

# Memo

To: Nan M. Bayster  
From: Anene A. Okocha, Chair *A-O*  
Counselor Education Department  
Date: 8/4/2003  
Re: CACREP Mid-Cycle Report

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Find enclosed the following documents regarding the University of Wisconsin -  
Whitewater, Counselor Education program:

- > Mid-Cycle Report
  
- > Completed Vital Statistics Forms I and II

You should have received our 2003-2004 accreditation fee from our Chancellor's  
office by now. Please let me know if that is not the situation.

If you have any questions about the report or the Vital Statistics forms, please  
feel free to contact me by phone at 262-472-1940. I can also be reached by email  
at [okochaa@uww.edu](mailto:okochaa@uww.edu)

**CACREP VITAL STATISTICS FORM I**  
**2003 - 2004 Academic Year**

Name of Institution University of Wisconsin - Whitewater

Program Address: (It will be presented this way in the CACREP Directory)

Counselor Education Department  
University of Wisconsin - Whitewater  
800 West Main Street  
Whitewater, WI 53190

CACREP Liaison: Brenda O'Beirne Phone: 262-472-1452

Fax: 262-472-2841 E-mail: obeirneb@uww.edu

Department Chair:

Name: Brenda Rust O'Beirne  
Address: Counselor Education Department  
University of Wisconsin - Whitewater  
800 West Main Street  
Whitewater, WI 53190

Dean:

Name: Jeffrey C. Barnett, Dean  
Address: College of Education  
University of Wisconsin - Whitewater  
800 West Main Street  
Whitewater, WI 53190

CEO:  President  Chancellor  Other \_\_\_\_\_

Name: Jack Miller, Chancellor  
Address: University of Wisconsin - Whitewater  
800 West Main Street  
Whitewater, WI 53190

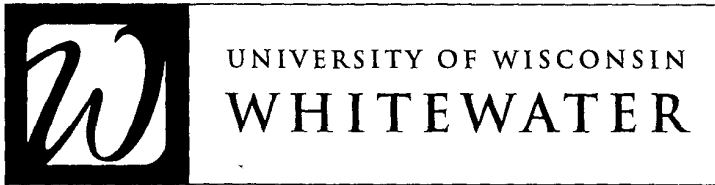
VITAL STATISTICS FORM II For 2003-2004

PROGRAM INFORMATION:

Please complete the following table

Institution	Program Hours Req'd	P/T students		F/T students		Combined Graduates from August 2002, December 2003 and May 2003
		Entry level	Doctoral	Entry level	Doctoral	
Career Counseling Degree Title <u>MASTER OF SCIENCE IN COUNSELING</u> <input checked="" type="checkbox"/> Offered, not CACREP accredited <input type="checkbox"/> Not offered	48					
College Counseling and SACC Degree Title <u>MASTER OF SCIENCE IN COUNSELING</u> <input checked="" type="checkbox"/> Offered, <del>not</del> CACREP accredited <input type="checkbox"/> Not offered	48					
Community Counseling Degree Title <u>MASTER OF SCIENCE IN COUNSELING</u> <input checked="" type="checkbox"/> Offered, <del>not</del> CACREP accredited <input type="checkbox"/> Not offered	48					
Gerontological Counseling Degree Title _____ <input checked="" type="checkbox"/> Not offered <input type="checkbox"/> Offered, not CACREP accredited						
Marital, Couple and Family Counseling/Therapy Degree Title <u>MASTER OF SCIENCE IN COUNSELING</u> <input checked="" type="checkbox"/> Offered, not CACREP accredited <input type="checkbox"/> Not offered	54					
Mental Health Counseling Degree Title _____ <input checked="" type="checkbox"/> Not offered <input type="checkbox"/> Offered, not CACREP accredited						
School Counseling Degree Title <u>MASTER OF SCIENCE IN COUNSELING</u> <input checked="" type="checkbox"/> Offered, <del>not</del> CACREP accredited <input type="checkbox"/> Not offered	48					
Student Affairs, Practice and SAPP Degree Title <u>MASTER OF SCIENCE IN COUNSELING</u> <input checked="" type="checkbox"/> Offered, <del>not</del> CACREP accredited <input type="checkbox"/> Not offered	48					
Counselor Education and Supervision Degree Title _____ <input checked="" type="checkbox"/> Not offered <input type="checkbox"/> Offered, not CACREP accredited						

(over)



MEMORANDUM

**TO:** Jack Miller, Chancellor  
Office of the Chancellor, UW-Whitewater

**FROM:** Anene A. Okocha, Chairperson *AO*  
Counselor Education Department

**RE:** Counselor Education Department Assessment Survey

**DATE:** August 1, 2003

In spring 2003, the Counselor Education Department surveyed students in the Internship class, and their site supervisors. The purpose of the survey was to collect feedback regarding the program objectives. Enclosed is a copy of the summary of the survey results. As indicated by the results of the survey, the outcome was quite positive.

Please feel free to contact me if you have any concerns or questions about the survey results. Thank you.



MEMORANDUM

TO: Jeffrey C. Barnett, Dean  
College of Education, UW-Whitewater

FROM: Anene A. Okocha,  
Chairperson  
Counselor Education  
Depal talent

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UNIVERSITY OF WISCONSIN  
WHITEWATER  
COUNSELOR EDUCATION  
DEPARTMENT  
CACREP MID-CYCLE REPORT

**COUNSELOR EDUCATION DEPARTMENT  
MID-CYCLE CACREP REPORT**

August 2003

**I. Changes in Faculty**

Our school counselor educator, Dr. Colette Dollarhide, resigned her position in the department effective the end of the spring 2003 semester. Due to the timing of the resignation of this faculty member, it was difficult to replace her with another tenure-track associate professor or even assistant professor. However, a temporary replacement, Ms Jodi Downs, was hired as a lecturer for one academic year (2003-2004). It is hoped that a permanent replacement will be hired during the next academic year (2003-2004).

There will be no changes in faculty load or teaching assignments since the new staff member, Ms Downs will be teaching the same courses as the faculty member who resigned earlier. These courses include the following: 738-Perspectives in School Counseling, 743-Counseling in Elementary and Middle Schools, 745-Counseling in Secondary Schools, 793-Supervised Practicum, and 795-Supervised Internship. See appendix A for copies of Ms Downs' vitae.

**II. Changes in Curriculum**

In Spring 2003, two courses (735-Ethical and Professional Identity Formation and 750-Consultation: An Individual and Systems approach) were combined to form a new course, 751- Professional Practices in Counseling Ethics and Consultation. This new course will be required for all students in our program effective fall 2004. Currently, 735-Ethical and Professional Identity Formation is a required course for all students in our program, but 750-Consultation: An Individual and Systems Approach is only required for students in the School and Higher Education emphases of our program. See Appendix B for the syllabus of the new course, 751-Professional Practices in Counseling: Ethics and Consultation. As can be seen from the syllabus, all the relevant CACREP standards are addressed in this course.

In addition to the above changes, 728-Clinical Studies of Counseling will be a required course for all students in the program, beginning fall 2004. Currently, only students in the Community emphasis of our program are required to take this course.

These program and curricular changes were made as a result of the constructive feedback from our students and internship site supervisors. It is hoped that these changes would further strengthen our students counseling knowledge base and skills, especially in preparation for their internship experience. Additionally these changes would enhance the students' margin of success in the GSA-NCE, and ultimately making them good professional counselors.

### III. **Changes in Clinical Instruction** None

### IV. **Changes in Program Operation**

Since the last CACREP team on-site visit, the department has received additional staffing support. For instance, during the last couple of years the department was given additional funds to hire ad-hoc and adjunct staff members. Also, the department has been gradually reducing the number of students admitted into the program.

These changes had a salutary effect on the program. An example of this positive outcome is a reduction in the faculty-student ratio, from 1:14 in spring 2002 to 1:11.48 in spring 2003.

### V. **Program Evaluations**

The department does an annual program evaluation. This is implemented by asking our **Internship Students** as well as their **Site Supervisors** to complete a program assessment survey during the second (spring) semester of the internship year. Follow-up studies of our program by **alumni** and their **employers** are done every **three years** using the same program assessment instrument. See appendix C for the survey instrument and detailed results of the most current survey – spring 2003.

The results of the program evaluations are usually discussed during the Department Advisory Council meetings. They are also discussed at Department Curricular meetings, during which specific plans on how to use the assessment feedback for program improvement are explored and developed. At this point, it is important to note again that the program and curricular changes discussed earlier in Section II above came about as a result of our annual program evaluations.

### VI. **Program Improvement and Innovation**

The department is currently involved in the use of portfolio for assessing student-learning outcome (for students in the school counseling emphasis). It has been a useful process for tracking the growth of the students from a developmental frame of reference. Additionally portfolio assessment provides a good way of reviewing the program courses and identifying and creating meaningful projects that would serve as artifacts for student portfolios.

### VII. **Issues and Questions** None

APPENDIX A  
JONI DOWNS' VITAE

# ***JONI L. DOWNS***

6021 Hilldale Drive  
Hartford, WI 53807 (262)  
670-0193  
sjdowns@nconnect.net

## ***EDUCATION***

Master of Science in Education, May 1993  
Counselor Education  
University of Wisconsin-Platteville  
G.P.A. — 3.9/4.0

Bachelor of Arts, December 1984  
Radio/TV Broadcasting  
University of Wisconsin-Platteville  
G.P.A. — 3.7/4.0 Magna cum Laude

## ***LICENSES***

Department of Public Instruction  
Pre-K through Grade 12  
School Counselor  
1993-Present

Department of Regulation/Licensing  
Professional Counselor  
1995-Present

## ***COUNSELING EXPERIENCE***

Slinger School District, Slinger, Wisconsin  
Slinger High School-2001-2002

Career Counseling, Classroom Guidance (9<sup>th</sup> grade orientation/academics, suicide unit, course scheduling), Academic Support, Testing Coordinator (PSAT) and testing monitor (PLAN, WSAS), Coordinator of all Parent Nights, Transition, Scheduling, Individual Counseling, JR./Sr. Career/Scheduling Meetings, Alternative Placement Assessment, Parent Conferences, PASS Group Facilitation, Liaison between students, staff, parents, Special Education Meetings, etc.

West Bend School District, West Bend, Wisconsin  
West Bend West High School - 1998-2001

Career Counseling, CARE Group facilitator, Individual Counseling, Testing Coordinator (ASVAB, PSAT, PLAN), East/West Testing Committee (WSAS), AP Testing Monitor, 8<sup>th</sup> Grade Transition Visits/Q & A/Tours, 8<sup>th</sup> Grade Parent Night, Classroom Guidance (9<sup>th</sup> grade orientation, career speaker series, scheduling), Course Planning Guide Development, Scheduling (Individual meetings with each student), Byrd Scholarship Coordinator, Team Teaching, Ropes Course Facilitator, At-Risk Team, Alternative High School Referrals, Staffing Meetings, Parent Conferences, Presenter at Washington County Career Fairs, etc.

Menomonee Falls School District, Menomonee Falls, Wisconsin  
Thomas Jefferson Middle School - 1995-1998

Individual/Group Counseling, Classroom Developmental Guidance, Career Guidance, including the use of WCIS (Wisconsin Career Information System) and portfolios, Development of Career Speaker Series with community, Co-Coordinator of Student Assistance Program, Testing Coordinator, Scheduling, Registration, Collaborative Services Team, District Crisis Team, Parent Conferences, Transition Visits, and Co-Coordinator of High School/Community Tutoring Program of Middle School Students, etc.

Oak Creek/Franklin School District, Oak Creek, Wisconsin  
Middle School Counselor - 1993-1995

Wrote & received Service Learning Grant through CESA 1 for Ambassador Program, Individual/Group Counseling, Classroom Guidance, Career Guidance, Career Fairs, Scheduling, Registration, Pupil Services Team, District Crisis Team, Transition Visits, Parent Conferences, Just Say No Club Advisor, etc.

# **JONI L. DOWNS**

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## **UNIVERSITY EXPERIENCE**

University of Wisconsin-Platteville, 1992-1993

Graduate Assistant for the Counselor Education Office and Admissions Office.

University of Wisconsin-Platteville, 1991-1992

Alumni Director

Developed and coordinated alumni events and reunions locally and nationally for UW-Platteville. Served as liaison for alumni and the university community.

University of Wisconsin-Platteville, 1981-84

Sports Information Director

Developed and coordinated publicity and publications for all UW-Platteville athletic programs. Served as publicity assistant for the Chicago Bears Football Team during training camp in 1984. Organized and planned press conference for hiring of Bo Ryan in 1984.

## **BUSINESS AND RELATED EXPERIENCE**

Chili's Inc., Denver, Colorado & Hoffman Estates, Illinois

Assistant Manager- 1988-1990

General Manager — 1990-1991

Maintained and trained staff of 80-100 employees.

ARA Leisure Services, Denver, Colorado

Restaurant Manager -1986-1987

Personnel Director — 1987-1988

Hired, trained, and coordinated 250+ personnel for McNichols Arena

KDUB-TV 40; ABC Affiliate, Dubuque, Iowa, 1984 -1986

Morning Anchor/Reporter/Assignment Editor

## **PROFESSIONAL LEADERSHIP**

Wisconsin School Counselor Association

Secondary Vice-President-2002-Present

Member of Legislative Task Force-2002-Present

Supervisor of Practicum Counselor

2001-2002 School Year: Training and Evaluation

## **PROFESSIONAL MEMBERSHIPS**

Wisconsin School Counselor Association

Wisconsin Counseling Association

American School Counselor Association

American Counseling Association

## **COLLABORATIVE TEAM EXPERIENCE**

- A co-coordinator that established West Bend Schools as an ACT testing site-2001 to the present.
- As coordinator of all parent night meetings at Slinger High School helped to move those programs forward with further utilization of technology, involving current students as sources of information, especially for 8<sup>th</sup> grade parents, and finding ways to keep parents more up to date with viable career information and opportunities.
- Working as a member of the West Bend District Transition Committee for three years, helped to design, implement, and evaluate new procedures for course selection by incoming eighth graders. In addition, a number of other transition concerns have been and continue to be addressed and ideas implemented to help make this transition better for students and parents.
- As co-coordinator of West Bend Course Planning Guide for three years, helped establish student involvement in the design of the cover and a move to a two-year rotation of the guide that allows the copies to be done in the summer for better management of time.
- A member of the West Bend School District Gifted & Talented Committee that established guidelines for the program and addressed concerns of the recent audit 1998-2001.

# **JONI L. DOWNS**

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## **COMMUNITY ACTIVITIES**

### *Hartford– St. Kilian Parish*

Teacher in Religious Education Program-2002-2003  
Lector/Communion Minister, St. Kilian Parish, 1996-Present  
R.C.I.A. Team-1995-1998 & 2002-Present  
Renovation Committee, 1998-2002  
Council Member, 1997-2000

*West Bend– Assets for Youth Community Committee, 1998-2001*

*Menomonee Falls– Community Prevention Council, 1995-1998*

*Healthy Community/Healthy Youth Committee, 1995-1998*

## **REFERENCES**

Pat Gardon Principal West High School 1305 East Decorah Road West Bend, Wisconsin 53095 (262) 335-5570 <a href="mailto:mardon@west-bend.k12.wi.us">mardon@west-bend.k12.wi.us</a>	John Engstrom Principal Badger Middle School 710 South Main Street West Bend, Wisconsin 53095 (262) 335-5456 <a href="mailto:engstrom@west-bend.k12.wi.us">engstrom@west-bend.k12.wi.us</a>	Peggy Brinkmann Counselor - Slinger High School 209 Polk Street Slinger, Wisconsin 53086 (262) 644-5678 (Home on maternity leave) <a href="mailto:epbrink@nconnect.net">epbrink@nconnect.net</a>
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Suzanne Milkus Counselor Silverbrook Middle School 120 North Silverbrook Drive West Bend, Wisconsin 53095 (262) 335-5504 <a href="mailto:milkuss@west-bend.k12.wi.us">milkuss@west-bend.k12.wi.us</a>	Teri McElroy Guidance Secretary West High School 1305 East Decorah Road West Bend, Wisconsin 53095 (262) 335-5580 <a href="mailto:tmcelroy@west-bend.k12.wi.us">tmcelroy@west-bend.k12.wi.us</a>	Dr. Kimberly Tuescher Faculty–Counselor Education University of Wisconsin-Platteville 1 University Plaza Platteville, Wisconsin 53818 (608) 342-1245 <a href="mailto:tueschek@uwplatt.edu">tueschek@uwplatt.edu</a>
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APPENDIX B  
SYLLABUS OF NEW COURSE  
PROFESSIONAL PRACTICES IN COUNSELING:  
ETHICS AND CONSULTATION

**University of Wisconsin-Whitewater  
College of Education  
Department of Counselor Education**

**Course:** COUNSED-751 Professional Practices: Ethics and Consultation, 3 credits

**Instructor:** Counselor Education Faculty/Staff

**Course Description:** This course is designed to review ethical principles across counseling disciplines and to apply these principles in the practice of counseling, collaboration and consultation. Ethical codes will be reviewed, theories and paradigms of ethical decision making models explored, and legal implications of ethical practice considered. Consultation theories, models, processes, and issues will be examined and applied. Consultation skill development will focus on benefiting both the client (consultee) and client system, in which the client, persons in the client's support system/context, various professionals within the educational or counseling setting, professionals in the mental health community, and other community members are empowered to facilitate change.

**Prerequisites:** 490-718, 490-721, & 490-722

**Required Texts:** (Texts chosen at the discretion of the professor; texts listed have been used in teaching the content areas of Ethics and Consultation)

Primary texts:

Brown, D., Pryzwansky, W. B., & Schulte, A. C. (2001). *Psychological consultation: Introduction to theory and practice, 5th ed.* Boston, MA: Allyn & Bacon.

Remley, T. P., Jr., & Herlihy, B. (2001). *Ethical, legal, and professional issues in counseling.* Columbus, OH: Merrill/Prentice Hall.

Additional Required Readings:

- Professional literature in consultation: Focused field exploration based on student goals.
- Selected journal articles at the UW-Whitewater Library, Electronic Reserve

Secondary texts:

Department of Regulation and Licensing (December, 2003). *Wisconsin statutes and administrative code relating to the practice of social workers, marriage and family therapists, and professional counselors.* Madison, WI: Author.

Herlihy, B., & Corey, G. (1996). *ACA ethical standards casebook (5<sup>th</sup> ed.).* Alexandria, VA: American Counseling Association.

**Course Objectives:** A variety of learning strategies, including lecture, case studies, role-play, small group/class discussion, and videotaped vignette reviews will be utilized to meet the objectives of the course. Standards cited below reference NCATE, DPI, and CACREP 2001 standards. By completion of the course, students should be able to:

1. Demonstrate knowledge of the history and philosophy of the counseling profession, and awareness of counseling organizational and credentialing processes both state and national, e.g., AAMFT, ACA, NBCC (II.K.1.a; II.K.1.d; II.K.1.e).
2. Become aware of the personal and professional formation issues that face counselors, and how such issues impact inter-professional relationships (II.K.1.b).
3. Demonstrate knowledge of ethical codes, legal standards, and professional issues in counseling relative to professional identity formation (II.K.1), social and cultural diversity (II.K.2.f), human growth and development (II.K.3.e), career development (II.K.4.i), helping relationships (II.K.5.g), group work (II.K.6.g), assessment (II.K.7.i), and research and program evaluation (II.K.8.f).
4. Demonstrate awareness of ethical issues in consulting and consultation including the need for reflection, self-supervision, evaluation of outcomes, and professional development (NCATE 1C & ID; CACREP 2001 School Counseling A7 & All; PI 34.02 (9), (10); PI 34.04 (4); PI 34.31 (8), (11)).
5. Demonstrate knowledge in a number of ethical decision-making models (II.K.1.h).
6. Utilize effective decision-making skills when confronted with ethical, legal, and professional dilemmas ( liability issues, supervision, and training issues) in consultation, and counseling within a pluralistic society. (II.K.1.f; II.K.1.g; II.K.1.h).
7. Utilize resources available in the field to resolve ethical and legal decisions e.g., Codes of Ethics, Wisconsin Statutes and Administrative Code, and Internet resources (II.K.1.c; II.K.1.f).
8. Theories, models, and processes of consultation including change processes with internal and external constituencies (CACREP 2001 School Counseling C3b; CACREP 2001 College Counseling C7; CACREP 2001 Community Counseling B2; CACREP 2001 Student Affairs C1, C2, C3; PI 34.02(10));
9. Strategies of promoting, developing, and enhancing effective teamwork within the professional environment and larger community to promote program objectives and facilitate client development (CACREP 2001 School Counseling B2, C3a; CACREP 2001 College Counseling C7 & C8; CACREP 2001 Community Counseling B1; PI 34.02 (10), PI 34.04 (5));
10. Strategies and methods of working with student/clients, parents, guardians, teachers, social workers, and families to empower them to act on behalf of clients (CACREP 2001 School Counseling C3c; CACREP 2001 Student Affairs C12; CACREP 2001 Community Counseling B4, C6; PI 34.04 (6));
11. Training, knowledge and skills in conducting programs and interventions designed to enhance client development (CACREP 2001 School Counseling C3d; CACREP 2001 College Counseling C6; PI 33.31 (3), NCATE 1A) and to design collaborative programming based on that training, knowledge and skill (CACREP 2001 School Counseling B2; CACREP 2001 Community Counseling C2; CACREP 2001 Student Affairs C1; PI 34.04(7); PI 34.04 (6));
12. Strategies of consultative leadership and advocacy designed to enhance client development (CACREP 2001 School Counseling A4 & B1; PI 34.04 (5); PI 34.31 (3)) and to communicate that client development to others in decision-making positions in education, business, legislators, and the wider community (CACREP 2001 Community Counseling B4 & C6).

**Readings are to be completed prior to class (first class is the exception).** Students are responsible for all material presented in texts, assigned articles, and lecture/discussions. Not all assigned materials will be covered in lectures. The reading/class discussion schedule provided below might be altered; students will be notified of significant changes.

**Assignment/Topic Outline (sample course outline):**

Week	Topics/Assignment
1. Syllabus Review: Intro. to	Ethics and Consultation Pryzwansky/Schulte chap. 1; Remley/Herlihy chap. 1 & 2 (Review ACA Code of Ethics and Standards of Practice; and other discipline specific codes as provided via electronic reserve, e.g. school counseling, or AAMFT Code)
2. Counseling, Collaboration and Consultation: An Ethical Perspective	Pryzwansky/Schulte, chap. 2 & 13; Remley/Herlihy, chap. 1 & 2, cont.
3. Ethical Decision Making Models	See electronic reserve handouts
4. Diversity, Client Welfare, and Informed Consent; Confidentiality and Privileged Communication	Remley/Herlihy, chap. 3 & 4; Herlihy/Corey, chap. 1, 2 & 3
5. Records, Technology, and Subpoenas; Competence and Malpractice; Boundary Issues	Remley/Herlihy, chap. 5, 6, & 7; Herlihy/Corey, chap. 4 & 7
6. Ethical issues: Child/Adolescent Clients, Families and Groups; Consultation with Family Systems	Remley/Herlihy chap. 8 Herlihy/Corey, chap. 6 Pryzwansky/Schulte, chap. 11
7. Consultation with Family Systems; Review for Midterm	Remley/Herlihy, chap. 9 Herlihy/Corey, chap. 5 Pryzwansky/Schulte, chap. 11
8. MIDTERM	
9. Consultation Models, Stages, and Processes	Pryzwansky/Schulte, chap. 3, 4, 6 & 7
10. Effective Consultative Relationships and Effective Consultants	Pryzwansky/Schulte, chap. 8 & 9;  Jackson, D. N. & Hayes, D. H. (1993). Multicultural Issues in Consultation. <i>Journal of Counseling &amp; Development</i> , 72, 144-147 (Electronic Reserve)
11. Roles and Resistance	Pryzwansky/Schulte, chap. 7 & 9.

## 12. Mental Health Consultation, Supervisory, and Organizational Consultation

Pryzwansky/Schulte, chap. 2, 5 &amp; 10

Remley/Herlihy, chap. 12

Herlihy/Corey, chap. 9

## 13. Administrative, Educational/School Consultation

Pryzwansky/Schulte, chap. 5 &amp; 12

Kahn, B. B. (2000). A model of solution – focused consultation for school counselors. *Professional School Counseling*, 3, 248 – 254.Westbrook, F. F., et al. (1993) University campus consultation: Opportunities and limitations. *Journal of Counseling & Development*, 71, 684 — 688.

## 14. Case Consultation

Pryzwansky/Schulte, chap. 3 &amp; 4

## 15. Class Presentations

## 16. Final Exam

Course Requirements and Course Evaluation methods will vary with instructor. The following represents possible evaluative methods and assignments:

- Regular class attendance and participation (rubric for participation provided)
- Brief reflective papers demonstrating awareness of materials, and serving to facilitate class discussions
- Paper reflecting the ethical, organizational, theoretical, practical dimensions of consultation
- Cross-Cultural Consultation/Collaboration Reflection paper
- Multiple Choice/Essay exams covering ethical procedures, and practice/consultation standards
- Class team projects requiring consultation service to agency/school/organization
- Annotated bibliographies on current ethical/consultation issues (discipline specific)
- An evaluation paper comparing and contrasting various theories/models of consultation, and ethical decision making models

## RELEVANT UNIVERSITY POLICIES:

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University Sponsored Events. (For details, please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

## BIBLIOGRAPHY

American Counseling Association. (1995). Code of ethics and standards of practice. Alexandria, VA: Author.

Bissell, L., & Royce, J. E. (1987). Ethics for addiction professionals. Center City, MN: Hazelden Foundation.

Bowman, J. S., & Menzel, D. C. (Eds.).(1998). Teaching ethics and values in public administration programs: Innovations, strategies, and issues. Albany, NY: State University of New York Press.

Brown, D., Kurpins, D., & Morris, J. (1988). Handbook of consultation with individuals and small groups. Alexandria, VA: ACES.

Canon, H. J., & Brown, R. D. (Eds.). (1985). Applied ethics in student services. San Francisco: Jossey-Bass.

Caplan, G., & Caplan, R. B. (1993). Mental health consultation and collaboration. San Francisco: Jossey-Bass.

Carkhuff, R. R. (1987). The art of helping (6th ed.). Amherst, MA: Human Resource Development Press.

Chickering, A. W. & Reisser, L. (1994). Education and identity (revised ed.) San Francisco, CA: Jossey-Bass.

"Consultation: A paradigm for helping; consultation 1: Conceptual, structural and operational dimensions." (1993). [Special Issue]. Journal of Counseling & Development, 71(6).

"Consultation: A paradigm for helping; consultation II: Prevention, preparation and key issues." (1993). [Special Issue]. Journal of Counseling & Development, 72(2).

Corey, G. C. (1991). Theory and practice of counseling and psychotherapy (4th ed.). Monterey, CA: Brooks/Cole.

Corey,C., Corey, M., & Callanan, P. (1993). Issues and ethics in the helping professions (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Department of Regulation and Licensing (December,1999). Wisconsin statutes and administrative code relating to the practice of social workers, marriage and family therapists, and professional counselors. Madison, WI: Author.

Dougherty, A. M. (2000). Psychological consultation and collaboration: A case book (3<sup>rd</sup> ed.) Pacific Grove, CA: Brooks/Cole.

Dougherty, A. M. (2000). Psychological consultation and collaboration in school and community settings. Pacific Grove, CA: Brooks/Cole.

Engels, D., & Dameron, J.D. (Eds.). (1990). The professional counselor: Competencies, Performance, Guidelines, and Assessment (2<sup>nd</sup> ed.). Alexandria, VA: American Counseling Association.

Falvey, J. E. (2002). Managing clinical supervision: Ethical practice and legal risk Management. Pacific Grove, CA: Brooks/Cole.

Fischer, L., & Sorenson, G. P. (1991). School law for counselors, psychologists, and social workers (2<sup>nd</sup> ed.). New York: Longman.

Forest-Miller, H., & Davis, T.E. (1997). A practitioner's guide to ethical decision-making. Alexandria, VA: American Counseling Association.

Fried, J. (Ed.). (1997). Ethics for today's campus: New perspectives on education, student development, and institutional management. San Francisco: Jossey-Banks.

Gladding, S. T., Remley, T. P., Jr., & Huber, C. H. (2001). Ethical, legal, and professional issues in the practice of marriage and family therapy (3<sup>rd</sup> ed.). Alexandria, VA: American Counseling Association.

Glasser, W. (1965). Reality therapy: A new approach to psychiatry. New York, NY: Harper & Row.

Greenwald, H. (1973). Decision therapy. New York: Wyden.

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APPENDIX C

PROGRAM SURVEY  
WITH SURVEY RESULTS

**SUMMARY OF THE SPRING 2003  
ASSESSMENT DATA FROM  
COUNSELOR EDUCATION INTERNSHIP  
STUDENTS AND SUPERVISORS**

In spring 2003 assessment surveys were distributed to counseling **students** enrolled in Internship (795) and their Internship **site supervisors**. The survey instrument was based on the program objectives, which are grouped into three main categories: *thirteen performance objectives, ten cognitive objectives and two developmental objectives*

**Performance Objectives**

Many of the **students** agreed or strongly agreed that they were able to demonstrate the thirteen objectives. A good number of these objectives had agreement or strong agreement by 100% of the students. The question with the lowest percentage of agreement or strong agreement was number 13 (The student is able to conduct research (including action research) and program evaluations) with 80.6%. The next lowest were number 8 (The student is able to utilize computer technology to enhance counseling, e.g. accessing information on counseling issues and treatment on the internet, bibliotherapy and consultation on professional list serves.) and number 12 (The student is able to consume research and interpret results effectively for counseling process). Each received 90.3% of agreement and strong agreement.

**Supervisors** also agreed or strongly agreed that the objectives were attained. These responses ranged from 83.4% to 100%. Two items had less than 83.4% agreement or strong agreement. These were number 13 (The student is able to conduct research (including action research) and program evaluations) with 46.7% and number 12 (The student is able to consume research and interpret results effectively for counseling purposes) with 70%. These low numbers could be attributed to the fact that the students did not have the opportunity to demonstrate these objectives. This is evidenced by the relatively high "not applicable" supervisor response - 53% for number 13, and 30% for number 12.

**Cognitive Objectives**

**Students** agreed or strongly agreed that they were able to demonstrate the cognitive objectives. Eight of the ten objectives received agreement or strong

agreement by at least 93.5% of the respondents. Two items, number 15 (the student has knowledge of challenging skills, such as self-disclosure, advanced empathy and confrontation), and number 18 (The student is able to evaluate the outcome of their intervention with clients) received 90.3% and 87% agreement or strong agreement respectively.

**Supervisor** responses were similar to those of the students in that they indicated agreement or strong agreement that the objectives were met. Only three of the ten objectives received less than 93.3% agreement or strong agreement. These items were number 23 (The student has knowledge and skills to counsel effectively in a pluralistic society) with 90% agreement or strong agreement, number 22 (The student has an understanding of issues and trends in a multicultural and diverse society) with 83.4% agreement or strong agreement, and number 19 (The student is aware of the relationship between counseling as a social service and significant social-political variables in the local, state, and national communities especially with reference to advocacy) with 86.7% agreement or strong agreement.

### **Developmental Objectives**

The **students** and the **supervisors** agreed or strongly agreed that both developmental objectives had been attained. None of the objectives received less than 96.7% agreement or strong agreement.

In summary, the survey results were very positive. These assessment results will be discussed during the upcoming **Department Advising Council** and **Internship Site Supervisors** meetings in fall 2003. The department will also explore how to use the assessment feedback especially in the area of research for program improvement.

## ASSESSMENT

Student:

We'd appreciate your participation in this process to assess the knowledge base and skills of master's counseling students at UW - Whitewater. Please circle the appropriate response below each statement. Your comments on the form itself would be appreciated.

Since we are seeking general feedback about the skill and knowledge outcome, do not put your name on this form. Please reflect on the knowledge and skills, which YOU presently possess and respond to the statements below.

EMPHASIS AREA: (Please check one) \_\_\_\_\_ Community \_\_\_\_\_ Higher Education \_\_\_\_\_ School

### PERFORMANCE

1. I am able to demonstrate facilitative counseling skills (warmth, primary empathy, genuineness and concreteness).  
Strongly Agree      Agree      Disagree      Strongly Disagree      NA
2. I am able to apply challenging skills (self-disclosure, advanced empathy, confrontation).  
Strongly Agree      Agree      Disagree      Strongly Disagree      NA
3. I am able to recognize and address emotions.  
Strongly Agree      Agree      Disagree      Strongly Disagree      NA
4. I am able to develop a theoretically based case conceptualization.  
Strongly Agree      Agree      Disagree      Strongly Disagree      NA
5. I have the knowledge and ability to design and plan a group.  
Strongly Agree      Agree      Disagree      Strongly Disagree      NA
6. I am able to implement and facilitate groups.  
Strongly Agree      Agree      Disagree      Strongly Disagree      NA
7. I am able to establish and maintain effective consultation relationships with persons within and outside the work setting.  
Strongly Agree      Agree      Disagree      Strongly Disagree      NA
8. I am able to utilize computer technology to enhance counseling (e.g. accessing information on counseling issues and treatment on the internet, bibliotherapy, and consultation on professional listserves).  
Strongly Agree      Agree      Disagree      Strongly Disagree      NA
9. I am able to demonstrate working knowledge of the internship setting's services, policies, and procedures.  
Strongly Agree      Agree      Disagree      Strongly Disagree      NA

- |     |                                                                                                                     |                |       |          |                   |    |
|-----|---------------------------------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|----|
| 10. | I am able to meet internship setting's records keeping/maintenance requirements (forms, reports, case notes, etc.). | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 11. | I am able to function effectively and ethically within the context of a professional work social system.            | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 12. | I am able to consume research and interpret results effectively for counseling purposes.                            | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 13. | I am able to conduct research (including action research) and program evaluation.                                   | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |

**COGNITIVE**

- |     |                                                                                                                                                                                                       |                |       |          |                   |    |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|----|
| 14. | I have knowledge of facilitative skills (warmth, primary empathy, genuineness and concreteness).                                                                                                      | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 15. | I have knowledge of challenging skills (self-disclosure, advanced empathy, and confrontation).                                                                                                        | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 16. | I am able to assess clients and develop appropriate treatment plans.                                                                                                                                  | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 17. | I am able to formulate a theoretically based clinical hypothesis relative to counseling goals.                                                                                                        | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 18. | I am able to evaluate the outcome of their intervention with clients.                                                                                                                                 | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 19. | I am aware of the relationship between counseling as a social service and significant social-political variables in the local, state, and national communities especially with reference to advocacy. | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 20. | I have knowledge and demonstrate a good understanding of ethical and legal guidelines.                                                                                                                | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 21. | I am able to generalize learning from one situation to another.                                                                                                                                       | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 22. | I have an understanding of issues and trends in a multicultural and diverse society.                                                                                                                  | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |

23. I have knowledge and skills to counsel effectively in a pluralistic society.

Strongly Agree	Agree	Disagree	Strongly Disagree	NA
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**DEVELOPMENTAL**

24. I am committed to personal development and am able to facilitate self-explorations (including willingness to address own issues affecting ability to be effective with others).

Strongly Agree	Agree	Disagree	Strongly Disagree	NA
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25. I am able demonstrates a commitment to professional development, and a readiness to participate and contribute to the profession and professional organizations.

Strongly Agree	Agree	Disagree	Strongly Disagree	NA
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**OBJECTIVES NOT COVERED ABOVE**

**ADDITIONAL COMMENTS**

Internship Student Assessments  
2002-2003  
8/1/2003

Question - Performance	Emphasis	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	No Answer	Total Returned
1.	Community School Higher Education	10 15 2	4					10 19 2
	<b>Total</b>	27 (87.1%)	4 (12.9%)					
2.	Community School Higher Education	6 12 2	4 7					10 19 2
	<b>Total</b>	20 (64.5%)	11 (35.5%)					
3.	Community School Higher Education	7 13 2	3 6					10 19 2
	<b>Total</b>	22 (71%)	9 (29%)					
4.	Community School Higher Education	5 5 1	5 14 1					10 19 2
	<b>Total</b>	11 (35.5%)	20 (64.5%)					
5.	Community School Higher Education	3 15 1	6 4 1	1				10 19 2
	<b>Total</b>	19 (61.3%)	11 (35.5%)	1 (3.2%)				
6.	Community School Higher Education	3 12 2	7 7					10 19 2
	<b>Total</b>	17 (54.8%)	14 (45.2%)					
7.	Community School Higher Education	5 12 2	5 7					10 19 2
	<b>Total</b>	19 (61.3%)	12 (38.7%)					
8.	Community School Higher Education	4 6 2	4 12	1 1		1		10 19 2
	<b>Total</b>	12 (38.7%)	16 (51.6%)	2 (6.5%)		1 (3.2%)		
9.	Community	5	5					10

Internship Student Assessments  
2002-2003  
8/1/2003

	School Higher Education	10	9						19
<b>Total</b>		2	14 (45.2%)						2
10.	Community School Higher Education	7 8 2	3 9				1	1	10 19 2
<b>Total</b>		17 (54.8%)	12 (38.7%)				1 (3.2%)	1 (3.2%)	
11.	Community School Higher Education	8 14 2	2 4					1	10 19 2
<b>Total</b>		24 (77.4%)	6 (19.3%)					1 (3.2%)	
12.	Community School Higher Education	2 4 1	7 13 1				1	2	10 19 2
<b>Total</b>		7 (22.6%)	21 (67.7%)				1 (3.2%)	2 (6.5%)	
13.	Community School Higher Education	1 4 1	5 13 1	2				2	10 19 2
<b>Total</b>		6 (19.3%)	19 (61.3%)	2 (6.5%)			2 (6.5%)	2 (6.5%)	
<b>Question - Cognitive</b>	<b>Emphasis</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>N/A</b>	<b>No Answer</b>	<b>Total Returned</b>	
14.	Community School Higher Education	10 15 2	2				2	10 19 2	
<b>Total</b>		27 (87%)	2 (6.5%)				2 (6.5%)		
15.	Community School Higher Education	9 14 2	1 2				3	10 19 2	
<b>Total</b>		25 (80.6%)	3 (9.7%)				3 (9.7%)		
16.	Community School Higher Education	7 8 1	3 9 1				2	10 19 2	
<b>Total</b>		16 (51.6%)	13 (41.9%)				2 (6.5%)		
17.	Community School	5 4	5 13				2	10 19	

Internship Student Assessments  
2002-2003  
8/1/2003

	Higher Education	1	10 (32.2%)	19 (61.3 %)	2	2 (6.5%)	2
<b>Total</b>		10	19	2	2		
18.	Community School Higher Education	4	7	10	1	2	10 19 2
<b>Total</b>		12 (38.6%)	15 (48.4)	2 (6.5%)	2 (6.5%)		
19.	Community School Higher Education	5	14	3	1	2	10 19 2
<b>Total</b>		20 (64.5%)	9 (29%)		2 (6.5%)		
20.	Community School Higher Education	8	13	4	2	2	10 19 2
<b>Total</b>		23 (74.2%)	6 (19.3%)		2 (6.5%)		
21.	Community School Higher Education	8	14	3	2	2	10 19 2
<b>Total</b>		24 (77.4%)	5 (16.1%)		2 (6.5%)		
22.	Community School Higher Education	7	6	11	2	1	10 19 2
<b>Total</b>		15 (48.4%)	13 (41.9%)		3 (9.7%)		
23.	Community School Higher Education	6	9	9	1	1	10 19 2
<b>Total</b>		17 (54.8%)	13 (41.9%)		1 (3.2%)		
<b>Question – Developmental</b>	<b>Emphasis</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>N/A</b>	<b>Total Returned</b>
24.	Community School Higher Education	9	14	4	1	1	10 19 2
<b>Total</b>		25 (80.6%)	5 (16.1%)		1 (3.2%)		
25.	Community School Higher Education	7	13	5	1	1	10 19 2
<b>Total</b>		1	1	1	1		

Internship Student Assessments  
2002-2003

8/1/2003

Total	21 (67.7%)	9 (29%)			1 (3.2%)	
Totals						
Community	151	88	6	4	1	250
School	261	184	1	1	28	475
Higher Education	41	9				50
Percentages						
Community	(60.4%)	(35.2%)	(2.4%)	(1.6%)	(0.4%)	
School	(54.9%)	(38.7%)	(0.2%)	(0.2%)	(5.9%)	
Higher Education	(82%)	(18%)				
Grand Totals	453 (58.5%)	281 (36.3%)	7 (0.9%)	5 (0.6%)	29 (3.7%)	775

Objectives Not Covered Above

Community – None

Higher Education – None

School

School Counseling should include

Family Counseling more than it is

Clinical Studies in some fashion

Our ethics course should be improved dramatically!

More training in ethics & computer training in SASI, etc (other programs) would be beneficial

Additional Comments

Community

- Would like to see program include more emphasis on children and adolescents - - could be within the Family Therapy emphasis, perhaps There appears (from talking with others in this profession & some psychologists) to be a need for more counselors & psychiatrists & psychologists to work with these age groups, i.e. as a 'specialty'. Otherwise ---Our Program is the Best!!
- Heartfelt gratitude for the well prepared, **hard** working, compassionate faculty who have enriched my life with their professional & personal modeling of counseling
- Internship contributed greatly to my increased skill and knowledge level and self efficacy as a counselor.

Higher Education

- With the budget cuts I hope that there will be money available to the counseling department to hire at least two faculty members.
- I am happy to hear that the Clinical class will now be required for future Counselor Ed students. My internship experience was excellent, but I realized early on how helpful it would have been to take the clinical class.

School

- More focus on community counseling topics Techniques & Issues in Curricular areas

Internship Student Assessments

2002-2003

8/1/2003

- UWW Counseling Program did a good job of getting us ready for our field. We were required to learn, study and research more about the counseling field. We were introduced to many areas of the counseling field and strongly encouraged to study more on our own.
- Our internship experience was beneficial, but didn't need to take place all year. The class also didn't need to meet every week.
- What a wonderful program I grew & learned so much these past 4 years. THANK YOU!
- I believe all of the course work has given me a solid base for being an effective counselor. I don't believe I was able to fully apply or test all of my abilities at my internship site. I can see where changes could be made in this school setting to better facilitate our learning, and to be more accessible to the student population. My favorite courses were Lifespan, Group and Social & Cultural Awareness.
- I believe the changes that are occurring to the program for next year -- for example having school counselors take a class in diagnosis & community in consultation -- Well done! Very Needed!

## ASSESSMENT

Internship Supervisor:

We'd appreciate your participation in this process to assess the knowledge base and skills of master's counseling students at UW - Whitewater. Please circle the appropriate response below each statement. Your comments on the form itself would be appreciated.

Since we are seeking general feedback about the skill and knowledge outcome, the name of the student is not included on this form.

SETTING: (Please check one) \_\_\_\_\_ Community \_\_\_\_\_ Higher Education \_\_\_\_\_ School

### PERFORMANCE

1. The student is able to demonstrate facilitative counseling skills (warmth, primary empathy, genuineness and concreteness).

Strongly Agree	Agree	Disagree	Strongly Disagree	NA
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2. The student is able to apply challenging skills (self-disclosure, advanced empathy, confrontation).

Strongly Agree	Agree	Disagree	Strongly Disagree	NA
----------------	-------	----------	-------------------	----
3. The student is able to recognize and address emotions.

Strongly Agree	Agree	Disagree	Strongly Disagree	NA
----------------	-------	----------	-------------------	----
4. The student is able to develop a theoretically based case conceptualization.

Strongly Agree	Agree	Disagree	Strongly Disagree	NA
----------------	-------	----------	-------------------	----
5. The student has the knowledge and ability to design an plan a group.

Strongly Agree	Agree	Disagree	Strongly Disagree	NA
----------------	-------	----------	-------------------	----
6. The student is able to implement and facilitate groups.

Strongly Agree	Agree	Disagree	Strongly Disagree	NA
----------------	-------	----------	-------------------	----
7. The student is able to establish and maintain effective consultation relationships with persons within and outside the work setting.

Strongly Agree	Agree	Disagree	Strongly Disagree	NA
----------------	-------	----------	-------------------	----
8. The student is able to utilize computer technology to enhance counseling (e.g. accessing information on counseling issues and treatment on the internet, bibliotherapy, and consultation on professional listserves).

Strongly Agree	Agree	Disagree	Strongly Disagree	NA
----------------	-------	----------	-------------------	----
9. The student is able to demonstrate working knowledge of the internship setting's services, policies, and procedures.

Strongly Agree	Agree	Disagree	Strongly Disagree	NA
----------------	-------	----------	-------------------	----

- |     |                                                                                                                               |                |       |          |                   |    |
|-----|-------------------------------------------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|----|
| 10. | The student is able to meet internship setting's records keeping/maintenance requirements (forms, reports, case notes, etc.). | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 11. | The student is able to function effectively and ethically within the context of a professional work social system.            |                |       |          |                   |    |
|     |                                                                                                                               | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 12. | The student is able to consume research and interpret results effectively for counseling purposes.                            |                |       |          |                   |    |
|     |                                                                                                                               | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 13. | The student is able to conduct research (including action research) and program evaluation.                                   |                |       |          |                   |    |
|     |                                                                                                                               | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |

**COGNITIVE**

- |     |                                                                                                                                                                                                                 |                |       |          |                   |    |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|----|
| 14. | The student has knowledge of facilitative skills (warmth, primary empathy, genuineness and concreteness).                                                                                                       |                |       |          |                   |    |
|     |                                                                                                                                                                                                                 | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 15. | The student has knowledge of challenging skills (self-disclosure, advanced empathy, and confrontation).                                                                                                         |                |       |          |                   |    |
|     |                                                                                                                                                                                                                 | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 16. | The student is able to assess clients and develop appropriate treatment plans.                                                                                                                                  |                |       |          |                   |    |
|     |                                                                                                                                                                                                                 | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 17. | The student is able to formulate a theoretically based clinical hypothesis relative to counseling goals.                                                                                                        |                |       |          |                   |    |
|     |                                                                                                                                                                                                                 | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 18. | The student is able to evaluate the outcome of their intervention with clients.                                                                                                                                 |                |       |          |                   |    |
|     |                                                                                                                                                                                                                 | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 19. | The student is aware of the relationship between counseling as a social service and significant social-political variables in the local, state, and national communities especially with reference to advocacy. |                |       |          |                   |    |
|     |                                                                                                                                                                                                                 | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 20. | The student has knowledge and demonstrates a good understanding of ethical and legal guidelines.                                                                                                                |                |       |          |                   |    |
|     |                                                                                                                                                                                                                 | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |
| 21. | The student is able to generalize learning from one situation to another.                                                                                                                                       |                |       |          |                   |    |
|     |                                                                                                                                                                                                                 | Strongly Agree | Agree | Disagree | Strongly Disagree | NA |

22. The student has an understanding of issues and trends in a multicultural and diverse society.

Strongly Agree      Agree      Disagree      Strongly Disagree      NA

23. The student has knowledge and skills to counsel effectively in a pluralistic society.

Strongly Agree      Agree      Disagree      Strongly Disagree      NA

**DEVELOPMENTAL**

24. The student is committed to personal development and is able to facilitate self-explorations (including willingness to address own issues affecting ability to be effective with others).

Strongly Agree      Agree      Disagree      Strongly Disagree      NA

25. The student demonstrates a commitment to professional development, and a readiness to participate and contribute to the profession and professional organizations.

Strongly Agree      Agree      Disagree      Strongly Disagree      NA

**OBJECTIVES NOT COVERED ABOVE**

**ADDITIONAL COMMENTS**

Internship Site Supervisor Assessment  
2002-2003  
8/1/2003

Question - Performance	Emphasis	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	No Answer	Total Returned
1.	Community School Higher Education	9 14 2	1 3	1				10 18 2
Total		25 (83.5%)	4 (13.3%)	1 (3.3%)				
2.	Community School Higher Education	6 9	3 7 2	1 1		1		10 18 2
Total		15 (50%)	12 (40%)	2 (6.7%)		1 (3.3%)		
3.	Community School Higher Education	5 11 1	5 7 1					10 18 2
Total		17 (56.7%)	13 (43.3%)					
4.	Community School Higher Education	3 5 1	6 12 1	1 1				10 18 2
Total		9 (30%)	19 (63.3%)	2 (6.7%)				
5.	Community School Higher Education	4 10 1	3 7 1			3 1 1		10 18 2
Total		14 (46.7%)	11 (36.7%)			5 (16.6%)		
6.	Community School Higher Education	4 12 1	5 4 1			1 2 1		10 18 2
Total		16 (53.4%)	10 (33.3%)			4 (13.3%)		
7.	Community School Higher Education	7 12	3 5 2	1				10 18 2
Total		19 (63.3%)	10 (33.3%)	1 (3.3%)				
8.	Community School	2 6	2 10	1		4 1	1 1	10 18

Internship Site Supervisor Assessment  
2002-2003  
8/1/2003

Question - Performance	Emphasis	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	No Answer	Total Returned
Total	Higher Education	8 (26.7%)	14 (46.7%)	1 (3.3%)		5 (16.6%)	2 (10%)	2
9.	Community School Higher Education	5 11	6	1				10 18 2
Total		16 (53.3%)	11 (36.7%)	1 (3.3%)		2 (6.7%)		
10.	Community School Higher Education	8 10 1	1 6 1	1 2				10 18 2
Total		19 (63.3%)	8 (26.7%)	3 (10%)				
11.	Community School Higher Education	8 11 2	1 6	1 1				10 18 2
Total		21 (70%)	7 (23.3%)	2 (6.7%)				
12.	Community School Higher Education	1 6	5 9			4 3 2		10 18 2
Total		7 (23.3%)	14 (46.7%)			9 (30%)		
13.	Community School Higher Education	2	2 10			8 6 2		10 18 2
Total		2 (6.7%)	12 (40%)			16 (53.3%)		
Question - Cognitive	Emphasis	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	No Answer	Total Returned
14.	Community School Higher Education	10 12 1	5 1	1				10 18 2
Total		23 (76.7%)	6 (20%)	1 (3.3%)				
15.	Community School	7 10	3 7	1				10 18

Internship Site Supervisor Assessment  
2002-2003

8/1/2003

Question - Performance	Emphasis	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	No Answer	Total Returned
Total	Higher Education	17 (56.7%)	12 (40%)	1 (3.3%)				2
16.	Community School Higher Education	7 9	3 8 2	1				10 18 2
Total		16 (53.3%)	13 (43.3%)	1 (3.3%)				
17.	Community School Higher Education	5 5	5 11 2	1		1		10 18 2
Total		10 (33.3%)	18 (60%)	1 (3.3%)		1 (3.3%)		
18.	Community School Higher Education	3 10 1	7 7	1		1		10 18 2
Total		14 (46.7%)	14 (46.7%)	1 (3.3%)		1 (3.3%)		
19.	Community School Higher Education	2 8 1	8 7	1		1 1	1	10 18 2
Total		11 (36.7%)	15 (50%)	1 (3.3%)		2 (6.7%)	1 (3.3%)	
20.	Community School Higher Education	7 9	3 9					10 18 2
Total		16 (53.3%)	14 (46.7%)					
21.	Community School Higher Education	7 14	3 3 2	1				10 18 2
Total		21 (70%)	8 (26.7%)	1 (3.3%)				
22.	Community School Higher Education	3 8	5 8 1	1		1 1 1	1	10 18 2
Total		11 (36.7%)	14 (46.7%)	1 (3.3%)		3 (10%)	1 (3.3%)	

Internship Site Supervisor Assessment  
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Question - Performance	Emphasis	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	No Answer	Total Returned
23.	Community School Higher Education	4 7 1	5 10 1	1		1		
Total		11 (36.7%)	16 (53.3%)	1 (3.3%)		2 (6.7%)		
Question - Developmental	Emphasis	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	No Answer	Total Returned
24.	Community School Higher Education	8 15 1	2 3 1					10 18 2
Total		24 (80%)	6 (20%)					
25.	Community School Higher Education	9 13 1	1 5			1		10 18 2
Total		23 (76.7%)	6 (20%)			1 (3.3%)		
Totals	Community School Higher Education	134 239 12	87 175 25	5 17		21 15 8	2 2	250 450 50
Percentages	Community School Higher Education	(53.6%) (53.1%) (24%)	(34.8%) (38.9%) (50%)	(2%) (3.8%)		(8.4%) (3.3%) (16%)	(0.8%) (0.4%)	
Grand Totals		385 (51.3%)	287 (38.3%)	22 (2.9%)		52 (6.9%)	4 (0.5%)	750

Objectives Not Covered Above

Community

- Strong developing clinical skills

School

- Ability to work with curriculum
- Ability to create community-wide information

Higher Education - None

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Additional Comments

Community

- ◆ Strong intern
- ◆ Student created her own curriculum and is extremely knowledgeable in the counseling field.
- ◆ Form is difficult to complete, as it does not specify whether it applies to a new placement or someone who has completed a field assignment. I assumed it was for someone who completed the assignment.
- ◆ Good attitude-enthusiastic-what a meaningful learning experience.
- ◆ I would only mirror additional comments made in Melissa's other reviews-she is an asset to any team and will be a wonderful counselor!
- ◆ It was a pleasure and privilege to help.

Higher Education

- ◆ Student trainee presented with energy and enthusiasm. After the initial, and expected, cultural shock between the academic and practice environments, she settled into the internship. First task was to slow her pace with the clients and support her passage into the world of ambiguity. The intern has grown professionally, and I believe personally from setting humans in distress.

School

- ◆ Janie Woodman has been enjoyable to work with because she goes above and beyond everyday expectations.
- ◆ How is the school counselor's role emphasized in your program? The counseling relationship in schools will have different goals and expectations than community. How is this developed and understood by students?
- ◆ Very pleased with how prepared your students are compared to other universities that send students. I also appreciate the communication, especially personal visits your university keeps with placement sites!
- ◆ Our counseling inter was very good.
- ◆ I've supervised 2 students thru internships and have found them both very well prepared, very motivated, and dedicated individuals. You have an excellent program!
- ◆ Student does not receive enough supervision from UW-W supervisor. Weekly direct feedback is needed in order to reach objectives stated on this form.