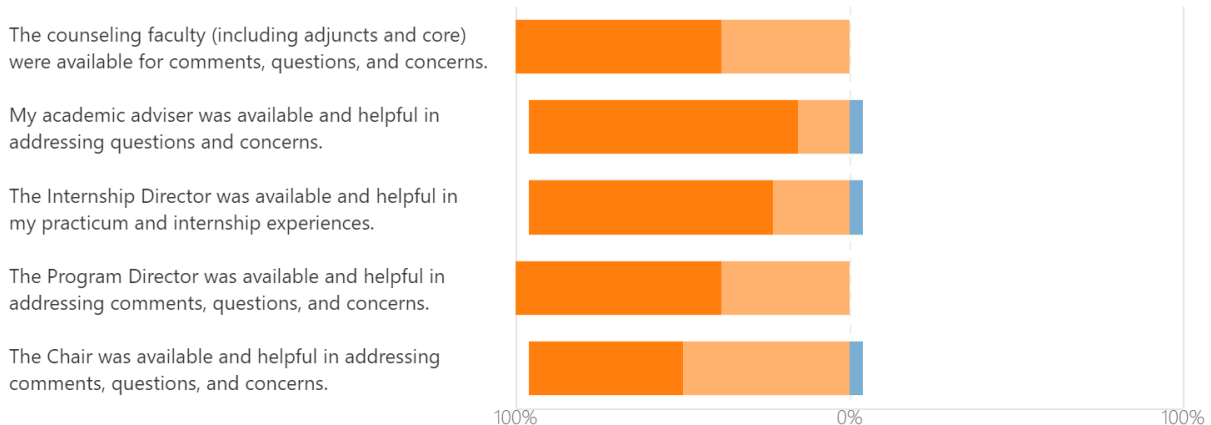
They are growing at the expected rate. We see the students moving towards Demonstrates Competency. The students are taking a critical look at their own development while evaluating where they want to grow and being realistic about where they are in the process. We do not see any major concerns that were not addressed during the Qualifying Conference or Practicum timeframe. Issues identified within the Qualifying Conference (Unacceptable) have moved toward higher ratings at the Practicum level. We acknowledge the challenges students experienced during the COVID-19 pandemic and their ability to show flexibility and self-care during the difficult times.

## Program Evaluation for Students enrolled in HUM 799 Spring 2020

26 total responses

- When did you begin your program at the University of Mary?
  - o Fall 2017 – 2
  - o Fall 2018 – 24
- When do you plan on having your degree conferred?
  - o Spring 2020 – 18
  - o Summer 2020 – 4
  - o Fall 2020 – 2
  - o Other – 2
- Concentrations (can be multiple for each student)
  - o Addiction Counseling – 6
  - o Clinical Mental Health Counseling – 21
  - o School Counseling – 6
- Do you plan to practice in the state of North Dakota?
  - o Yes – 24
  - o No – 2
  - o Comments:
    - Maybe back home
    - Pennsylvania
    - Potentially Minnesota
    - Possibly Minnesota and eventually Idaho
    - I would like to practice in either North Dakota or Minnesota

Strongly agree   Agree   Disagree   Strongly disagree



- o Comments:
  - They were always available and knowledgeable when facilitating questions.

- I had a hard time finding an internship and those in the cohort below me were being placed prior to me. I had to stay into the Summer of 2020 in order to get hours and had to find my OWN internship when others were placed. I also had difficulty with a few staff and felt as though they were not professional or respectful-one blatantly lied on my evaluation which is completely inappropriate
  - They have been so incredibly supportive especially during my personal losses.
  - The faculty was supportive throughout the program on personal matters and school matters.
  - Advisors made suggestions regarding what we should do then changed their minds, did not seem fully educated on what our options were. At times were dismissive regarding my concerns and frustrations, which seemed opposite of what I expected in a program run on the Benedictine values and a counseling program.
  - I am very pleased with the support provided by the U of Mary faculty and staff
  - My overall experience was great and I would like to add having more instructors with an addiction degree would be beneficial
  - I have nothing but good things to say about all advisors, professors, and faculty.
  - Everyone was very helpful in accommodating each individual student and their needs for the program.
  - I really enjoyed the location and the convenience of the Butler Center.
  - While this is a graduate school program, there needs to be some heart in the program again. Too often we were told that we needed to come to class when the weather was bad, or we were sick, only to have a professor cancel for the same reasons.
  - Such wonderful people!
  - The staff continues to be improving as my time has gone on in the program. [Faculty] seem to continue to make adjustments in their styles which is good. Both of them make very opinionated comments and are not always sensitive to their audience. [Instructor] was not a good instructor and taught me nothing about family counseling.
  - Faculty were good. Some adjuncts were unprepared to teach, one was rather rude.
  - What a stellar group of gifted individuals. I will carry so much of what they have taught us with me into the field!
  - Overall I had a wonderful experience at the University of Mary. The faculty went above and beyond my expectations. [Faculty] was especially key in making sure the Fargo program ran successfully. I had an amazing journey and learned so much.
- Would you recommend this program to others?

- Yes – 23
- No – 3
- Comments
  - It is a rigorous course but it provides you with the knowledge you need to succeed
  - I don't think this program is fair or rewarding. I love [Faculty] and all she does, but the rest are bias and unprofessional
  - Supportive staff, incredible program, and fast tracked to allow for successful completion sooner.
  - Overall, it's a great program; however, with it shifting to blended or online I don't believe that the students will get the best opportunities.
  - This was a fast track program and was touted to be accessible to people who were working full time yet the expectation was expressed to me that I should take time off from work to complete the coursework. As an adult in the workforce this is not acceptable to most employers unless you are already in that field and enhancing your employment.
  - Wonderful Professors, Welcoming and inclusive, flexible and dedicated staff.
  - I thought that the program was ran well and the changes in place will help improve the program.
  - I would tell others that it would be in their best interest to do a counseling degree onsite versus online.
  - All of my recommendations have been addressed in each classes survey.
  - It is definitely fast paced. If you are willing to put in the work and buckle down its worth it.
  - The program has a lot of potential and the in-class engagement helped broaden my knowledge base exponentially.
  - I would recommend that it is a great program and that all the faculty are super helpful.
  - I am concerned about only online classes. I have worked with counselors who obtained their degrees only online with an internship and they lacked a significant amount of skills. I feel in class is still most beneficial to the counseling profession. I do think one class every five weeks is an incredibly large amount of information to try and retain.
  - I am unsure. I don't agree with the online format. Arbitrary discussion posts and forced responses are so dull.
  - University of Mary provides an amazing learning and spiritual environment! I would highly recommend the University of Mary. I am thrilled with education and can not wait to put my skills to use.
- Classes I most enjoyed and learned from (include reasoning)
  - I really enjoyed the DSM class as we were able to diagnose and participate in role plays. I also, enjoyed culture as the quest speakers provided real life information and we were able to explore the depth of culture.

- Most of them.
- The class I enjoyed and learned from the most was probably counseling theories. It was so interesting to look at all the theoretical orientations and explore the techniques and viewpoint of each one.
- Child and Adolescent and Family Therapy
- I enjoyed Cultural Diversity because [Instructor] brought real-life discussions. I was able to relate more to what was being taught and expand my street senses.
- Methods - I enjoyed learning and practicing the techniques, Culture - reminded me that while I believe that I am open minded I still have microaggressions that I need to be aware of and limit or eliminate from my actions.
- My favorite was group counseling
- Psychopharmacology and group counseling. The instructors were great and those two classes were very interesting to me.
- Skills labs were beneficial in terms of practicing my counseling skills face to face. I learned a lot in assessments as I had not given out many in my time nor did I know how to interpret data. I learned a great deal in Social and Cultural Counseling in terms of Counseling diverse individuals.
- The school counseling courses in the summer were probably my favorite courses because of how relevant they were to what I have seen in my practicum and internship experiences. I also liked group counseling, cultural counseling, and life span development because those have always been topics of interest to me.
- I enjoyed a bunch of them. No favorite.
- The classes I enjoyed the most was our cultural class because there were fun learning activities incorporated into the syllabus and the information was interesting.
- I really enjoyed our culture class. It was the most informative and made us think outside the box.
- DSM-5 class and Culture. I was able to understand how to use and diagnosis with the DSM along with being able to use case studies for real life examples. Culture helped me open my horizons and understand more about myself and what some of my clients may see in their worldview that is different from mine.
- Skills Labs. Learning how to do the work in the actual field. Group, I was not a big fan of the idea of group therapy until this class I was more open to it.
- School counselor classes--my concentration
- They were all beneficial. I enjoyed the different styles and techniques taught in class, not just the same redundant power points.
- Career, [Instructor] was great. I also liked groups and theories, just liked the topics.
- I loved our group counseling class - there was a lot of hands on learning and things we were able to take away and use in our internship and beyond! Growth and development for personal reasons - it really REALLY helped me to look back over the course of my life and process a lot of the things that have happened. other than that, I really enjoyed all of our classes except the two listed below.

- I enjoyed all of my classes. Even Research---I enjoyed Child & Adolescent counseling the most b/c that is the area I want to work in-or with those individuals.
- Diagnostic class, crisis class, Group Counseling
- I enjoyed Group Counseling because I really liked the in-class experience of leading a group and being able to watch others lead a group. I also really enjoyed career counseling. My favorite part about career counseling was doing the personality assessments, but I also believe that career is such an important aspect of many people's lives and career counseling, in my opinion, is a very underrated area of counseling.
- Classes I least enjoyed and did not learn as much from include (including reasoning and ways to improve in future)
  - I felt like I struggled with the flip classroom (Research and Assessment). I understand it is difficult for assessments because class time is needed for the assessments but it makes it difficult for me to learn just by reading and then taking a quiz.
  - I struggled with research methods and techniques because I personally am not very good at math and have a hard time thinking in a research focused manner. I do not have any feedback for improvement.
  - Research and Methods
  - I did not enjoy Family Counseling as it seemed to be an add-on to theories. I don't think that I learned very much and assignments were graded on things that weren't on the syllabus so it made it difficult to have a good score on assignments.
  - Theories – [Instructor] is very intelligent but he appeared bored with the material and read from the slides, he did a fantastic job on the night he was reviewed and it would have been nice if he always had that energy. I understand now that everyone has multiple hats and may not be at the top of their game because of being over committed to things.
  - Assessments
  - Theories, instructor did not teach well and we got out of class early most nights.
  - I did not enjoy research methods, I found it hard to follow, confusing, and was not confident in my abilities by the end of the course.
  - Counseling theories was a good course but very in-depth with the short period of time, I felt like I did not get enough from that course.
  - Research and Assessment
  - Assessment Techniques. Ways to improve in the future would be to not make this class during our internship and cut down on the excess quiz questions or at least make them worth more points.
  - I do not know if research was necessary, especially for school counselors. Maybe tailor it to the concentrations.
  - Theories. I still do not understand a lot about the theories and the techniques that I learned from that class.

- Research and Stats. The adjunct seemed almost as though she was just thrown into it and was unsure of what needed to be taught or how to go about teaching it.
- Human growth and development, assessments--professor didn't click with us
- I do think there should be a different track for people who have been doing counseling for years. I have been in counseling for a long time and a good portion of what I sat through in class I already knew. I still learned a lot, but I wish there was more credit given to those who know counseling.
- Lifespan and Assessments. The sheer volume of assignments was pathetic. I learned very little as I was just trying to get everything done. QUALITY NOT QUANTITY!
- I didn't really enjoy the prevention class, the instructor was very hard to follow and not very organized. The other one was the research class and that was only because I dislike doing research.
- Assessments was intense. I believe if this course was spread out longer than 5 weeks it would be beneficial.
- Research and Program Evaluation was the most challenging course I took in the program. I think finding ways to make it more interactive would make it a lot easier to learn!
- Please list three strengths of the program
  - Great professors, provides you with the information to excel, and great environment to learn.
  - Evening classes. [Faculty]. The cohort bond
  - Faculty, Canvas, Coursework, Accelerated Program
  - Supportive, knowledgeable, Benedictine
  - Support towards students, opportunities to grow within the program as a student, and guidance.
  - Strong support staff, helpful with staying on track to graduate, helped with obtaining strong counseling skills.
  - Professors that are currently working in the field who can bring insight and experiences to the classroom to enhance our learning. Classes are offered in the evening at the Butler Center which allows for easier access. New online courses, I wish these would have been offered sooner, but I love the connection my cohort has with each other.
  - Faculty, professionalism, friendliness
  - In room class room was very beneficial, advisor was a great help, and the support from the instructors was exceptional.
  - Encouraging and passionate staff, flexible and diverse, compassion and inclusiveness.
  - Communication of what is happening with program changes, good course flow from one to the other, preparing us for the CPCE and other tests (Praxis School Counseling).
  - Convenience, Flexibility, staff knowledge pertaining to the counseling profession.
  - availability, being in person, discussion



- Helpful and knowledgeable instructors, quick and efficient, and classes were relevant to profession
- [Faculty], flexibility, and support
- Fast-paced, good professors, and I liked learning in person.
- Professors, guest speakers, and in class engagement.
- Faculty, Benedictine Values, the willingness to explore new possibilities to help teach students.
- Focused, accelerated, doable
- The program is thorough and identifies all areas of counseling. The program is accelerated and you are able to obtain a degree in a short amount of time. Most of the instructors provide relevant information to counseling.
- 20 months, cohort style built relationships, academic rigor of some courses.
- The first strength I would like to list are the values the school and curriculum is based on - LOVE the Benedictine values! The second strength would be the passionate and supportive faculty and instructors! I never felt like just another number! The last strength is the cohort model - It is so unfortunate that the classes are going to online now, I don't think the future cohorts will be as close.
- The ways the classes are laid out is perfect. The professors/instructors have all been amazing. I appreciate the content of the material and I learned so much from each course.
- Helpful, knowledgeable instructors, good learning environment.
- Flexible, Student-centered, Supportive
- community, practical education, several good instructors/leaders
- Please list three areas for improvement of the program
  - Some courses are a little more rigorous than others (homework heavy), having all concentrations over zoom in the summer or switching it so each concentration takes a turn over zoom, I would consider adding a elective course option maybe making this gender, sexuality, trauma, just some of those issues that are becoming more prevalent in our profession.
  - Making this practical for those who work full time and have families. You want us to do self care but we are punished if we do.
  - Not sure, it's expensive
  - Balance, use of class time, more guidance for cultural events
  - Extended courses verses 5 weeks. Have a better connection with other cohorts, and provide more opportunities for Fargo students to be involved in the program.
  - Helping achieve self-care, bringing cohorts together (1st & 2nd years), being more family friendly.
  - Advisors attitudes at times were flippant regarding student concerns, which seems to go against the benedictine values of Mary.
  - fix pop machine, put water fountain closer, haha (U of Mary provided a wonderful experience for us students)

- I did not care for the online classes over the summer. More classes on addiction and also suicide would be very beneficial. I would also like to add maybe a prep class for the CPCE rather than Counseling Skills Lab 2 class.
- Computer lab computers and printers on the Fargo Campus, less self disclosure as required assignments as they can be triggering, and less strict on required attendance/makeup work.
- Let us know more of what is happening or in progress (ex. CACREP, new cohorts, etc.), getting us out in the community more or real life examples of counseling (ex. cultural class do something outside of class in a different culture), and helping us with our cultural events.
- Not as family friendly for those who work full-time and have kids, possible social work program for future consideration.
- I have sometimes felt not comfortable to express religious views which is frustrating in a counseling program where we are suppose to be open to all cultures and different view points
- Lack of clarity on licensing and exams, difficult and excessive workload during internship, getting all professors on board with how to teach the classes
- Consistency
- Sometimes the professors need to have heart. Make sure there is consistency. And don't lecture, do the flipped classroom.
- Zoom classes, internship sites, and more addiction speakers.
- More focus on CPCE related areas, there were things on the CPCE that we had not learned about at all. Maybe some more focus on trauma.
- Change the program so licensing can be an LPC right out of college. Reduce the costs and provide more scholarship opportunities. Make sure the instructors teaching the class provide a learning opportunity beneficial to the course work.
- Books... the books are terrible or in some cases unused, I don't need a book to learn. Trim the reading to the core material many books were unnecessarily verbose and lacked value. Also, I would like to have greater alignment between the consortium and University. A little more alignment there would be helpful.
- Go back to in person classes! I know it's easier said. I honestly cannot think of any areas I would like to see improvements.
- Longer times for classes, but because I am an older than average student I appreciate I was able to get done in 20 months!
- it is extremely expensive, some of the adjuncts were not ideal
- Smaller group supervision class size and I don't have any other improvements
- course load re-evaluation; not have internship stack onto heavy loaded classes; more resources for what's available in the community for mental health services
- Additional comments about your experience in the Counseling program
  - I really enjoyed having the opportunity to be in class and learn more hands on. I appreciate how flexible they were when life happens and there are times I had to miss class and they accommodated that.

- During the program I was met with some of the most challenging moments of my life (two miscarriages, working full time while doing internship, etc.) and the program offered me support, encouragement, and truly gave me the education and experience to continue pursuing my passions and learning to balance and take care of myself.
- It was tough and at some points I didn't think that I was going to make it, but the staff really helped pull me along.
- This was my first fast track educational experience, I am not sure if fast track is supposed to have all the homework that a 15 week course has or if the homework should be more intentional to enhance learning. I felt there was excessive homework requirements by [Faculty] that were just space fillers and instead of enhancing my education, the excessive homework took away from the learning process.
- I enjoyed my experience and feel like I made long lasting friendships and have grown as a professional and individual.
- Overall, I enjoyed my experience in this program.
- I enjoyed my time and experience at U of Mary graduate in counseling course. I feel that I did learn a lot.
- Overall, I enjoyed my experience with the Umary Counseling Program.
- It is a difficult program.
- It was an all around wonderful program with helpful faculty and great students.
- Please let us have a graduation ceremony.
- Overall it was good. I wish there was more exposure to 'real clinical work.' In areas like documentation in a real clinical practice I feel lost. We learned APA but not the reality of clinical practice. Internship caught me off guard.
- I just want to thank those who had a say in whether I was approved for the program! It was one of the best experiences in my life so far!
- Overall, I can't believe I will be graduating very soon! This experience was awesome. I worked hard and showed up and it paid off. Thank you!!!
- Overall I enjoyed the classes and the instructors (the only one I did not care for I spoke to [Advisor] and voiced my concerned)
- I loved having the experience of going through this program.
- Did you utilize Student Services (CHI Counseling, Tutoring, SmartThinking online tutoring, etc.)?
  - Yes – 7
  - No – 19
- Did you work during your program? (Please average your semesters)
  - No – 2
  - Yes – Full-Time – 11
  - Yes – Part-Time – 13
- How did you pay for your program?
  - Federal Financial Aid – 19
  - Self Pay (including by relatives) – 2

- Payed for by Employer – 5
- How would you describe your family dynamics? (can be multiple for each student)
  - Single – 5
  - Significant other – 18
  - Children – 11

We appreciate the time the students spent on the program evaluation outlining the strengths and areas for growth of the program. We are excited about changes to the program related to the lengthening of the courses. As faculty in the program, we appreciate the identification of the time and energy we put into the students and the program. We have adjusted the attendance policy for students to better meet students' physical and mental health needs. As a faculty, we are dedicated to taking feedback, not just in this program evaluation, and making appropriate changes. We see that Research is a course that comes up with the courses that are needing growth. Starting at the beginning of the course, a focus on the need for the course and a development of knowledge has been made already. Assessment techniques was also identified as an area of growth. We will review the course to remove some of the personal sharing that was previously required within the course. As a faculty, we want the program to be family friendly but also identify the need for treating the classroom (either in person or via Zoom) as an educational environment. We hope the guidelines and policies in place allow for students to develop professional qualities to be able to balance family and work life requirements. As a program, we will be consolidating the advisor responsibilities to one faculty member. We hope that this transition will allow for greater understanding of faculty roles in the program for the students.

We see the worries and fears about the changes to the program by the students that graduated from the previous format. We hope to survey students currently in the program about their experiences to share with Alumni about the new format of learning.

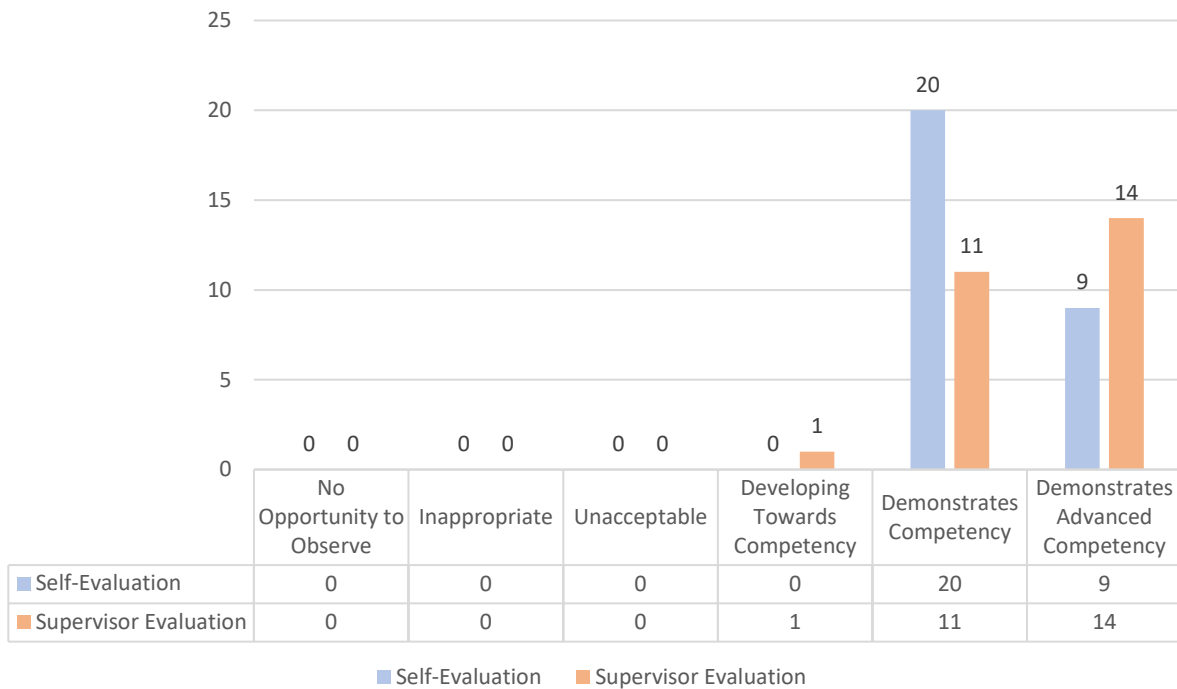
## Counseling Practicum Evaluation for Students enrolled in COU 590 Spring 2020

29 Self-Evaluations and 26 Supervisor Evaluations

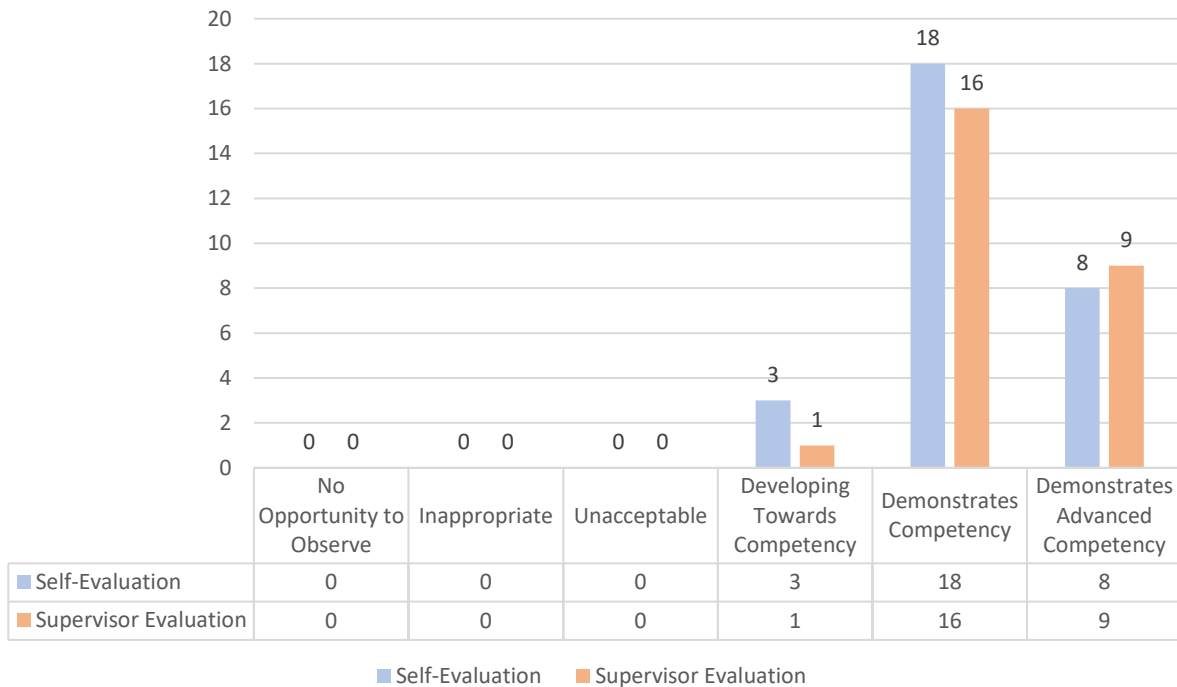
Rating Scale:

Rating	Title	Description
0	No Opportunity to Observe	The site supervisor is unable to assess due to not observing the competency by the student.
1	Inappropriate	Practicum student demonstrates harmful skills, knowledge, or dispositions related to the competency.
2	Unacceptable	Practicum student demonstrates limited or no evidence of the appropriate skills, knowledge, or dispositions related to the competency.
3	Developing toward Competency (Benchmark)	Practicum student demonstrates inconsistent evidence of the appropriate skills, knowledge, or dispositions related to the competency.
4	Demonstrates Competency	Practicum student demonstrates consistent and proficient evidence of the appropriate skills, knowledge, or dispositions related to the competency.
5	Demonstrates Advanced Competency	Practicum student demonstrates an advanced mastery of the appropriate skills, knowledge, or dispositions related to the competency.

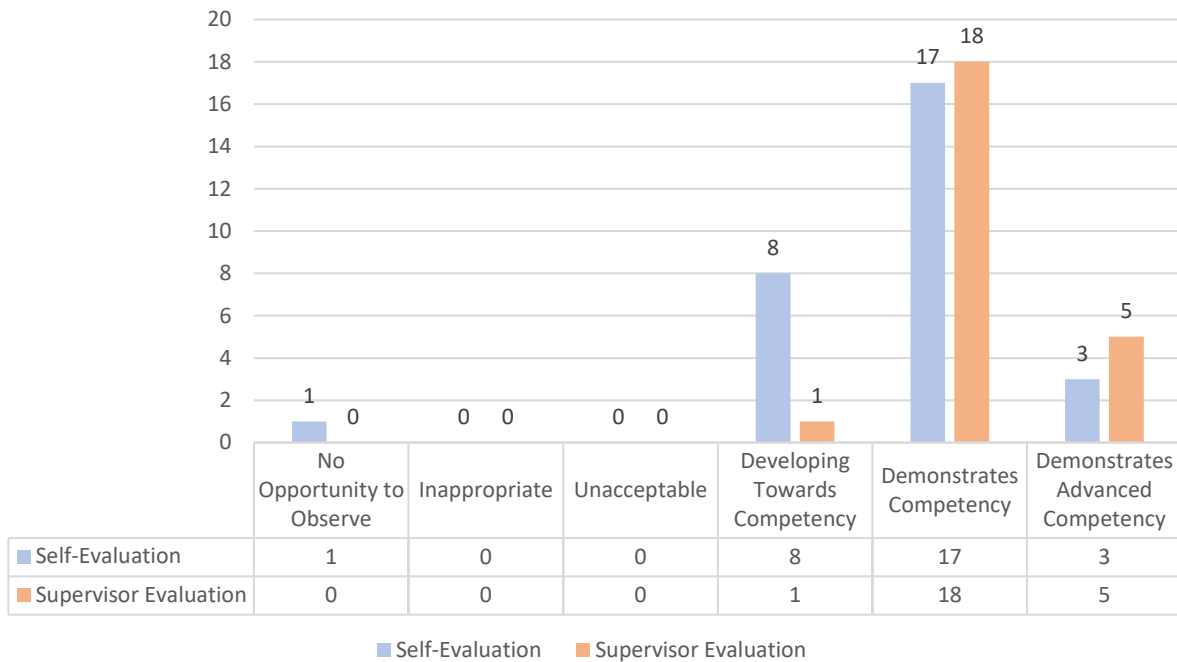
Practicum student presents self in a professional manner through appropriate communication and respect of persons.



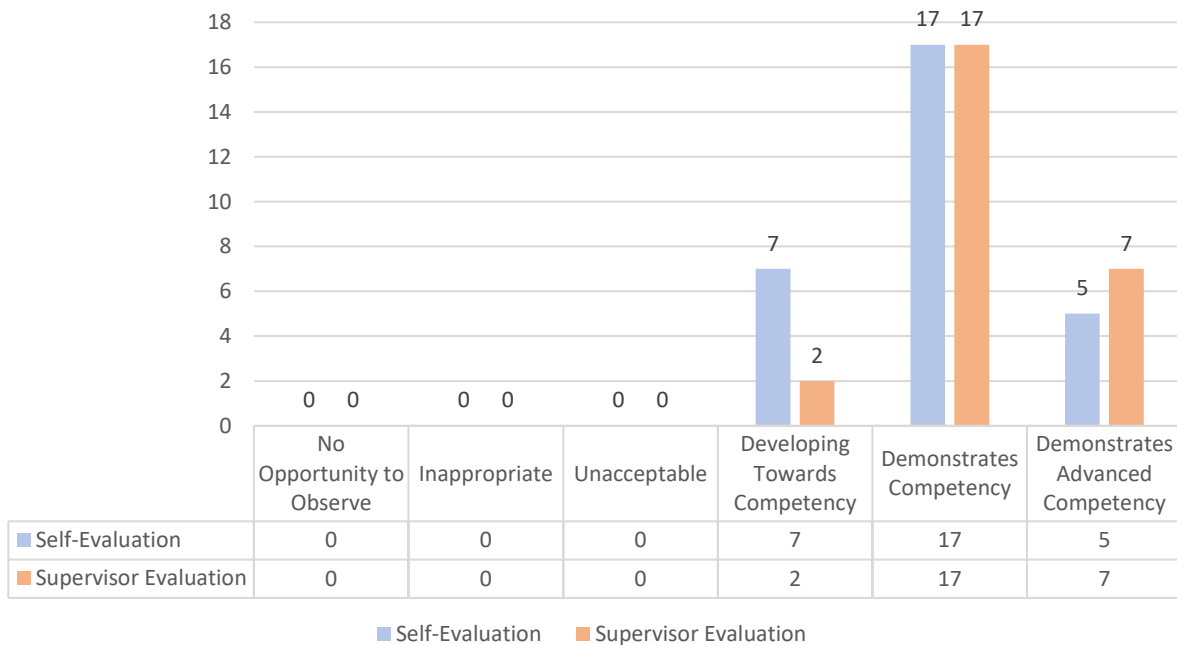
Practicum student practices ethically and legally while following specific placement policies.



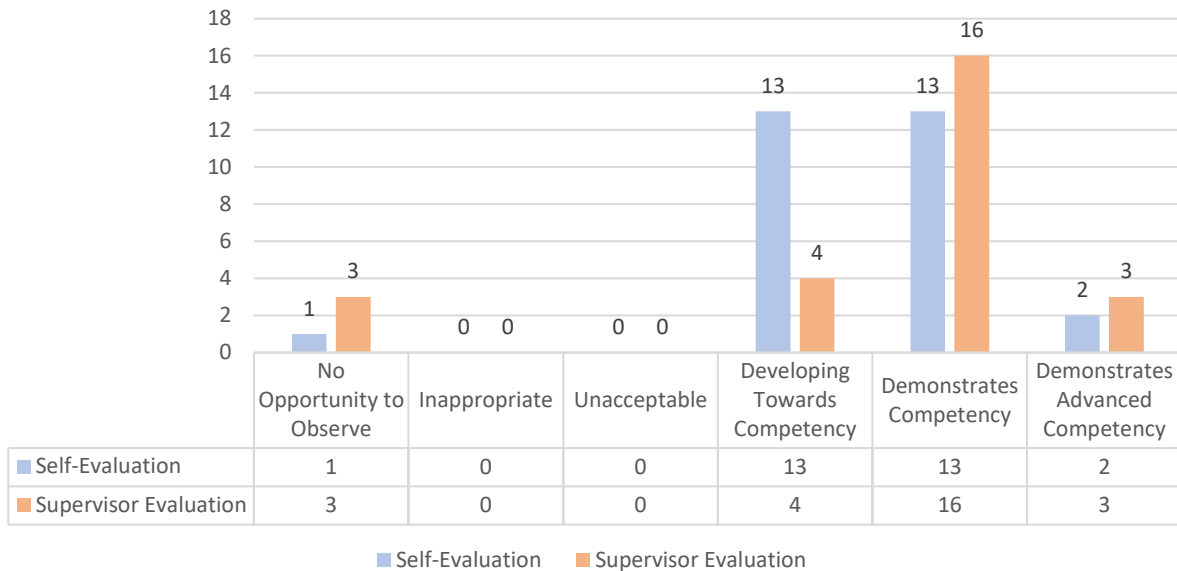
### Practicum student models appropriate counselor roles and responsibilities.



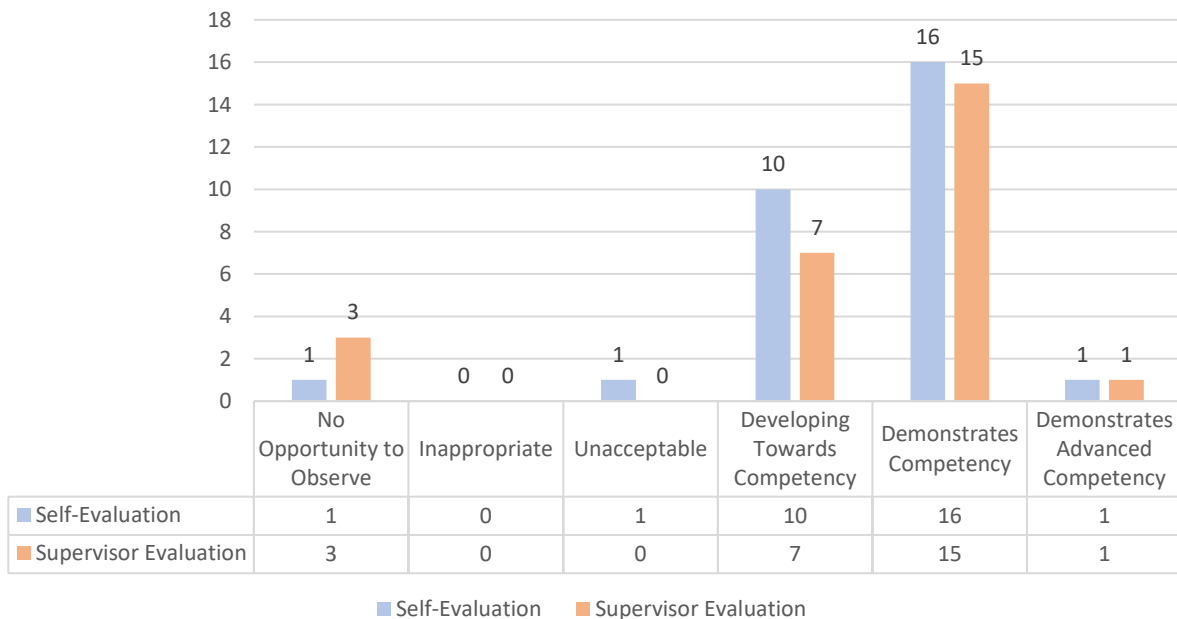
### Practicum student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.



Practicum student employs basic counseling skills (paraphrasing, reflecting feeling & meaning, pacing challenging, use of silence, etc.) in the development of appropriate relationships with clients/students, peers, and supervisor(s).

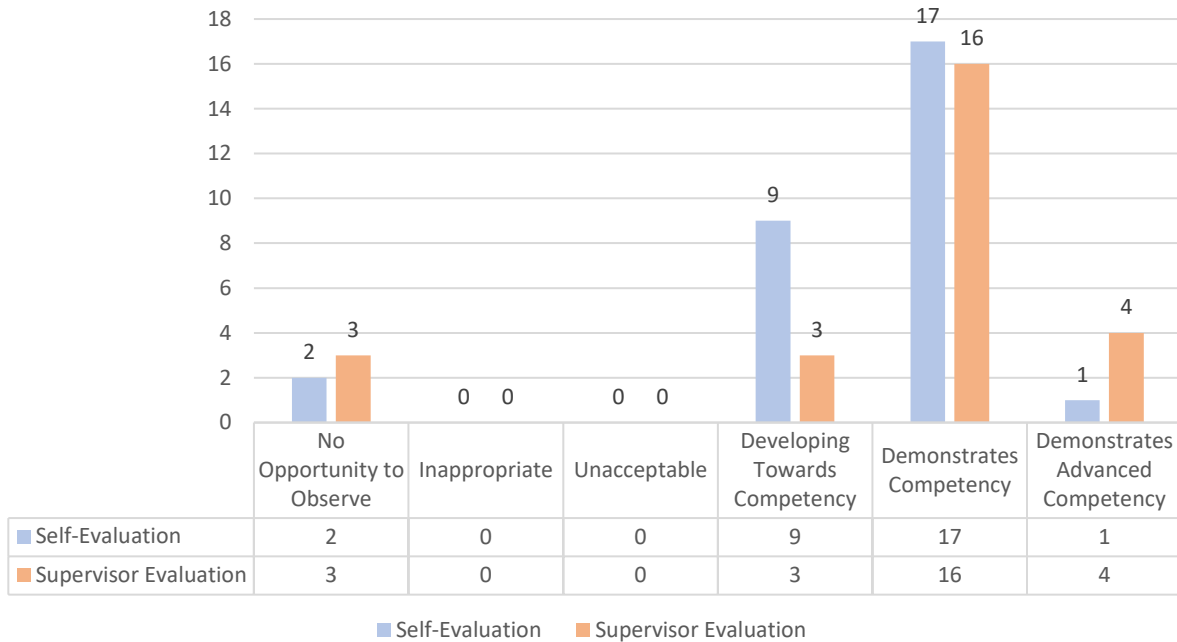


Practicum student makes sense of client material to generate and articulate a plan for addressing client concerns based on sound counseling principles, which is consistent with the client's worldview and the counselor's theoretical orientation.

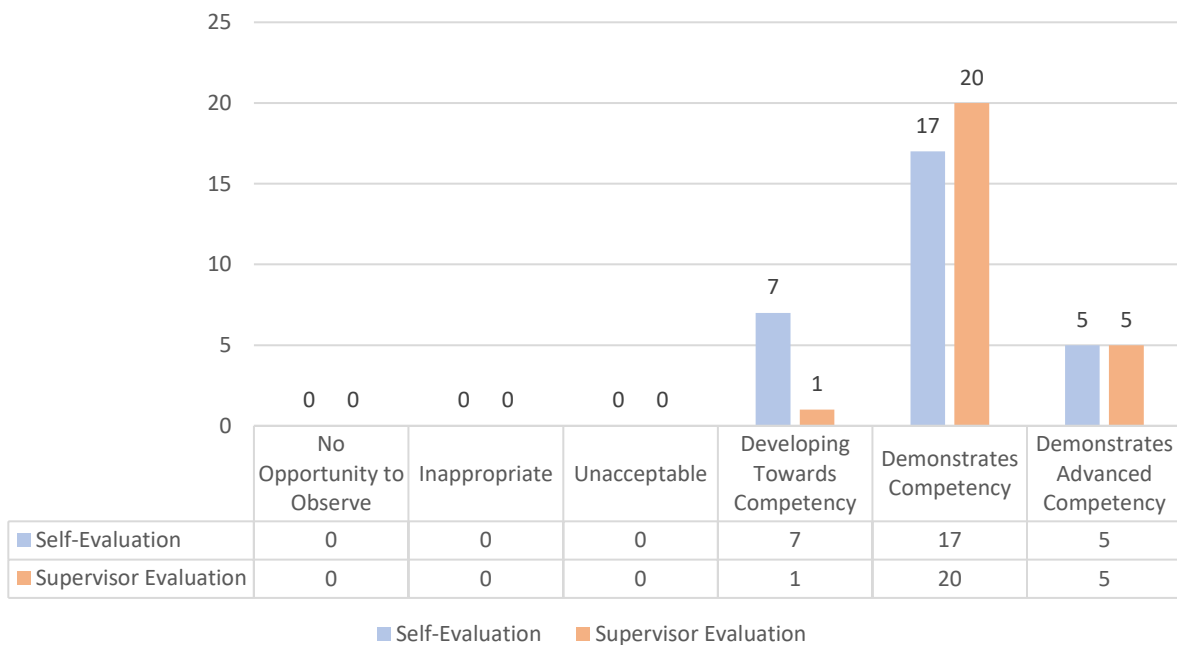




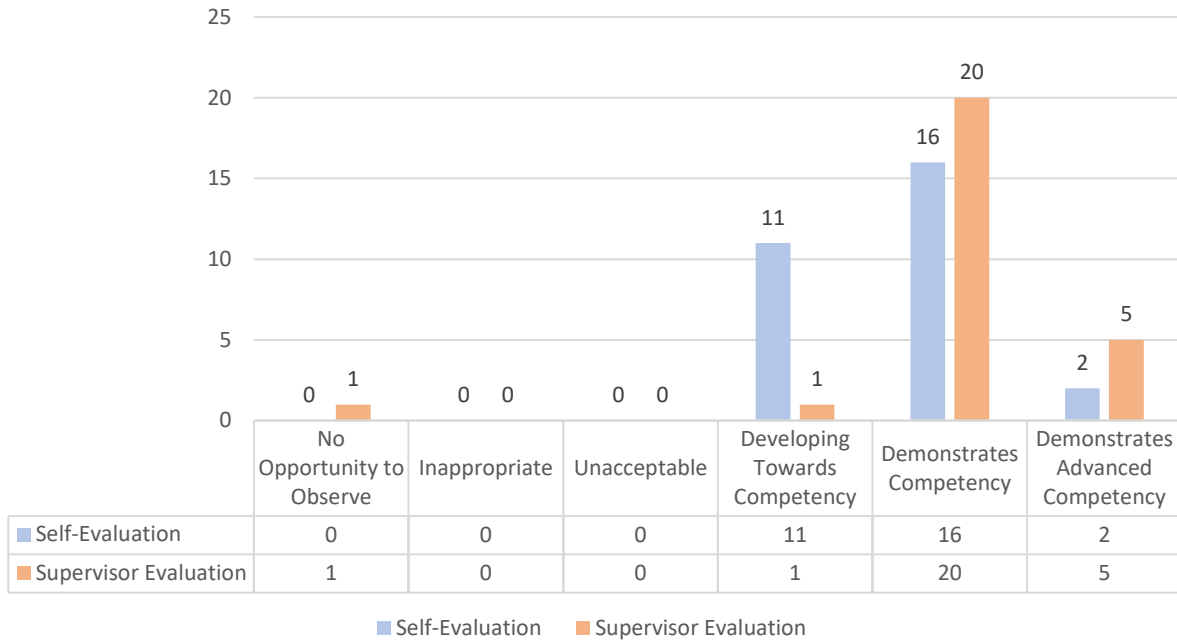
Practicum student actively engages in counseling sessions with clients/students with appropriate documentation and preparation as deemed appropriate by the supervisor.



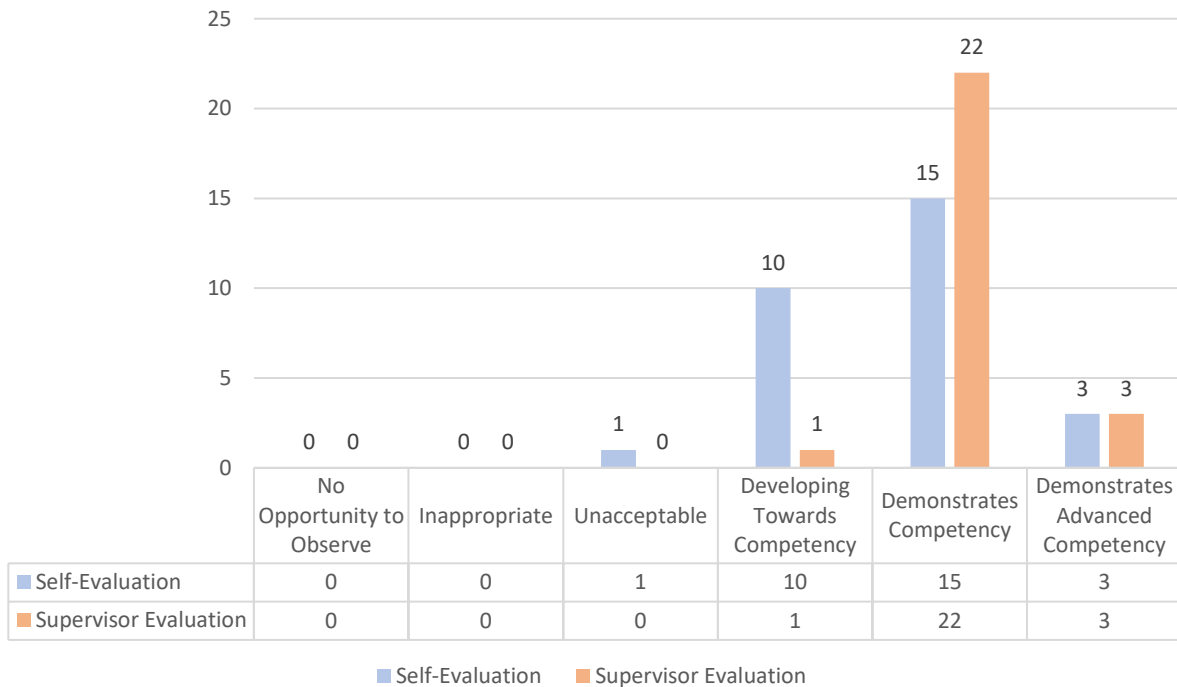
Practicum students is aware of their personal impact on others and seeks feedback from supervisor(s) to understand perceptions.



Practicum student demonstrates ability to persist through difficult issues/experiences while being aware of individual needs for self-care.



Practicum student appropriately and correctly self-evaluates counseling skills, knowledge, and professional disposition.



Outliers on either end of 0/1/2 and 5s. Training for Supervisors about the ratings of students and where we are hoping to see students at the end of the Practicum experience and what the ratings mean. Review sites that had “No Opportunity to Observe.” Identified that the ratings are inflated due to the to the benchmark being listed at the 4 instead of the 3 level.

## Counseling Internship Evaluation for Students enrolled in COU 691, 693, & 695 Fall 2019-Spring 2020

44 Evaluations (4 had data points missing)

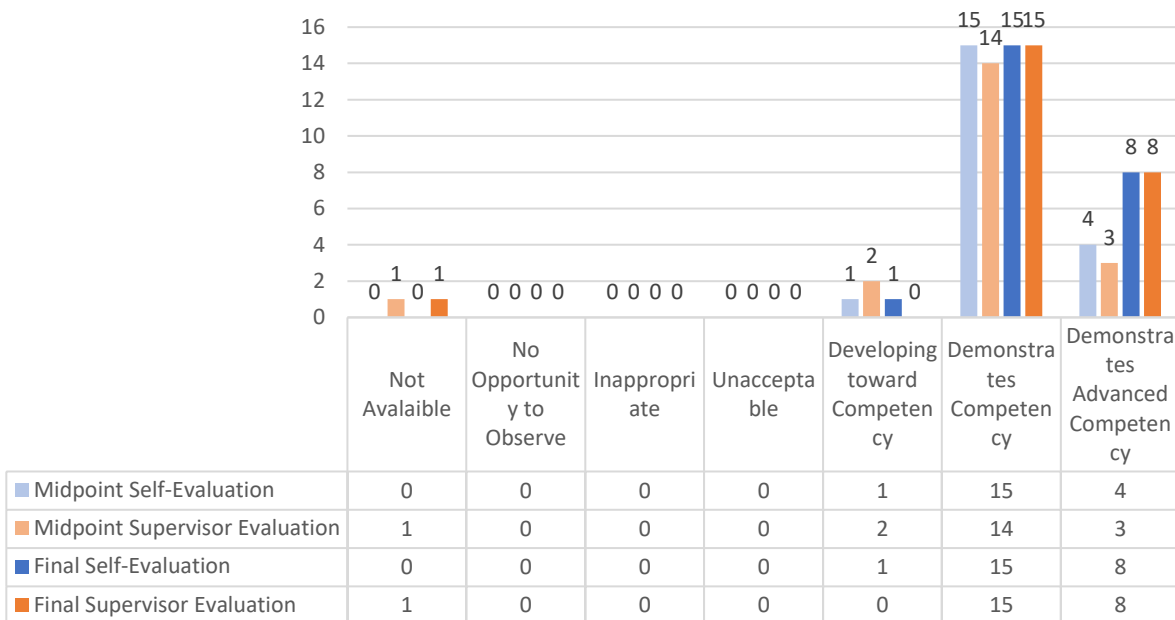
Rating Scale:

Rating	Title	Description
0	No Opportunity to Observe	The site supervisor is unable to assess due to not observing the competency by the student.
1	Inappropriate	Internship student demonstrates harmful skills, knowledge, or dispositions related to the competency.
2	Unacceptable	Internship student demonstrates limited or no evidence of the appropriate skills, knowledge, or dispositions related to the competency.
3	Developing toward Competency	Internship student demonstrates inconsistent evidence of the appropriate skills, knowledge, or dispositions related to the competency.
4	Demonstrates Competency (Benchmark)	Internship student demonstrates consistent and proficient evidence of the appropriate skills, knowledge, or dispositions related to the competency.
5	Demonstrates Advanced Competency	Internship student demonstrates an advanced mastery of the appropriate skills, knowledge, or dispositions related to the competency.

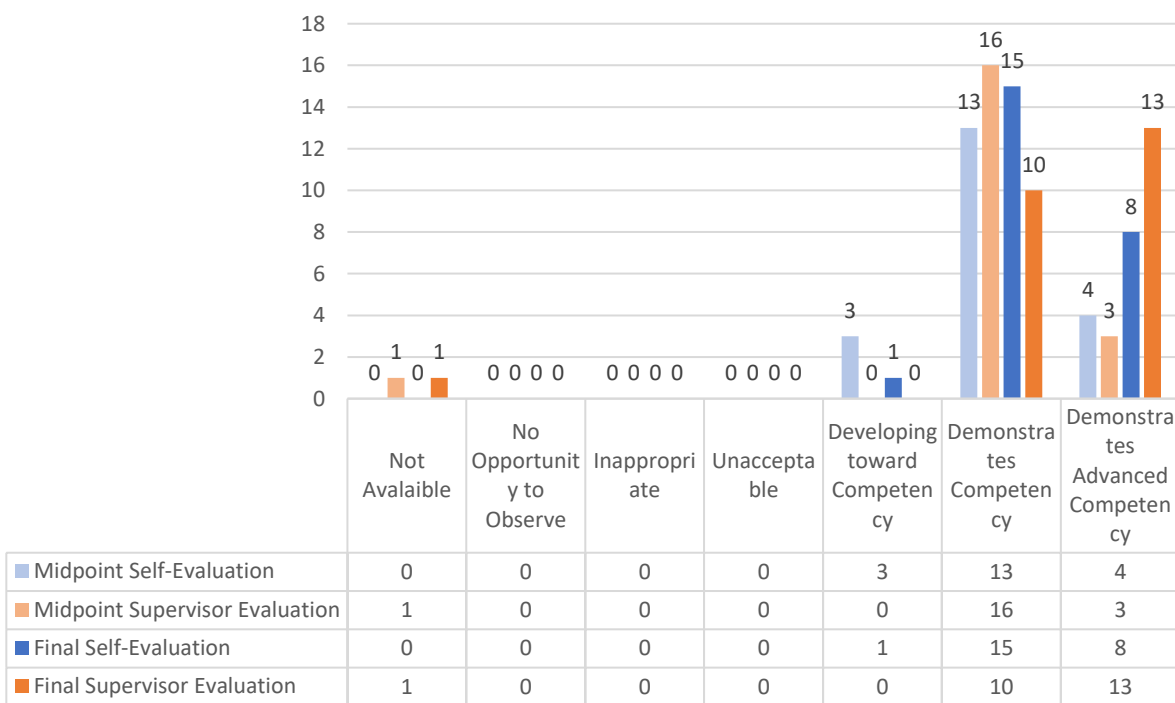
Midpoint Evaluation (20 evaluations)

Final Evaluation (24 evaluations)

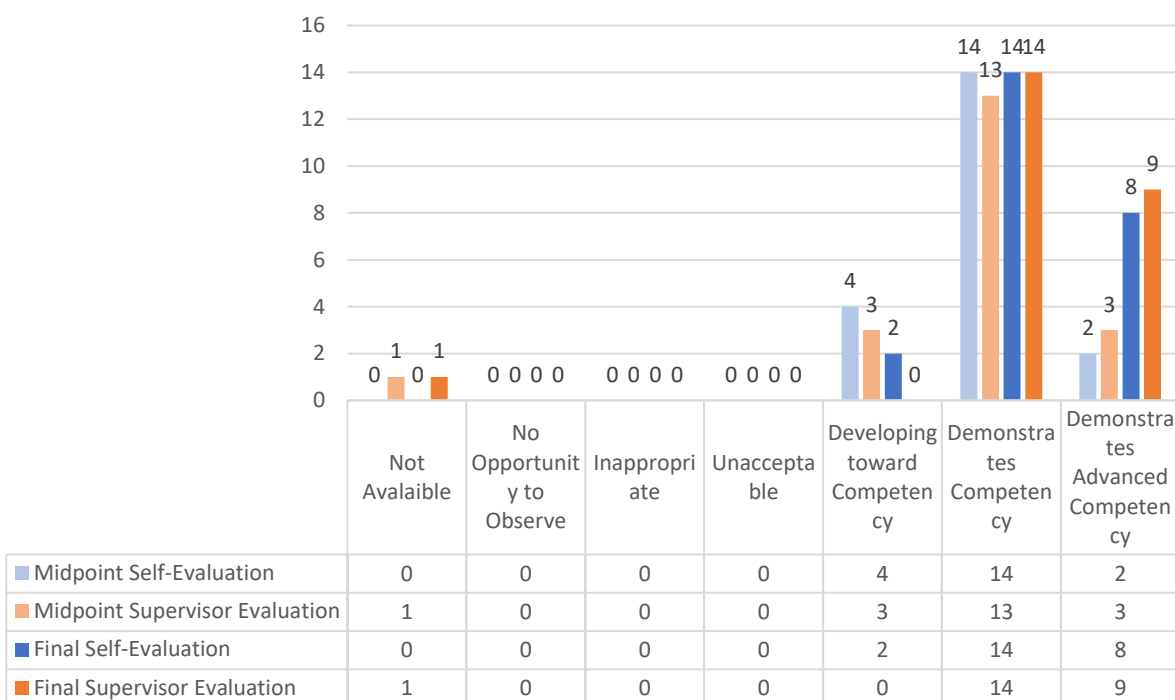
Internship student presents self in a professional manner through appropriate communication and respect of persons.



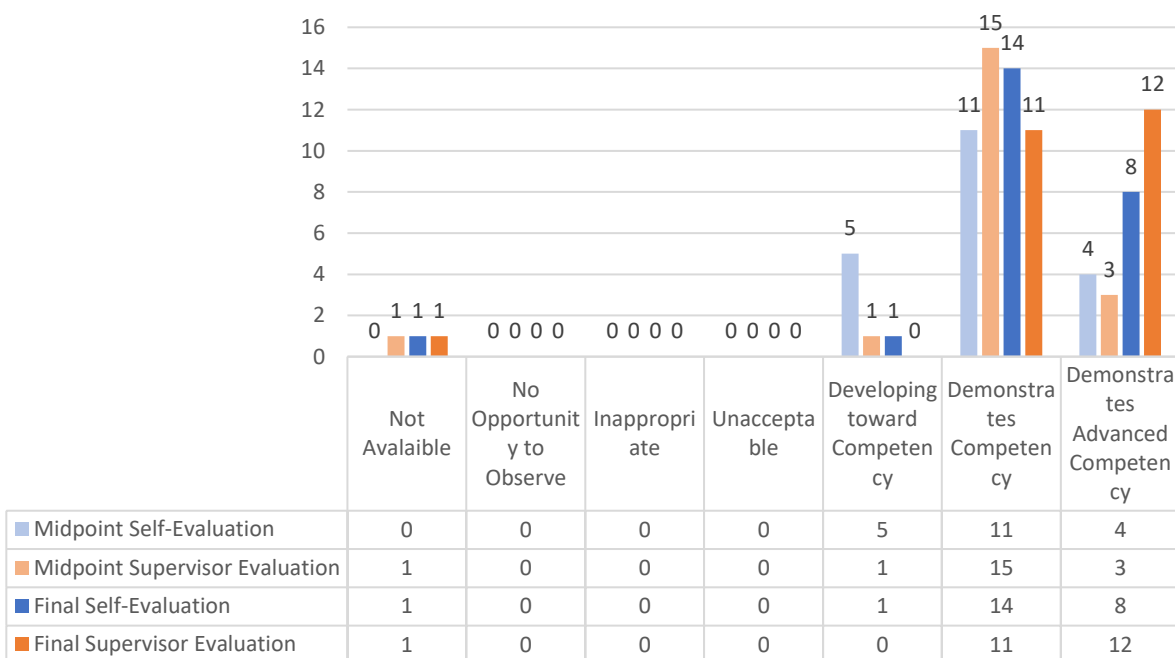
Internship student practices ethically and legally while following specific placement policies.



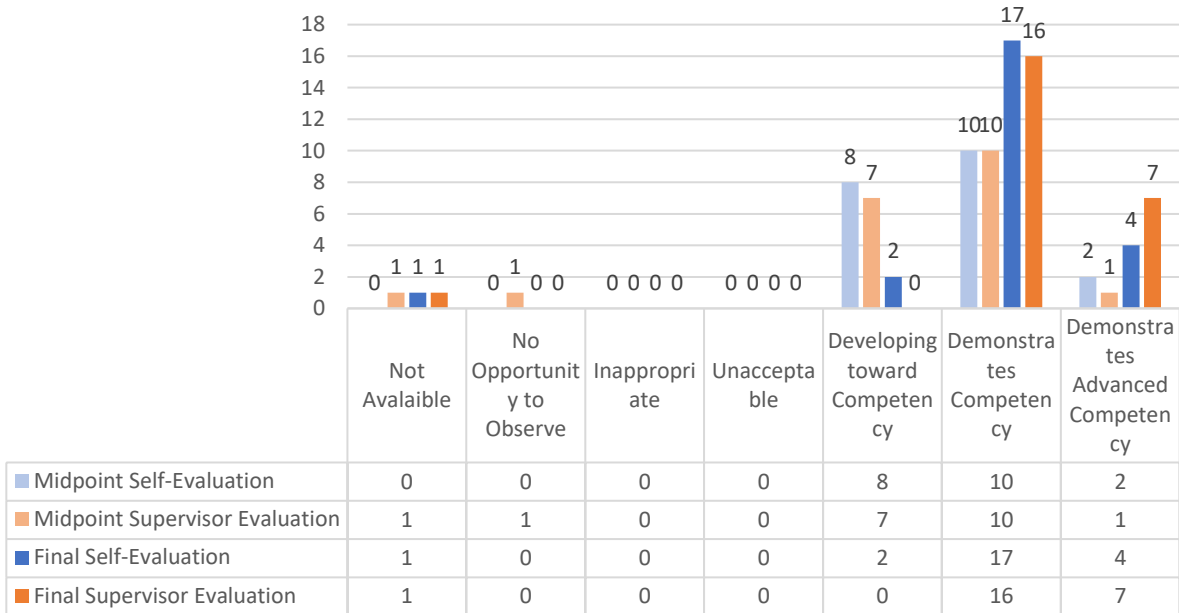
### Internship student models appropriate counselor roles and responsibilities.



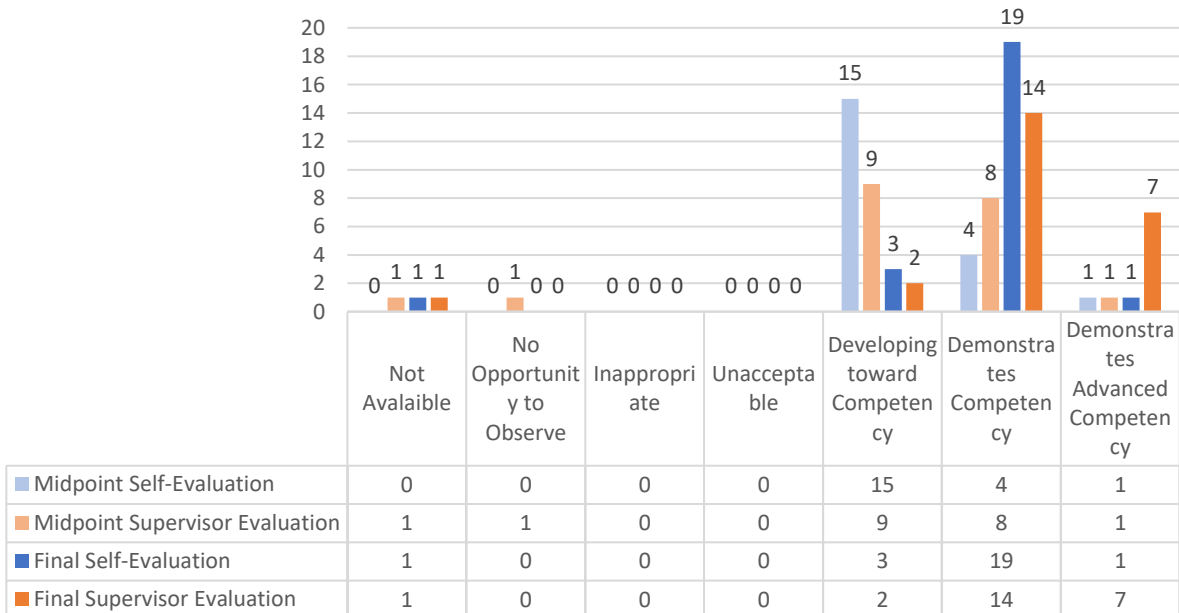
### Internship student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.



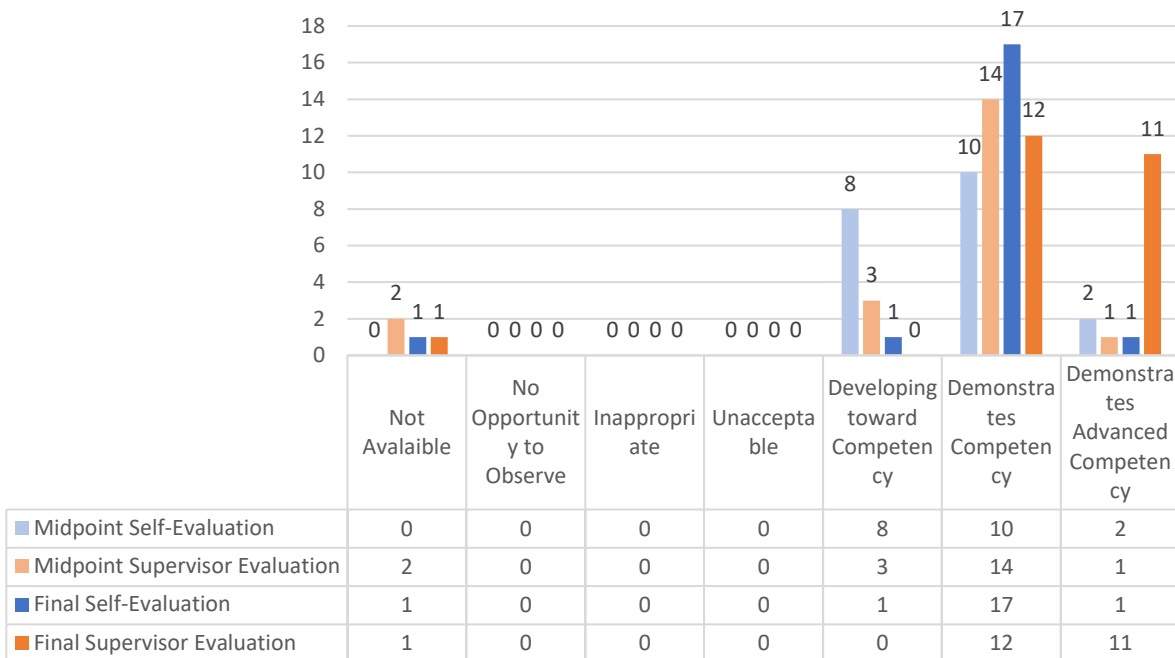
Internship student employs basic counseling skills (paraphrasing, reflecting feeling & meaning, pacing challenging, use of silence, etc.) in the development of appropriate relationships with clients/students, peers, and supervisor(s).



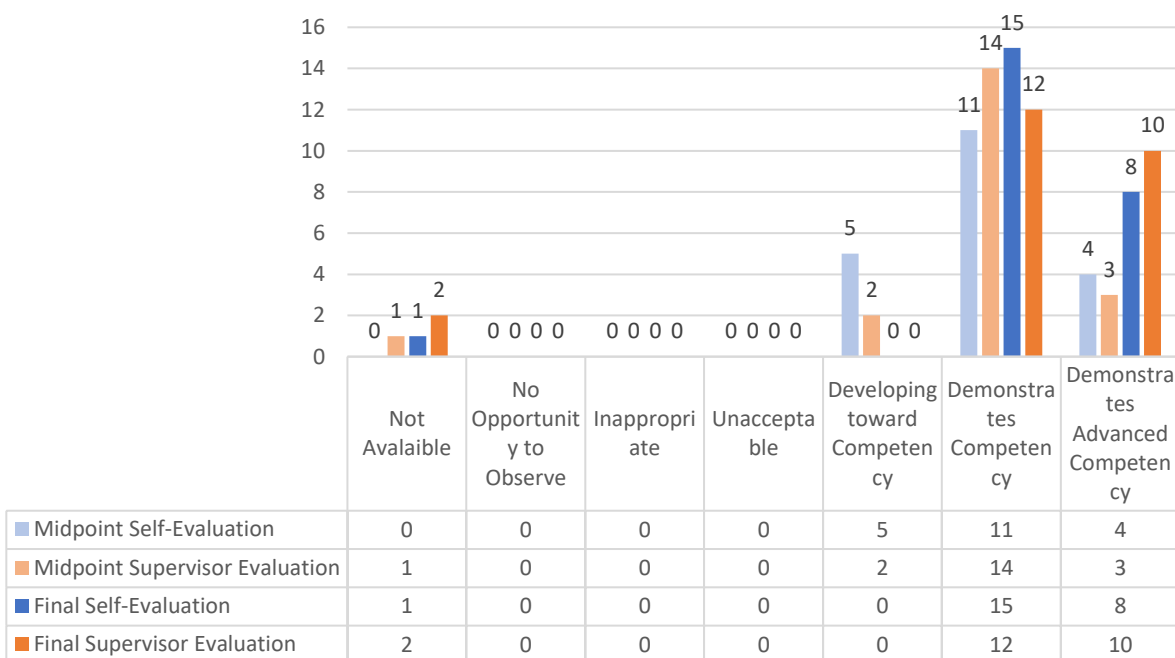
Internship student makes sense of client material to generate and articulate a plan for addressing client concerns based on sound counseling principles, which is consistent with the client's worldview and the counselor's theoretical orientation.



Internship student actively engages in counseling sessions with clients/students with appropriate documentation and preparation.

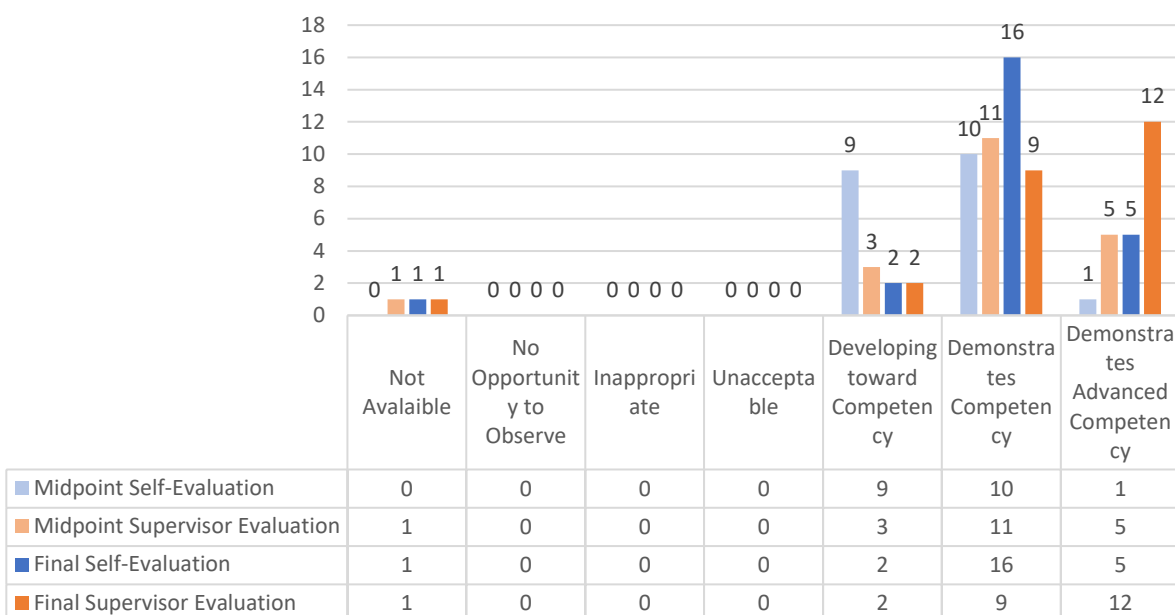


Internship students is aware of their personal impact on others and seeks feedback from supervisor(s) to understand perceptions.

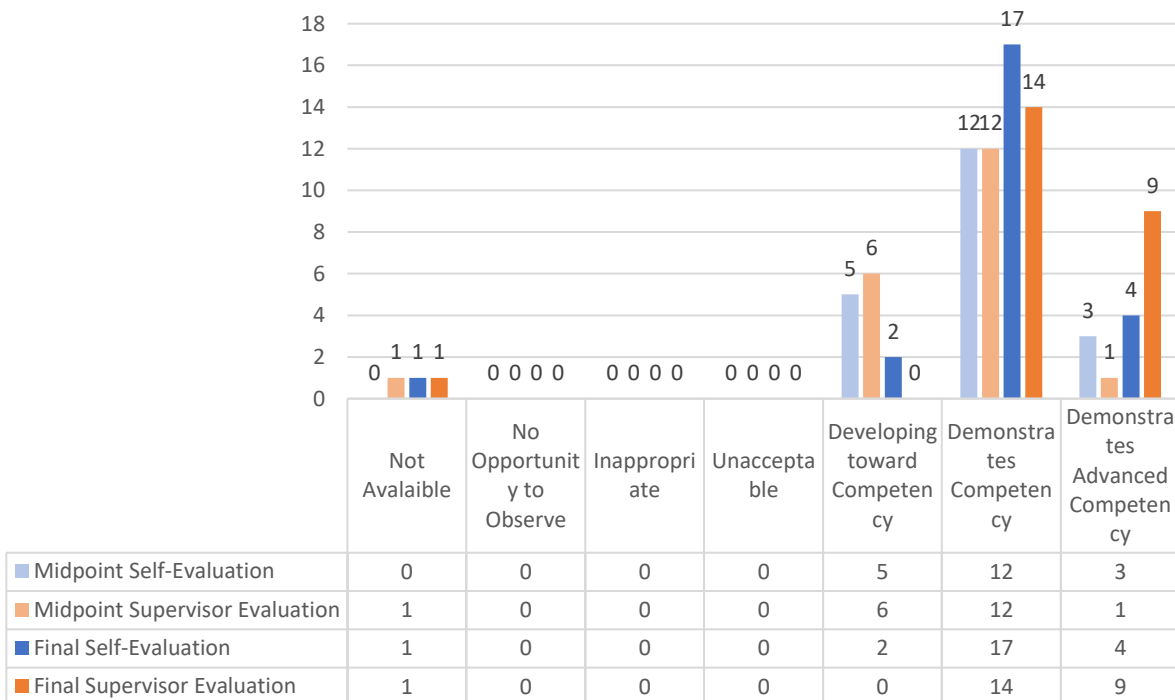




## Internship student demonstrates ability to persist through difficult issues/experiences while being aware of individual needs for self-care.



## Internship student appropriately and correctly self-evaluates counseling skills, knowledge, and professional disposition.



Identify similar growth between self and supervisor evaluations between the midpoint and final evaluations. No 0, 1, 2 at the final evaluations with minimal 3s in the self and supervisor.

## Site Supervisor Feedback Survey for 2019-2020

24 total responses

- What semester did you supervise a student from the University of Mary? (can select multiple responses)
  - o Fall 2019 – 17
  - o Spring 2020 – 16
  - o Summer 2020 – 0
- The student I supervised was completing the (can select multiple responses)
  - o Practicum experience – 12
  - o Internship experience – 16
- I received a copy of the Practicum & Internship Manual
  - o Yes – 23
  - o No – 1
  - o Other – 0
- Please share your recommendations for future editions of the Practicum & Internship Manual.
  - o Comments:
    - It was thorough and helpful!
    - The manual was extremely lengthy. It would be helpful to receive that with a page or two synopsis/overview.
    - I always enjoy students from the University of Mary! They are always well prepared for their experience!
    - I have no recommendations at this time. It went well.
    - Continued communication and support from (Internship Director)
    - Sufficient no other input
    - None at this time
    - None
    - None
- I participated in an introductory meeting with the Instructor of Record and the Practicum/Internship Student either in person or virtually.
  - o Yes – 22
  - o No – 1
  - o Other – 1
    - Comment: My boss did on the one I supervised, but normally I would.
- Please share your recommendations for the introductory meeting.
  - o Comments:
    - Thanks for coming to meet me in person!
    - I feel that is it very flexible and practical. I would continue with the current process.
    - None, it was helpful

- Love them!
  - Went very well. Was concise and to the point and open to feedback and questions from all parties
  - None
  - None
  - No input
- The Instructor of Record was available to answer my questions and to consult regarding student progress, concerns, etc.
  - Yes – 24
  - No – 0
  - Other – 0
- The Instructor of Record checked in with me concerning the development of the Practicum/Internship student throughout the experience.
  - Yes – 20
  - No – 3
  - Other – 1
    - Comment: Just filled out a progress report 1/2way through the student's training.
- I found the Counseling Practicum and/or Counseling Internship Evaluation to be helpful in evaluating the student related to counseling skills, knowledge, and professional dispositions.
  - Yes – 21
  - No – 3
  - Other – 0
- Please share recommendations for future editions of the Counseling Practicum Evaluation and/or Counseling Internship Evaluation.
  - Comments
    - I appreciate the communication and follow-through – thank you!
    - I feel that the students are well supported by advisors and love that they are able to process with their co-hort during their supervision time.
    - I like this year's version compared to previous evaluation forms. It's much easier to use and evaluate the students progress even though it's shorter.
    - I do not like Tevera. I really enjoy the efficiency of it, but seems very impersonal, especially when you are trying to describe how a student is performing.
    - Evaluations should be more in-line with consortium evaluations.
    - None
    - None
    - No input
- Thinking about the Graduate Counseling Program as a whole, what recommendations do you have to improve the program?
  - Comments:

- I think there has been much growth than previous years! It was a positive experience!
- I'm always impressed by the professionalism of the students at the University of Mary. The one area I've noticed that is less addressed in the coursework is the area of social emotional learning. I love that I get to introduce the students to programs such as Zone of Regulation, or Conscious Discipline. I'm wondering if that would ever be a focus for a class that the school counseling track would have to opportunity to explore.
- None. I've been satisfied with the program and internship guidelines. The students I've worked with have been great examples of UMary values and education. A good framework for supervision is provided which allows me to focus on helping students develop into great counselors and not worry so much about other things like paperwork and guidelines. Supervising U of Mary students has always been a great experience for myself and I hope to supervise more in the future!
- I think the recent switch to tevera was fantastic. I will continue to think on ways to improve and help the program grow
- None, a wonderful program, knowledgeable students, great communication between program and placement
- Focus more on preparing students to document effectively and learn clinical interventions to utilize directly with clients from a variety of modalities.
- I think it is going well and have no recommendations
- It can be difficult for the site and the student when they are unable to count hours for the practicum/intern site when they do not have class (example: Christmas Break or Spring Break).
- It appears that it's going well per my supervisee's report. It may help students, even early on in the program to gain a little education about the concept of notes/billing/schedules before entering even practicum so they aren't as surprised about it when they get there.
- Our first practicum experience went very well. We were a little disappointed with our second practicum experience. I realize that this was during the COVID-19 situation and everyone felt unsure and uneasy but we were surprised at the expectations of the University of Mary when this student had been in our office one day. We all had our own personal and professional issues to deal with....it was very frustrating to feel like we were being expected to meet requirements for this student. Had we had been with this student throughout the semester, it would have been different, but I think being asked to get her direct student contact hours when she had not met any students, hardly knew us in our office, our school requirements, and we were having to work virtually, was a lot to expect us to do.

- Hours tracked should be consistent with the hours required for the consortium. Students often got confused and frustrated having to track two separate hour logs with different categories and requirements.
- I do not have any specific recommendations at this point in time.
- Overall no recommendations at this time.
- No further comments
- None at this time. Thank you!
- Nothing at this time.
- None
- None
- None
- None
- Unsure
- NA
- NA
- NA

Overall positive about the program, students, and systems in place. Recognize that the site supervisors were appreciative about the changes that have been made to the program in recent time (Tevera, evaluations). Recognize that COVID-19 presented some challenges to site supervisors and students. Appreciate the time and effort of the site supervisors during this part of students' journey. Will communicate with students more about the differences between consortium and program requirements for the internship experience. Will share information with Site Supervisors about changes to the program based on feedback received. Will investigate ways to improve response rate.

## CCS-R Practicum Discussion 2019-2020

Data is attached to this document in PDF format from Tevera at the end of this document.

Bell shaped curve in the 3, 4, & 5 ratings. High scores in the innate characteristics of the students. High ratings within program objectives. No Harmful ratings. Training for Supervisors in the future for the use of the assessment and what each of the rating scales mean. In the future divide out student vs. Supervisor ratings.

## Program Modifications

The 2019-2020 school year was a year of transitions for the program and faculty. The students that graduated in the school year were a part of a different organization for the program (five-week courses that met face-to-face twice a week). The students that started the program in the school year were the first cohort of students within the hybrid program with online learning (seven-week courses and 15-week courses with a mixture of live instruction and fully online courses).

Major areas of development include better training for Supervisors concerning the use of the CCS-R and Counseling Practicum/Internship Evaluations that will be addressed in an online 15-hour training for site supervisors. Additionally, the clarification of benchmarks for the Counseling Practicum Evaluation at a three has been made within our system.

The use of Tevera for all students will start in the 2020-2021 academic year as students pre-dating the implementation of the system will graduate. Utilization of this system for all data collection and review moving forward will allow for better response rates by all parties.

Also, the re-development of Research Methods and Assessment Techniques has been made based on the feedback within the Program Evaluation by graduating students. Research Methods has been moved to a fully online 15-week course to allow time for the content to develop for the students. Assessment Techniques had the removal of an interview project as the assignment was duplicated in multiple courses to allow for the focus on quantitative assessments in the course.

Finally, the use of Master courses for all Counseling courses has been identified as future growth to be fully implemented in the 2020-2021 academic year. In the past, students experienced different presentation of the courses based on their location (Bismarck vs. Fargo) based on the faculty teaching the courses. In the new hybrid model (Blended vs. Online), students will experience courses that are outlined the same with consistent grading rubrics, expectations, and policies. Additionally, the 2020-2021 academic year will be the first year with three Core Faculty members teaching at least 50% of the courses. We hope these changes will address issues of consistency.



# 401 CCS-R

1/1/20

12/31/20

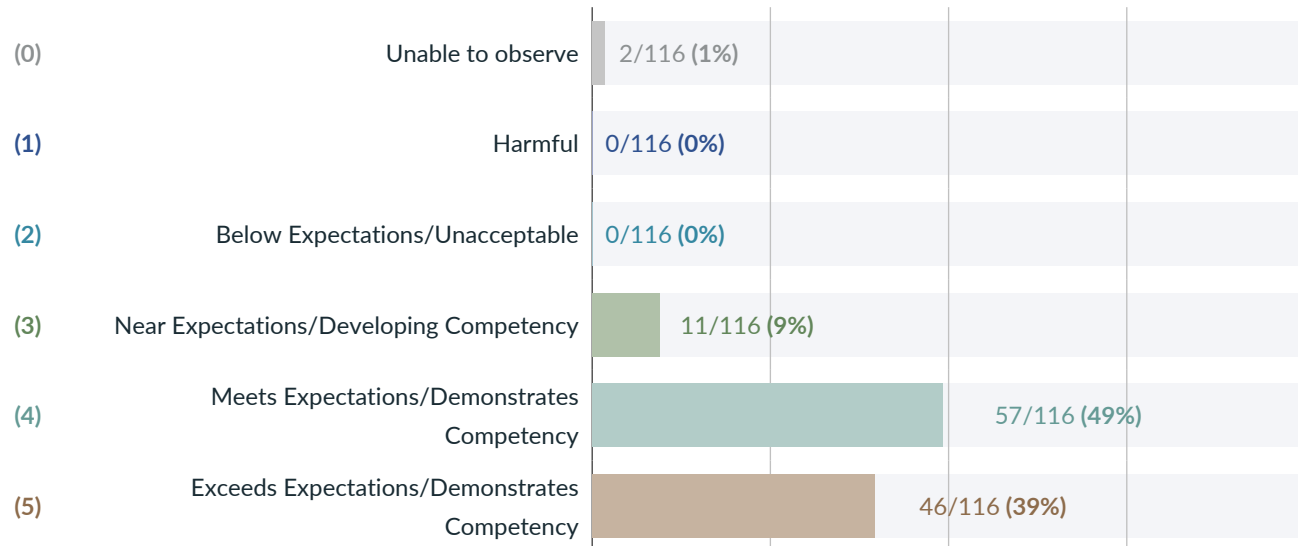
From

To

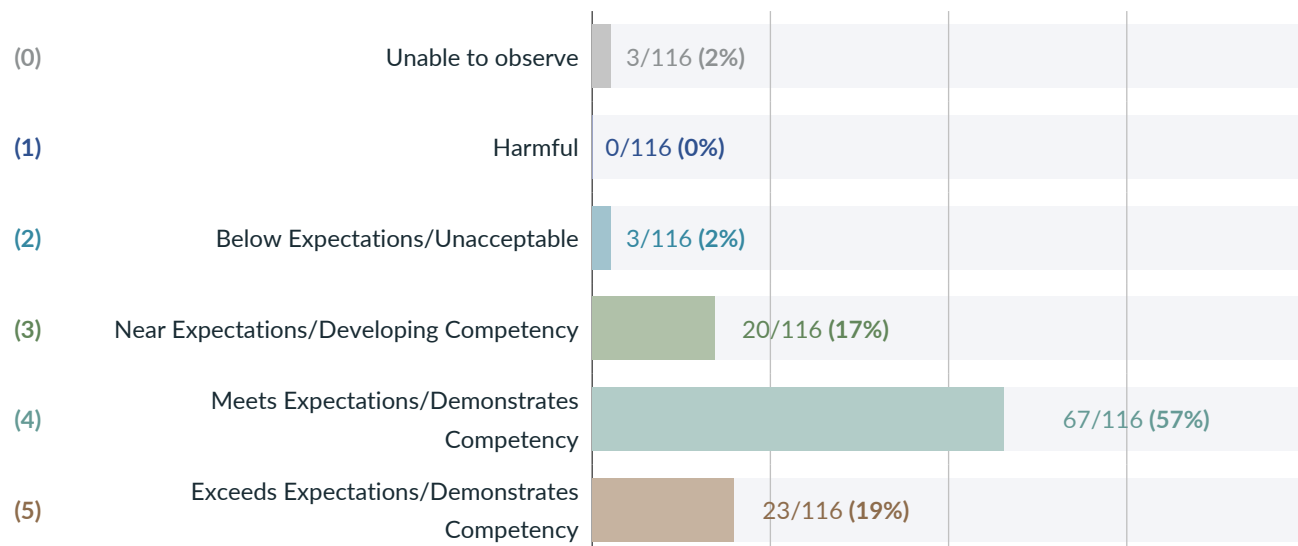


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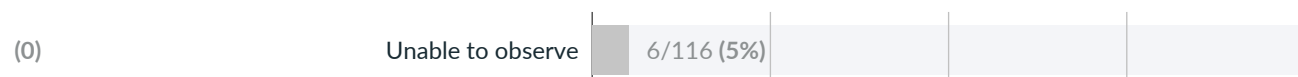
Nonverbal: Includes body position, eye contact, posture, distance from client, voice tone, rate of speech, use of facial expressions, and responsiveness to the emotional state and cultural norms of the clients



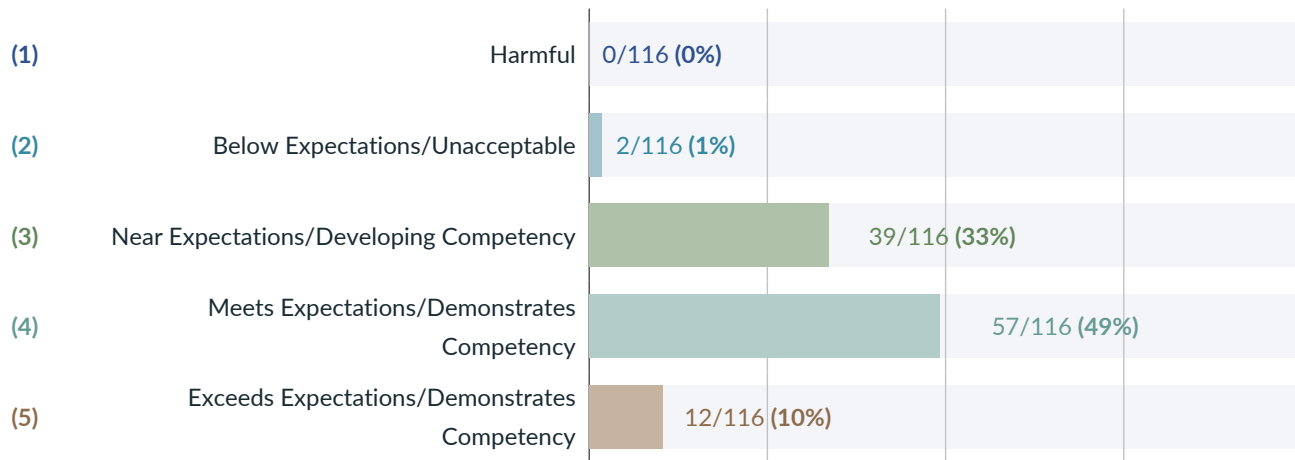
Encouragers: Includes minimal encouragers and door openers such as "Tell me more about....", "Hmm"



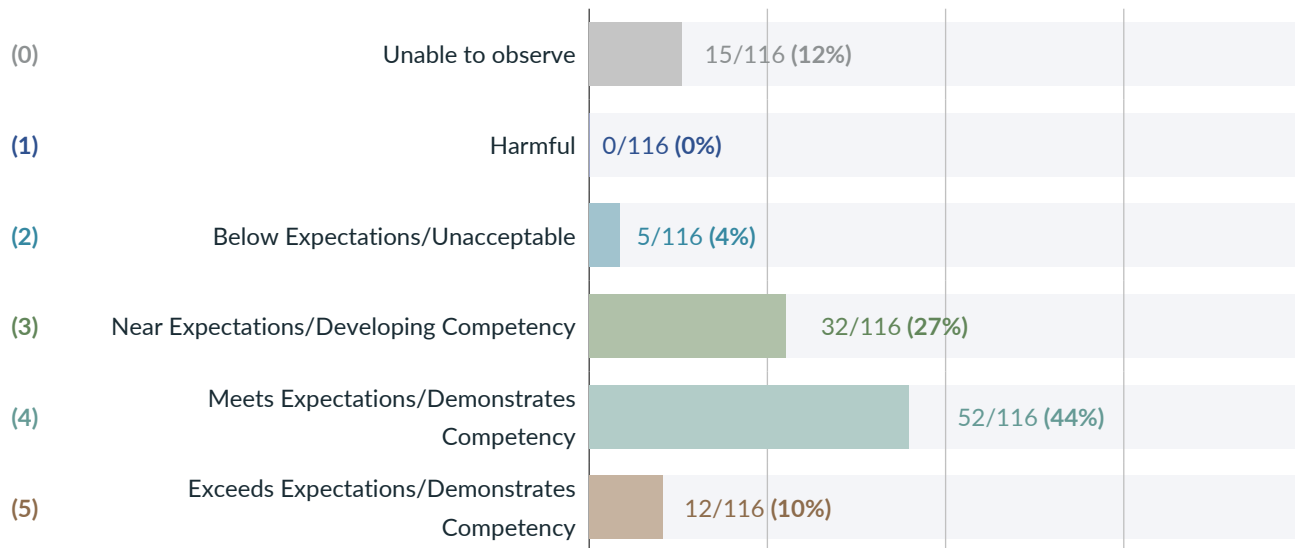
Questions: Use of appropriate open and closed questioning. (e.g., avoidance of double questions)



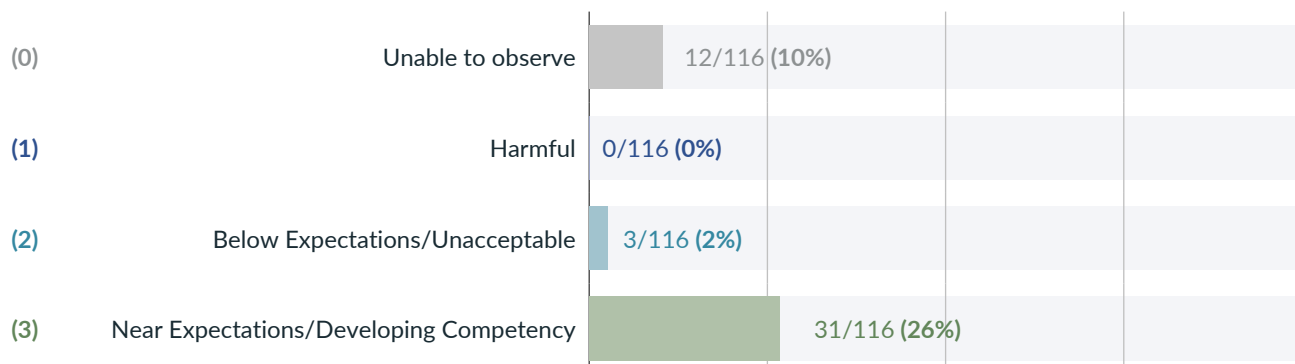
# 401 CCS-R



Reflecting, paraphrasing: Basic reflection of content-paraphrasing (with couples and families, paraphrasing the different clients' multiple perspectives)



Reflection, reflection of Feelings: reflection of feelings (with couples and families, reflection each clients' feelings)



# 401 CCS-R

(4)	Meets Expectations/Demonstrates Competency	58/116 (50%)		
(5)	Exceeds Expectations/Demonstrates Competency	12/116 (10%)		

Reflecting, summarizing: summarizing content, feelings, behaviors, and future plans (with couples and families, summarizing relational patterns of interaction)

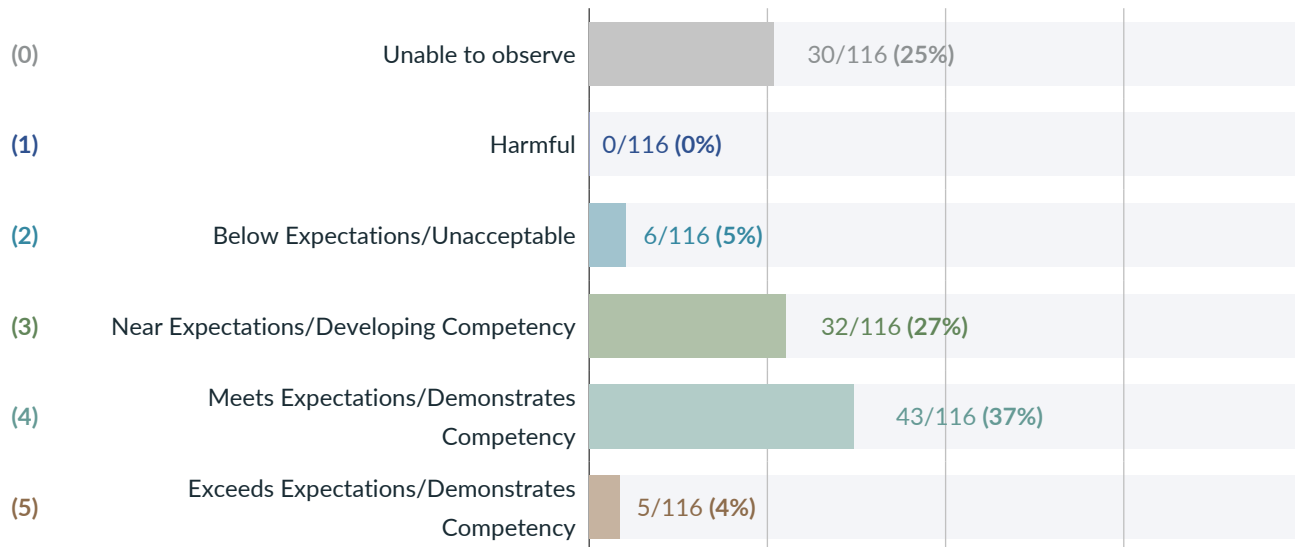
(0)	Unable to observe	23/116 (19%)		
(1)	Harmful	0/116 (0%)		
(2)	Below Expectations/Unacceptable	2/116 (1%)		
(3)	Near Expectations/Developing Competency	26/116 (22%)		
(4)	Meets Expectations/Demonstrates Competency	58/116 (50%)		
(5)	Exceeds Expectations/Demonstrates Competency	7/116 (6%)		

Advanced reflection (meaning): advanced reflection of meaning including values and core beliefs (taking counseling to a deeper level)

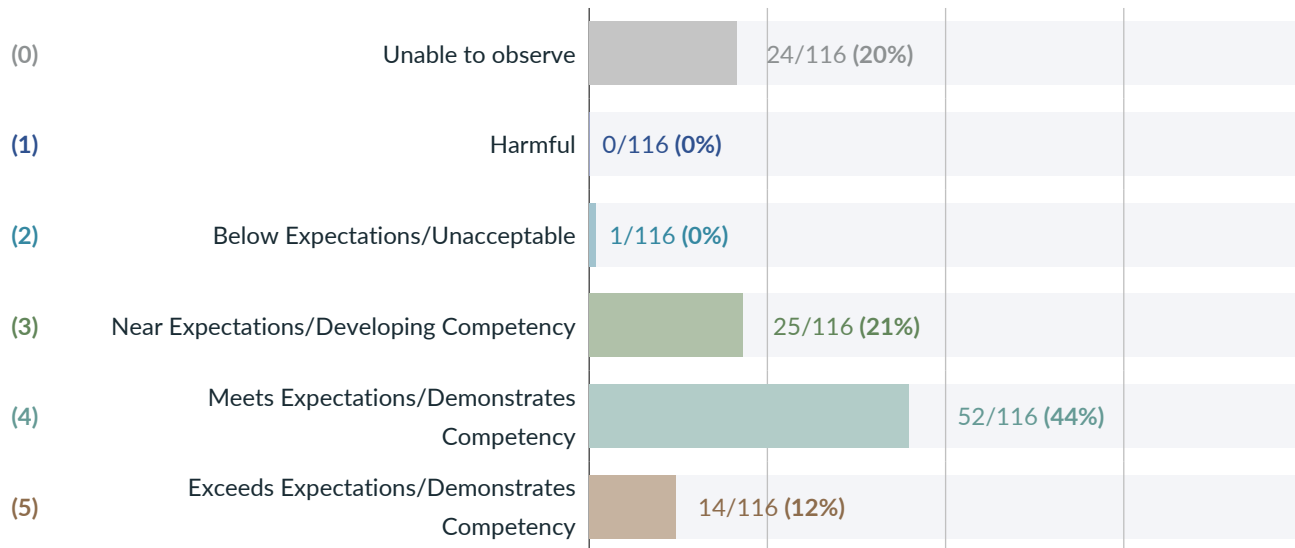
(0)	Unable to observe	27/116 (23%)		
(1)	Harmful	0/116 (0%)		
(2)	Below Expectations/Unacceptable	5/116 (4%)		
(3)	Near Expectations/Developing Competency	39/116 (33%)		
(4)	Meets Expectations/Demonstrates Competency	40/116 (34%)		
(5)	Exceeds Expectations/Demonstrates Competency	5/116 (4%)		

# 401 CCS-R

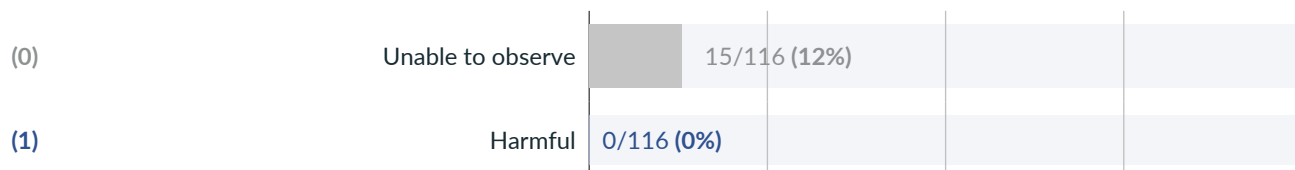
Confrontation: counselor challenges clients to recognize and evaluate inconsistencies



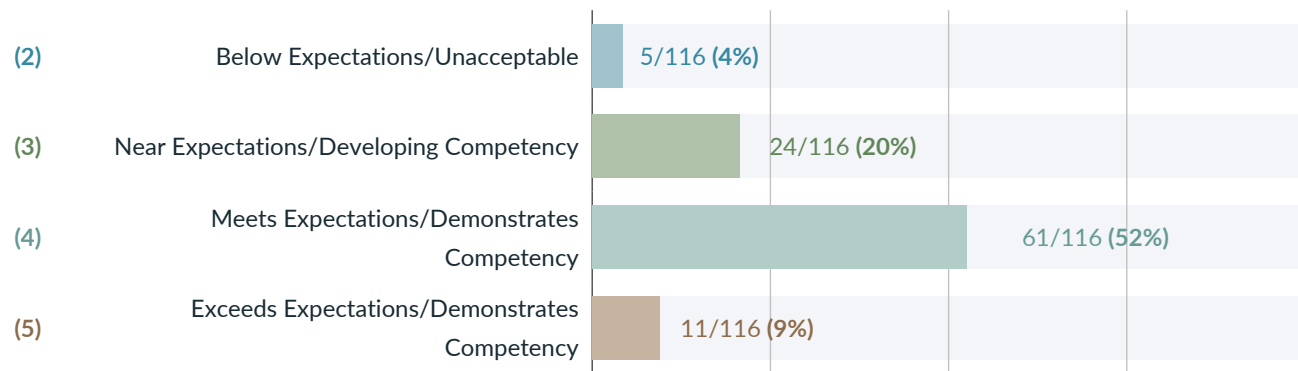
Goal setting: counselor collaborates with clients to establish realistic, appropriate, and attainable therapeutic goals (with couples and families, supports clients in establishing common treatment goals)



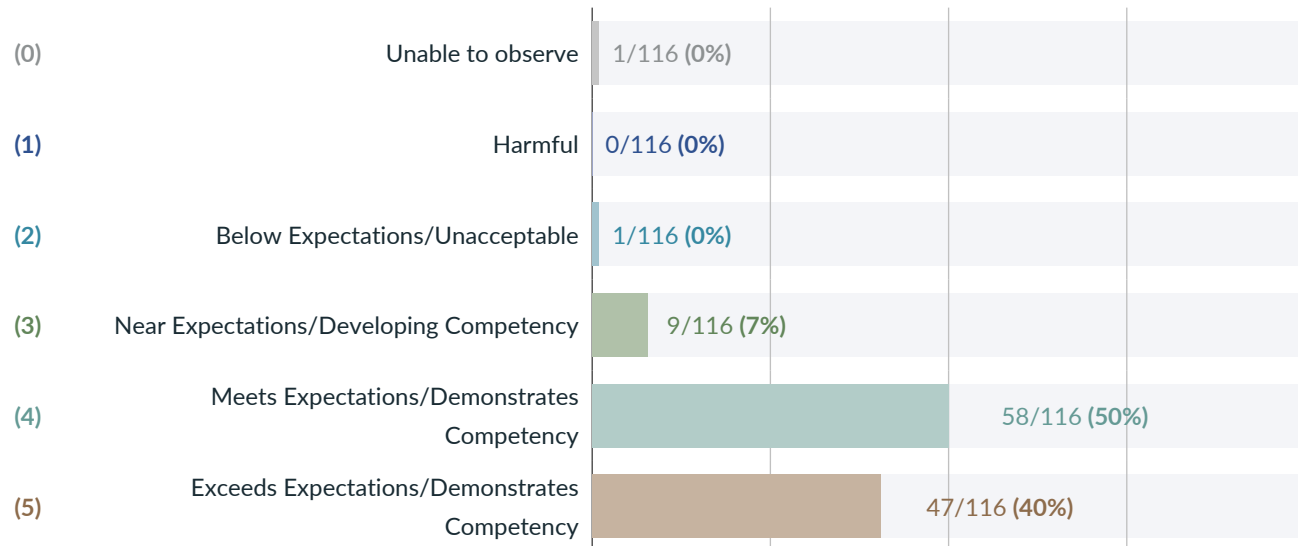
Focus of counseling: counselor focuses (or refocuses) clients on their therapeutic goals (i.e. purposeful counseling)



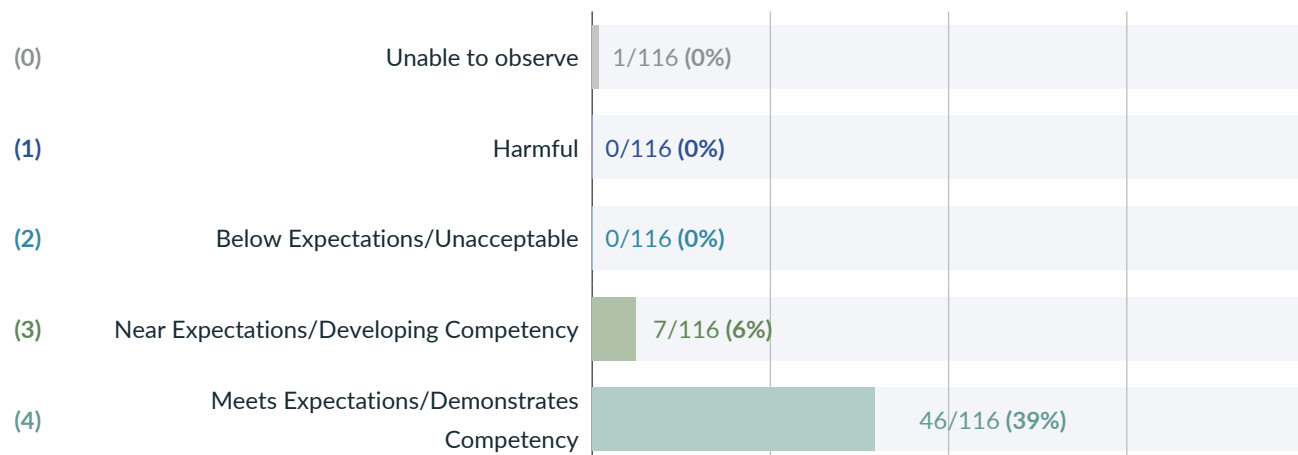
# 401 CCS-R



Facilitate therapeutic environment, empathy and caring: express accurate empathy and case. Counselor is "present" and open to clients (includes immediacy and concreteness)



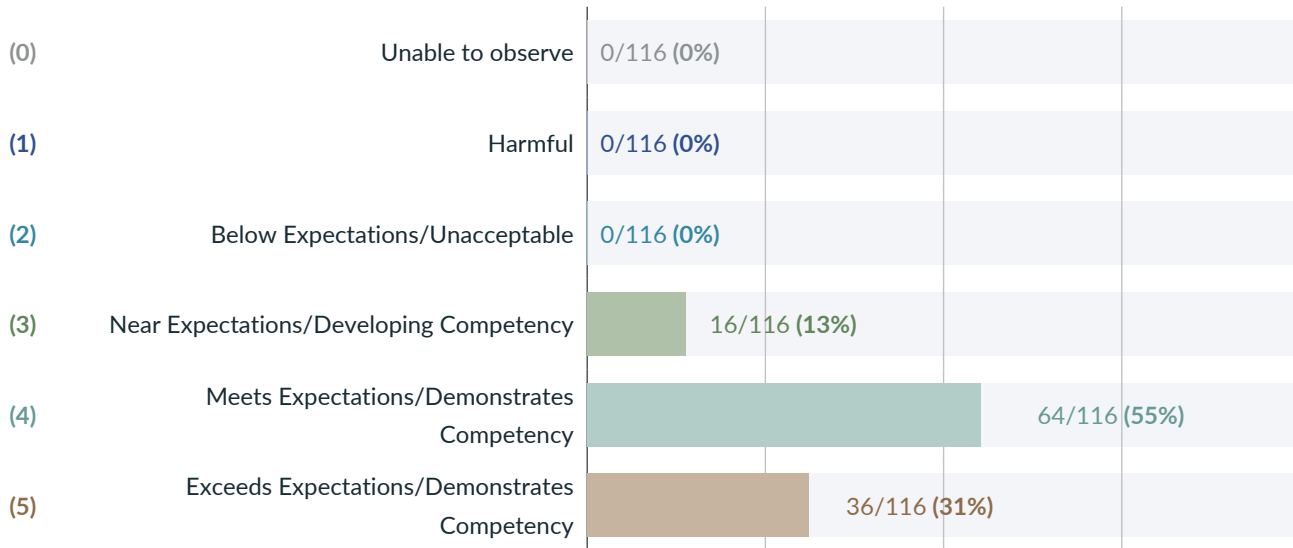
Facilitate therapeutic environment, respect and compassion: counselor expresses appropriate respect and compassion for clients



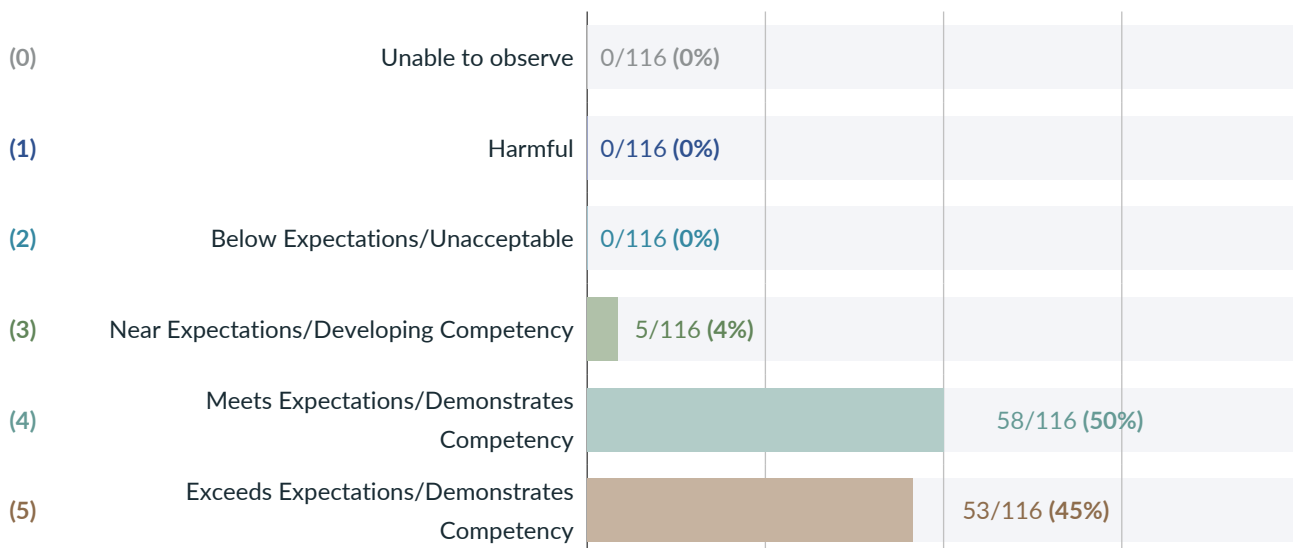
# 401 CCS-R

(5) Exceeds Expectations/Demonstrates Competency 62/116 (53%)

Professional ethics: adheres to the ethical guidelines of the, ACA, ASCA, IAMFC, APA, and NBCC, including practices within competencies

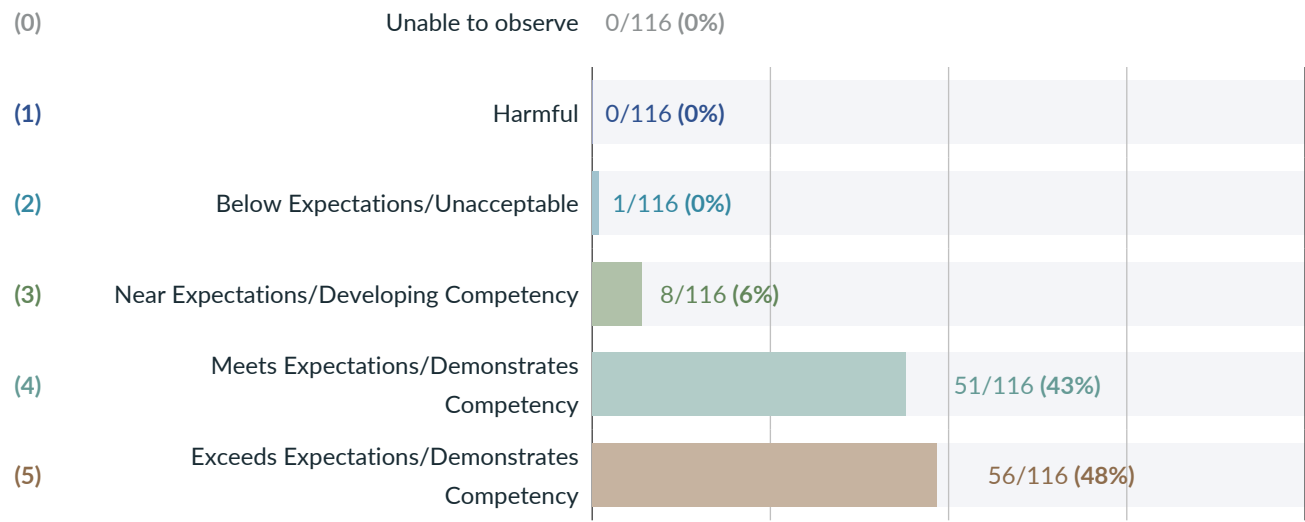


Professional behavior: behaves in a professional manner towards supervisors, peers, and clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others

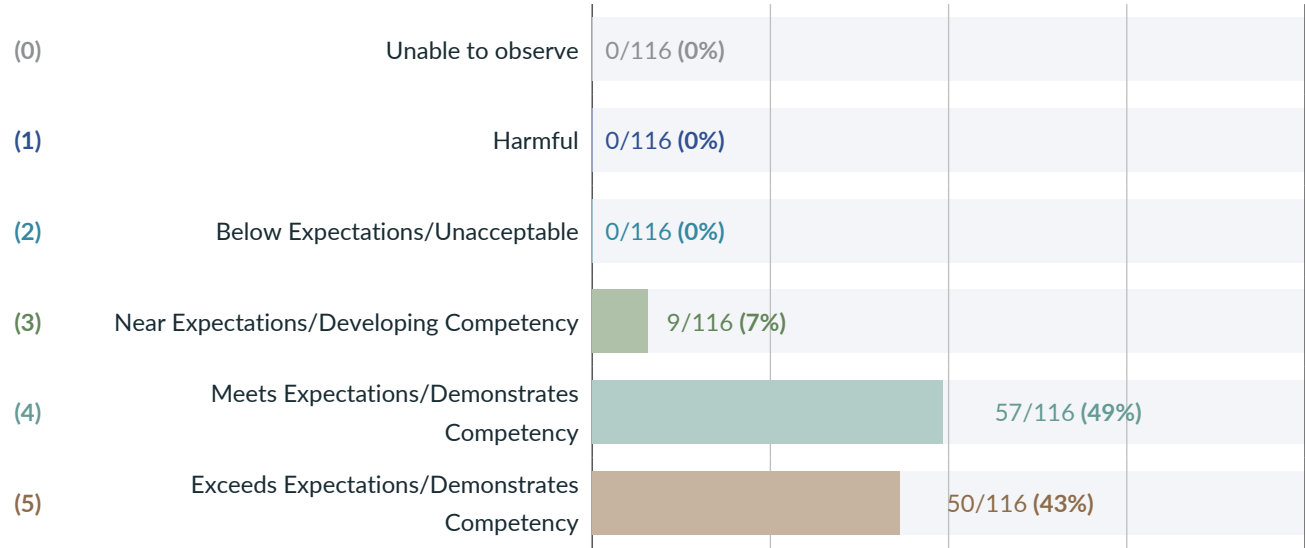


Professional and personal boundaries: maintains appropriate boundaries with supervisors, peers, and clients

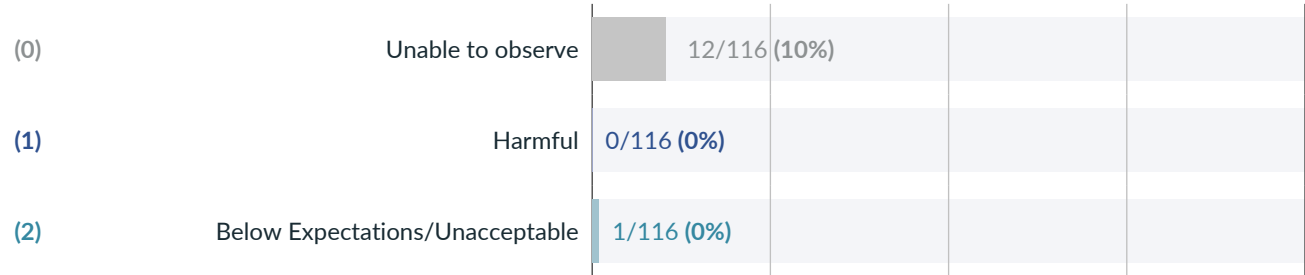
# 401 CCS-R



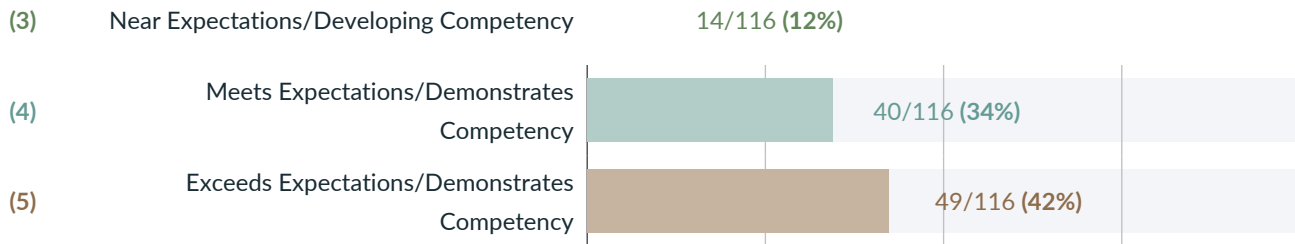
Knowledge and adherence to site and course policies: demonstrates an understanding and appreciation for all counseling site and course policies and procedures



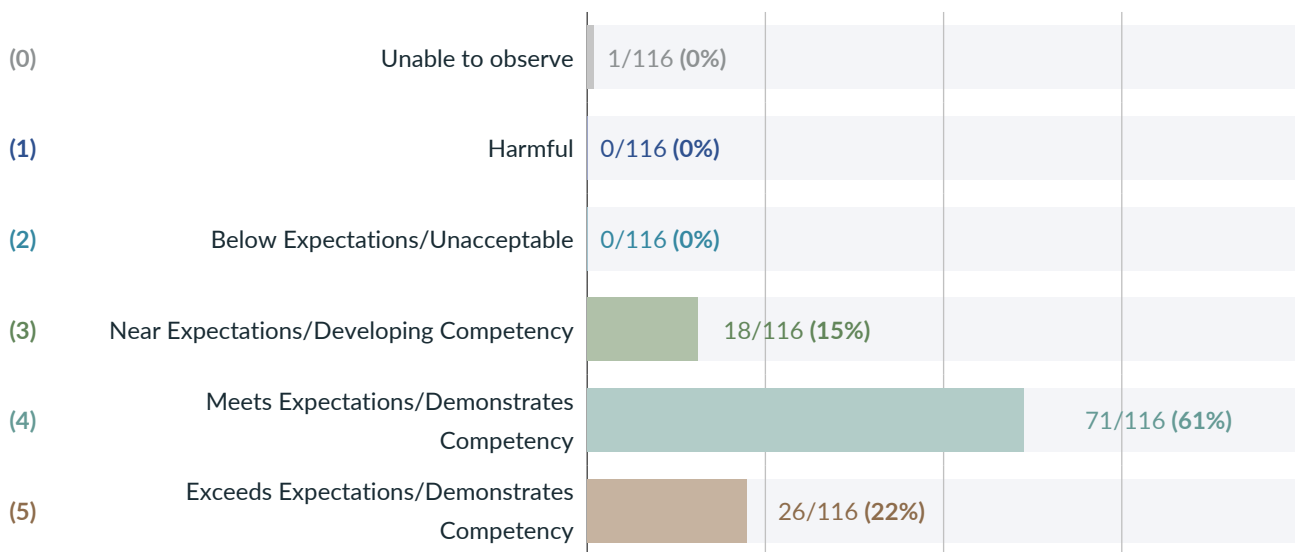
Record keeping and task completion: completes all record keeping and tasks correctly and promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)



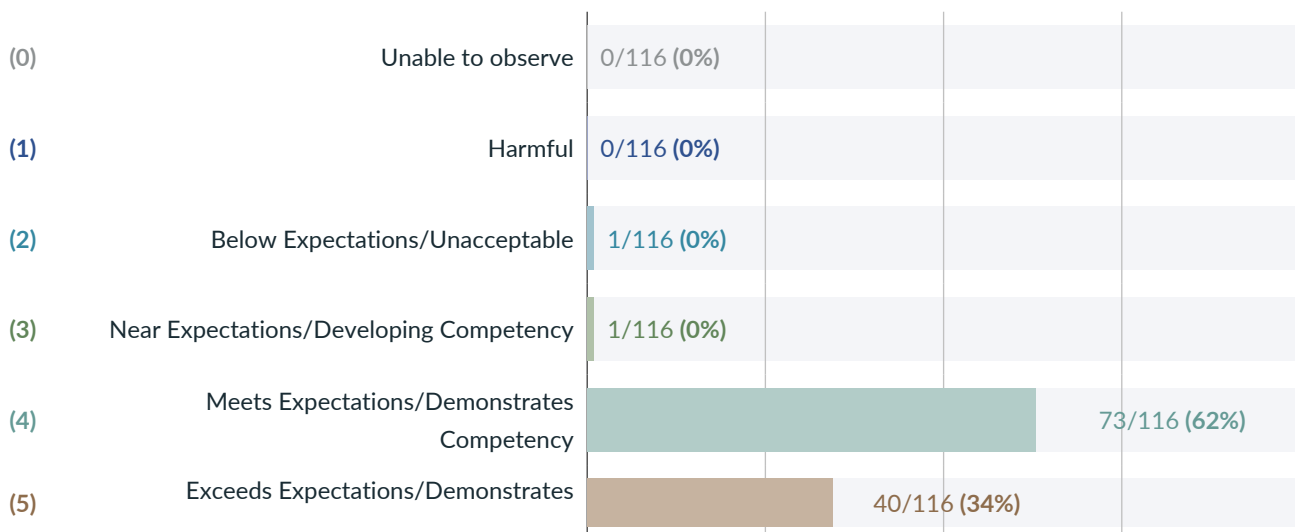
# 401 CCS-R



Multicultural competence in counseling relationship: demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship



Emotional stability and self-control: demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in relationships with clients

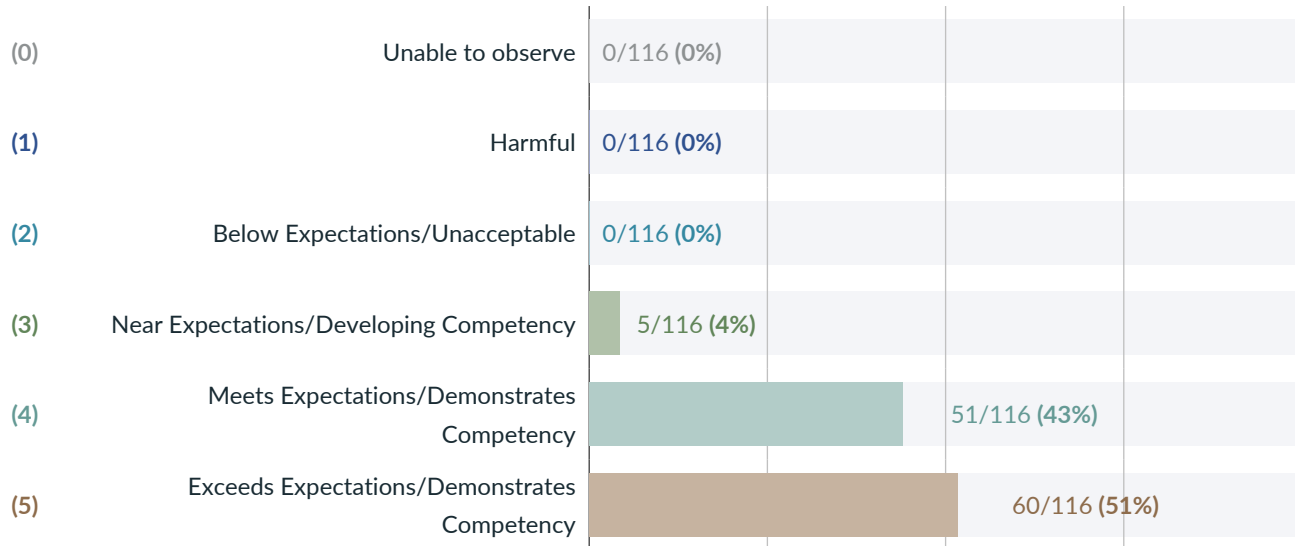




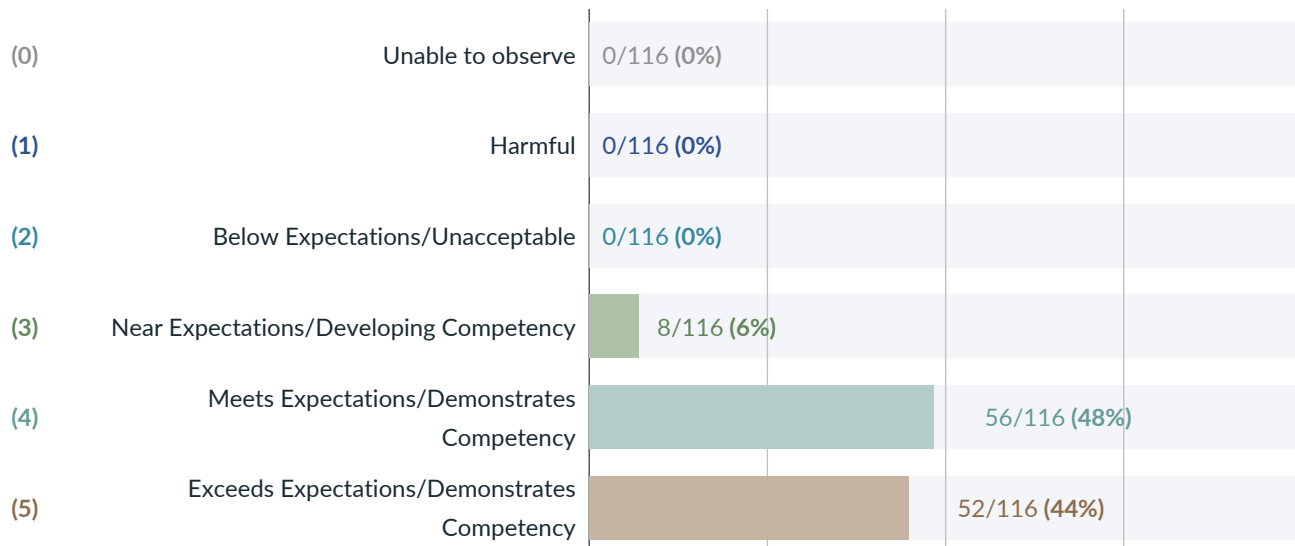
# 401 CCS-R

## Competency

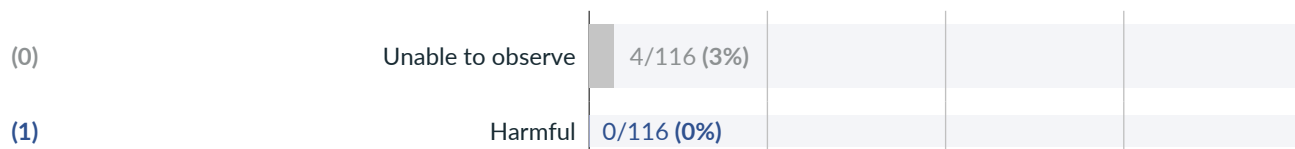
Motivated to learn and grow/initiative: demonstrates engagement in learning and development of his/her counseling competenceis



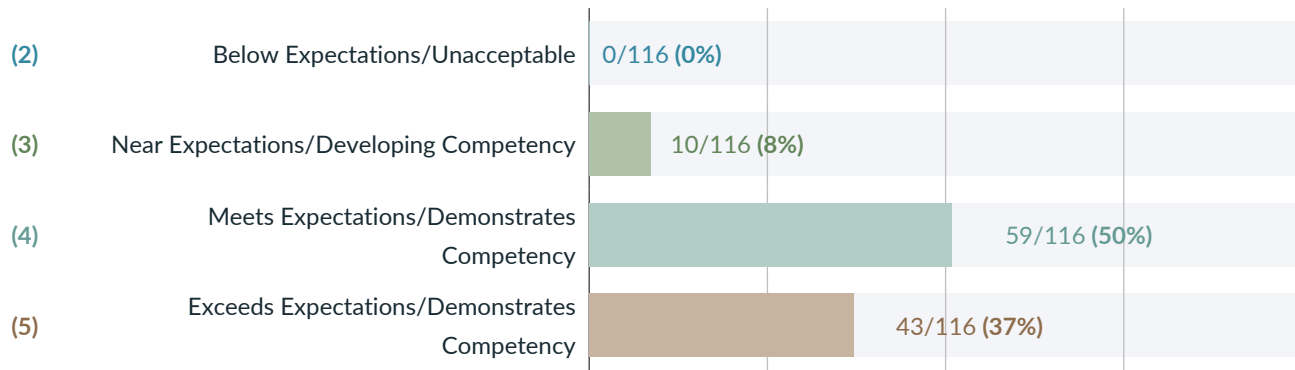
Openness to feedback: responds non-defensively and alters behavior in accordance with supervisory and/or instructor feedback



Flexibility and adaptability: demonstrates ability to adapt to changing circumstance, unexpected events, and new situations



# 401 CCS-R



Congruence and genuineness: demonstrates ability to be present and "be true to oneself"

