

## Program Data Point 6. Evaluation of Internship

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

General Supervision Items	FA 2022	SP 2023	SU 2023	FA 2023	SP 2024	SU 2024
<i>Standard</i>	<i>Averages</i>					
1. Demonstrates an understanding of the counseling profession.	2.18	2.43	2.60	2.25	2.24	2.53
2. Develops an identity as a counselor.	2.32	2.41	2.40	2.31	2.16	2.22
3. Demonstrates a willingness to provide counseling services within the ethical guidelines of the counseling profession.	2.32	2.43	2.60	2.28	2.36	2.28
4. Has knowledge and understanding of major counseling theories.	2.25	2.24	2.40	2.28	2.28	2.28
5. Can apply theoretical understanding of major counseling theories.	2.25	2.24	2.40	2.47	2.24	2.13
6. Ability to accept others' values.	2.32	2.52	2.53	2.36	2.44	2.47
7. Consistently demonstrates verbal/non-verbal attending skills.	2.21	2.50	2.47	2.42	2.40	2.47
8. Can develop client effective awareness through empathic responses.	2.21	2.43	2.53	2.31	2.36	2.34
9. Counselor-in-training is genuine and congruent with clients.	2.32	2.43	2.60	2.47	2.44	2.43
10. Counselor-in-training uses basic counseling skills (paraphrasing; reflection of content, feeling; summarizing) appropriately to establish relationship.	2.29	2.43	2.60	2.56	2.36	2.50
11. Effectively demonstrates confrontation skills.	2.11	2.19	2.33	2.11	2.16	2.17
12. Encourages collaborative goal-setting and appropriate action-step planning with the client/student.	2.21	2.48	2.47	2.19	2.20	2.37
13. Demonstrates skills in rapport building with clients/students.	2.32	2.64	2.53	2.64	2.52	2.50
14. Demonstrates an awareness of, and an appreciation for, social and cultural influences on human development.	2.25	2.36	2.40	2.25	2.28	2.22
15. Recognizes how cultural factors influence the counseling process.	2.32	2.40	2.40	2.22	2.24	2.28
16. Developing a culturally competent approach to counseling assessment and treatment.	2.25	2.18	2.40	2.22	2.24	2.22
17. Considers developmental factors while working with clients/students.	2.21	2.36	2.40	2.28	2.24	2.28
18. Works effectively with groups.	2.39	2.38	2.64	2.22	2.36	2.33
19. Counselor-in-training can select and administer assessments appropriate for the setting.	2.14	2.19	2.33	2.15	2.17	2.19
20. Counselor-in-training can effectively conduct risk assessment (suicide/violence).	2.23	2.18	2.33	2.22	2.13	2.22
21. Counselor-in-training uses assessment data to establish intervention plans.	2.19	2.25	2.29	2.12	2.14	2.20
22. Recognizes the signs and symptoms of behavioral, social, and emotional disorders.	2.22	2.36	2.40	2.22	2.24	2.34
23. Demonstrates skills in assessment and treatment of individuals with addictive issues.	2.32	2.08	2.50	2.18	2.08	2.08
24. Counselor-in-training uses research and evidence to inform practice.	2.18	2.31	2.47	2.22	2.16	2.16
25. Demonstrates the ability to effectively and ethically terminate and/or transfer clients/students.	2.20	2.11	2.38	2.21	2.18	2.07
26. Demonstrates an understanding of career development and related life factors and their applications in counseling.	2.18	2.16	2.42	2.13	2.17	2.16
27. Understands the impact of trauma on human development and is sensitive to this in assessment and implementation of counseling strategies.	2.25	2.34	2.47	2.19	2.32	2.41

<b>Practical Application Items</b>	<b>FA 2022</b>	<b>SP 2023</b>	<b>SU 2023</b>	<b>FA 2023</b>	<b>SP 2024</b>	<b>SU 2024</b>
<i>Standard</i>	<i>Averages</i>					
1. Demonstrates a personal commitment in developing professional competencies.	2.29	2.48	2.60	2.39	2.36	2.34
2. Engages in open, comfortable, and clear communication with peers and supervisors.	2.39	2.57	2.53	2.56	2.52	2.56
3. Recognizes own deficiencies and actively works to improve them with peers and supervisors.	2.18	2.55	2.47	2.44	2.36	2.38
4. Completes case reports and records punctually, correctly, and conscientiously.	2.27	2.48	2.40	2.28	2.20	2.22
5. Demonstrates an effective approach to counseling and client advocacy with a clear understanding of counselor functions and dispositions.	2.29	2.50	2.47	2.22	2.25	2.22
<b>Clinical Mental Health Counseling Items</b>	<b>FA 2022</b>	<b>SP 2023</b>	<b>SU 2023</b>	<b>FA 2023</b>	<b>SP 2024</b>	<b>SU 2024</b>
<i>Standard</i>	<i>Averages</i>					
1. Develops and monitors the effectiveness of treatment plans.	2.16	2.17	2.40	2.21	2.05	2.22
2. Adapts treatment plans based upon client responsiveness.	2.25	2.10	2.40	2.21	2.15	2.22
3. Demonstrates the skills associated with working in a multi-disciplinary mental health care setting.	2.22	2.31	2.43	2.25	2.15	2.31
4. Demonstrates skills in understanding limitations of practice and appropriately refers to medical, legal, or other appropriate professionals.	2.17	2.34	2.47	2.25	2.14	2.09

### Evaluation of counselor education program

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

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

<b>Quantitative Assessment</b>						
	<b>FA 2022</b>	<b>SP 2023</b>	<b>SU 2023</b>	<b>FA 2023</b>	<b>SP 2024</b>	<b>SU 2024</b>
<b>A. Core Objectives</b>	<i>Averages</i>					
To what extent do you believe that NKU's counseling program equips students with the knowledge needed to fulfill their responsibilities as counseling professionals?	2.61	2.56	2.53	2.33	2.32	2.34
To what extent do you believe that NKU's counseling program equips students with the skills needed to fulfill their responsibilities as counseling professionals?	2.39	2.65	2.47	2.33	2.36	2.34
To what extent do you believe that NKU's counseling program prepares students to participate in supervision?	2.39	2.50	2.53	2.39	2.40	2.41

Qualitative Feedback						
What do you perceive as the strengths of NKU's counseling program?	FA 2022	SP 2023	SU 2023	FA 2023	SP 2024	SU 2024
	<i>This student's supervisor has taken a real interest in their development and communicates this often.</i>	<i>Student is VERY knowledgeable and goes "by the book" whenever possible. This student is always excited to learn new ideas and has talked highly of their education.</i>	NKU's counseling program appears to have equipped students with the necessary knowledge and practice to instill proficiency and confidence in their therapeutic counseling skills, their counseling professionalism, their responsibilities as a counseling professional, and their dedication to the counseling profession.	School/program collaboration, convenience of placing teacher with counselor in workplace, and flexibility.	I believe a strength of the program is the high level of communication between profession and internship site throughout the process.	NKU prepares well, students for private practice. They are easy to teach and they have been introduced to some of these basic issues.
	It's clear <i>this student</i> is provided with stellar supervision. <i>This student</i> has overall spoken highly of their experience at NKU.	<i>Student</i> had a wealth of theoretical knowledge and has a reasonable understanding of what to expect in an office based setting. <i>This student</i> has knowledge of many interventions and a clear theoretical perspective.	Compassion and flexibility working with students.	Individual and small group counseling is definitely well planned and taught throughout the program and I can tell through <i>the student's</i> work. Also, the feedback they get from their professors is really valuable.	Providing intern opportunities that allow students to explore different population and specialties in the counseling field. Affective communication with professors and site supervisor.	Keeping counselors in training accountable. Diverse background amongst faculty. NKU does a fantastic job of preparing counselors-in-training with techniques and practical knowledge that they will need to use in the field.
	Direct counseling hours with students is a priority during practicum.	All of the interns I've supervised from NKU have been professional, taken initiative,	Supportive campus supervisors.	<i>Student</i> is very driven as a practicum student. Does a great job at reflective	Education of individual counseling theories/techniques.	I see that NKU attempts to be thorough throughout the practicum/internship experience.

		and have demonstrated solid clinical insight and professionalism.		conversation regarding their abilities and things they witness and observe. They are willing to take on whatever is thrown their way and shows an eagerness to learn and experience more.		There are meetings with supervisors, class discussions of video for growth, meetings with the supervisors during the program.
	NKU is easy to work with. Requirements prepare counselors for the job.	Interns are well prepared and have an excitement that isn't beaten down.	Consistent support of students, clear communication with placement site.	I believe that most professors give great individual attention to help students feel seen and heard.	The NKU Counselor Education Program seems to foster a supportive learning environment where students reportedly feel valued, respected, and supported in their academic and personal growth. Faculty members have been accessible and approachable, providing guidance and offering a strong community partnership.	<i>Student</i> has been our first counselor trainee from NKU. He demonstrates a strong understanding of the counseling profession and the role of a counselor. <i>Student</i> also has a strong understanding of the counseling relationship and rapport building skills.
	Students have a comprehensive knowledge of the counseling profession, helpful support supervision from faculty, and intellectually stimulating and challenging experiences in the classroom.	<i>Student</i> has been one of my most well-equipped students that I have supervised this semester. <i>This student</i> approaches work professionally and is well prepared with appropriate questions. <i>This student</i> has embraced the learning they've	Students demonstrate a readiness for clinical supervision, students appear to receive a very thorough education, students report feeling connected to faculty.	NKU's counseling program appears to have equipped students with the necessary knowledge and practice to instill proficiency and confidence in their therapeutic counseling skills, their counseling professionalism, their responsibilities	One-on-one attention and support. Great professors and relationships.	Communication has been a strength. I think I have been kept in the loop about anything needed from me and how <i>the student</i> is doing overall. They have been able to provide support for the students.

		received from NKU and often points out the support from NKU as a reason for their success.		as a counseling professional, and their dedication to the counseling profession.		
	<i>This student</i> has been well prepared for their role here. <i>This student</i> speaks highly of the support they receive from NKU and indicates that they are pleased with both education and practicum experiences.	The diversity and breadth of content delivered in courses.	I feel that NKU does a great job of preparing interns for "real-life" counseling situations with skills and interventions.	Thus far, it has been evident that NKU's counseling program does prepare student for being a counseling professional.	First, I think the reputation of the program is that holds a high standard and well respected. I also feel like the theories and techniques training have been evident in the students I have seen in the last 8 years. The students I've worked with over the years seem to have a very solid understanding of theories and techniques and significantly more than other programs common in our area.	The awareness of their own mental health on the client-counselor relationship.
	The students that I have supervised from NKU's program have been excellent.	Care and investment in the students.	Support from faculty, thorough knowledge of counseling course content, high performance standards.	Support for students individual needs. I believe this program prepares its students for a professional career in the counseling profession. I like that the school has a pseudo exam that the students take in preparation for the NCE. <i>Student</i> only had positive things to say about that program and the	They offer great communication and support for students!	The use of personalized feedback and professional development from some of the professors.

				flexibility the program offered.		
	Preparation of the students for placement	The availability and feedback from professors has been invaluable throughout this process.	Students from NKU are always clinically and ethically sound. They are prepared, initiative takers, responsible and flexible.	The strengths of NKU's program is one of collaboration. When I was out sick <i>student</i> always had a supervisor at NKU they could utilize. The school is very responsive to needs and concerns of students when it comes to their clinical needs. NKU's communication is the best of the schools we have worked with.	More training in couple's work, trauma, or in specific techniques.	The theoretical background knowledge that the student came into the office setting with was exceptional.
	There has been collaboration in working with <i>this student</i> . NKU reaching out as they see need, being able to be the best supports that <i>this student</i> needs.	Supportive in getting students placed, good emphasis on theory	The program is well organized and any time either <i>student</i> or I have a question, we are able to get quick answers.	The CMHC grad students I have encountered so far are very knowledgeable about the counseling profession and need very little orientation to participating in the supervision process.	NKU Counseling Services loves having students from the counseling program. The investment and dedication of the counseling faculty is evident. Very easy to access and communicate with if needed. The majority of counseling students are prepared for practicum and internship. This includes, but not limited to, the understanding of safety protocols, the importance of clinical supervision, the necessity of video recording,	Requiring video sessions and transcripts. Great communication.

					etc. Counseling students often reference their classes and the relevance of the material.	
	We have had several interns from NKU and we are pleased with their overall clinical readiness for practicum and intern students.	Thorough education, ample support from faculty	We have had a number of students at the practice attend the counseling program at NKU. It has been apparent that your students feel supported by the staff in their journey. The communication between the school and the internship/practicum site seems appropriate and straightforward when necessary.	One of the strengths of the NKU counseling program is the requirement/expectation that the length of the school counseling internship be for the entire school year, rather than just 1 semester. This allows the school counseling intern to experience the full-school year and gain much more practical learning experiences. Another strength is the on-going supervision provided by the university for the school counseling intern.	Academic rigor, variety of perspectives from faculty, closeness of support offered to practicum/internship students.	Students are well prepared for a private practice.
	Knowledge of evidence based practices and education surrounding intervention strategies.	Great program. Very supportive of it.	<i>Student</i> had a strong sense of cultural awareness and was easy to acclimate to the culture of <i>the site</i> .	<i>Student</i> has come to practicum prepared to work with clients.	They are more equipped than other students for practicum/internship.	I've experienced good communication from the faculty at NKU. I feel like I can contact you if there is something I need to discuss about a student. I like the fact the students regularly record themselves and I've asked to see some of <i>student's</i> recordings- it

						helps me to evaluate their skills.
	Our practice has had several interns from NKU and we have been pleased with their overall performance, skill, and willingness to learn. <i>This student</i> has been an asset to our team and we are grateful for the opportunity to work with them.	We have had several interns from NKU's counseling program and we have hired a few of them after they became licensed. I believe that those who go through this program are equipped to fulfill the duties and responsibilities of a licensed therapist.	With the past two interns/practicum students they have both demonstrated excellent counseling knowledge and application of skills. It would be a pleasure to continue to provide supervision for NKU students at <i>site</i> .	Thorough, in-person program.	Open minded and eagerness to learn. Communication has been good between supervisees and staff as well as an understanding of what's expected of the students.	Good communication when needed.
	Overall <i>this student</i> did well working with clients, is compassionate and caring and wants what is best for the clients. <i>This student</i> completed documentation and sought supervision when needed.	Interns demonstrate knowledge of applicable skills for developmental level.	NKU's counseling program advocates for their students and ensures their needs will be met regardless of what placement they're in.	Providing feedback using case presentations and transcripts.	It seems that <i>student</i> is well educated on counseling subject matter - theories, techniques, diagnoses, and treatment planning.	Responsible and helpful.
	The intern seems prepared.	Preparedness of counseling skills, importance of empathy.	Online documentation.		Supervision seems to be very good.	<i>Student</i> has a lot of knowledge about counseling skills.
	I believe I've supervised four interns from NKU and have another starting in next semester, so I'm clearly satisfied with the level of skill, ability, and	Direct contact with student, counseling skills.			The program seems to provide a good understanding of counseling theory and professional development.	

	professionalism they possess.					
	Students including <i>this student</i> are prepared with professional skills and are motivated to engage in growth.					<i>Student</i> seems to be very prepared as to what would be expected developmentally for a counselor in training. I appreciate the additional support and collaboration they have received from NKU.
	Good curriculum; faculty support.					I think they prepare folks well for counseling as a professional in the field. I have liked the check-ins from staff to make sure things are going well.
						Actively involved in student's internship placement. Great communication.
						Allowing students to complete their internship over the course of the entire school year instead of just a semester. This allows the student to strengthen rapport with students, staff and other stakeholders, as well as learn school culture. Collaboration with between student,

					supervisor and professor is also a strength. I feel NKU is providing a well-rounded experience for school counseling interns.	
					I think it's great that the program has school counseling students train with mental health counselors.	
					The counselors with whom I have worked with from NKU has so many great things to say about their training and the data based approach. They are knowledgeable about the profession and have great ideas for interventions and strategies.	
					Good communication when needed.	
What do you perceive as areas of improvement for NKU's counseling program?	<b>FA 2022</b>	<b>SP 2023</b>	<b>SU 2023</b>	<b>FA 2023</b>	<b>SP 2024</b>	<b>SU 2024</b>
	Getting site supervisors more	Possibly a need for more trauma-	Students would benefit from	Providing documentation to	If sites are willing,	As students are working in

	info heading into the practicum with the NKU student.	based therapy training - perhaps more couple's or sex therapy.	NKU initiating coursework and training surrounding techniques as it relates to neurodivergent conditions (like autism, ADHD, etc.). Students that have come our way through both the counseling and nursing programs have been largely unprepared to work with this population.	supervisors with more time for completion.	providing education and feedback to site on how they can improve or provide the appropriate environment for students (i.e. having appropriate caseload, ongoing communication with students).	groups starting in practicum possibly having that class sooner in their schooling.
	More balance of time with learning the role and direct hours with students. This is come in the Internship portion.	Other universities have a more regular practice of communication with our site. An increase in communication with school staff would have been needed if we were dealing with a student who was struggling. This level of communication was appropriate since <i>this student</i> has been highly successful and an easy student to have on our team.	Students have reported how work intensive their course load can be.	I do think school counselors need basic classroom management and lesson planning support. I'd be happy to help if needed.	For the school counseling program, I think it would be good to try to give school counseling students some background on special education. It is such a big part of our role and in the state of KY commonly is involved in the school counselor's role.	Making sure students have realistic expectations when/by the time they graduate from the program - work/life balance, community mental health issues, building client caseload in private practice, etc.
	Students (including others I have met from the program) seem burdened at times with the workload.	Class time flexibility for internship classes.	Students have described how labor intensive their coursework can be at times.	I was surprised that placement for internship at my school was discussed with the student before it was discussed with me. It created a bit of an	More training in couple's work, trauma, or in specific techniques.	Perhaps more collaboration with student's supervisors.

				uncomfortable situation between the <i>student</i> and I.		
	It would be helpful for NKU to communicate directly with the placement site regarding expectations for professional activities and types of clients that are appropriate for students.	At times students have mentioned how work intensive certain assignments and classes can be.	Allow interns to conduct home/community visits. Especially now with the pandemic impact ending- we are seeing an increased need and preference for face-to-face care again. Requests for telehealth are decreasing rapidly. As an agency, we are also moving further away from conducting telehealth assessments and use of electronic consent links.	Throughout the <i>student's</i> time at <i>the cite</i> as an intern I would like them to get more experience in program planning, collecting data and analyzing, planning and implementation of groups and help planning career readiness. I would also like them to get some experience in connecting and collaborating with teachers.	As students are working in groups starting in practicum possibly having that class sooner in their schooling.	More opportunities to provide students with practical therapy experiences.
	Program should include training specific to sex therapy. School should also provide ability for student to participate in placement activities (e.g. meeting with clients) during semester breaks. This interrupts client care, and operations of the placement site.	The ability for interns to travel into the community for home based sessions. NKU is the only school I work with that does not allow this.	The one area that we continuously see that students feel less equipped with is the process of applying for licensure upon graduation. It could be beneficial to touch on this in an existing course or consider adding this as a professional development piece to the program.	More trauma or special training opportunities. Probably more couples and sex information as well!!!! I find that we are so successful because there are not enough therapists with the knowledge.	More specific techniques and expanded knowledge in specific populations. More trauma informed care/theory/techniques.	I want more collaboration with supervisors and professors, though I know if I ask, they will be there.
	I feel like the communication between site supervisors and	More opportunities for collaboration between the	The links don't work well.	It would be helpful for faculty, field supervisors, and	Providing coursework on crisis intervention	Likely more role play scenarios to bolster students' confidence in

	school supervisors could be more frequent.	school and internship site.		interns to record a client's progress on their goals and objectives from their initial intake until the end of their treatment or end of the semester (whichever comes first). This would not only allow the interns to see how their skills have improved but also how the therapeutic relationship over time facilitates clients to make progress toward and/or achieve their treatment goals and objectives.	focusing on early childhood years; additional coursework centered around writing reports, collecting and analyzing data regarding student outcome goals; school counselor role's in ARC's and 504 meetings.	therapeutic setting.
	There seems to be some confusion regarding administrative issues and I wish the communication between site and school supervisors was better.	During the internship course, I do think a check in from NKU supervisor would be appropriate for this course. This was really helpful during his practicum.		Offering courses in sex therapy, business management, etc.	Better communication about the licensure process. Consistent accountability for counseling students who are struggling.	Increased training on documentation and application of counseling theory would be helpful.
	As per usual -- my only feeling of dissatisfaction is related to their inability to travel into the community for home-based visits.			Feedback that we have received across the board is wanting a deeper understanding to approaches. For example, how to take a modality and start applying it with clients, what interventions might be used, what the first	At times the course load seems cumbersome, based on what students have told me.	

				<p>few sessions might look like and how to use that approach to continue working with that client. We've notice that CTs feel a bit lost in that part. They express learning in theory about a modality but not as much about the application and practice of it.</p>		
				<p>Students have repeatedly mentioned how overburdened they feel by coursework. I also wonder how useful it is to have students prepare and pay for the CPCE since it is not required for licensure in KY. Since we are so close to OH, it might be more useful to have them take the NCE instead, in the event that your students want to apply for their LPC license in OH.</p>	<p>I feel it would be beneficial to staff and students if there were more meetings between the staff and the supervisees to ensure that communication and expectations are being met.</p>	
				<p>One area for improvement is the NKU counseling program is trying to add more classes/electives around trauma informed care for schools and classroom &amp; behavior management</p>	<p>Some additional role play scenarios that are reflective of real world scenarios may be of benefit. Examples would be with a client that is resistant and doesn't want to talk, a client that won't stop</p>	

				especially focusing on elementary age students.	talking, a client that drops an unexpected "bombshell". This would help the student with being able to pivot approaches quickly.	
					Classroom lessons in school counseling, and classroom management.	
					Better video administration.	