University of Mary Graduate Counseling Program Data from the Fall 2021 and Spring 2022 Semesters

Reviewed by Faculty August 4, 2022
University of Mary Graduate Counseling Program

Program Evaluation for Students enrolled in HUM 799 Spring 2022

25 total responses

- When did you begin your program at the University of Mary?
  - Fall 2019 – 1
  - Fall 2020 – 24

- When do you plan on having your degree conferred?
  - Spring 2022 – 19
  - Summer 2022 - 2
  - Spring/Summer 2022 – 1
  - Fall 2022 – 2
  - Spring 2023 - 1

- Concentrations (can be multiple for each student)
  - Clinical Mental Health Counseling – 19
  - School Counseling - 4
  - Addiction Counseling – 1
  - School Counseling; Clinical Mental Health Counseling – 1

- Do you plan to practice in the state of North Dakota?
  - Yes – 16
  - No – 7
  - Undecided – 2
  - Comments:
    - N/A
    - I may get MN licensure in the future.
    - Dickinson

- The counseling faculty (including adjuncts and core) were available for comments, questions, and concerns.
  - Strongly Agree – 56%
  - Agree – 44%
  - Disagree – 0%
  - Strongly Disagree – 0%

- My academic advisor was available and helpful in addressing questions and concerns.
  - Strongly Agree – 80%
  - Agree – 20%
  - Disagree – 0%
  - Strongly Disagree – 0%

- The Internship Director was available and helpful in my practicum and internship experiences.
  - Strongly Agree – 76%
  - Agree – 24%
- The Program Director was available and helpful in addressing comments, questions, and concerns.
  - Strongly Agree – 76%
  - Agree – 24%
  - Disagree – 0%
  - Strongly Disagree – 0%

- The Chair was available and helpful in addressing comments, questions, and concerns.
  - Strongly Agree – 72%
  - Agree – 28%
  - Disagree – 0%
  - Strongly Disagree – 0%

- Would you recommend this program to others?
  - Yes – 24
  - No – 1

- Did you utilize Student Services (CHI Counseling, Tutoring, SmartThinking online tutoring, etc.)?
  - Yes – 9
  - No – 16

- Did you work during your program? (Please average your semesters)
  - Yes, Full-Time – 12
  - Yes, Part-Time – 12
  - No – 1
- How did you pay for your program?
  o Federal Financial Aid – 14
  o Self Pay (including by relatives) - 3
  o Paid for by Employer – 1
  o Federal Financial Aid; Paid for by Employer – 2
  o Federal Financial Aid; Self Pay (including by relatives) - 2
  o Federal Financial Aid; Self Pay (including by relatives); Paid for by Employer - 1
  o Prefer not to respond – 2

- How would you describe your family dynamics? (can be multiple for each student)
  o Single – 9
  o Significant other – 14
  o Children – 13
  o No Children – 6
Data Retreat Notes: Program Evaluation for Students enrolled in HUM 799 Spring 2022

Key Recommendations on Student Satisfaction:

1. Maintain the faculty-to-student connection and relationship-focused learning environment that fosters a supportive and open environment.
2. Continue to set course expectations and objectives based on the institutional and accreditation standards.
3. Provide students the options for the online or blended structure while continuing the use of the cohort model.
4. Create hiring policies and a support structure (training and orientation requirements) for adjunct instructors.
5. Add easily accessible web links to the program website pertaining to the counseling profession, state licensure, and professional organizations.
6. Utilize a course crosswalk model to map out coursework and access for applicability, purpose, and overlap.
7. Implement structure for faculty support and collaboration.

Key Program Findings:

Strengths:
1. Support, availability, and investment of faculty
2. Rigorous and challenging coursework
3. Cohort structure and diversity
4. Both online and in-person options

Areas for Improvement:
1. Adjunct instructors being better equipped and prepared
2. More resources and instruction about counseling practices and licensure (concentration specific)
3. Better balanced workload/less busy work
4. Improved demonstration and modeling of honesty, non-judgment, openness and vulnerability from faculty.

Additional Notes:

Faculty will continue to focus on Benedictine values. Not having overlapping assignments (need to update crosswalk). Allow students to switch between cohorts if needed. Training for adjuncts and new faculty (Canvas module for adjuncts, training on best practices in online learning). Autonomy. Improve info provided on website. Put info in handbook and update website link for handbook. Ask 2nd year students: what was repetitive? Model that we are taking care of ourselves as faculty. Better explain why the assignments will help them in the profession.
Continue to make the program manageable for working adults. 2020 was a difficult year for both faculty and students, consider the historical context.

Action Items:


2. Update assignment crosswalk (i.e. Utilize a course crosswalk model to map out coursework and access for applicability, purpose, and overlap).

3. Put licensure info in handbook and update on the website.

4. Ask 2nd yr. students "What was repetitive?"

5. Implement structure for faculty support and collaboration.
University of Mary Graduate Counseling Program

Site Supervisor Feedback Survey for 2021-2022

50 total responses

- The student I supervised was completing the (can select multiple responses)
  o Practicum experience – 28
  o Internship experience – 22

- I received a copy of the Practicum & Internship Manual
  o Yes – 48
  o No – 2

- I participated in an introductory meeting with the Instructor of Record and the Practicum/Internship Student either in person or virtually.
  o Yes – 48
  o No – 1
  o Other – 1
    ▪ via phone call with internship coordinator

- The Instructor of Record was available to answer my questions and to consult regarding student progress, concerns, etc.
  o Yes – 47
  o No – 0
  o N/A – 2
  o Other – 1
    ▪ Wasn’t needed

- 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.
  o Yes – 49
  o No – 0
  o Other – 1

- The Instructor of Record checked in with me concerning the development of the Practicum/Internship student throughout the experience.
  o Yes – 45
  o No – 3
  o Other – 2
University of Mary Graduate Counseling Program

Student Site Evaluations for Students enrolled in COU 590 Spring 2022

29 total responses

Rating Scale:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
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</tr>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Evaluation of the Site:

- I was informed of the site’s policies, procedures, and my duties.
  - 1 – 0
  - 2 – 0
  - 3 – 3
  - 4 – 7
  - 5 – 19
- I had access to a space that allowed for confidential work with clients.
  - 1 – 0
  - 2 – 0
  - 3 – 1
  - 4 – 3
  - 5 – 25
- I had enough clients/students to complete my direct hours.
  - 1 – 0
  - 2 – 0
  - 3 – 4
  - 4 – 7
  - 5 – 18
- I was embraced and treated as a member of the staff by peers and the supervisor(s).
  - 1 – 0
  - 2 – 0
  - 3 – 2
  - 4 – 3
  - 5 – 24
- I was provided opportunities to learn about various counseling theories and techniques.
  - 1 – 0
  - 2 – 2
  - 3 – 1
  - 4 – 10
  - 5 – 16
- I was provided opportunities to work with diverse populations and individuals with diverse needs.
  - 1 – 0
  - 2 – 0
  - 3 – 1
  - 4 – 8
  - 5 – 20

- I would recommend this site to future students.
  - 1 – 0
  - 2 – 2
  - 3 – 0
  - 4 – 2
  - 5 – 25

Evaluation of the Site Supervisor:

- The supervisor kept regular scheduled weekly supervisor appointments with me.
  - 1 – 0
  - 2 – 1
  - 3 – 0
  - 4 – 7
  - 5 – 21

- The supervisor created a supportive atmosphere where I felt I could be open about challenges I faced.
  - 1 – 0
  - 2 – 2
  - 3 – 0
  - 4 – 0
  - 5 – 27

- The supervisor demonstrated engagement in my learning and professional growth.
  - 1 – 0
  - 2 – 2
  - 3 – 0
  - 4 – 3
  - 5 – 24

- The supervisor encouraged me trying differing theoretical approaches and techniques.
  - 1 – 1
  - 2 – 0
  - 3 – 5
  - 4 – 8
  - 5 – 15

- I felt confident in my supervisor’s level of skill and knowledge.
  - 1 – 0
  - 2 – 1
- The supervisor offered regular feedback and constructive criticism.
  - 3 – 1
  - 4 – 1
  - 5 – 26

- I would recommend this supervisor to future students.
  - 1 – 1
  - 2 – 1
  - 3 – 0
  - 4 – 3
  - 5 – 24

**Data Retreat Notes: Site Supervisor Feedback Survey for 2021-2022**

**Observations:**

Make sure site supervisors receive the manual. Introductory meetings went well. Site supervisors thought our students were well prepared. Some appreciated Tevera, whereas others did not. Site supervisors expressed that we are a very involved program and provide lots of support. Regular communication is helpful. Some site supervisors wanted more emphasis on documentation. Supervisor training is ready to deliver.

Attach Internship/Practicum Manual in emails. Host meetings with students and supervisor at the beginning of the semester. Continue monthly check-ins. Maybe additional site supervisor training next year.

**Action Items:**

1. Create a hyperdoc for internship/practicum info to include with emails to site supervisors.
2. Practicum and internship faculty host meetings at the beginning of the semester.
3. Practicum and internship faculty complete monthly check-ins with site supervisors.
4. Prep additional site supervisor training for fall 2023 with Canvas modules.
University of Mary Graduate Counseling Program
Student Site Evaluations for Students enrolled in COU 691, 693, & 695
Fall 2021 – Spring 2022

32 total responses

Rating Scale:

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<tr>
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Evaluation of the Site:

- I was informed of the site’s policies, procedures, and my duties.
  - 1 – 1
  - 2 – 0
  - 3 – 0
  - 4 – 9
  - 5 – 22

- I had access to a space that allowed for confidential work with clients.
  - 1 – 0
  - 2 – 0
  - 3 – 2
  - 4 – 4
  - 5 – 26

- I had enough clients/students to complete my direct hours.
  - 1 – 0
  - 2 – 0
  - 3 – 0
  - 4 – 2
  - 5 – 30

- I was embraced and treated as a member of the staff by peers and the supervisor(s).
  - 1 – 0
  - 2 – 1
  - 3 – 2
  - 4 – 2
  - 5 – 27

- I was provided opportunities to learn about various counseling theories and techniques.
  - 1 – 0
  - 2 – 1
  - 3 – 3
  - 4 – 7
- I was provided opportunities to work with diverse populations and individuals with diverse needs.
  - 1 – 0
  - 2 – 0
  - 3 – 1
  - 4 – 7
  - 5 – 24
- I would recommend this site to future students.
  - 1 – 1
  - 2 – 0
  - 3 – 2
  - 4 – 3
  - 5 – 26

Evaluation of the Site Supervisor:
- The supervisor kept regular scheduled weekly supervisor appointments with me.
  - 1 – 2
  - 2 – 0
  - 3 – 2
  - 4 – 4
  - 5 – 24
- The supervisor created a supportive atmosphere where I felt I could be open about challenges I faced.
  - 1 – 2
  - 2 – 0
  - 3 – 0
  - 4 – 4
  - 5 – 26
- The supervisor demonstrated engagement in my learning and professional growth.
  - 1 – 1
  - 2 – 0
  - 3 – 2
  - 4 – 3
  - 5 – 26
- The supervisor encouraged me trying differing theoretical approaches and techniques.
  - 1 – 1
  - 2 – 0
  - 3 – 2
  - 4 – 5
  - 5 – 24
- I felt confident in my supervisor’s level of skill and knowledge.
  - 1 – 1
The supervisor offered regular feedback and constructive criticism.
- 1 – 1
- 2 – 0
- 3 – 3
- 4 – 4
- 5 – 24
- I would recommend this supervisor to future students.
  - 1 – 2
  - 2 – 0
  - 3 – 0
  - 4 – 2
  - 5 – 28

Data Retreat Notes: Student Site Evaluations for Students enrolled in COU 691, 693, & 695

Fall 2021 – Spring 2022

Observations:

Some lower scores at a school site. If a student consistently rates their supervisor at lower scores throughout the semester, this is an area to discuss. School counselor coordinator position could help to navigate issues.
University of Mary Graduate Counseling Program

Counseling Practicum Evaluation for Students enrolled in COU 590 Spring 2022

29 total responses

Rating Scale:

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

Student Self-Evaluation (29):

- Practicum student presents self in a professional manner through appropriate communication and respect of persons.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 2
  - 4 – 18
  - 5 – 9

- Practicum student practices ethically and legally while following specific placement policies.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 5
  - 4 – 15
  - 5 – 9
- Practicum student models appropriate counselor roles and responsibilities.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 10
  - 4 – 16
  - 5 – 3

- Practicum student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 5
  - 4 – 17
  - 5 – 7

- 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).
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 11
  - 4 – 16
  - 5 – 2

- 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.
  - 0 – 1
  - 1 – 0
  - 2 – 0
  - 3 – 14
  - 4 – 11
  - 5 – 3

- Practicum student actively engages in counseling sessions with clients/students with appropriate documentation and preparation as deemed appropriate by the supervisor.
  - 0 – 1
  - 1 – 0
  - 2 – 0
  - 3 – 9
  - 4 – 14
  - 5 – 5

- Practicum student is aware of their personal impact on others and seeks feedback from supervisor(s) to understand perceptions.
  - 0 – 0
- Practicum student demonstrates ability to persist through difficult issues/experiences while being aware of individual needs for self-care.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 13
  - 4 – 13
  - 5 – 3
- Practicum student appropriately and correctly self-evaluates counseling skills, knowledge, and professional disposition.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 10
  - 4 – 14
  - 5 – 5

Supervisor Evaluation (29):
- Practicum student presents self in a professional manner through appropriate communication and respect of persons.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 3
  - 4 – 12
  - 5 – 14
- Practicum student practices ethically and legally while following specific placement policies.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 3
  - 4 – 11
  - 5 – 15
- Practicum student models appropriate counselor roles and responsibilities.
  - 0 – 0
  - 1 – 0
  - 2 – 0
- Practicum student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.
  - 3 – 7
  - 4 – 15
  - 5 – 7

- 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).
  - n/a – 1
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 10
  - 4 – 14
  - 5 – 4

- 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.
  - n/a – 1
  - 0 – 1
  - 1 – 0
  - 2 – 0
  - 3 – 13
  - 4 – 12
  - 5 – 2

- Practicum student actively engages in counseling sessions with clients/students with appropriate documentation and preparation as deemed appropriate by the supervisor.
  - n/a – 1
  - 0 – 1
  - 1 – 0
  - 2 – 0
  - 3 – 9
  - 4 – 12
  - 5 – 6

- Practicum student is aware of their personal impact on others and seeks feedback from supervisor(s) to understand perceptions.
  - n/a – 1
- Practicum student demonstrates ability to persist through difficult issues/experiences while being aware of individual needs for self-care.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 5
  - 4 – 14
  - 5 – 9
- Practicum student appropriately and correctly self-evaluates counseling skills, knowledge, and professional disposition.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 7
  - 4 – 17
  - 5 – 5
- Recommendation:
  - I recommend the student passes the practicum experience. – 28
  - I do not recommend the student passes the practicum experience. – 0
  - n/a – 1
Practicum student presents self in a professional manner through appropriate communication and respect of persons.

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

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Practicum student models appropriate counselor roles and responsibilities.

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<th>Supervisor Evaluation</th>
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Practicum student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.

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Self-Evaluation  Supervisor Evaluation
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).

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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.

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

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

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

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<th>Unacceptable</th>
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Practicum student appropriately and correctly self-evaluates counseling skills, knowledge, and professional disposition.

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Self-Evaluation | Supervisor Evaluation
Data Retreat Notes: Counseling Practicum Evaluation for Students enrolled in COU 590 Spring 2022

Observations:
Most students were in the benchmark area of a 4. Some lower scores in theoretical orientation. All faculty modeling different approaches. A few 1s (paperwork, theoretical). Some supervisors said they were unable to evaluate certain areas.

Faculty supervisors being more intentional during meetings with site supervisors regarding the evaluation and manual. This is an immersive experience not just shadowing.

Action Item:
- Practicum faculty will explicitly provide information about the need for students to receive an average benchmark of a 3 on their evaluation.
University of Mary Graduate Counseling Program

Counseling Internship Evaluation for Students enrolled in COU 691, 693, & 695

Fall 2021 - Spring 2022

Rating Scale:

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

Student Self-Evaluation (41):

- Internship student presents self in a professional manner through appropriate communication and respect of persons.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 2
  - 4 – 24
  - 5 – 15

- Internship student practices ethically and legally while following specific placement policies.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 1
- Internship student models appropriate counselor roles and responsibilities.
  - 4 – 28
  - 5 – 12

- Internship student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 5
  - 4 – 26
  - 5 – 10

- 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).
  - 0 – 0
  - 1 – 0
  - 2 – 1
  - 3 – 9
  - 4 – 25
  - 5 – 6

- 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.
  - 0 – 0
  - 1 – 0
  - 2 – 1
  - 3 – 11
  - 4 – 24
  - 5 – 5

- Internship student actively engages in counseling sessions with clients/students with appropriate documentation and preparation.
  - 0 – 1
  - 1 – 0
  - 2 – 0
  - 3 – 6
  - 4 – 25
  - 5 – 9
- Internship student is aware of their personal impact on others and seeks feedback from supervisor(s) to understand perceptions.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 6
  - 4 – 29
  - 5 – 6

- Internship student demonstrates ability to persist through difficult issues/experiences while being aware of individual needs for self-care.
  - 0 – 1
  - 1 – 0
  - 2 – 0
  - 3 – 7
  - 4 – 27
  - 5 – 6

- Internship student appropriately and correctly self-evaluates counseling skills, knowledge, and professional disposition.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 4
  - 4 – 30
  - 5 – 7

Supervisor Evaluation (31):
- Internship student presents self in a professional manner through appropriate communication and respect of persons.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 4
  - 4 – 13
  - 5 – 14

- Internship student practices ethically and legally while following specific placement policies.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 2
  - 4 – 21
  - 5 – 8

- Internship student models appropriate counselor roles and responsibilities.
- Internship student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.
  - 0–0
  - 1–0
  - 2–0
  - 3–3
  - 4–22
  - 5–6
- 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).
  - 0–3
  - 1–0
  - 2–0
  - 3–6
  - 4–18
  - 5–4
- 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.
  - 0–0
  - 1–0
  - 2–0
  - 3–8
  - 4–20
  - 5–3
- Internship student actively engages in counseling sessions with clients/students with appropriate documentation and preparation.
  - 0–2
  - 1–0
  - 2–1
  - 3–3
  - 4–18
  - 5–7
- Internship student is aware of their personal impact on others and seeks feedback from supervisor(s) to understand perceptions.
  - 0–1
  - 1–0
- Internship student demonstrates ability to persist through difficult issues/experiences while being aware of individual needs for self-care.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 8
  - 4 – 19
  - 5 – 4

- Internship student appropriately and correctly self-evaluates counseling skills, knowledge, and professional disposition.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 6
  - 4 – 23
  - 5 – 2

**Final Evaluation**

**Student Self-Evaluation (29):**

- Internship student presents self in a professional manner through appropriate communication and respect of persons.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 0
  - 4 – 10
  - 5 – 19

- Internship student practices ethically and legally while following specific placement policies.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 0
  - 4 – 12
  - 5 – 17

- Internship student models appropriate counselor roles and responsibilities.
  - 0 – 0
  - 1 – 0
- Internship student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.
  - 2 – 0
  - 3 – 0
  - 4 – 18
  - 5 – 11

- 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).
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 0
  - 4 – 19
  - 5 – 10

- 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.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 0
  - 4 – 21
  - 5 – 8

- Internship student actively engages in counseling sessions with clients/students with appropriate documentation and preparation.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 0
  - 4 – 17
  - 5 – 12

- Internship student is aware of their personal impact on others and seeks feedback from supervisor(s) to understand perceptions.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 0
- Internship student demonstrates ability to persist through difficult issues/experiences while being aware of individual needs for self-care.
  o 4 – 16
  o 5 – 13
- Internship student appropriately and correctly self-evaluates counseling skills, knowledge, and professional disposition.
  o 0 – 0
  o 1 – 0
  o 2 – 0
  o 3 – 0
  o 4 – 19
  o 5 – 10

Supervisor Evaluation (31):
- Internship student presents self in a professional manner through appropriate communication and respect of persons.
  o 0 – 0
  o 1 – 0
  o 2 – 0
  o 3 – 1
  o 4 – 9
  o 5 – 21
- Internship student practices ethically and legally while following specific placement policies.
  o 0 – 0
  o 1 – 0
  o 2 – 0
  o 3 – 0
  o 4 – 6
  o 5 – 25
- Internship student models appropriate counselor roles and responsibilities.
  o 0 – 0
  o 1 – 0
  o 2 – 0
  o 3 – 1
  o 4 – 9
  o 5 – 21
- Internship student integrates feedback of supervisor(s) to improve counseling skills, knowledge, and professional disposition.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 1
  - 4 – 10
  - 5 – 20
- 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).
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 0
  - 4 – 16
  - 5 – 15
- 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.
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  - 5 – 16
- 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.
  - 0 – 0
  - 1 – 0
  - 2 – 0
  - 3 – 1
  - 4 – 14
  - 5 – 15

- Recommendation:
  - I recommend the internship student pass internship. – 31
  - I do not recommend the internship student pass internship. – 0
Internship student practices ethically and legally while following specific placement policies.

<table>
<thead>
<tr>
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Internship student models appropriate counselor roles and responsibilities.

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

Internship student 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.
Data Retreat Notes: Counseling Internship Evaluation for Students enrolled in COU 691, 693, & 695 Fall 2021 - Spring 2022

Observations:

Students showed growth by their final evaluation. Students incorporated feedback into their skills (acting ethically, responding professionally). By the final eval there were only a couple students who were rated at “developing toward competency.” Validates that internship final eval is an average of a 4 for the benchmark. Remediation for average of a 3 benchmark (assessing additional hours).

If a student is at an average of a 3 on their final eval, we will assess more hours. Faculty allowed more flexibility if a 3 in ethics or basic counseling skills. Faculty will encourage students part way through the semester or during their last 100 hours to have a conversation with their supervisor about the potential for a 3 in any area. What would they need to do to show improvement to a 4? Faculty review rubrics to ensure we are all on the same page with the wording. Member checking.

Action Items:
1. Internship faculty recommend students at semester midpoint and/or during their last 100 hours have a conversation with their supervisor about the potential for a 3 in any area.

2. Internship faculty encourage students to ask site supervisors what they would need to do to show improvement from a 3 to a 4.

3. Internship faculty review rubrics before semester starts and complete member checking.

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

Student embodies the Benedictine Values of the University of Mary through actions and attitudes.
Students present 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, Code of Ethics, and policies and procedures of the University of Mary.
Student demonstrates appropriate levels of confidence and self-acceptance.

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- Inappropriate
- Unacceptable
- Developing Toward Competency
- Demonstrates Competency
- Demonstrates Advanced Competency
Student demonstrates an awareness of their own belief systems, values, needs, and limitations and the effect of "self" on their work with clients/students, peers, or supervisors.

<table>
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<th></th>
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<th>Semester 2 (Student)</th>
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Student acknowledges and respects social and cultural differences.

<table>
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<th>Semester 2 (Student)</th>
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Data Retreat Notes: Professional Dispositions

Observations:

Students gained insight throughout the semester. Growth throughout the year. If they had lower scores, we worked very closely with students to provide extra support and guidance. Some missing data from spring 2022. Some lower scores on fully immersing themselves in professional growth (maybe provide realistic expectations). Don't need to get burned out, but perhaps we could offer ideas for PD too. Confidence and self-acceptance generally went up, but also some lower scores. Social and cultural was high at the beginning, but then it went down as they gained insight that they need additional growth in this area. Then it went back up near the end after completing the Multicultural Counseling class. Deadlines and punctuality were a little lower. Everyone did well with the technology.

Make sure we complete the Tevera evals each semester before a student leaves the program. Portfolio presentation should also be the SPR5 and the disposition form. Faculty offer PD ideas that align with a student's capacity.

Action Items:

1. Accountability system for advisors to complete Tevera professional dispositions.
2. Combine SPRS, dispositions, and portfolio presentation.

3. Advisors recommend PD during SPRs aligned with students' capacity.