

## 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 2023	SP 2024	SU 2024	FA 2024	SP 2025	SU 2025
<i>Standard</i>	<i>Averages</i>					
1. Demonstrates an understanding of the counseling profession.	2.25	2.24	2.53	2.67	2.43	2.37
2. Develops an identity as a counselor.	2.31	2.16	2.22	2.60	2.43	2.32
3. Demonstrates a willingness to provide counseling services within the ethical guidelines of the counseling profession.	2.28	2.36	2.28	2.47	2.57	2.37
4. Has knowledge and understanding of major counseling theories.	2.28	2.28	2.28	2.53	2.29	2.26
5. Can apply theoretical understanding of major counseling theories.	2.47	2.24	2.13	2.47	2.29	2.32
6. Ability to accept others' values.	2.36	2.44	2.47	2.73	2.71	2.42
7. Consistently demonstrates verbal/non-verbal attending skills.	2.42	2.40	2.47	2.73	2.57	2.26
8. Can develop client effective awareness through empathic responses.	2.31	2.36	2.34	2.73	2.57	2.21
9. Counselor-in-training is genuine and congruent with clients.	2.47	2.44	2.43	2.67	2.57	2.37
10. Counselor-in-training uses basic counseling skills (paraphrasing; reflection of content, feeling; summarizing) appropriately to establish relationship.	2.56	2.36	2.50	2.53	2.57	2.32
11. Effectively demonstrates confrontation skills.	2.11	2.16	2.17	2.40	2.00	2.16
12. Encourages collaborative goal-setting and appropriate action-step planning with the client/student.	2.19	2.20	2.37	2.40	2.29	2.16
13. Demonstrates skills in rapport building with clients/students.	2.64	2.52	2.50	2.80	2.71	2.26
14. Demonstrates an awareness of, and an appreciation for, social and cultural influences on human development.	2.25	2.28	2.22	2.40	2.29	2.26
15. Recognizes how cultural factors influence the counseling process.	2.22	2.24	2.28	2.47	2.29	2.26
16. Developing a culturally competent approach to counseling assessment and treatment.	2.22	2.24	2.22	2.40	2.29	2.21
17. Considers developmental factors while working with clients/students.	2.28	2.24	2.28	2.47	2.29	2.21
18. Works effectively with groups.	2.22	2.36	2.33	2.31	2.33	2.09
19. Counselor-in-training can select and administer assessments appropriate for the setting.	2.15	2.17	2.19	2.40	2.29	2.21
20. Counselor-in-training can effectively conduct risk assessment (suicide/violence).	2.22	2.13	2.22	2.50	2.33	2.21
21. Counselor-in-training uses assessment data to establish intervention plans.	2.12	2.14	2.20	2.33	2.14	2.11
22. Recognizes the signs and symptoms of behavioral, social, and emotional disorders.	2.22	2.24	2.34	2.40	2.43	2.11
23. Demonstrates skills in assessment and treatment of individuals with addictive issues.	2.18	2.08	2.08	2.33	2.33	2.00
24. Counselor-in-training uses research and evidence to inform practice.	2.22	2.16	2.16	2.33	2.43	2.21
25. Demonstrates the ability to effectively and ethically terminate and/or transfer clients/students.	2.21	2.18	2.07	2.33	2.14	2.11
26. Demonstrates an understanding of career development and related life factors and their applications in counseling.	2.13	2.17	2.16	2.31	2.50	2.17
27. Understands the impact of trauma on human development and is sensitive to this in assessment and implementation of counseling strategies.	2.19	2.32	2.41	2.33	2.57	2.26

<b>Practical Application Items</b>	<b>FA 2023</b>	<b>SP 2024</b>	<b>SU 2024</b>	<b>FA 2024</b>	<b>SP 2025</b>	<b>SU 2025</b>
<i>Standard</i>	<i>Averages</i>					
1. Demonstrates a personal commitment in developing professional competencies.	2.39	2.36	2.34	2.60	2.71	2.47
2. Engages in open, comfortable, and clear communication with peers and supervisors.	2.56	2.52	2.56	2.60	2.57	2.47
3. Recognizes own deficiencies and actively works to improve them with peers and supervisors.	2.44	2.36	2.38	2.50	2.43	2.37
4. Completes case reports and records punctually, correctly, and conscientiously.	2.28	2.20	2.22	2.60	2.14	2.26
5. Demonstrates an effective approach to counseling and client advocacy with a clear understanding of counselor functions and dispositions.	2.22	2.25	2.22	2.50	2.43	2.32
<b>Clinical Mental Health Counseling Items</b>	<b>FA 2023</b>	<b>SP 2024</b>	<b>SU 2024</b>	<b>FA 2024</b>	<b>SP 2025</b>	<b>SU 2025</b>
<i>Standard</i>	<i>Averages</i>					
1. Develops and monitors the effectiveness of treatment plans.	2.21	2.05	2.22	2.27	2.17	2.05
2. Adapts treatment plans based upon client responsiveness.	2.21	2.15	2.22	2.27	2.50	2.16
3. Demonstrates the skills associated with working in a multi-disciplinary mental health care setting.	2.25	2.15	2.31	2.33	2.50	2.11
4. Demonstrates skills in understanding limitations of practice and appropriately refers to medical, legal, or other appropriate professionals.	2.25	2.14	2.09	2.33	2.40	2.11

### 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 2023</b>	<b>SP 2024</b>	<b>SU 2024</b>	<b>FA 2024</b>	<b>SP 2025</b>	<b>SU 2025</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?	2.33	2.32	2.34	2.43	2.43	2.37
To what extent do you believe that NKU's counseling program equips students with the skills needed to fulfill their responsibilities as counseling professionals?	2.33	2.36	2.34	2.38	2.35	2.42
To what extent do you believe that NKU's counseling program prepares students to participate in supervision?	2.39	2.40	2.41	2.52	2.35	2.37

**Qualitative Feedback**

What do you perceive as the strengths of NKU's counseling program?	FA 2023	SP 2024	SU 2024	FA 2024	SP 2025	SU 2025
	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.	Students appear confident and ready to jump into the work! I am also picking up that supervision from NKU has been meaningful and supportive for students. The ease of providing thorough feedback is also a strength.	<i>Student</i> seemed well prepared for their placement and equipped with the skills and knowledge to understand their role.	Great foundational knowledge of counselor identity and basic counseling skills.
	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.	I believe that the care and attention that they offer students allows them space to grow not only clinically but personally which allows them to have a greater chance in the field.	It is my opinion that NKU, equips students with the skills needed to enter into the counseling profession.	These answers are specific to <i>student</i> . I've had students before that have not done as well.
	<i>Student</i> is very driven as a practicum student. Does a great job at reflective conversation regarding their abilities and	Education of individual counseling theories/ techniques.	I see that NKU attempts to be thorough throughout the practicum/inter nship experience. There are meetings with	The ability to conceptualize clients over and above many of the other local programs. A greater and more productive	So far, the interns I have supervised have shown great knowledge and enthusiasm as counseling professional. They	Counselors in the program demonstrate skills and empathy towards clients and families.

	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.		supervisors, class discussions of video for growth, meetings with the supervisors during the program.	understanding of theoretical eclecticism and the use of the SOC model as a means of selecting appropriate techniques and approaches for individual clients.	demonstrate knowledge and practice of ethical considerations and skills.	
	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.	NKU students appear to have a strong sense of counselor identity and the role of the counselor in facilitating change. They have a good understanding of the counseling process and various therapeutic orientations.	The program facilitates the development of and provides opportunities to all of the students and the results are extraordinary.	Prepared with clinical theory, practice, techniques, and interventions. Has quality care and information necessary for comprehensive treatment for clients.
	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	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.	I appreciate the supervision given through the staff in the program.	The NKU counseling program has adequately prepared <i>student</i> for their practicum and internship experience with us.	Level of support - <i>student</i> often talks about getting support from numerous people in the program.

	counseling professionalism, their responsibilities as a counseling professional, and their dedication to the counseling profession.					
	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.	I think that NKU does well at gate keeping. I know that professors care immensely about protecting the profession and the clients that come across their graduates. It is clear that NKU wants to build a community of counselors that advocate for themselves and their clients as well, which I have always loved most about the program.	NKU appears to go very in depth with their curriculum in preparing students for the theory and clinical practice of psychotherapy.	<i>Student</i> has grown as a counselor with their skills. I am looking forward to continuing to work with them in the Fall semester of 2025.
	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	They offer great communication and support for students!	The use of personalized feedback and professional development from some of the professors.	They are very flexible and able to adapt and integrate new information and consultation very quickly. They have all the skills and talent that I look for in new clinicians. They have a bright future.	Students are well prepared with techniques and an ability to conceptualize cases. NKU provides good support and continued opportunities to learn through group and individual supervision.	Students are well prepared and adaptable.

	<p>students take in preparation for the NCE.  <i>Student</i> only had positive things to say about that program and the flexibility the program offered.</p>					
	<p>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.</p>	<p>More training in couple's work, trauma, or in specific techniques.</p>	<p>The theoretical background knowledge that the student came into the office setting with was exceptional.</p>	<p>Teaches students a variety of theories, interventions, great overview of the field and strategies for practice.</p>	<p>The preparation and support to the students as they prepare to be professionals.</p>	<p>Each of the students I have worked with have been well prepared.</p>
	<p>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.</p>	<p>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</p>	<p>Requiring video sessions and transcripts. Great communication .</p>	<p>The program has been a great way to prep the intern with experience and knowledge of emersed work for future endeavors.</p>	<p>Oversight for those in the field - <i>student</i> often talks openly about the discussions they have in class and how that helps them.</p>	<p>This is the first semester that I have worked with a student from NKU. It does appear that the professors are very available to the students and very willing to help them with questions they may have.</p>

		<p>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, etc. Counseling students often reference their classes and the relevance of the material.</p>				
	<p>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.</p>	<p>Academic rigor, variety of perspectives from faculty, closeness of support offered to practicum/internship students.</p>	<p>Students are well prepared for a private practice.</p>	<p>The faculty are great and easy to work with. Very accessible and available if needed. Students understand the exception of recording sessions and the value it brings. Students seem to have great success when taking NCE as well as other exams.</p>	<p>So far, the interns I have supervised have shown great knowledge and enthusiasm as counseling professionals. They demonstrate knowledge and practice of ethical considerations and skills.</p>	<p>The readiness of interns for practicum and internship is exceptional. The interns are prepared and responsive.</p>

	<p><i>Student</i> has come to practicum prepared to work with clients.</p>	<p>They are more equipped than other students for practicum/inter nship.</p>	<p>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.</p>	<p>As a field supervisor I have appreciated NKU's frequency of communication and commitment to supporting their graduate interns throughout the entire process. My experience is that interns from NKU show readiness for all aspects of the counseling process particularly their readiness to participate in reflective supervision and apply feedback. I appreciate the ability to remain at the same site with the same supervisor throughout practicum and internships. This provides more time for growth and better support for the clients and the community.</p>	<p>Every student I have worked with has been well prepared.</p>	<p>It appears that NKU's counseling program offers a solid combination of theoretical instruction and opportunities for practical application. From my perspective, there seems to be an emphasis on developing core counseling skills, cultural competence, and ethical practice, supported by faculty who are accessible and invested in student growth. The program also seems to provide diverse learning experiences, including exposure to various counseling approaches, assessment tools, and professional development opportunities that help prepare students for work in the field.</p>
	<p>Thorough, in-person program.</p>	<p>Open minded and eagerness to learn. Communication has been good between supervisees and staff as well as an</p>	<p>Good communication when needed.</p>	<p>I have been pleased with the academic curriculum with NKU.</p>	<p>The CT expresses the faculty are engaged and passionate about the student's growth as a counselor, as</p>	<p>The strengths lie within the more rigorous approach that NKU engages in, in pushing their students during their practicum and</p>

		understanding of what's expected of the students.			well as their personal well-being.	internship experience.
	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.	Having the classes and learning tools prior to beginning practicum that allows the CT to feel more prepared.	Students are taught counseling techniques prior to internship and the college has a good reputation with <i>site</i> . I feel students need more help with treatment planning prior to internship.	Commitment to developing interns that area practicing evidenced based practices.
		Supervision seems to be very good.	<i>Student</i> has a lot of knowledge about counseling skills.	As a field supervisor I have appreciated NKU's frequency of communication and commitment to supporting their graduate interns throughout the entire process. My experience is that interns from NKU show readiness for all aspects of the counseling process particularly their readiness to participate in reflective supervision and apply feedback. I appreciate the ability to remain at the same site with the same supervisor throughout practicum and	NKU's counseling program seems to provide a structured and comprehensive curriculum that effectively blends theoretical knowledge with practical application. The program appears to offer a well-organized sequence of learning experiences, allowing students to gradually build skills and confidence. It also seems to provide valuable experiential learning opportunities, including role-plays, supervised clinical hours,	NKU supports the students and is engaged with them. They are easily reachable to myself or the students.

				<p>internships. This provides more time for growth and better support for the clients and the community.</p>	<p>and case discussions that prepare students for real-world counseling. Additionally, the program seems to foster supportive faculty mentorship and supervision, with professors who are approachable, knowledgeable, and invested in students' professional development. Overall, NKU's counseling program seems to equip students with a solid foundation to become competent, ethical, and reflective counselors.</p>	
		<p>The program seems to provide a good understanding of counseling theory and professional development.</p>		<p>The thoroughness of the training regarding clinical skills for students coming in.</p>	<p><i>Student</i> is my only student from NKU. They appear to have a good foundation and understanding of counseling theories.</p>	<p>NKU appears to go above and beyond to instill ethical and legal protocols into their students. I hope that more schools begin to meet your programs standards for students and their minimum growth.</p>
		<p><i>Student</i> seems to be very prepared as to what would be expected developmentall</p>		<p>It has been a pleasure working with <i>student</i> as they close out this chapter. NKU</p>	<p>It seems that the supervision and oversight is completed very thoughtfully and with care.</p>	<p>The student's communication as well as staff and the organization of the program.</p>

		y for a counselor in training. I appreciate the additional support and collaboration they have received from NKU.		has done a very good job at ensuring they can conduct themselves in the counseling profession.		
		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.		Great communication with site visits. Ability to prepare students for this field.	Students appear confident and ready to jump into the work! Tandem supervision from NKU has been meaningful and supportive for students. The ease of providing and receiving thorough feedback is also a strength.	Supervision
		Actively involved in student's internship placement. Great communication .		NKU students have a strong sense of counselor professional identity and the role of the counselor facilitating change.	The supervision has been beneficial for the students.	
		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		<i>Student</i> has shown an impressive commitment to continuously improving their skills and expanding their professional activities. They actively participate in supervision and uses the insights gained	In my experience, the greatest strength of the NKU program is the reliability with which it provides counseling students with the means and information necessary to be an effective therapist.	

		<p>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.</p>		<p>to improve their skills.</p>		
		<p>I think it's great that the program has school counseling students train with mental health counselors.</p>		<p>Strong partnerships with the community.</p>	<p>NKU students seem to have strong sense of counselor identity.</p>	
		<p>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.</p>		<p>Communications with graduates and ongoing relationships.</p>	<p>Students express feeling well supported and connected. Faculty is available and open to feedback.</p>	
		<p>Good communication when needed.</p>			<p>Previously, it would have been more negative. But <i>student</i> has done well in the last two semesters. I'm anxious to see how they do when they do</p>	

					not have classes to focus on and can put 100% of their effort into internship over the summer.	
					NKU gives honest feedback to students and the professors know their students very well. They are easy to contact and share concerns with and are receptive to those concerns.	
What do you perceive as areas of improvement for NKU's counseling program?	<b>FA 2023</b>	<b>SP 2024</b>	<b>SU 2024</b>	<b>FA 2024</b>	<b>SP 2025</b>	<b>SU 2025</b>
	Providing documentation to supervisors with more time for completion.	If sites are willing, 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).	As students are working in groups starting in practicum possibly having that class sooner in their schooling.	I think I would need more context to inform this response (curious about the course curriculum and timeline; more so from a previous student and advisor perspective. :). However, I do not perceive any areas for improvement at this time!	Exposure to research and material related to minoritized individuals and understanding of the intersections of trauma, granted, <i>student</i> is my only student from NKU.	Increased focus on diagnosis and case conceptualization.
	Throughout the <i>student's</i> time at <i>the cite</i> as an intern I would like them to get more experience in	For the school counseling program, I think it would be good to try to give school counseling	Making sure students have realistic expectations when/by the time they graduate from	A lot of the time, <i>student</i> seemed unsure about what they were supposed to do regarding some of the	The reality of school counseling is far more than small groups, guidance, and individual	The student often reported being overwhelmed in their internship. There were

	<p>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.</p>	<p>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.</p>	<p>the program - work/life balance, community mental health issues, building client caseload in private practice, etc.</p>	<p>expectations - they felt like things were sprung on them at times, and also that there might be some prejudice against them due to their age and lack of technology awareness. Aside from that, I thought the weekly videos were excessive - I have another student from a different program who had 5 to do throughout the semester and I think that would have sufficed.</p>	<p>counseling. Students are in desperate need of 1: awareness of what the job really is, 2: basic special education understanding, 3: behavior strategies and interventions. It is not uncommon to have wildly unregulated students, who can be violent, and most college students are shocked when they see this. I worry that this lack of awareness could result in unexpected burnout early in a career, versus knowing what you're really getting in to and committing to it. I know that I really had NO CLUE of what these behaviors could be and may have made different life decisions if that awareness was there, and would like to give future school counselor's a different opportunity to decide if this role is a best fit. It is not easy. It is not painless. It is not as simple as</p>	<p>three instances where they cried about not being paid in their internship and being overwhelmed by the paperwork and having to work a job outside of their internship. It is imperative that they utilize time management and understand that not all internships are paid. Also, they struggled with paperwork being returned to them and sometimes felt I returned their paperwork because "I was mad at them." I attempted to explain that paperwork would be returned frequently as they are in the learning phase of clinical documentation in their internship. I reminded them it was not a personal attack, but I needed to ensure their paperwork met medical necessity. I reminded them that many interns have their paperwork returned for corrections. I would also like</p>
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					<p>groups, guidance, and counseling. Liabilities are also high with how litigious parents have become.</p>	<p>them to cut their camera on in group and individual supervision so that I can feel they are engaged. They did not do this every time, but there were a few times they did this. They would report their camera was off due to eating. However, many of us were eating as well and were able to cut our cameras on. I reminded them it was okay and they would not be judged for eating. However, sometimes they would still not cut their camera on, I transferred them to another supervisor as I think that may be a better fit and would better suit their needs.</p>
	<p>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 uncomfortable situation between the <i>student</i> and I.</p>	<p>More training in couple's work, trauma, or in specific techniques.</p>	<p>Perhaps more collaboration with student's supervisors.</p>	<p>Students struggle in balancing the need to use required skills with developing their counselor identity and I worry about the impact of the quality at times.</p>	<p>Make LGBTQIA+ Counseling part of the core curriculum and remove Career Counseling! (I know this is CACREP)</p>	<p>It would be great if you had a class that covers how to get licensed in whichever state they choose.</p>

	I do think school counselors need basic classroom management and lesson planning support. I'd be happy to help if needed.	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.	Make LGBTQIA+ Counseling a required course.	Perhaps more information or data on the population served and the unique needs and/or challenges of working with that specific population.	Working with students to prepare them for licensure/employment.
	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.	Is there a class for children/adolescent therapy? That could be helpful as some therapists are not as comfortable with younger clients.	I have had experience where universities provide in-person CEUs or meetings for the supervisors of their students. I would welcome such an opportunity to network with other clinical supervisors.	I would love to see InPlace become more interactive, i.e., be able to track students accruing hours per semester, rather than just sign off on each day's submissions.
	It would be helpful for faculty, field supervisors, and 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	Providing coursework on crisis intervention 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.	Likely more role play scenarios to bolster students' confidence in therapeutic setting.	I would really enjoy more interaction with the NKU staff while working with the interns. I think something as simple as a little communication monthly would be helpful with teachers and supervisors to stay connected during this process. I would also like to have more feedback throughout process for improvement as a supervisor and ways on	Get rid of career counseling and add LGBTQIA+ Counseling to the core curriculum. (I know this is CACREP... but still).	As society is moving into a more casual feel overall. It may be good (not specifically to this student but), overall having some professionalism taught. Possible expectations in various settings (clinic, private practice or other types of provider locations). Pros and cons of each. A typical day to help interns know what to expect. We do some of

	facilitates clients to make progress toward and/or achieve their treatment goals and objectives.			which I can improve in the role that I am in.		this on our end. Just a thought.
	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.	More inclusion of child/adolescent specific instruction.	Emphasis the licensure process post-graduation.	Preparing students for the experience they will receive in a community based mental health facility. For example, hours they want to work versus hours clients typically attend sessions. Openness and flexibility in scheduling and motivation to take on additional projects or experiences pertaining to the counseling field.
	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 few sessions might look like and how to use that approach to continue working with that client.	At times the course load seems cumbersome, based on what students have told me.		Continue to ensure counseling students understand the commitment (time, energy, personal) it takes to benefit the most from internship placement. <i>Student</i> has been great about this but I feel like other students have struggled and tended to simply push through versus truly embrace the internship experience.	School counselor students should have behavior management classes. This is a large part of what we instruct and teach to, and what we're expected to lead teachers with in a building. They should also be exposed to some general information about special education, 504's, legalities, the foster system/cabinet,	I am not sure what the program does now in making time for help with licensure/navigating the employment spaces of what happens after a graduate leaves the program, but this is something I have noticed that several students have struggled with.

	<p>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>Continue to educate them about the licensing process once they graduate. More education and/or practice with diagnosis. Students seem hesitant.</p>	<p>and even working with difficult parents. These are difficult to navigate without a general understanding of how each of these work. While school counselors really should not be doing ARC's or 504's, it's unrealistic to work in a school and not know how these operate. Also, understanding what is and is not acceptable to the cabinet, how the foster system works (for example: understanding that they can be contracted by the cabinet independently and the issues with this), and how to set up interventions for extreme and sometimes violent behaviors within the school.</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</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</p>		<p>As <i>student</i> completes their internship, they have made a positive impact on both clients and the agency. They have built strong client relationships and worked</p>	<p>For our agency, we are able to assign direct participant only when we have a clinician that is "co-assigned". This allows for continuity of care for our program</p>	

	<p>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>and expectations are being met.</p>		<p>well with the team to enhance care. <i>Student</i> consistently demonstrated professionalism while seeking feedback to improve their skills. <i>Student's</i> dedication, flexibility, and teamwork have made them a valuable asset, and they are well-prepared for the next step in their professional journey.</p>	<p>participants as well as fidelity to the specific trauma work we do. This limits the number of counseling students we can provide a successful and robust placement experience. We have enjoyed our NKU Counseling students and the great communication with the program staff.</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 especially focusing on elementary age students.</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 talking, a client that drops an unexpected "bombshell". This would help the student with being able to pivot approaches quickly.</p>		<p>Over the last few evaluation periods (both midterm and final), I was no longer getting the email from InPlace, with the link to the evaluation. Once a student reached out to faculty, I then would receive the email with the evaluation link. Although this is certainly a small thing, and was quickly and easily resolved by faculty, it did result in a few occurrences in having less time to complete the evaluation.</p>	<p>Easier access to InPlace system usage.</p>	
		<p>Classroom lessons in</p>		<p>Lots of schools do this, but I'm</p>		

		school counseling, and classroom management.		not sure why. Students are allowed to walk for graduation and then could end up not graduating due to grades, etc...		
		Better video administration.		Increase enrollment in the program.		