

ANNUAL PROGRAM REVIEW 2023

September 20, 2023

LSU Counselor Education Program

Clinical Mental Health Counseling and School Counseling Concentrations

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The LSU Counselor Education program is a 60-hour master's program in counseling with two distinct concentrations: School Counseling and Clinical Mental Health Counseling. The degree prepares all students to function as professional counselors in a variety of human service settings such as schools, college counseling centers, mental health treatment facilities, and private practices. Our program prepares students to meet the mental health needs of clients in the state of Louisiana and nationally. Our goal is to prepare students to master the knowledge and skill areas specified by current preparation standards and best practices in the counseling profession. Graduates use their knowledge and skills to help individuals, couples, and families from diverse populations to enhance life adjustment, foster personal growth and wellness, promote social justice and advocacy, and expand competencies in coping with environmental demands across the lifespan.

The LSU Counselor Education program is evaluated on an annual basis through a process specified by our Office of Institutional Effectiveness as part of the SACS accreditation process. The evaluation includes a 3-year assessment plan for student learning outcomes, assessment methodology, findings and analysis of the ongoing assessment, and an action plan. This report is required for submission each year (See the 2022 Student Learning Assessment report, available on the Counselor Education Program Website). In addition, a Program Impact Report is conducted every three years. The current Program Impact Report is available on the Counselor Education program website.

In addition to this ongoing assessment, the program typically conducts an annual review of additional data measures related to our CACREP accreditation. Therefore, this review reflects findings from our review of data collected From Fall 2022-Summer 2023. Please note that this document supplements our annual report for SACS with additional program review findings. The SACS report provides a review of student learning outcomes while this report provides a broader review of program evaluation.

1. We conducted a review of programs, mission statement and objectives, curricular offerings, and characteristics of program applicants.

In fall 2023 we reviewed both concentrations in terms of the mission statement and objectives. We updated some of the wording in our objectives to better reflect current terminology in the field. Our revised program objectives include:

To prepare our students with experiential and didactic learning opportunities to acquire the knowledge, skills, and dispositions required of an effective professional counselor, upon completion of our program students will be prepared to:

- a. Practice according to the codes of ethics, legal precedents, and professional standards of the counseling profession.
- b. Provide counseling services in a diverse and multicultural society;
- c. Work effectively with individuals, couples, families, and groups across the lifespan to improve their mental health and wellbeing;
- e. Demonstrate excellent helping, communication, conflict resolution, consultation, and other intrapersonal and interpersonal skills;
- f. Design and facilitate group interventions to serve clients in various settings;
- g. Select, administer, and interpret assessment tools as appropriate and ethical to their counseling settings;
- h. Utilize a variety of research methods, statistical procedures, needs assessments, and program evaluations designed to improve counselor effectiveness; and
- i. Demonstrate a professional counselor identity appropriate to their chosen career path.

We also revised and streamlined our program mission statement. The new mission statement is:

The LSU Counselor Education program prepares students to meet the mental health needs of diverse clients in Louisiana, and nationally, through a focus on evidence-based practices, advocacy and social justice, and wellness across the lifespan.

Over the past year several changes have been implemented to revise curricular offerings to optimize student learning:

- a. Per feedback from LSU's Office of Institutional Effectiveness, we revised our program objectives (listed above) so that those referring to improving knowledge are stated more behaviorally. We are currently working to implement these changes now.
- b. The faculty will review the program of study to look at course sequencing, especially for the third year. One problem has been that our current sequence only requires 6 credit hours for the last two semesters. This has been an issue for those students with assistantships as they need to take 9 hours to maintain their position. One option is to remove summer courses and move those to Fall and Spring of the final year. This would also allow students and faculty summer breaks, study abroad opportunities, and students could take electives during summer in other programs. In addition, by moving content courses (e.g., Analysis of the Individual, Vocational Counseling) to the Fall of Year 3, it is possible scores on the CPCE Exam will be higher for graduating students.
- c. Due to a reduced number of faculty, we will look at course offerings throughout the college and university to optimize potential elective courses that meet student interest during years 1 and 2 in the program and in summertime (e.g., an elective in Sport

Psychology or Motivation and Behavior). We are also going to offer some courses every other year to maximize enrollments and offer cross-cohort interaction and support.

Dispositional Reviews

Another change implemented in 2023 was a change in our procedure for assessing student dispositions. We started with the removal of the Student Academic, Professional and Personal Development Review from our Counselor Education Program Handbook. We replaced it with the *Professional Dispositions Competency Assessment—Revised (PDCA-R) (Non-Admissions Form)* (Freeman & Garner, 2017) (see also Garner et al., 2020).¹ The reason for the change was to focus on measuring dispositions per CACREP standards and to use a valid and reliable measure. We pilot tested with our first-year cohort in Spring 2023. Faculty members corroborated scores for everyone in the Year 1 cohort in Spring 2023, and subsequently provided individualized feedback to students by subcommittees. In Fall 2023, our Year 2 cohort will receive their scores along with our Year 1 cohort. At that time, we will see how feedback from the PDCA-R is being implemented by 2nd year students prior to practicum.

In our Fall 2023 review meeting, we noted an increase in out of state applicants, admits, and out of state student enrollment in the program. While the diversity of the applicant pool could still be improved, as our applicants are overwhelmingly female, Caucasian, and from social sciences majors, we have been successful in recent years in increasing the diversity of the students who enroll in the program. The LSU Graduate School offers tuition exemption to students from under-represented groups, which helps with recruitment, and faculty are active in attempting to secure Graduate Assistantships for students with offices across campus, including counseling-related positions such as Offices of Student Services in various Colleges across campus, Career Services, Disability Services, and Campus Life Offices. We surveyed students in our program in Spring 2023 regarding assistantships. Of the 42 students that responded, 28 had assistantships on campus; additionally, three of our students have full time campus jobs. For a list of student assistantships in the 2022-2023 academic year please [see Table 1](#).

However, a great concern is that in Spring 2023 Provost Haggerty introduced a new zero-based budget model at the university. This model, along with new strategic initiatives to fund doctoral students, included proposals to cut master's-level service graduate assistantships across campus. Many of our graduate students have tuition coverage through these assistantships. Our faculty petitioned the Graduate School to exempt our program from these cuts as our students have been critical to the success of programs across campus. We also cited how our program has 100% job placement and the mental health and school counseling needs of Louisiana and the U.S. WE have received no communication regarding the status of our petition to date.

¹ Freeman, B. J., & Garner, C. M. (2017). Professional Dispositions Competency Assessment, Revised. Unpublished instrument, Scholar Works.
Garner, C. Freeman, B. Stewart, R. Coll, K. (2020). Assessment of dispositions in program admissions: The professional disposition competence assessment—Revised Admission (PDCA-RA). *The Professional Counselor*, 10(3), 337–350. doi:10.15241/cg.10.3.337

2. We conducted formal exit studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.

Students complete an Exit Survey at the end of their last semester in the program. The survey asks students to rate advising, accessibility of faculty, quality of instruction and clinical experiences, and extent to which they felt prepared to enter their careers. The Likert-type scale ranges from 1-5 (strongly disagree to strongly agree). Ratings indicated that students graduating in Spring 2023 felt moderately prepared (\bar{X} = 3.87). In addition, the quality of instruction and clinical experience provided by counseling faculty was rated as a moderate strength. Instruction by outside faculty was rated somewhat lower. Not surprising, the scores received in these Exit Surveys were the lowest since data collection in the program has been recorded, significantly lower than recent years. Much of this we attributed to dissatisfaction with spending the entire first year of the counseling program online due to the Covid pandemic.

The narrative portion of the Exit Survey asks students about strengths of the program and suggestions for improvement. Common responses for strengths of the program included:

- Really got to know professors
- Amazing faculty who did everything in their power to help you succeed
- Quality classroom instructions
- Built strong relationship with my cohort
- Encouraging and empathetic atmosphere that faculty set created a setting of high standards and openness to feedback
- Faculty incorporated knowledge and examples from working with clients into the clinical training
- I know faculty really care and go above and beyond for students

Suggestions for improving the program included:

- Try rearranging the curriculum for the last two semesters
- Adding more faculty so more opportunities for electives
- For school counseling students, more training in classroom management
- Hard to stay on Zoom for all those classes.
- Offer coursework on the business aspects of counseling

Some of the suggestions were things beyond the control of the Counselor Education faculty. For example, adding faculty is not something we can do. LSU and universities across the U.S. have consistently cut faculty lines. We also could not control the university's choice to move courses to the zoom platform during the covid pandemic. Suggestions we can address are increasing classroom training for school counseling students which

we plan to address in Fall 2023. To address electives such as business development, we plan to ensure students understand the opportunities for electives throughout the university. We are also addressing the need for courses in the last two semesters.

3. We conducted formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.

- a. **Site Supervisors:** We collect feedback from site supervisors at our annual Site Supervisor Workshop (held each spring) and on our student evaluation forms. We ask site supervisors the question, “What can we do to better prepare students for their experiences at your site?” See Table 2 for actual site supervisor comments. Many supervisors commented on the quality of preparation of LSU students. Some of the supervisors asked that we consider offering on-site electives; better training on electronic health records; and for school counselors, a better understanding of the overall school climate. See Table 2 for site supervisor comments gathered from the CCSS in Practicum and Internship. See Table 3 for site supervisor comments gathered from the Site Supervisor Workshop held in Spring 2023.
- b. **Employers:** An employer survey is sent annually. The Spring 2023 employer survey asked about both knowledge and skills of employees hired who are graduates of the LSU Counselor Education program. On average, employers had 4.25 employees from the program and were asked to rate the skills and knowledge of their most recent hires on a scale of 1-10. Items consisted of skills and knowledge within the eight CACREP core areas. Employers rated our graduates between 9-10 on a 1-10 range (10 being the highest) on EVERY item. On average employers rated students very favorably on most skill areas (see Table 4 for results). See Table 4 for results.
- c. **Alumni:** We conducted a survey of alumni to request feedback on the LSU counselor education program. We asked year of graduation, concentration (i.e., CMHC or School Counseling), what type of work they were currently doing, starting salary, promotions, current employer and contact, any special achievements they had since graduating from the program, ratings of the program in professional skills and knowledge. Alumni had the opportunity to share strengths of the program and areas of improvement. Alumni from the last five years were surveyed and 46 responded to our questionnaire. All alumni reported special achievements including types of licensures earned (e.g., state licensure (LPC), LPC-S, various certifications (NCC, NCSC) and others), doctoral degrees, department chair, district school counselor of the year, Recognized ASCA Model Program award (RAMP), PhD, and having presented on counseling topics at state and national conferences. Alumni specialized in a wide range of counseling including sexual trauma, domestic violence, couples counseling, career counseling, sexual offender treatment, perinatal mental health, restorative justice, substance use, and play therapy. All respondents had collegial relationships, and many were currently networking with prior classmates. In summary, alumni generally reported a positive, favorable review of the program. See Table 5 for Alumni Survey Combined Comments.

4. We assessed student learning and performance on professional identity, professional practice, and program area standards.

In previous years we have noticed a tendency for CCSS scores to seem inflated; particularly from site supervisors and new site supervisors specifically. To mitigate this trend, we reviewed the Likert range of possible CCSS scores (1-7) and decided that given our target range is 3-5 and that students in that range have an acceptable score, we would ask that ANY score below or above that range would need justification. We piloted this revised CCSS in Counseling Skills and Practicum in In Fall 2022 and Spring 2023. Scores fell in a more normative range in those semesters. See results descriptions in the CCSS section below.

CPCE

Our summative measure is the *Counselor Preparation Comprehensive Examination*, a national counseling exit exam. It has eight subscales that are aligned with outcomes 1-8. In addition, a mean composite total score (combining the eight subscales) is given and compared to a national mean score (see [Figure 1](#)). The LSU mean composite (X= 94.8) was significantly higher than the National X=85.7. In addition, LSU (X) scored higher across all eight subscales than the national average (see [Table 7](#)). [Table 7](#) shows individual raw scores, subscale summary data, and LSU and National subscale means. Because National mean scores change each year with varying iterations of the CPCE, we have chosen to always have an intended outcome of exceeding the National mean score by 1.0 quality point on each subscale. For 2023, our students did this on the composite score and on seven out of eight subscales. One area where we were approximately .30 of a subscale from target was Assessment. However, we were still above the National mean.

CAS-ES

In Spring of 2023 Outcome 9 (Family Systems) requires a separate measure as the CPCE does not have a subscale for this area. Initially a course rubric was developed as a primary measure, but the faculty decided that it was not a good assessment of counseling skills. In Spring of 2019, a measure of family counseling skills, the *Counselor Activity Self-Efficacy Scale* (Hill & Hoffman, 2003)², was added and administered at midterm and at the end of the semester in the Family Counseling Course. We feel that these measures provide a nice balance of both formative skill measures as well as summative knowledge measures for our program outcomes. In Spring 2023, students in the Family Counseling course demonstrated moderate, though not statistically significant, growth on the scale from pre to post test. See [Table 8](#).

² R. W. Lent, Hill, C., E. & Hoffman, M. A. (2003). Development and validation of the Counselor Activity Self-Efficacy Scales. *Journal of Counseling Psychology*, 50, 97–108. <https://doi.org/10.1037/0022-0167.50.1.97>

CCSS

The program also assesses skills annually through clinical performance. *The Counseling and Counselor Skill Scale* (CCSS) is a formative measure that assesses counseling skills, professional behaviors, and other counseling competencies. It is administered each semester starting in Fall of the student's second year as part of the Counseling Skills class (competencies 1-5 only), Practica courses, and Internships. The rating scale is completed by both the LSU faculty supervisor as well as the site supervisor. As previously noted, the scale was revised, and the revised scale was implemented for Practicum in Spring 2023 as a pilot. In Fall 2023 all site supervisors and university supervisors in Internship will use the revised scale. We hope this will keep scores at a more normative range (3-5) and decrease inflated scores (6-7).

Our program outcomes have consistently met and often exceeded our targets. In terms of the CCSS, throughout 2022-2023 program targets were met and often exceeded ideal. Data consistently showed improvement from midterm to end of semester ratings, using both faculty and site supervisor ratings. Over the 2022-2023 academic year the faculty also worked with site supervisors about how to rate this measure so that there would be greater consistency between faculty and site-supervisors.

Counseling Skills Outcomes

In Fall 2022 in Counseling Skills, only one measurement of Counseling Skills is taken by faculty supervisors and this rating becomes a program baseline for the cohort over 2 years. Only subscales 1-5 are measured as session deepening is not possible since students generally only have 1-2 sessions with clients at most. For the 2nd year cohort, the composite subscale score for both Counseling Skills sections $\bar{X}=4.57$, which exceeds our target score.

Practicum

For School Counseling practicum in Spring 2023, the faculty midterm composite CCSS \bar{X} score = 4.30 while the Site Supervisor midterm composite CCSS \bar{X} score = 4.25. The total School Counseling midterm composite CCSS \bar{X} score = 4.27. For School Counseling practicum in Spring 2023, the faculty final composite CCSS \bar{X} score = 5.12 while the Site Supervisor final composite CCSS \bar{X} score = 5.23. The total School Counseling final composite CCSS \bar{X} score = 5.18. Thus, scores were closely aligned. For CMHC practicum in Spring 2023, the faculty midterm composite \bar{X} score = 4.58 while the Site Supervisor midterm composite CCSS \bar{X} score = 4.26. The total CMHC midterm composite CCSS \bar{X} score = 4.42 For CMHC practicum in Spring 2023, the faculty final composite CCSS \bar{X} score = 5.62 while the Site Supervisor final composite CCSS \bar{X} score = 5.02. The total CMHC final composite CCSS \bar{X} score = 5.32. As aforementioned, Spring 2023 Practicum was the first semester the revised CCSS was used. Students in Practicum showed growth exceeded the target score and over their scores in Counseling Skills.

Internship

For School Counseling internship in Fall 2022, the faculty midterm composite CCSS \bar{X} score = 4.85 while the Site Supervisor midterm composite CCSS \bar{X} score = 6.16. The total School Counseling midterm composite CCSS \bar{X} score = 5.51. For School Counseling internship in Fall 2022, the faculty final composite CCSS \bar{X} score = 5.61 while the Site Supervisor final composite CCSS \bar{X} score = 6.84. The total School Counseling final composite CCSS \bar{X} score = 6.22. For School Counseling internship in Spring 2023, the faculty midterm composite CCSS \bar{X} score = 5.87 while the Site Supervisor midterm composite CCSS \bar{X} score = 5.95. The total School Counseling midterm composite CCSS \bar{X} score = 5.91. For School Counseling internship in Spring 2023, the faculty final composite CCSS \bar{X} score = 6.61 while the Site Supervisor final composite CCSS \bar{X} score = 6.67. The total School Counseling final composite CCSS \bar{X} score = 6.64, again, exceeding the target.

For CMHC internship in Fall 2022, the faculty midterm composite CCSS \bar{X} score = 4.73 while the Site Supervisor midterm composite CCSS \bar{X} score = 5.11. The total CMHC midterm composite CCSS \bar{X} score = 4.92. For CMHC internship in Fall 2022, the faculty final composite CCSS \bar{X} score = 5.99 while the Site Supervisor final composite CCSS \bar{X} score = 5.45. The total CMHC final composite CCSS \bar{X} score = 5.72. For CMHC internship in Spring 2023, the faculty midterm composite CCSS \bar{X} score = 4.88 while the Site Supervisor midterm composite CCSS \bar{X} score = 5.15. The total CMHC midterm composite CCSS \bar{X} score = 5.02. For CMHC internship in Spring 2023, the faculty final composite CCSS \bar{X} score = 5.86 while the Site Supervisor final composite CCSS \bar{X} score = 5.98. The total CMHC final composite CCSS \bar{X} score = 5.92, above the program target.

Commentary on specific course content and pedagogical changes to come:

- a. For ELRC 7345 Counseling Skills, a Theater department first-year course was identified as a partner course. The students in the Theatre course will serve as counseling subjects for counseling session video recordings. We piloted this partnership in Fall 2022. This allowed earlier real-life counseling experience with a first-year college population.
- b. In practicum and internship, a refresher on the use of assessment measures as part of the student's case formulation and treatment planning activities was added. This included a review of behavior and symptom measures that were introduced in ELRC 4600 Disabling Conditions, ELRC 7348 Substance Abuse and ELRC 7333 Analysis of the Individual.
- c. In internship we added a Telehealth module to refresh and update developments in that area. This is now in the regular rotation of yearly topics.
- d. In Counseling Across the Lifespan service learning was implemented in Fall 2022 and will continue to give students greater client exposure early in the program.
- e. In Family Counseling and Counseling Across the Lifespan students will participate in an Ethics and special populations project using generative Artificial Intelligence (AI) to better understand how to critically assess AI use in counseling case work.

- f. In ELRC 7334 Vocational Counseling, Counseling Across the Lifespan, and Counseling Skills, students are now required to participate in wellness interventions. This is due to previous student feedback, alumni, and site supervisor feedback. We are using the Mindspa created by our faculty and implementing meditation in numerous classes to bolster mindfulness practices.
- g. In ELRC 7393 Family Counseling, self-reflective activities were added to help students recognize personal family issues.
- h. Classroom training for school counseling students which we plan to address in Fall 2023.
- i. We have updated our adjunct training to better onboard outside faculty with our program philosophy and training expectations to enhance the student experience.
- d. ELRC 7330 Group Counseling will be completely revised this year due to student feedback and a different faculty member will teach the course.
- e. Per site supervisors, exit interviews, alumni surveys, and student feedback, we plan to infuse more training for the school counseling students in classroom management, IDEAs, 504 plans, and twice exceptionality (2E). Because this will require additional content coverage, students will cover these in modules introduced during internship beginning in Fall 2023.

Table 1. Reported Assistantships Held by Students in Counselor Education in 2022-2023

2022-2023 Assistantships				
Counselor Education	School of Education (Communications GA)	Center for Academic Success	School of Education	School of Education-Dr. Kennedy
T Harry Williams Center for Oral History -LSU Libraries	Office of Disability Services	Enrollment Management and Student Success	School of Education-Dr. Blanchard	LSU Center for Community Engagement, Learning, and Leadership
Chevron Center for Engineering Education	Academic Center for Student-Athletes	Office of Student Services	College of Humanities and Social Sciences	Disability Services Testing Office
School of Education - PRISE GA	School of Education Office	Disability Services	College of Human Sciences & Education: Student Services GA	School of Education—Dr. Baumgartner
Academic Center for Student-Athletes	LSU Tiger Life, Cox Academic Center for Student Athletes	College of Human Sciences and Education	School of Education - Counselor Education Office	College of Engineering
Center for Academic Success	Research Assistant for Dr. Jennifer Curry	Coates Hall		

Table 2. Site Supervisor Comments from the CCSS for Improving the Program: 2022-2023 Practicum and Internships

Spring 2023, CMHC Practicum
<p>Spring 2023</p> <ol style="list-style-type: none"> 1) More clarity surrounding options for placement in following semesters. 2) No specific recommendations currently. 3) Every student I've worked with has been well prepared. 4) Every counseling student I've worked with from LSU has been prepared for their experience. 5) No specific recommendations at this time. 6) Teach them more about documentation. 7) Give students more autonomy/responsibility in finding their internship placement sites. 8) With most practicum students, self-efficacy is a major concern. Students would benefit from interactive coursework designed to build confidence in their capacity to promote change in their clients and cope with stress in the face of challenging clients. 9) We have not had any concerns regarding lack of preparedness but would suggest that there is a focus on working with crisis and resistant clients. 10) I have had a conversation with dr. Cszaszar about the program so I feel that I have a better understanding than I did at midterms. However, I do not feel that I am versed enough in the program yet to make any recommendations. 11) I am not familiar enough with this specific program to provide any appropriate recommendations. 12) Continually provide emotional as well as intellectual/theoretical support for practicum students, since, as is well-known to all of us in the field, the personal-emotional side of becoming a counselor is often as challenging, if not more so, than the learning of specific practical skills. 13) Reinforce the idea that students will have to remain flexible and adaptive to deal with the unforeseen issues from clients and from the idiosyncrasies unique to each field site. And furthermore, highlight how this uncertainty and novelty is likely to challenge them emotionally, and that this is normal.
Spring 2023, School Practicum
<ol style="list-style-type: none"> 1) She's well prepared. 2) No suggestions at this time. 3) More focus on mental health/learning disabilities that children and adolescents face, especially in a school setting. 4) The biggest roadblock I felt was going into schools with no experience in education. I also think a course focused on learning diagnoses/disabilities in children could better prepare school counselors.
Fall 2022 and Spring 2023, CMHC Internship

Fall 2022

- 1) So far, I think helping them manage/juggle all of the responsibilities they have to prevent burn-out
- 2) They are very well prepared.
- 3) In my opinion, students would benefit from more experience with the mechanisms for providing services through mock sessions, crisis management training, and handling their own anxieties surrounding clients with suicidal ideation and/or intent, as well as appropriate confrontation.
- 4) I've been impressed with the structure of evaluation, as well as the growth resources that LSU provides to the student. Our student takes advantage of opportunities to discuss cases with LSU staff with particular expertise - such as play therapy/working with children.
- 5) The progress is great overall. I would suggest possibly considering an emphasis on grief counseling to several student-athletes being referred due to sport injuries.
- 6) Continue conversations about counselor identity and clinician self-care.
- 7) There was some rigidity at first. We took time to discuss the differences between counseling settings. After she understood that private practice was less rigid, she was able to loosen up and be herself. It had made a huge difference with her clients.
- 8) Kind of what I said before about explaining burnout and giving tools to prevent it.
- 9) They are well prepared.
- 10) Encourage use of different theories
- 11) I think that LSU's enforcement of a Winter Break, while complicated for agencies and client work, is likely very helpful for students. Our student clearly works hard, and he deserves his upcoming break.
- 12) At our organization we have family counseling opportunities. Our student was somewhat unprepared for the ethics surrounding guardian rights and confidentiality. A clearer understanding of how to set boundaries with parents in the beginning to avoid blurred lines would be beneficial.

Spring 2023

- 13) I think a focus on crisis intervention could benefit future students.
- 14) I think you do an outstanding job in preparing your students.
- 15) Assist with and encourage students to do more in depth research on substance abuse counseling. As a top leading cause of death in Louisiana is overdose, and considering addictive disorder related diagnoses continue to rise rapidly, it is important for every counselor to be competent in this area.
- 16) Thanks for the site supervision workshop last month, it helped clarify CCSS rating norms for future interns.
- 17) Providing sport psychology/counseling literature for college students to help understand unique population.
- 18) You do a fantastic job preparing students! Students are knowledgeable and eager.
- 19) To sum up: encourage GA's that give direct hours. An emphasis on self-care to prevent burnout. Crisis intervention class too for them.

Fall 2022 and Spring 2023, School Counseling Internship

Fall 2022

- 1) LSU always does a great job preparing interns!

- 2) The program could prepare students with details of testing and balancing the work of the two. We never know what the day holds because every day is different. From difficult parents to testing dynamics to suicide, each day is full-time. Scheduling is another component that takes over a daily task within itself.
- 3) Allow them to have a whole day shadowing experiences and teach them the job beyond counseling—that is a large part of what we do in a school.
- 4) Our student seems to be prepared for field experience.
- 5) I recognize my position in a school is very specific, but I do feel like it is beneficial to learn the college admissions process more thoroughly while in school. College going culture is a looming and large cultural influence on students and it is beneficial as a counselor to understand the admissions process. There are so many resources out there for counselors in public schools that many don't know about due to a lack of time to search for them. Utilizing the time in grad school to familiarize oneself with these tools and processes can save a lot of stress later, regardless of grade level.
- 6) The only thing that comes to my mind with this question is TESTING. In the spring, we are faced with the largest role of our profession and it is testing. Surrounding parishes have test coordinators, but we do not. I feel this subject needs to be closely discussed because it takes a large amount of time in our day to day activities.
- 7) Teach them other areas of the job beyond counseling.

Spring 2023

- 1) Some practice with more school-related skills vs. clinical skills may be helpful. Some examples are, de-escalating a student so they can function in class, working with cutting, attention-seeking behaviors, mediating students in conflict, and SEL curriculum.
- 2) This program prepared students by diving in head first with actual cases. The best way to prepare students is to get more involved on our campus. We need more students in the Ascension area.
- 3) I feel our intern is prepared for field experience.
- 4) Getting more students to get active in our school districts
- 5) I am providing the same feedback I included in the mid-semester evaluation. I highly suggest developing a practicum/internship learning plan and evaluation that fits the learning objectives of a school counseling placement. Currently, the learning plans and evaluations fit a clinical counseling placement. In supervision, my intern and I discussed the similarities and differences in the learning objectives of the counseling placements. Our intern recognizes the importance of a learning plan that is appropriate for a student who is placed at a school counseling site and began researching other school counseling internship learning plans and evaluations. I hope our intern is given the opportunity to share her findings with her faculty advisor.
- 6) The preparation our intern received does not need to be improved.

Table 3. Site Supervisor Workshop Feedback Spring 2023

Do you have any suggestions on how the program could better prepare for your site?	The students are very prepared for their practicum experience. Would love to have them for internship also!
	Documentation—have students practice closer to and/or during practicum/internship semesters.
	Very nicely done!
	I got a lot out of this workshop. I wish this would have taken place earlier in the year to help me plan or supervise our intern.
	Appreciate the open-door policy and checking in on us throughout the semester to see how things could improve. Progress note documentation and treatment planning are all areas that our students could benefit from. Looking forward to continuing to work with you all.
	I've introduced the idea of process notes for my practicum student. This might be helpful for everyone.
	Students coming could use a better insight on developing progress/individual notes, just so they are not walking in not understanding what will be required of them when it comes to documentation.

Table 4. Spring 2023 Employer Survey Results

LSU Counselor Education Employer Survey Results Spring 2023	
Item:	\bar{X}
How many counselors are employed at your site?	4.25
How long has this person been employed at your agency/institution/school?	2.1
Ethical and legal issues in counseling	10
Theories of counseling	10
Multicultural counseling	10
Career and lifestyle counseling	10
Human growth and development	10
Accountability procedures	10
Family counseling	9.0
Research and statistics	9.5
Best practice treatments for mental disorders	9.5
Diagnosis of mental disorders	9.25
Professional organizations	10

Program evaluation	9.3
Counseling individuals with special needs	9
Professional credentialing	10
Standardized testing	10
Group counseling	10
Individual counseling	10
Small group counseling	10
Multicultural counseling	10
Career and lifestyle counseling	10
Psychoeducation/instruction	9.5
Assessment	9.5
Child and adolescent counseling	9.3
Consultation	9.25
Crisis intervention/counseling	10
Clinical diagnosis	9.3
Program evaluation	10
Treatment planning/Case management	9.25
Accountability procedures	9.25

Family counseling	9
Interaction with parents	10
Providing classroom instruction (e.g., social emotional learning)	10
Collaborating with teachers and administrators	10
Developing behavior plans	9
Providing trauma-informed care	9
Providing data-informed program decisions	9
<p>Please include any additional comments or suggestions below:</p> <p><i>LSU fully prepared our school counselor! Very ethical and knowledgeable!</i></p>	

Table 5. Counselor Education Alumni Survey Spring 2023

What were the major strengths of the program from which you graduated?
<ul style="list-style-type: none">• The faculty prepared me in my role as a school counselor. I was especially prepared in individual and small group counseling and program/evaluation design.• Thorough preparation for clinicians to enter the mental health field at any level of care• Faculty was and still remains supportive and easily accessible to students and alumni• Faculty to student ratio• Cohort cohesion and support• Strong support from staff and advisors, quality and rigor of courses• Co-hort model. Amazing faculty who offer mentorship.• The professors were very dedicated, knowledgeable, and supportive of students. The cohort model helped students form connections with classmates.• It was small so we really got to know our cohort and professors. A lot of hands-on clinical practice experience during class with real-life examples.• The accessibility of the faculty• The willingness to help students and recent graduates• The support for students to become the best clinicians they can be with opportunities (events, pd, conferences, research)• I think that we had lots of real-world applicable insight from the vast experience our instructors had. Not a lot came as a surprise during my first year.• Knowledgeable and accessible faculty, strong cohort bond, relevant coursework, open discussions in class, skills practice• I was very prepared for counseling in the school setting. I was able to start a counseling program at my first school setting that is still in place today.• Knowledgeable and accessible faculty with a wide range of courses.• The cohesiveness of my cohort as well as the practicum and intern experiences.• In-person lectures. Faculty advising. Accessibility of staff. Small cohort, so I felt that staff knew us and invested in our success.• Dr. Curry and Dr. Czaszar truly invested in me as a student and taught me so much. I thought the quality of education was high and my internship fully prepared me for my job. I was able to fully create a mental

health program in an athletic department off the ground my first year out of the counseling program. Standing on the giants shoulders or whatever that quote is.

- I feel that we were well-prepared and had amazing faculty and internship/practicum placements.
- The hands on experience and project based learning activities we took part in left me very well prepared for my post-graduate position. Our professors were knowledgeable, accessible, and worked with each of us as individuals to best prepare for work after the program.
- Small class sizes, knowledge of instructors, level of instruction, good internship experience (LSU MH), preparation for comps and NCE
- The learning environment was supportive and collaborative. I felt accepted, heard, and valued while I was a grad student. I think the professors did a great job of tailoring their classes to the individuals as well as the group, while at the same time covering all the material that was needed.

In what ways could the program from which you graduated have been improved?

- The only suggestion would be to continue to connect with alumni and offer professional development opportunities.
- Maybe a business course?
- I would have liked to have done more practical applications of counseling strategies during coursework.
- Incorporating more wellness practices into courses.
- Offer more training and support to practicum/internship site supervisors.
- Specific information on how to work with SPED students and classroom management techniques. Our multicultural class derailed a number of times so I felt I didn't get real techniques from that class at times.
- None
- Improving the multicultural counseling course
- Encouraging graduates of marginalized communities to connect and mentors students of similar communities
- Invite graduates that live out of state to talk to students through Zoom/Google Meet etc
- My only problem was the global pandemic that ended our practicum early and pushed my internship virtual. But the program had no control over that
- Maybe one or two days of job shadowing at all levels of care before choosing a location for practicum and internship. I think this could prevent burnout post-graduation.
- having a counselor or social worker teach the research class
- A more diverse faculty within the department would have been helpful. For the school counseling track,

more emphasis on understanding EC/SPED, FAFSA, and reporting can help the program improve

- Specifically for school counselors, I think providing more opportunities to learn about the different groups/programs/procedures within education would be helpful (IEPs, 504s, collaboration with other school based mental health professionals, etc).
- Wider selection of non typical counseling courses, ie art or music
- Can't think of any.
- Y'all definitely need mid semester evaluations of the program, more racially diverse staff and more staff overall. It'd be nice to have a younger professor in a role to help the faculty have different views that are more similar with the students their teaching.
- Courses on human sexuality, trauma, and grief
- More information and instruction on diversity (sexuality, gender, neurodiversity, affectional diversity) business- focused courses (running a private practice, paying taxes, business structures, various types of insurance needed, hiring employees or contract workers, professional wills, record-keeping, HIPAA, insurance credentialing and billing, etc.)
- more connection to the professional counseling community (networking with alumni, hosting a supervisor meet & greet, guest lecturers from the community, inclusion in conferences, etc.)
- emphasis on political advocacy and a method by which to be politically active (lobby days, a student organization, creating and circulating petitions, etc.)
- Courses on counselor self-care, vicarious trauma, compassion fatigue & burnout.
- Post graduation I felt like there was a drop in communication from the program. It was difficult to go from such a supportive and communicative environment while in the program to post graduation where I did not feel like I was receiving any response when I reached out to former professors with situations, both professional and personal.

Figure 1. LSU and National CPCE Spring 2023 Exam Composite Score Results

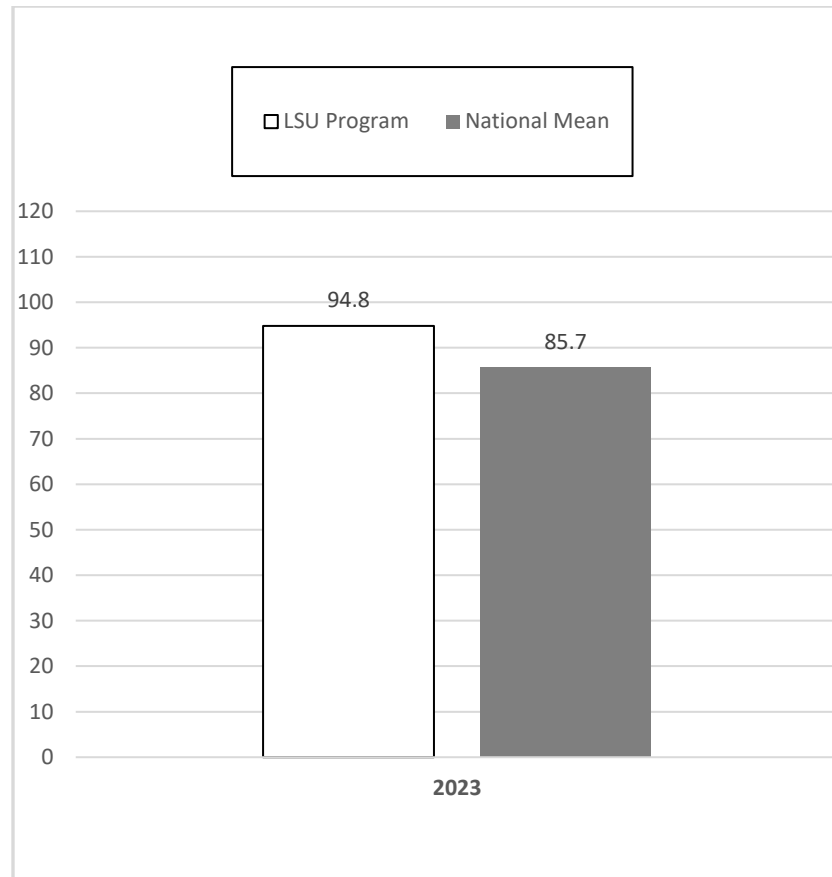


Table 6. LSU and National CPCE Subscale Score Results Spring 2023

Name	Ethics	Diversity	Development	Career	Helping	Group	Assessment	Research
Student 1	14	14	13	12	13	13	9	14
Student 2	12	13	14	11	10	10	11	11
Student 3	12	13	12	13	14	14	12	15
Student 4	11	9	11	8	8	8	7	10
Student 5	12	15	11	9	10	13	10	13
Student 6	10	8	12	13	10	14	6	13
Student 7	14	13	10	12	12	13	13	17
Student 8	12	14	12	13	15	15	11	14
Student 9	12	12	13	12	11	11	11	9
Student 10	13	15	12	13	14	14	17	15
Student 11	12	13	13	12	9	11	13	15
Student 12	12	10	8	12	11	12	10	14
Student 13	11	9	11	11	10	14	9	14
Student 14	14	10	10	13	11	13	11	13
Student 15	13	11	9	9	9	12	10	14
Subscale Σ	184	179	171	173	167	187	160	201
LSU \bar{X}	12.3	11.9	11.4	11.5	11.1	12.5	10.7	13.4
National X	11.0	10.03	10.47	10.39	9.84	11.7	9.97	11.55

Table 7. Spring 2023 Counselor Activity Self-Efficacy Scale Pre and Post Test Results

Name	Pre-Test Average	Post-Test Average
Student 1	30.56	34.11
Student 2	31.22	35.71
Student 3	35.24	39.54
Student 4	36.12	40.12
Student 5	32.19	36.82
Student 6	31.72	35.56
Student 7	29.81	34.27
Student 8	28.15	32.38
Student 9	26.94	30.73
Student 10	32.76	38.23
Student 11	30.41	35.98
Student 12	35.24	39.87
Student 13	31.72	36.34
Student 14	35.76	40.12
Student 15	33.67	38.56
Student 16	27.48	33.78
Student 17	28.19	34.22
Student 18	27.56	30.47
Student 19	25.11	29.86
$\bar{X} =$	31.044737	35.614211

Table 8. FALL 2022 Counseling Skills CCSS Results by Subscale

CCSS Subscale																
ELRC 7345 Counseling Skills Fall 2022 - Final																
School Counseling and Clinical Mental Health Counseling																
CCSS Subscale Item	Student 1 (Section 1)	Student 2 (Section 1)	Student 3 (Section 1)	Student 4 (Section 1)	Student 5 (Section 1)	Student 6 (Section 1)	Student 7 (Section 1)	Student 8 (Section 1)	Student 9 (Section 2)	Student 10 (Section 2)	Student 11 (Section 2)	Student 12 (Section 2)	Student 13 (Section 2)	Student 14 (Section 2)	Student 15 (Section 2)	Final Average
I. Develops Therapeutic Relationship	4.00	4.00	5.00	4.00	4.00	4.00	4.00	5.00	7.00	5.00	6.00	7.00	7.00	7.00	6.00	5.27
II. Builds Trust and Rapport	3.33	3.67	4.33	3.67	4.33	4.00	4.00	4.00	6.67	5.33	5.33	6.33	6.67	6.00	5.33	4.87
III. Encouraging Exploration	3.00	3.00	4.75	3.00	3.25	4.50	4.75	4.25	5.75	5.50	4.50	5.25	5.25	6.25	4.75	4.52
IV. Deepens the Session	3.00	3.00	4.67	3.00	3.00	4.00	4.33	3.67	5.33	4.33	4.17	5.50	5.33	6.00	4.00	4.22
V. Encourages Change	3.00	3.00	4.33	3.00	3.67	4.00	4.00	4.00	5.33	4.67	3.67	4.33	4.33	5.33	3.00	3.98
Composite Subscale Score																4.57

Table 9. SPRING 2023 ELRC 7362 School Counseling Practicum CCSS Subscales Midterm and Final

CCSS Subscale Practicum Spring 2023 - Midterm School Counseling					
CCSS Subscale	Student 1 Midterm		Student 2 Midterm		Midterm Average
	Faculty	Site	Faculty	Site	
I. Develops Therapeutic Relationship	4.00	5.00	4.00	4.00	4.25
II. Builds Trust and Rapport	4.00	5.00	3.33	3.67	4.00
III. Encouraging Exploration	4.50	4.50	4.75	3.25	4.25
IV. Deepens the Session	4.33	4.00	3.50	3.17	3.75
V. Encourages Change	4.00	4.33	4.67	3.00	4.00
VI. Theoretical and Other Professional Knowledge	4.67	5.00	4.33	3.67	4.42
VII. Professional Responsibility	4.80	4.33	4.00	4.40	4.38
VIII. Competence	5.00	5.00	4.00	4.50	4.63
IX. Maturity	5.00	5.00	4.00	4.00	4.50
X. Integrity	5.00	5.00	4.00	4.00	4.50
Composite Subscale Scores				Faculty:	4.30
				Site:	4.25
				Total:	4.27

CCSS Subscale Practicum Spring 2023 - Final School Counseling					
CCSS Subscale	Student 1 Midterm		Student 2 Midterm		Final Average
	Faculty	Site	Faculty	Site	
I. Develops Therapeutic Relationship	6.00	5.00	6.00	5.00	5.50
II. Builds Trust and Rapport	5.00	6.00	5.00	5.00	5.25
III. Encouraging Exploration	5.50	5.25	5.00	4.50	5.06
IV. Deepens the Session	5.80	5.33	4.67	4.83	5.16
V. Encourages Change	5.00	5.33	4.00	4.67	4.75
VI. Theoretical and Other Professional Knowledge	5.67	5.67	4.67	4.33	5.09
VII. Professional Responsibility	5.40	5.00	5.20	5.20	5.20
VIII. Competence	5.00	5.50	5.50	5.00	5.25
IX. Maturity	4.67	6.00	5.33	5.00	5.25
X. Integrity	4.00	7.00	5.00	5.00	5.25
Composite Subscale Score				Faculty:	5.12
				Site:	5.23
				Total	5.18

Table 10. SPRING 2023 ELRC 7364 CMHC Practicum CCSS Subscales Midterm and Final

CCSS Subscale Practicum Spring 2023 - Midterm Clinical Mental Health Counseling																											
CCSS Subscale	Student 1 Midterm		Student 2 Midterm		Student 3 Midterm		Student 4 Midterm		Student 5 Midterm		Student 6 Midterm		Student 7 Midterm		Student 8 Midterm		Student 9 Midterm		Student 10 Midterm		Student 11 Midterm		Student 12 Midterm		Student 13 Midterm		Midterm Average
	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	
I. Develops Therapeutic Relationship	4.00	4.00	5.00	4.00	3.00	5.00	5.00	4.00	4.00	5.00	4.00	4.00	5.00	3.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	6.00	5.00	5.00	4.46
II. Builds Trust and Rapport	3.67	4.00	4.33	4.00	4.00	4.00	5.33	3.33	4.33	5.00	4.00	3.33	4.67	3.33	4.33	4.00	5.33	5.00	4.00	4.00	5.33	5.00	5.33	5.33	5.00	4.00	4.38
III. Encouraging Exploration	3.75	3.75	4.50	3.75	3.75	3.00	5.25	3.25	4.25	5.00	3.67	3.00	4.50	3.25	4.00	3.50	5.25	5.50	3.75	3.75	5.25	4.25	5.25	5.75	5.00	4.50	4.25
IV. Deepens the Session	3.67	3.83	3.40	3.83	3.33	2.67	5.17	3.33	3.80	5.50	4.00	2.83	4.25	3.33	3.67	3.33	5.33	5.33	3.00	3.67	5.33	3.83	5.00	5.67	4.67	4.00	4.07
V. Encourages Change	3.00	4.00	3.67	3.67	3.67	3.67	4.67	3.33	4.00	5.00	4.33	3.33	4.33	3.33	4.00	3.00	5.67	5.33	3.67	3.33	5.67	4.00	5.33	6.33	4.33	3.33	4.15
VI. Theoretical and Other Professional Knowledge	5.00	3.33	4.67	3.33	3.00	4.00	5.67	3.33	4.00	5.00	3.67	3.67	4.00	3.33	3.67	4.00	5.67	5.00	3.33	4.00	5.67	4.33	5.33	5.33	5.00	3.33	4.26
VII. Professional Responsibility	4.80	4.40	4.80	4.40	4.80	4.00	5.20	4.00	5.00	5.20	5.00	4.00	5.00	4.00	5.00	4.00	5.60	5.20	5.00	5.00	5.60	4.60	5.20	5.40	5.20	4.60	4.81
VIII. Competence	4.00	4.50	4.50	4.50	4.00	4.00	5.00	4.00	4.00	5.00	4.50	3.00	5.00	3.00	4.50	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.50	5.50	5.00	5.00	4.58
IX. Maturity	4.33	4.33	4.00	4.33	4.00	3.67	5.33	3.67	4.33	5.00	4.33	3.67	4.67	3.67	4.33	4.30	5.33	5.00	4.33	4.67	5.33	5.00	5.00	5.67	5.00	4.67	4.54
X. Integrity	4.00	4.00	4.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	6.00	5.00	5.00	4.73	4.73
Composite Subscale Scores																										Faculty:	4.58
																										Site:	4.26
																										Total:	4.42

CCSS Subscale Practicum Spring 2023 - Final Clinical Mental Health Counseling																											
CCSS Subscale	Student 1 Final		Student 2 Final		Student 3 Final		Student 4 Final		Student 5 Final		Student 6 Final		Student 7 Final		Student 8 Final		Student 9 Final		Student 10 Final		Student 11 Final		Student 12 Final		Student 13 Final		Final Average
	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	
I. Develops Therapeutic Relationship	5.00	5.00	5.00	5.00	6.00	5.00	7.00	5.00	6.00	6.00	6.00	6.00	6.00	4.00	6.00	6.00	7.00	6.00	6.00	6.00	7.00	5.00	7.00	7.00	7.00	6.00	5.88
II. Builds Trust and Rapport	4.00	4.67	5.00	5.00	5.00	4.67	6.67	4.33	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.33	7.00	6.00	5.00	5.33	6.67	5.00	6.67	5.33	6.67	5.00	5.28
III. Encouraging Exploration	4.25	4.75	5.00	5.00	4.50	4.00	6.50	4.75	5.00	5.00	4.50	4.75	4.50	4.00	4.75	4.50	6.50	5.50	4.50	4.50	6.75	5.00	6.50	5.75	6.50	5.25	5.10
IV. Deepens the Session	4.33	4.50	5.00	4.50	4.33	4.00	6.67	4.33	4.83	5.50	4.83	4.83	4.33	3.83	4.67	4.33	6.33	5.67	4.33	4.67	6.67	4.83	6.17	5.33	6.50	5.00	5.01
V. Encourages Change	4.00	4.33	5.00	5.00	4.67	4.00	6.67	4.67	4.33	5.00	5.00	5.67	4.33	4.00	5.00	5.00	6.33	5.33	4.33	4.33	6.67	5.00	6.67	6.33	6.67	4.33	5.10
VI. Theoretical and Other Professional Knowledge	5.33	4.33	5.67	4.33	4.33	4.33	7.00	4.67	5.33	5.00	5.00	5.67	4.67	3.67	5.00	5.67	6.33	5.00	4.67	4.67	7.00	5.00	7.00	5.67	6.33	4.33	5.23
VII. Professional Responsibility	5.20	4.80	4.80	4.80	5.00	5.00	7.00	5.00	5.00	5.00	5.00	6.00	5.00	4.20	5.00	5.40	7.00	5.40	5.00	5.80	7.00	5.00	7.00	5.60	7.00	5.60	5.48
VIII. Competence	5.50	5.00	5.50	5.00	4.50	5.00	7.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	7.00	5.50	5.00	5.50	7.00	5.00	7.00	5.50	7.00	6.00	5.50
IX. Maturity	4.33	4.67	4.57	4.67	4.67	4.67	7.00	4.67	4.67	5.00	5.00	5.00	4.67	4.33	5.00	5.33	7.00	5.33	4.67	5.00	7.00	5.00	6.67	5.67	6.67	5.67	5.27
X. Integrity	4.00	5.00	4.00	5.00	5.00	5.00	7.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	6.00	7.00	5.00	5.00	5.00	7.00	5.00	7.00	6.00	7.00	6.00	5.38
Composite Subscale Scores																										Faculty:	5.62
																										Site:	5.02
																										Total:	5.32

Table 11. FALL 2022 ELRC 7399 School Counseling Internship CCSS Subscales Midterm and Final

CCSS Subscale Midterm Internship Fall 2022 School Counseling													
CCSS Subscale	Student 1 Midterm		Student 2 Midterm		Student 3 Midterm		Student 4 Midterm		Student 5 Midterm		Student 6 Midterm		Midterm Average
	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	
I. Develops Therapeutic Relationship	5.00	7.00	5.00	6.00	5.00	7.00	5.00	6.00	5.00	5.00	5.00	7.00	5.67
II. Builds Trust and Rapport	5.00	5.00	5.00	6.00	4.67	7.00	5.00	6.00	5.00	5.33	5.00	7.00	5.50
III. Encouraging Exploration	4.75	5.00	5.00	5.50	5.00	6.75	4.75	5.75	4.75	5.50	5.00	7.00	5.40
IV. Deepens the Session	4.67	4.67	4.83	5.67	4.67	6.00	4.67	5.50	4.83	5.33	4.67	7.00	5.21
V. Encourages Change	5.00	5.67	4.67	6.00	4.67	6.33	5.00	5.67	5.33	5.33	4.67	7.00	5.45
VI. Theoretical and Other Professional Knowledge	4.00	4.33	4.33	6.00	4.33	7.00	4.00	5.33	4.00	5.00	4.00	7.00	4.94
VII. Professional Responsibility	5.00	7.00	5.00	6.00	5.00	7.00	5.00	6.00	5.00	5.40	5.00	7.00	5.70
VIII. Competence	5.00	7.00	5.00	6.00	5.00	7.00	5.00	6.00	5.00	6.00	5.00	7.00	5.75
IX. Maturity	5.00	7.00	5.00	6.00	5.00	7.00	5.00	6.00	5.00	5.33	5.00	7.00	5.69
X. Integrity	5.00	7.00	5.00	6.00	5.00	7.00	5.00	6.00	5.00	6.00	5.00	7.00	5.75
Composite Subscale Scores												Faculty:	4.85
												Site:	6.16
												Total:	5.51

CCSS Subscale Final Internship Fall 2022 School Counseling													
CCSS Subscale	Student 1 Final		Student 2 Final		Student 3 Final		Student 4 Final		Student 5 Final		Student 6 Final		Final Average
	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	
I. Develops Therapeutic Relationship	5.50	7.00	5.50	7.00	5.50	7.00	5.50	7.00	5.50	7.00	5.50	7.00	6.25
II. Builds Trust and Rapport	5.50	6.00	5.50	7.00	5.33	7.00	5.50	7.00	5.50	7.00	5.50	7.00	6.15
III. Encouraging Exploration	5.38	5.75	5.50	6.50	5.50	7.00	5.50	6.75	5.38	7.00	5.50	7.00	6.06
IV. Deepens the Session	5.33	5.83	5.40	6.67	5.33	6.83	5.50	6.00	5.42	7.00	5.33	7.00	5.97
V. Encourages Change	5.50	5.67	5.42	7.00	5.50	7.00	5.50	7.00	5.67	7.00	5.33	7.00	6.13
VI. Theoretical and Other Professional Knowledge	5.00	5.33	4.00	6.67	5.00	7.00	5.00	6.67	5.00	7.00	5.00	7.00	5.72
VII. Professional Responsibility	6.00	7.00	6.00	6.80	6.00	7.00	6.00	7.00	6.00	7.00	6.00	7.00	6.48
VIII. Competence	6.00	7.00	6.00	7.00	6.00	7.00	6.00	7.00	6.00	7.00	6.00	7.00	6.50
IX. Maturity	6.00	7.00	6.00	6.67	6.00	7.00	6.00	7.00	6.00	7.00	6.00	7.00	6.47
X. Integrity	6.00	7.00	6.00	7.00	6.00	7.00	6.00	7.00	6.00	7.00	6.00	7.00	6.50
Composite Subscale Scores												Faculty:	5.61
												Site:	6.84
												Total:	6.22

Table 12. FALL 2022 ELRC 7399 CMHC Internship CCSS Subscales Midterm and Final Results

CCSS Subscale Internship Fall 2022 - Midterm Clinical Mental Health Counseling																	
CCSS Subscale	Student 1 Midterm		Student 2 Midterm		Student 3 Midterm		Student 4 Midterm		Student 5 Midterm		Student 6 Midterm		Student 7 Midterm		Student 8 Midterm		Midterm Average
	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	
I. Develops Therapeutic Relationship	5.00	4.00	5.00	4.00	5.00	6.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00	7.00	4.94
II. Builds Trust and Rapport	5.00	4.33	4.67	3.67	5.00	5.67	5.00	4.00	5.00	5.00	5.00	4.00	5.00	5.33	5.00	6.67	4.90
III. Encouraging Exploration	4.25	4.25	4.50	4.00	3.75	5.25	4.25	4.00	4.50	6.75	4.50	3.50	4.25	4.75	4.25	6.00	4.55
IV. Deepens the Session	4.67	4.33	4.50	3.83	4.00	4.67	4.67	4.17	4.50	6.00	4.67	3.50	4.33	4.50	4.50	6.17	4.56
V. Encourages Change	4.67	4.00	4.00	3.67	4.00	5.00	4.00	4.33	5.00	7.00	4.00	4.67	4.33	4.00	5.00	7.00	4.67
VI. Theoretical and Other Professional Knowledge	5.00	4.00	5.00	4.67	4.33	5.00	5.00	5.00	5.00	7.00	5.00	4.00	5.00	4.67	5.00	6.67	5.04
VII. Professional Responsibility	4.60	4.80	5.00	4.60	4.80	6.00	4.40	5.00	4.80	7.00	4.80	4.80	4.80	6.00	4.80	7.00	5.20
VIII. Competence	5.00	4.50	4.50	4.50	5.00	6.00	5.00	4.00	4.50	7.00	5.00	5.00	4.50	6.00	5.00	7.00	5.16
IX. Maturity	4.33	4.00	4.67	4.33	5.00	5.67	4.67	4.00	5.00	6.33	5.00	3.33	4.67	5.67	4.33	6.67	4.85
X. Integrity	5.00	4.00	5.00	5.00	5.00	6.00	5.00	6.00	5.00	7.00	5.00	5.00	5.00	6.00	5.00	7.00	5.38
Composite Subscale Scores																Faculty:	4.73
																Site:	5.11
																Total:	4.92

CCSS Subscale Internship Fall 2022 - Final Clinical Mental Health Counseling																	
CCSS Subscale	Student 1 Final		Student 2 Final		Student 3 Final		Student 4 Final		Student 5 Final		Student 6 Final		Student 7 Final		Student 8 Final		Final Average
	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	
I. Develops Therapeutic Relationship	6.00	5.00	6.00	6.00	6.00	6.00	6.00	7.00	6.00	6.00	6.00	5.00	6.00	6.00	7.00	4.00	5.88
II. Builds Trust and Rapport	6.00	5.00	6.00	5.00	6.00	5.00	6.00	6.00	6.00	6.67	7.00	5.00	6.33	5.33	6.00	3.67	5.69
III. Encouraging Exploration	5.25	4.50	5.25	5.00	5.75	5.00	5.00	6.25	6.00	6.50	6.00	4.75	4.75	5.00	5.25	3.75	5.25
IV. Deepens the Session	5.33	4.50	5.50	5.00	5.83	5.33	5.17	5.33	6.17	6.33	5.67	4.33	4.67	5.67	5.67	4.17	5.29
V. Encourages Change	6.00	4.67	5.33	5.00	6.00	5.67	5.67	6.00	6.33	7.00	6.00	5.67	4.67	5.67	6.00	4.00	5.61
VI. Theoretical and Other Professional Knowledge	6.67	4.33	6.33	5.00	5.67	5.00	6.33	6.33	6.33	7.00	5.67	5.00	5.67	6.00	6.00	4.00	5.71
VII. Professional Responsibility	6.00	4.80	6.00	6.40	5.80	5.60	5.80	6.20	6.20	6.80	5.80	5.60	5.60	6.00	6.20	4.80	5.85
VIII. Competence	6.00	5.00	6.00	6.00	6.00	5.00	6.00	7.00	6.50	7.00	6.50	6.00	5.50	6.00	6.00	4.50	5.94
IX. Maturity	6.00	4.33	6.33	6.33	5.67	5.33	5.67	5.33	6.33	6.67	6.33	5.00	5.33	6.00	5.67	4.00	5.65
X. Integrity	6.50	4.00	7.00	6.00	7.00	5.00	7.00	7.00	7.00	7.00	7.00	6.00	7.00	6.00	7.00	4.50	6.31
Composite Subscale Scores																Faculty:	5.99
																Site:	5.45
																Total:	5.72

Table 13. SPRING 2023 ELRC 7399 School Counseling Internship CCSS Subscales Midterm and Final Results

CCSS Subscale Midterm Internship Spring 2023 School Counseling															
CCSS Subscale	Student 1 Midterm		Student 2 Midterm		Student 3 Midterm		Student 4 Midterm		Student 5 Midterm		Student 6 Midterm		Student 7		Midterm Average
	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	
I. Develops Therapeutic Relationship	6.00	7.00	6.00	7.00	6.00	7.00	6.00	6.00	6.00	5.00	6.00	7.00	5.00	4.50	6.04
II. Builds Trust and Rapport	6.00	6.00	6.00	7.00	5.83	6.33	6.00	6.00	6.00	3.67	6.00	7.00	4.67	4.34	5.77
III. Encouraging Exploration	6.00	5.75	6.00	6.50	6.00	5.25	6.00	6.00	5.88	3.75	6.00	7.00	4.75	4.38	5.66
IV. Deepens the Session	5.92	5.67	6.00	6.83	5.58	5.00	6.00	6.00	5.93	3.67	5.80	7.00	4.25	3.96	5.54
V. Encourages Change	6.00	6.00	5.50	7.00	6.00	6.00	6.00	6.00	5.67	4.67	5.67	7.00	4.00	3.83	5.67
VI. Theoretical and Other Professional Knowledge	5.50	5.00	5.50	7.00	6.00	5.33	5.67	6.00	5.50	5.00	5.67	7.00	4.00	4.33	5.54
VII. Professional Responsibility	6.50	7.00	6.50	7.00	6.00	6.60	6.50	6.00	6.50	5.60	6.50	7.00	4.40	4.13	6.16
VIII. Competence	6.50	7.00	6.25	7.00	6.00	7.00	6.50	6.00	6.50	5.00	6.50	7.00	5.00	4.75	6.21
IX. Maturity	6.50	7.00	6.50	7.00	6.00	7.00	6.50	6.00	6.50	5.67	6.50	7.00	4.33	4.34	6.20
X. Integrity	6.50	7.00	6.50	7.00	6.00	7.00	6.50	6.00	6.50	6.00	6.50	7.00	5.00	5.00	6.32
Composite Subscale Scores													Faculty:	5.87	
													Site:	5.95	
													Total:	5.91	

CCSS Subscale Final Internship Spring 2023 School Counseling															
CCSS Subscale	Student 1 Final		Student 2 Final		Student 3 Final		Student 4 Final		Student 5 Final		Student 6 Final		Student 7 Final		Final Average
	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	
I. Develops Therapeutic Relationship	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	6.00	5.50	6.82
II. Builds Trust and Rapport	7.00	7.00	7.00	7.00	7.00	6.67	7.00	7.00	7.00	7.00	7.00	7.00	5.00	5.00	6.69
III. Encouraging Exploration	7.00	7.00	7.00	7.00	7.00	6.50	7.00	7.00	7.00	7.00	7.00	7.00	4.75	4.88	6.65
IV. Deepens the Session	6.83	6.67	6.92	7.00	6.75	6.33	6.33	7.00	7.00	7.00	6.92	7.00	4.50	4.59	6.49
V. Encourages Change	7.00	7.00	6.50	7.00	7.00	6.67	7.00	7.00	7.00	7.00	6.00	7.00	4.67	5.50	6.60
VI. Theoretical and Other Professional Knowledge	6.50	6.00	6.67	7.00	7.00	6.00	5.67	7.00	6.83	7.00	6.50	7.00	4.33	4.75	6.30
VII. Professional Responsibility	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	4.20	4.58	6.63
VIII. Competence	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	5.50	5.25	6.77
IX. Maturity	7.00	7.00	7.00	7.00	7.00	7.00	6.50	7.00	7.00	7.00	7.00	7.00	5.00	5.17	6.69
X. Integrity	7.00	7.00	7.00	7.00	7.00	7.00	6.50	7.00	7.00	7.00	7.00	7.00	5.00	5.50	6.71
Composite Subscale Scores													Faculty:	6.61	
													Site:	6.67	
													Total:	6.64	

Table 14. SPRING 2023 ELRC 7399 CMHC Internship CCSS Subscales Midterm and Final Results

CCSS Subscale Internship Spring 2023 - Midterm Clinical Mental Health Counseling																	
CCSS Subscale	Student 1 Midterm		Student 2 Midterm		Student 3 Midterm		Student 4 Midterm		Student 5 Midterm		Student 6 Midterm		Student 7 Midterm		Student 8 Midterm		Midterm Average
	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	
I. Develops Therapeutic Relationship	4.00	5.00	5.00	5.00	5.00	5.00	5.00	6.00	6.00	5.00	5.00	5.00	6.00	5.00	4.00		5.06
II. Builds Trust and Rapport	4.67	5.00	5.00	4.67	4.00	4.67	5.00	5.67	6.00	6.00	5.33	4.67	4.67	5.67	5.00	4.33	5.02
III. Encouraging Exploration	4.50	5.00	4.75	5.00	4.00	5.00	4.25	5.75	4.75	6.50	5.00	4.75	4.50	5.75	4.88	4.00	4.90
IV. Deepens the Session	4.50	4.67	4.50	5.00	3.75	4.83	4.33	5.50	5.00	6.33	4.83	4.33	4.40	5.50	4.83	3.67	4.75
V. Encourages Change	4.67	4.67	4.00	5.00	4.33	5.00	5.00	6.00	4.67	5.67	5.33	4.33	4.33	5.33	5.00	4.00	4.83
VI. Theoretical and Other Professional Knowledge	5.00	5.00	5.00	5.67	4.00	5.00	5.33	5.33	5.33	7.00	5.00	5.00	4.33	6.00	5.00	3.67	5.10
VII. Professional Responsibility	5.00	5.00	5.00	6.00	5.00	5.00	4.80	5.60	5.20	6.60	5.40	4.60	5.00	6.00	5.00	4.20	5.21
VIII. Competence	5.00	5.00	5.00	5.00	4.00	5.00	4.50	5.50	5.00	7.00	5.50	4.00	5.00	6.00	5.00	3.50	5.00
IX. Maturity	4.67	4.67	4.67	5.00	4.33	5.00	5.00	5.67	5.00	6.00	5.33	4.67	4.67	6.00	4.83	3.33	4.93
X. Integrity	4.00	4.50	6.00	5.00	5.00	5.00	6.00	6.00	6.00	6.50	6.00	5.00	5.00	6.00	6.00	4.00	5.38
Composite Subscale Scores																Faculty:	4.88
																Site:	5.15
																Total:	5.02

CCSS Subscale Internship Spring 2023 - Final Clinical Mental Health Counseling																	
CCSS Subscale	Student 1 Final		Student 2 Final		Student 3 Final		Student 4 Final		Student 5 Final		Student 6 Final		Student 7 Final		Student 8 Final		Final Average
	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	Faculty	Site	
I. Develops Therapeutic Relationship	6.00	5.00	6.00	7.00	6.00	7.00	7.00	7.00	6.00	7.00	6.00	5.00	6.00	6.00	7.00	5.00	6.19
II. Builds Trust and Rapport	5.00	5.00	6.00	6.67	5.00	6.33	7.00	7.00	7.00	7.00	6.00	4.67	5.00	6.00	6.33	5.00	5.94
III. Encouraging Exploration	4.75	5.25	6.00	7.00	4.50	6.75	5.50	7.00	6.26	7.00	6.25	5.25	4.50	5.50	6.00	4.75	5.77
IV. Deepens the Session	4.83	4.83	5.83	6.50	4.50	6.17	6.00	7.00	6.50	7.00	6.00	4.50	4.50	5.17	6.33	4.50	5.64
V. Encourages Change	4.67	5.00	5.00	6.33	4.67	6.67	5.67	7.00	6.00	7.00	7.00	5.00	5.00	5.00	7.00	4.67	5.73
VI. Theoretical and Other Professional Knowledge	5.00	5.33	6.67	7.00	4.67	7.00	6.33	7.00	6.67	7.00	6.33	4.67	5.00	5.00	6.33	4.67	5.92
VII. Professional Responsibility	5.00	5.00	6.00	7.00	5.00	7.00	6.60	7.00	7.00	6.80	6.40	4.60	5.00	6.40	6.00	5.20	6.00
VIII. Competence	5.00	5.00	6.50	7.00	5.00	7.00	7.00	7.00	7.00	7.00	6.50	5.00	5.00	5.50	7.00	4.50	6.06
IX. Maturity	5.00	5.00	6.00	7.00	4.67	6.67	6.00	7.00	6.67	7.00	6.00	5.00	5.00	5.67	6.00	4.67	5.83
X. Integrity	5.00	4.00	7.00	7.00	5.00	7.00	7.00	7.00	7.00	7.00	7.00	5.00	5.00	6.00	7.00	5.00	6.13
Composite Subscale Scores																Faculty:	5.86
																Site:	5.98
																Total:	5.92