UW-WHITEWATER COUNSELOR EDUCATION DEPARTMENT 2020-2021 Program Evaluation Report prepared by Dr. Brenda Rust O'Beirne, Chair

June 30, 2021

This report is intended to summarize the very fluid process of assessment in the Counselor Education Department at the University of Wisconsin-Whitewater. While it is a reflection on a most unusual academic year (due to COVID and changes necessitated by the pandemic), it is also a look back at our process, and a look ahead to how this learning will serve us. This program report is divided into three distinct areas that include the overall assessment process, program evaluation feedback gathered over the past year, and the use of our strategic planning process to continue building on our strengths while recognizing and addressing areas for growth.

Assessment Process

Our assessment plan was revised in 2019 and has been refined as we have moved to operationalize student learning outcomes (SLOs) and develop the signature assessments that will help us to capture group and individual data that will serve us in program evaluation and development. Our new assessment plan will serve us in meeting the 2016 CACREP standards. Toward that end, a significant amount of faculty time was dedicated in 2020-'21 to the evaluation structures that we will use moving forward. To assist us with the organization and management of this data, we have transitioned to work with Anthology/Chalk and Wire (following a one-year pilot with Watermark/Via) and we are in the process of getting all courses and signature assignments into that system. The use of Anthology will serve us in our planning processes, as well as in our communication of assessment data.

As shown below, there are assessments of individual students and program assessments, all of which become important in our overall understanding of program effectiveness.

Student Assessment Tools		
Admissions Criteria		
Practicum Application		
Internship Application		
Clinical Assessments (completed in 718, 721, 793 and 795)		
Review of Progress (completed during or after 12 credits in program)		

Program Exit Interview (completed during spring semester of internship
year)
NCE Exam (completed during spring semester of internship year)
Praxis II exam (school counselors only)
In class course Assessments
Program Assessment Tools
Audit and Review
CRP (Continuous Review Process)
Clinical Assessments*
Review of Progress*
Program Exit Interview*
NCE (National Counselor Exam)*
Praxis II*
Course Evaluations
Advising Survey
Interns'/Internship Supervisors' Survey Data
Employer/Alumni Survey Data
Graduate School Survey
Strategic Plan
Decliners' Survey
College/University Assessment Tools
Audit and Review
Continuous Review Process (CRP/DPI)
Higher Learning Commission (HLC)
Graduate School Outcome and Satisfaction Survey
Learning Outcomes for Graduate Level Education

^{*}Tools asterisked above provide individual data and also inform our program evaluation. While a number of these processes happen within courses (e.g. clinical assessments in practicum and internship), a comprehensive review of all data is conducted in the first faculty meeting each semester.

Feedback from Interns and Supervisors

Each spring, interns and their site supervisors complete a Qualtrics survey to provide feedback about our students' learning. Supervisors' results are included in Appendix A, while the interns' responses are in Appendix B. Every four years (though not this year), the survey is distributed to program alumni and employers of our graduates. This feedback provides invaluable perspectives about our preparation program. Supervisors identify a number of strengths of the interns with whom they worked.

Across school and CMHC emphases, there is agreement (and generally strong agreement) that interns demonstrate a commitment to personal development and a readiness to contribute to professional organizations. They are reflective and engaged with multidisciplinary teams. Interns are ethical practitioners who are aware of their values and have good knowledge of treatment planning and case conceptualization. They are knowledgeable about supervision and advocacy. From the feedback, it would appear that additional opportunity for interns to engage in advocacy work would be helpful. In addition, supervisors noted that multicultural competencies can be strengthened. Both advocacy and multicultural competence are priorities for our department and we will investigate additional experiences that will serve students in their learning. Research and program evaluation will continue to be foci as we move forward with course planning and program enhancements. We are also aware that site supervisors, depending on their settings, value these competencies in different ways. Supervisors indicate that students have learned to value and incorporate feedback, and that they collaborate well with other professionals. At the same time, more focus on interdisciplinary teams (as noted by supervisors and interns) would be useful in coursework leading to internship.

Interns reflected similar strengths in their responses, indicating that they have a commitment to personal growth, practice ethically, ground their work in theory, and are dedicated to on-going development. They are aware that there is a need for continued focus on multicultural competence. Interns are open to feedback and appreciative of the learning they were able to do in their various settings. As we look toward their understanding of instrumentation and use of research, we see needs to continue developing that understanding in their coursework long before they get to internship. This will continue to be a part of our exploration as a faculty. Students' gratitude for faculty members and their contributions to their learning was echoed throughout the Qualtrics surveys and also in the exit interview interns complete via Qualtrics (see Appendix C).

The exit survey (which prior to COVID was conducted as a focus group) is another source of valuable feedback regarding the overall program. Students in the last semester of their programs reflect on their overall learning. A quick review of the responses in Appendix C shows the positive feelings of interns as they near graduation. As we look toward those pieces that we seek to maintain or enhance, they include: a committed faculty that values relationship, a focus on personal and professional development, a developing understanding of work within multidisciplinary teams, an application of learning about advocacy and social justice, and multicultural competence.

At the end of each academic year, all departments on campus are expected to submit annual reports. These reports speak to the work and learning during the past academic year and look forward to planning for the next academic year. This year's annual report is included in Appendix D. This report provides a snapshot of our program's challenges and accomplishments during the 2020-'21 year. In anticipation of a new data management program at the department level, significant work was done to define new SLOs and signature assessments. We will continue to build on this work as we reflect on our overall program and anticipate our next self-study for our accreditation.

Looking Ahead - Strategic Planning

The strategic planning process 2021-2026 is underway now. Our initial conversations started in January of 2021 with an external consultant who helped us to look at our mission and vision, our strategic priorities, and our action plans. The challenges of the past year have helped us to focus on what is right in front of us: counselors-in-training who need our best teaching and support during an exceptionally difficult time. There have been many lessons that have come from our experience with COVID. We plan to use those lessons to serve us moving forward.

As we consider what we have learned in the program evaluation process this year, we are aware that our new course delivery system and new ways of approaching supervision (virtual in many cases) will be some of those discussions as we move forward. At least for the fall semester, we will be connecting virtually for our Supervision Summit (the supervision training that brings together interns, their site supervisors, and faculty supervisors) and supervisor "visits." Our classes will return to in-person, as will most administrative meetings. We will create a new way of being based on what we have learned. We had not provided telebehavioral health training in the past for our practicum students or interns, and that will continue (in some form) into the future. We will solicit students' direct feedback (part of our strategic planning process) about their observations and needs. This survey will be distributed early in the fall semester.

At a time when we are told we need to be able to pivot, we are also clear that we need to meet the rigorous standards of CACREP, an accreditation we value highly. Using the assessment data we have, we will move forward intentionally to create an even stronger program for future counselors who will serve our schools and communities. We look forward to our continued efforts with our strategic planning.

Appendix A

UW-Whitewater Counselor Education Department

2020-2021 Site Supervisors Year-End Assessment

Please indicate your site focus:

#	Answer	%	Count
1	School Counseling	31.58%	6
2	Clinical Mental Health Counseling	68.42%	13
3	Combined School/Clinical Mental Health Counseling	0.00%	0
	Total	100%	19

Display professional identity through behavior, disposition, attire, etc.

#	Answer	%	Count
35	Strongly agree	68.42%	13
36	Agree	31.58%	6
37	Disagree	0.00%	0
38	Strongly disagree	0.00%	0
39	Non applicable	0.00%	0
	Total	100%	19

Know the history and philosophy of the counseling profession.

#	Answer	%	Count
21	Strongly agree	36.84%	7
22	Agree	63.16%	12
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	19

Demonstrate a commitment to personal development, and a readiness to participate and contribute to the profession/professional organizations.

#	Answer	%	Count
12	Strongly agree	78.95%	15
13	Agree	21.05%	4
14	Disagree	0.00%	0
15	Strongly disagree	0.00%	0
16	NA	0.00%	0
	Total	100%	19

Know the roles and responsibilities of counselors as collaborative members of interdisciplinary teams (e.g. treatment teams, student services teams, behavioral health teams).

#	Answer	%	Count
17	Strongly agree	52.63%	10
18	Agree	47.37%	9
19	Disagree	0.00%	0
20	Strongly disagree	0.00%	0
21	NA	0.00%	0
	Total	100%	19

Understand the role of counselor supervision and the consultation process.

#	Answer	%	Count
16	Strongly agree	68.42%	13
17	Agree	31.58%	6
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	19

Know the role and process for advocating on behalf of the counseling profession.

#	Answer	%	Count
16	Strongly agree	57.89%	11
17	Agree	42.11%	8
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	19

Maintain appropriate boundaries with supervisor, peers, and clients.

#	Answer	%	Count
16	Strongly agree	73.68%	14
17	Agree	26.32%	5
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	19

Engage in self-exploration and reflection of self throughout counseling process.

#	Answer	%	Count
21	Strongly agree	73.68%	14
22	Agree	26.32%	5
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	19

Understand limitations and develops strategies to ensure client welfare.

#	Answer	%	Count
16	Strongly agree	63.16%	12
17	Agree	36.84%	7
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	19

Demonstrate an understanding of personal values and how they may impact practice.

#	Answer	%	Count
25	Strongly agree	63.16%	12
26	Agree	36.84%	7
27	Disagree	0.00%	0
28	Strongly disagree	0.00%	0
29	NA	0.00%	0
	Total	100%	19

Know and adhere to ethical guidelines.

#	Answer	%	Count
16	Strongly agree	68.42%	13
17	Agree	31.58%	6
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	19

Function ethically in a professional setting.

#	Answer	%	Count
16	Strongly agree	68.42%	13
17	Agree	31.58%	6
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	19

Demonstrate the ability to use technology to support the delivery of services (e.g. video recording, using a software program for diagnosis, documentation, intake, etc.)

#	Answer	%	Count
16	Strongly agree	73.68%	14
17	Agree	26.32%	5
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	19

Recognize ways to advocate on local, state, and national level for diverse client and student populations.

#	Answer	%	Count
20	Strongly agree	21.05%	4
21	Agree	68.42%	13
22	Disagree	5.26%	1
23	Strongly disagree	0.00%	0
24	NA	5.26%	1
	Total	100%	19

Understand multicultural variability (e.g. help-seeking behaviors) within and among diverse groups.

#	Answer	%	Count
17	Strongly agree	26.32%	5
18	Agree	68.42%	13
19	Disagree	5.26%	1
20	Strongly disagree	0.00%	0
21	NA	0.00%	0
	Total	100%	19

Demonstrate multicultural counseling competencies (e.g. impact of heritage, attitudes, beliefs within counseling session).

#	Answer	%	Count
20	Strongly agree	31.58%	6
21	Agree	68.42%	13
22	Disagree	0.00%	0
23	Strongly disagree	0.00%	0
24	NA	0.00%	0
	Total	100%	19

Use a theoretical lens to formulate a comprehensive case conceptualization.

#	Answer	%	Count
21	Strongly agree	42.11%	8
22	Agree	52.63%	10
23	Disagree	5.26%	1
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	19

Utilize a career lens to facilitate client/student career/life-planning and interrelationship with mental health.

#	Answer	%	Count
16	Strongly agree	47.37%	9
17	Agree	36.84%	7
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	15.79%	3
	Total	100%	19

Access and utilize research to inform the counseling process.

#	Answer	%	Count
21	Strongly agree	47.37%	9
22	Agree	42.11%	8
23	Disagree	5.26%	1
24	Strongly disagree	0.00%	0
25	NA	5.26%	1
	Total	100%	19

Can use data and effectively conduct program evaluation in the clinical or school setting (e.g. monitor treatment, outcomes, program, etc.)

#	Answer	%	Count
16	Strongly agree	42.11%	8
17	Agree	52.63%	10
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	5.26%	1
	Total	100%	19

Demonstrate the ability to implement and facilitate groups.

#	Answer	%	Count
20	Strongly agree	61.11%	11
21	Agree	27.78%	5
22	Disagree	5.56%	1
23	Strongly disagree	0.00%	0
24	NA	5.56%	1
	Total	100%	18

Demonstrate exploration skills (e.g. attending, listening, open questions).

#	Answer	%	Count
21	Strongly agree	77.78%	14
22	Agree	22.22%	4
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	18

Demonstrate insight skills (e.g. challenges, interpretations, immediacy).

#	Answer	%	Count
21	Strongly agree	55.56%	10
22	Agree	44.44%	8
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	18

Demonstrate action skills (e.g. feedback, information-giving, role-play, behavioral rehearsal).

#	Answer	%	Count
16	Strongly agree	44.44%	8
17	Agree	55.56%	10
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	18

Engage in treatment planning with clients (e.g. identify student/client concerns, set goals, and evaluate progress).

#	Answer	%	Count
12	Strongly agree	44.44%	8
13	Agree	50.00%	9
14	Disagree	5.56%	1
15	Strongly disagree	0.00%	0
16	NA	0.00%	0
	Total	100%	18

Know how to select, utilize, and interpret counseling assessment instruments.

#	Answer	%	Count
21	Strongly agree	33.33%	6
22	Agree	55.56%	10
23	Disagree	5.56%	1
24	Strongly disagree	0.00%	0
25	NA	5.56%	1
	Total	100%	18

Can use diagnostic criteria to help guide the treatment process.

#	Answer	%	Count
16	Strongly agree	44.44%	8
17	Agree	44.44%	8
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	11.11%	2
	Total	100%	18

Show initiative and motivation (meets deadlines, attends class).

#	Answer	%	Count
17	Strongly agree	66.67%	12
18	Agree	33.33%	6
19	Disagree	0.00%	0
20	Strongly disagree	0.00%	0
21	NA	0.00%	0
	Total	100%	18

Demonstrate professional writing skills (forms, reports, case notes).

#	Answer	%	Count
21	Strongly agree	44.44%	8
22	Agree	50.00%	9
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	5.56%	1
	Total	100%	18

Accept and use feedback.

#	Answer	%	Count
17	Strongly agree	61.11%	11
18	Agree	38.89%	7
19	Disagree	0.00%	0
20	Strongly disagree	0.00%	0
21	NA	0.00%	0
	Total	100%	18

Interact in a collegial fashion with peers; collaborates well.

#	Answer	%	Count
21	Strongly agree	66.67%	12
22	Agree	33.33%	6
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	18

Demonstrate self-awareness (e.g. impact of self on others).

#	Answer	%	Count
21	Strongly agree	77.78%	14
22	Agree	22.22%	4
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	18

Demonstrate emotional stability (e.g. congruence between mood and affect) and self-control (e.g. impulse control).

#	Answer	%	Count
16	Strongly agree	61.11%	11
17	Agree	38.89%	7
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	18

Demonstrate the ability to adapt to changing circumstances, unexpected events, and new situations.

#	Answer	%	Count
21	Strongly agree	55.56%	10
22	Agree	44.44%	8
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	18

Demonstrate honesty, integrity, and respect for others.

#	Answer	%	Count
26	Strongly agree	72.22%	13
27	Agree	27.78%	5
28	Disagree	0.00%	0
29	Strongly disagree	0.00%	0
30	NA	0.00%	0
	Total	100%	18

Learning demonstrated that may not be listed in objectives above:

Learning how to adapt in the changing environment brought about by COVID 19, and doing so in a professional and competent way.

Creating SEL lessons! Analyzing equity data.

I think that a stronger foundation in theoretical frameworks would be helpful. An increased focus on systems within the school would also be beneficial to the students. For example, teaching students about MTSS, RTI and PBIS systems.

Great program!

Additional comments:

It was such a pleasure to have the honor of working with the UW-Whitewater interns. Thank you!

We value UW-Whitewater interns.

Need more focus on creating SEL curriculum, creating group counseling curriculum, and knowledge and use of assessments.

We couldn't have asked for a better intern!

UWW interns have always been highly prepared and ready to work with clients and have been a huge asset to our private practice. They have been knowledgeable, professional and ready to help clients. I have found this year in particular that this intern was exceptionally prepared to do this work.

Appendix B

UW-Whitewater Counselor Education Department

2020-2021 Counseling Interns Year-End Assessment

Please indicate your emphasis

#	Answer	%	Count
1	School Counseling	35.29%	6
2	Clinical Mental Health Counseling	64.71%	11
3	Combined School/Clinical Mental Health Counseling	0.00%	0
	Total	100%	17

Displays professional identity through behavior, disposition, attire, etc.

#	Answer	%	Count
35	Strongly agree	94.12%	16
36	Agree	5.88%	1
37	Disagree	0.00%	0
38	Strongly disagree	0.00%	0
39	Non applicable	0.00%	0
	Total	100%	17

Knows the history and philosophy of the counseling profession.

#	Answer	%	Count
21	Strongly agree	58.82%	10
22	Agree	41.18%	7
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	17

Demonstrates a commitment to personal development, and a readiness to participate and contribute to the profession/professional organizations.

#	Answer	%	Count
12	Strongly agree	100.00%	17
13	Agree	0.00%	0
14	Disagree	0.00%	0
15	Strongly disagree	0.00%	0
16	NA	0.00%	0
	Total	100%	17

Knows the roles and responsibilities of counselors as collaborative members of interdisciplinary teams (e.g. treatment teams, student services teams, behavioral health teams).

#	Answer	%	Count
17	Strongly agree	82.35%	14
18	Agree	17.65%	3
19	Disagree	0.00%	0
20	Strongly disagree	0.00%	0
21	NA	0.00%	0
	Total	100%	17

Understands the role of counselor supervision and the consultation process.

#	Answer	%	Count
16	Strongly agree	88.24%	15
17	Agree	11.76%	2
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	17

Knows the role and process for advocating on behalf of the counseling profession.

#	Answer	%	Count
16	Strongly agree	76.47%	13
17	Agree	23.53%	4
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	17

Maintains appropriate boundaries with supervisor, peers, and clients.

#	Answer	%	Count
16	Strongly agree	88.24%	15
17	Agree	11.76%	2
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	17

Engages in self-exploration and reflection of self throughout counseling process.

#	Answer	%	Count
21	Strongly agree	82.35%	14
22	Agree	17.65%	3
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	17

Understands limitations and develops strategies to ensure client welfare.

#	Answer	%	Count
16	Strongly agree	64.71%	11
17	Agree	35.29%	6
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	17

Demonstrates an understanding of personal values and how they may impact practice.

#	Answer	%	Count
25	Strongly agree	82.35%	14
26	Agree	17.65%	3
27	Disagree	0.00%	0
28	Strongly disagree	0.00%	0
29	NA	0.00%	0
	Total	100%	17

Knows and adheres to ethical guidelines.

#	Answer	%	Count
16	Strongly agree	70.59%	12
17	Agree	29.41%	5
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	17

Functions ethically in a professional setting.

#	Answer	%	Count
16	Strongly agree	76.47%	13
17	Agree	23.53%	4
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	17

Demonstrates the ability to use technology to support the delivery of services (e.g. video recording, using a software program for diagnosis, documentation, intake, etc.)

#	Answer	%	Count
16	Strongly agree	70.59%	12
17	Agree	29.41%	5
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	17

Recognizes ways to advocate on local, state, and national level for diverse client and student populations.

#	Answer	%	Count
20	Strongly agree	17.65%	3
21	Agree	82.35%	14
22	Disagree	0.00%	0
23	Strongly disagree	0.00%	0
24	NA	0.00%	0
	Total	100%	17

Understands multicultural variability (e.g. help-seeking behaviors) within and among diverse groups.

#	Answer	%	Count
17	Strongly agree	17.65%	3
18	Agree	82.35%	14
19	Disagree	0.00%	0
20	Strongly disagree	0.00%	0
21	NA	0.00%	0
	Total	100%	17

Demonstrates multicultural counseling competencies (e.g. impact of heritage, attitudes, beliefs within counseling session).

#	Answer	%	Count
20	Strongly agree	23.53%	4
21	Agree	76.47%	13
22	Disagree	0.00%	0
23	Strongly disagree	0.00%	0
24	NA	0.00%	0
	Total	100%	17

Uses a theoretical lens to formulate a comprehensive case conceptualization.

#	Answer	%	Count
21	Strongly agree	76.47%	13
22	Agree	23.53%	4
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	17

Utilizes a career lens to facilitate client/student career/life-planning and interrelationship with mental health.

#	Answer	%	Count
16	Strongly agree	41.18%	7
17	Agree	52.94%	9
18	Disagree	0.00%	0
19	Strongly disagree	5.88%	1
20	NA	0.00%	0
	Total	100%	17

Accesses and utilizes research to inform the counseling process.

#	Answer	%	Count
21	Strongly agree	41.18%	7
22	Agree	58.82%	10
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	17

Can use data and effectively conduct program evaluation in the clinical or school setting (e.g. monitor treatment, outcomes, program, etc.)

#	Answer	%	Count
16	Strongly agree	29.41%	5
17	Agree	64.71%	11
18	Disagree	5.88%	1
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	17

Demonstrates the ability to implement and facilitate groups.

#	Answer	%	Count
20	Strongly agree	64.71%	11
21	Agree	35.29%	6
22	Disagree	0.00%	0
23	Strongly disagree	0.00%	0
24	NA	0.00%	0
	Total	100%	17

Demonstrates exploration skills (e.g. attending, listening, open questions).

#	Answer	%	Count
21	Strongly agree	94.12%	16
22	Agree	5.88%	1
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	17

Demonstrates insight skills (e.g. challenges, interpretations, immediacy).

#	Answer	%	Count
21	Strongly agree	58.82%	10
22	Agree	41.18%	7
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	17

Demonstrates action skills (e.g. feedback, information-giving, role-play, behavioral rehearsal).

#	Answer	%	Count
16	Strongly agree	29.41%	5
17	Agree	70.59%	12
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	17

Engages in treatment planning with clients (e.g. identify client concerns, set goals, and evaluate progress).

#	Answer	%	Count
12	Strongly agree	58.82%	10
13	Agree	41.18%	7
14	Disagree	0.00%	0
15	Strongly disagree	0.00%	0
16	NA	0.00%	0
	Total	100%	17

Knows how to select, utilize, and interpret counseling assessment instruments.

#	Answer	%	Count
21	Strongly agree	5.88%	1
22	Agree	94.12%	16
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	17

Can use diagnostic criteria to help guide the treatment process.

#	Answer	%	Count
16	Strongly agree	29.41%	5
17	Agree	64.71%	11
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	5.88%	1
	Total	100%	17

Shows initiative and motivation (meets deadlines, attends class).

#	Answer	%	Count
17	Strongly agree	94.12%	16
18	Agree	5.88%	1
19	Disagree	0.00%	0
20	Strongly disagree	0.00%	0
21	NA	0.00%	0
	Total	100%	17

Demonstrates professional writing skills (forms, reports, case notes).

#	Answer	%	Count
21	Strongly agree	70.59%	12
22	Agree	29.41%	5
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	17

Accepts and uses feedback.

#	Answer	%	Count
17	Strongly agree	82.35%	14
18	Agree	17.65%	3
19	Disagree	0.00%	0
20	Strongly disagree	0.00%	0
21	NA	0.00%	0
	Total	100%	17

Interacts in a collegial fashion with peers; collaborates well.

#	Answer	%	Count
21	Strongly agree	82.35%	14
22	Agree	17.65%	3
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	17

Demonstrates self-awareness (e.g. impact of self on others).

#	Answer	%	Count
21	Strongly agree	94.12%	16
22	Agree	5.88%	1
23	Disagree	0.00%	0
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	17

Demonstrates emotional stability (e.g. congruence between mood and affect) and self-control (e.g. impulse control).

#	Answer	%	Count
16	Strongly agree	70.59%	12
17	Agree	29.41%	5
18	Disagree	0.00%	0
19	Strongly disagree	0.00%	0
20	NA	0.00%	0
	Total	100%	17

Demonstrates the ability to adapt to changing circumstances, unexpected events, and new situations.

#	Answer	%	Count
21	Strongly agree	64.71%	11
22	Agree	29.41%	5
23	Disagree	5.88%	1
24	Strongly disagree	0.00%	0
25	NA	0.00%	0
	Total	100%	17

Demonstrates honesty, integrity, and respect for others.

#	Answer	%	Count
26	Strongly agree	88.24%	15
27	Agree	11.76%	2
28	Disagree	0.00%	0
29	Strongly disagree	0.00%	0
30	NA	0.00%	0
	Total	100%	17

Learning achieved that is not listed in objectives above:

Confidence in the work I will do.

I have truly learned SO much as a result of this program - it's difficult to put it all into words. I truly feel like I am a different person due to the many challenges and hours of reflection that I have engaged in over the last three years. I feel like the objectives grasp the overall ideas of the things I have learned - and I know that there will be many things that I will realize in the years to come that I have not recognized yet!

N/A

I learned how to advocate for my needs and needs of others throughout this program.

N/a

I learned how to balance my professional and personal roles in my life while making time for self-care. I also learned the importance of vocalizing when struggling and letting others know times when I may need additional assistance or support. AND I learned how to incorporate my personal self into my role as a counselor, and embrace all my quirks and flaws.

I have also learned/am learning the business side of counseling as a private practice clinician.

Integration of theories and techniques in the Ways of Intervening. Integration of systemic thinking, conceptualization, treatment. Personal growth. Self-knowledge and awareness. Open-mindedness.

I learned how to do Telehealth counseling during my internship due to the Covid-19 pandemic. I'm thankful for this experience as now I'm experienced to offer both face-to-face and Telehealth services in my future work as a counselor. I learned the importance of self-care when burnout and compassion fatigue arise.

Additional comments:

I just can't even begin to explain how grateful I am for each and every faculty member and the wisdom and knowledge you have all been willing to share. Because of you, the last three years have truly been the best years of my life.

N/A

N/A

It's been an amazing ride! Here I go!

I am very grateful to the Counselor Education staff for helping shape me as a professional counselor. Your continuous support and guidance throughout each and every class was invaluable. The past three years have gone incredibly fast, and I'm excited to see what my future as a professional counselor has in store for me!

Appendix C

UW-Whitewater Counselor Education Department

2020-2021 Exit Survey

What has been your most significant learning in the program and what contributed to it?

My most significant learning in the program is the power of authenticity. Whether my clients were vulnerable, whether I was honest with myself, or whether I sought help with my instructors, I experienced time and time again that being genuine leads to genuine contact. I believe we all crave to be known and experienced without judgement, and being genuine allows for that.

Practicum and Internship - hands on experience - supervision - faculty support

Learning a new approach to mental health treatment through the wellness model and the nuances that come with it. I think the program as a whole contributed to this, as it is referenced, explained and incorporated through many classes. It taught me that I don't always need to "do" anything with a client and to not assume I know what treatment course, interventions or growth needs to, or can, take place.

I have found tremendous personal and educational growth during my time in the program. I would say that the intense and frequent reflective assignments have helped me to obtain a much greater self-awareness that will help me both as a professional and within my personal life. Completing these assignments each semester helped me to think in a new way, one which I hope to hold on to as I move forward in my career.

The most significant learning for me has been being taught how much goes in to being a counselor. My classes, practicum, and internship have all contributed to this. When I entered the program, I thought it was mostly good listening and empathy that goes into being a counselor. I learned very quickly that it is much more than that!

I have had my most significant learning during the practicum and internship processes. The experiential learning, consultation, supervision, and weekly class participation has been key in connecting the class learning with the actual application of counseling.

I believe internship has allowed me to have the most significant learning. I believe putting together all the things we have learned and talked about throughout the program into our practice has truly been beneficial.

Reflection papers that contributed to learning about myself.

First, Groups class was significant to my learning in that I was able to facilitate and co-facilitate groups. Also, I was allowed to self-reflect and learn the essence of being a member of a group. Groups allowed me to be vulnerable and gain insightful knowledge. Next, Practicum was an opportunity to refine counseling skills as well as learn the ebb and flow of individual therapy sessions. I had a diverse group of clients and I learned in-depth about my personal guiding theory. Lastly, studying abroad was by far the most significant learning experience. I was immersed in the culture and had impactful multicultural discussions. It was an opportunity to share our experiences and truly learn from one another.

Internship was the most significant learning I did. Doing all the foundational work to be prepared for it was critical to the success I had at internship. I appreciate that the department made us apply to both Practicum and Internship as it gave me reassurance that they agreed that I was prepared for both experiences. Practicum had a similar impact.

The most significant learning in the program came from Internship. Being in the field and learning directly from someone who has been doing it for a long time has been incredible. Then on top of it having the support of Internship group supervision to go over tough cases as well as talk about the feelings surrounding internship made it all the more meaningful.

My most significant learning in the counselor education program has been the opportunity for hands on experience in and outside of the classroom. Assignments involving practicing counseling skills through recordings, in the principles class, in the groups class, in the practicum experience in Winther Counseling Services, and in internship have provided me with the best opportunity to practice my counseling skills and receive feedback from peers in the program and faculty.

I think that the clinical experience has been my most significant learning. While I appreciate all the classroom work, I believe I have learned the most and grown as a therapist through my practicum experience and internship. Being able to put into action all that I have learned and be able to have support and feedback is excellent!

Hands-on experience with counseling others has been the best learning I've done. Classes have provided a great foundation, and given me wonderful pieces of knowledge, but definitely the most significant has been Principles, Practicum, and Internship. I have learned a lot from one-on-one supervision with my internship supervisor

My most significant learning definitely began in Practicum. I would not say my classroom experience for that class was helpful due to who my professor was, but the experience in the lab and seeing other's videos of their sessions was great. I think the fact that UWW has WCS and can provide a practicum experience on campus puts us at an advantage with peers in other programs who have to do this in the community.

My most significant learning in the program has been actually doing the counseling in both practicum and internship. I believe what contributed to that was learning the skills and theories in class and then applying what I learned in the real-life setting.

I feel that Practicum provided the most significant and complete education moving forward with clients. Due to its structured nature, resources and staff available I felt like I was best trained to utilize the knowledge and skills we gained over our education. The lab was very well run and a big shout-out to the professors, who provided countless support during that time allowing us to grow and learn on our own but with constant support if needed.

My internship experience because I had a supervisor that worked closely with me to make sure that I got the most out of my internship.

Self-exploration of self. Reflection based class activities and assignments.

How to actually become a counselor and work with clients. Not only the support of the internship professors but my classmates' feedback (incredible) and the courses that led me to figure out what I wanted to focus on after graduation.

The most significant learning I have engaged in during the program has been the deeper self-reflection needed to further solidify my values and how I view the world. The amount of self-reflection assignments in this program were effective at guiding me through this process with questions that made me consider factors about myself that I would not have normally thought about. Having a guiding theory helped me assess how I view human behavior and change and truly think about what I consider to be necessary factors for care to be effective.

Most significant learning came from the application courses and the stories of real-life clients shared by professors.

Internship Year has helped me tremendously!

The most significant learning has been my internship experience because it is hands on and I had the opportunity to apply my knowledge, discover my counselor identity, and learn about the counseling process firsthand.

The most significant learning has been about myself. This program encourages insight that I didn't even know I had.

Most significant has been my internship experience as well as the trauma classes.

In which content areas do you feel you have grown the most and why?

Specific clinical skills, such as silence, immediacy, and direct eye contact - ability to incorporate my knowledge of systemic influences in case conceptualizations - basic understanding of main counseling theories

Self-awareness, professional development and personal career development - emphasis on self-reflection across the program - faculty, supervision and peer feedback - course work that invited professional exploration and community learning - emphasis on cultural competencies

Ethics, multicultural competence, group therapy and developmental / life-span perspectives. I think these are areas I was less familiar with and practiced in. I feel I grew in these areas because of the amazing professors and faculty and my peers, from whom I learned much.

I have grown substantially in my conceptualization skills and am able to consider my clients through many lenses, including their strengths, backgrounds, and my personal guiding theory. Undergoing frequent practice in this area

has been a big help. I also now have a much deeper understanding of the school system and how it looks to counsel within it. This I would say has less to do with coursework or assignments and more to do with being in a school during internship. Honestly, I think it would be a wonderful idea to discuss building leadership teams and the roles that counselors play in processes like MTSS, 504s, and IEPs more substantially during the Consultation and Collaboration course, as these topics are still a bit murky.

I think I grew the most in learning about my own identity as a counselor. Whether that be what theory I use or what population I want to work with, I have grown a lot professionally and knowing what I want to do with my degree. It may seem like I could have discovered this without the program, but that would be a lie. Without this program, I never would have reached the potential I am at.

Coming from an Art Education background I had no education in theories and have learned about theory and had a continual need to use and expand on my knowledge and understanding of counseling theory and use.

I believe in the area of multicultural counseling through both work and class related content has been an area of growth for me. This is an area that I have grown to love and want to learn more about to better work with clients that I will have in the future.

Self-knowledge and confidence. Through learning more about myself, I was able to become congruent in both my irrational and professional life, reducing anxiety and allowing me to acknowledge not only my areas for growth, but my strengths and my accomplishments.

One of the areas of growth are the counseling skills. I have been able to refine the skills and there's always room for improvement. Self-reflection has been vital, which it has allowed me to self-explore. I have been challenged throughout the program and I'm grateful for it. Another area of growth has been my counseling style and recognizing that the personal guiding theory is constantly evolving. Another area of growth is writing case notes.

I have learned a lot about mental health over the past almost three years. I think I had a good foundation coming into the program, yet studying it as we did, I still learned a lot.

My counseling skills from the beginning to now have grown significantly. I can just be in the counseling space with students and use skills naturally instead of thinking so hard about what I need to say or do to prove those skills like I did in Principles. I also feel my knowledge of theoretical practices in counseling have also grown. My guiding theory has shifted a few times over the course of the program and will most likely have some growth and changes when I leave as well.

I feel that I have grown the most in my counseling skills and ability to personalize the treatment I give to my clients' needs. I feel that at the beginning of this program I was able to attend to these needs and recognize them, yet I wasn't quite sure how to address these needs and begin working on them. Through learning interventions, techniques, and theories I have developed a number of different skills that I can use and can personalize to fit my clients' needs. I also believe that learning how conceptualize clients' cases through my personal guiding theory has assisted me in know what my clients are looking for from counseling and knowing what theories to pull from during their treatment.

I feel that I have grown the most in my confidence as a student and a therapist. I came into the program not feeling that I was qualified for entering the field and I felt that my experiences, schooling, and support from peers, advisors, and professors has helped me gain confidence and find my place in this crazy yet exciting field.

Basic counseling skills - using these every day of internship! Knowledge about development - the class on this was useful, and I have worked extensively with children and adolescents at my internship site Multicultural counseling - this is an area I still have so much to learn in, but I hugely appreciate the chance to take a class and then put some of what I learned to good use in internship

I think I have grown most in my counseling skills, which after taking Principles, are much more intentional and meaningful. Principles puts a name a lot of the skills we were probably already using and just didn't know it before coming to the program. This for me, has created more confidence in my ability to lead sessions and be intentional about the direction I take them in.

The content areas I feel that I have grown are with Theories, Principles, Crisis, Chemical Dependency, and Ethics. I felt overwhelmed in Theories when I took the class because it was so much information and so many different theories to choose from. Overall, theories have provided me with continuous insight throughout my time in the program. I feel I am more comfortable now using counseling skills that I learned in Principles. In Crisis, I learned about different ways of handling various situations through different forms of learning including written papers,

movies. In Ethics we were assigned different scenarios and thought about what we would do in that situation. Chemical Dependency I learned different information and interventions that I have used in my internship and practicum setting. I thought that Appraisals class really helped me grow because I learned what different assessments were and how to interpret them.

I feel I have a much better sense on defining and identifying the therapeutic r/ship. All the other pieces of the counseling theories, interventions, etc. come second to the simple connection between helper and helpee. To better understand how the dynamic between people has helped me conceptualize things in counseling better than any other way.

I feel that I have grown the most in my learning of substance use disorders. I came into the program not knowing much about substance abuse, but was given the opportunity to work closely with this population for my internship.

Theories and ethics of counseling. They were incorporated into multiple classes.

Practicing being a counselor and using skills is the area I feel I have grown the most in. I have always learned better with hands on learning and it pushes me to try new things. It has pushed me out of my comfort zone several times which has led to major growth. I feel that it's also a time when I am able to receive feedback the most and learn from that.

I feel I have grown the most in my counseling skills and the comfort I feel during a counseling session. I thought I had strong counseling skills when I first started the program, but I now recognize that the comfort, quality, and effectiveness of my techniques have grown significantly through the continued practice in this program.

I have grown the most in developing my guiding theory and my own way of working with clients. This came from application courses and my internship.

I think I have grown in my basic counseling skills the most. After trying all the skills in our practice, I have been able to comprehend the true effect of the basic skills.

I think I have grown the most in my ability to be intentional about using counseling skills and interventions.

I have grown the most in the areas of trauma informed care, and cultural competence. The social/cultural course offered is just awesome. I learned so much about other cultures, and myself. Looking back, I was very ignorant culturally until this program. In the area of being trauma informed, I think all of the classes in the program have this as an underlying theme.

I've grown most in finding my own style of therapy, how to be in tune with my own "stuff" and being able to conceptualize cases effectively.

Reflect on your journey related to professional identity. What experiences in content and clinical courses have contributed to your PI development?

Content courses: principles--practicing skills with peers, theory--reviewing in class and applying this understanding through activities, group--practicing two theories, career--learning theoretical frameworks & life stages, substance abuse--attending support groups, sociocultural--attending and reflecting on a sociocultural event outside of our comfort zone - clinical courses: case conceptualizations and receiving feedback; individual supervisory meetings; reviewing video recordings; applying theory in practicum and internship; reflecting on clinical skills assessments over time

Trauma course. Practicum (offsite program with supervision and investment in my development). Internship (faculty supervisor's unwavering support, amazing internship sites, site supervisor's amazing wisdom and generosity).

Group therapy, ethics, substance use/addictions and marriage and family courses helped me the most clinically.

Theories, Principles, Groups, Current Issues in School Counseling, School Counseling Interventions, Practicum, and Internship have been the courses which contributed most substantially to my professional identity. Each experience I have had which allows me to work directly with students and clients has helped me to more clearly see myself as a professional through a combination of experiences and reflection based upon those experiences. The school counseling coursework allowed us to shadow counselors as they did their work, giving us a better idea of what work

within the school environment can look like. However, the most growth I have experienced regarding my professional identity occurred during Internship. Being onsite and doing the job has helped me to understand more completely the role I would like to take in a school and the ways that I would like to communicate with students, parents, and staff. I felt very fortunate to have wonderful classmates in my internship course and we had stimulating discussions each time we met. These expanded my learning substantially and helped me to feel understood and supported. Assignments related to my theoretical orientation and professional development helped me to see myself more as a professional, as well.

As I have somewhat talked about in my previous questions, I feel like when I started this program I had no idea what I wanted my professional identity to look like. As I started to move throughout the program, certain classes about theory or different populations helped me to shape where my professional identity would end up. After going through internship, I have learned who I am as a counselor, but also recognize that I will always continue to grow.

My professional identity has developed initially through my connection with the UWW counseling department and attending WSCA and Day on the Hill. The UWW Alumni reunions, connections with schools, and clinical mental health agencies for shadowing, practicum, and internship have supported my PI and training.

I believe through most of our courses giving us the opportunity to do forced and direct reflection has helped build my professional identity. Through these experiences I have gotten to know myself on a deeper level as well as given myself a chance to grow and figure out who I want to be as a counselor.

Reflection papers and practical experience (i.e., practicum and internship). Roleplays never felt helpful, and felt even less so after having worked with real clients.

Groups allowed me to know what it's like to be a member and share vulnerability with others. The course work was pertinent in knowing the process of groups. Practicum was an opportunity to counsel diverse individuals, research guiding theory, and learn other techniques. Social and Cultural course was key in discussing multicultural issues and influential experience while studying abroad. Internship was challenging, in which I learn to advocate and be more patient with myself.

This might be one area that I need to continue to work on. I think only experience will help me be more confident in my professional identity. I address this in a question below.

All the experiential courses have been the most influential to me in terms of my professional identity. In Principles, Groups, Practicum, and Internship I got to test my skills as well as start to form my professional identity. My experience in studying abroad in Scotland also impacted my professional identity as I got to work with so many people different from myself which will be mirrored in my professional work.

The groups class contributed greatly to my professional identity development. In this course I observed a grief support group for families at Agrace Hospice. This group further supported to me my passion for working with individuals grieving the loss of a loved one and especially working from a family systems perspective. Additionally, the assignments of facilitating group sessions with an assigned theory allowed me the opportunity to put my theories of choice into action and challenge myself to try skills that I otherwise wouldn't have used. Additionally, the courses focused on trauma counseling taught me a great deal about how in my own personal guiding theory I view and value the perspective of trauma informed care. This has impacted my work with clients greatly and has been beneficial in personalizing treatment.

I have found that trauma and substance use have been added to my professional identity through the three years of graduate school. I hope to carry these two focuses with me into the future by completing my SAC-IT requirements while finishing my LPC-IT requirements. I also hope to pursue training on EMDR in the future to expand on my passion and interest in trauma. The main courses that I feel added to this PI development was the trauma elective and my internship experience that allowed me to dive head first into the substance use realm.

Learning more about theories of counseling - identifying theories I connect with and interventions that make sense with my theories helps me not only connect with my clients and clinical work in a more organized way, but helps me learn to understand myself better as well. All things trauma - learning about crisis/trauma and getting a chance to talk to individuals about experiences they have had that linger with them and cause pain. Appraisals/assessments - so great to get an introduction into this, and thinking of how I would judiciously use assessments to help me better serve clients

I don't think I could pick just a few as I believe all of the classes add something to this experience of developing a personal identity, something from every class adds a small piece to the puzzle.

I believe that most of the courses in the program have helped my overall PI development. However, some of the courses that contributed to my PI included Theories, Chemical Dependency, Group, Appraisals, Principles, Psychopharmacology, Ethics, Crisis, Practicum, and Internship. I feel that these courses have helped to prepare myself for my future work as a counselor. I feel that we had some good book choices as well as class discussions in these classes that helped contribute to my learning and that I will be using in my future work.

I think that being an intern for a private clinic was impactful in my development of my personal brand and identity. I had to promote not only knowledge but who I am as a person.

I feel that Principles, Groups, Practicum and Internship all provided me with helpful leaning experiences that formed my professional identity.

Counseling experience in practicum and internship. Leading groups in groups class from different theoretical orientations.

I think the classes that have most helped to identify my professional identity were the courses that contained more content (trauma, diagnosis class, psychopharmacology class, family, etc.) those courses allowed me to figure out what population I wanted to work with and where I needed to head.

As mentioned before, the self-reflection assignments made me consider which factors are most important to me as a clinician. They made me consider how I would approach a client as a professional and what factors I believe are most important to address to help the client reach their therapeutic goals. Then being able to put those thoughts and skills into practice with practicum and internship were what was necessary to solidify that PI.

Real life experiences with clients helped me develop the most and taught me the significance of genuine connection and attunement in therapy.

I personally think I have matured and grown into a full professional my last year in the program. Going to my internship site made me feel like I am moving into my professional role.

Internship, diagnosis, lifespan, groups, trauma courses (not crisis), and practicum contributed the most to my personal identity and growth within the program.

I think all of the classes have contributed to my PI in some capacity. Practicum and internship really allowed me to practice my skills, which helped with my PI development.

Courses - As said in earlier comments the way trauma course was taught through a variety of platforms, sharing cases/personal experiences. One instructor in particular had a way to make you want to learn, which was refreshing. Her shared experiences and case studies also proved beneficial for my learning to help conceptualize when I'd use a treatment modality or intervention.

How prepared do you feel to begin your work as a professional counselor?

I feel prepared enough to be confident in my general ability of delivering effective counseling and adapting my style across diverse needs and cultural backgrounds. I feel I can be assertive and genuinely present my assets during my job interviews.

I feel very prepared to begin my next phase of development- that being said the program has shown me that learning will be lifelong.

Very prepared. I should hope I am as that chapter of my life will begin soon.

I feel moderately prepared. I think there will be a sizable learning curve at my future workplace as I settle in to new systems and learn more about what leadership looks like in my building and what the expectations are of counselors there. I am a little concerned about how steep that learning curve may be, but am prepared to meet these new challenges with enthusiasm.

I feel very prepared, but also know that I have a lot to learn. I recently have decided that I want to work in substance abuse as a counselor, and I actually just decided this during my internship year. Due to this, I feel like I have a lot of learning to do, but have a great base of knowledge due to this program. This program did a great job of helping me learn about certain topics and create that base knowledge, but pushed us to want to learn more.

I feel that I have a solid foundation to begin as a professional counselor. The drive to continue to learn and improve on this foundation is strong and was emphasized and encouraged in all of my courses.

I feel nervous about the start of this next journey in life, but I am also excited to put into practice all that we have learned throughout our time within this program. I look forward to continuing my lifelong learning and know that every day will bring a new challenge that I am excited to take on.

I feel adequately prepared and moderately confident. But I also know that continued growth in my levels of confidence will come with more time and experience.

I feel somewhat prepared to begin work as a professional counselor and there's so much to learn. I will seek collaborative consultation relationships so as to receive guidance on various matters that I will face in this field. Continuing education will be vital for me and plan to pursue other certifications.

Fairly prepared, depending on where I work and the population. The good news here is that I have control over where I apply. Despite having good Practicum and Internship experiences, I still face some imposter syndrome as I think about joining the workforce.

I feel ready to start. I wish I could have finished the school year at my internship site normally to see how the end of the school year looks for the school counselor, but I'm doing my best from my couch. I am ready to dive in and feel I have enough knowledge and skills to go into my first professional year knowing I will learn so much more as I am in the field.

I feel incredibly prepared to begin my work as a professional counselor. I especially feel that my internship experience has benefited me in this regard. I have had many opportunities to develop my own professional identity and personal approach to counseling during my internship experience. My experiences of working with other professionals through my work with clients during my internship and through my involvement in groups in the Madison community (i.e. CSN, CRN, MMSD (East High School), the Waisman Center, and GiGi's Playhouse) have provided me with experience to be recognized as a professional, asked for my clinical judgement, and to learn through other professionals.

I feel that I jump back and forth and day to day with this question. Most days I feel that I am prepared and confident, and find comfort in knowing that I am still at a point in my career where learning is a key aspect and that we all will still be learning! Other days, mainly days that I have job interviews, I feel stressed, worried, or unqualified in certain aspects. In those moments I make sure I take time to reflect afterwards and gain back the confidence that I know I have and that will carry me to do my best work in the future.

I feel so much more prepared now than I did at the start of internship. I think I've questioned myself and my capabilities a lot throughout the whole program, wondering if I would be a good counselor, or capable of actually helping people. I think being able to work with clients has helped me re-focus on the client and on myself a little less. I feel 100% more prepared today than I did at the beginning of the program...and I still know that I have a lot to learn, and many areas to grow in.

I feel extremely prepared thanks to our amazing professors who teach realistic and relevant information, and who model how to be a supportive counselor. I think our practicum experience in the Winther lab really put our skills above those in other programs based on what I have seen out in the field and at internship.

I feel prepared based on what I have learned in classes. However, I feel that it will take some time and more training to feel fully comfortable in the program. I feel really grateful for being able to be in a great program with great peers and professors.

I feel pretty prepared for a wide variety of situations. Although I am aware of my relative novice education compared to those with years of experience I feel confident in my abilities going forward.

Pre-Internship I did not feel prepared, but now having gained experience working with the population I am working with Post-Graduation I feel decently prepared.

I feel prepared. I know about theories. However, I wish I had more training related to providing interventions from those theories.

I feel very prepared to start my work as a professional counselor. I believe that I have the skills to begin my career and that along the way I will continue to absorb information/skills that I have yet to learn/improve on.

I feel well prepared. I feel prepared to build a strong rapport with my clients and be effective in exploring the client's concerns and factors that have contributed to those concerns. I do not, however, feel prepared to engage in specific interventions with my clients because by and large this program's classes did not dive deeply into the interventions of a specific theory (e.g., in-depth CBT interventions). Because of this, I feel less prepared when addressing and

working extensively on a specific concern brought up by the client.

I feel very prepared, but also still have much learning to do.

I am more than prepared. Being hired and working in a full-time role before graduation has helped me tremendously. I have been put in positions where the school expects me to do the job of a full-time counselor and I have to do my best to complete the necessary task. Personally, I think I have been thriving this semester and I believe it will only get better next year.

I feel very prepared to begin my work. I have had an amazing internship experience and have learned a great deal from my supervisors.

I feel prepared, knowing that I will have good supervision.

Ready!

How well prepared do you feel to advocate for social justice in your future role?

I feel very lacking--I do not know what tools, avenues, contacts, assets, or roles I can fill. I wish our classroom learning included taking upon advocacy roles and discussing the experience in class

I feel well prepared and have identified key populations. - chronically mentally ill - incarcerated individuals both housed and reentering the community

Very prepared. I feel like I do so pretty frequently in various ways.

I feel very prepared to advocate for social justice. This is not simply something I have learned in the program, but is also a strong personal value of mine. I intend to ensure that the students I work with are having their needs met and are being supported both by the school community and the community at large.

There are many courses in this program that have had projects surrounding advocacy for ourselves as counselors and also for our clients. Due to this, I feel more prepared to advocate for my clients and to know what goes into the advocacy role that I will have as a counselor. I think I still have a lot to learn about the system and how it affects my professional role as a counselor and how I can advocate.

I feel that I have the understanding and awareness of social justice issues and the knowledge to advocate for others. I also feel supported by the UWW department and alumni to be able to reach out in advocacy efforts.

I feel pretty confident in being able to advocate for social justice in my future role as a counselor. I feel this is a huge role in our profession and I am excited to advocate on behalf of my clients that I work with.

On a Likert-style 1-10 scale with 1 being not prepared at all and 10 being completely prepared, I'd say a 5.

I feel that I' am prepared to advocate for social justice and it will always be a learning curve. I've connected with other resources as well becoming a member of the Mental Health Board, Latinx Therapy community, and other associations. It's important to be informed and provide resources to the communities.

I feel well prepared to advocate for social justice. I do not have a job yet. If these were "normal" times, I would continue to volunteer while I job-hunted. My last volunteer organization has shut down for now. I'll continue to look for volunteer opportunities as things change.

I feel fairly prepared to advocate for social justice in my future role. I have not had a ton of practice doing so, like speaking to my representatives, but that would be a big part of advocating at the state level.

After working with my supervisor in internship and learning to specialize in the disability community I feel I have excelled at advocacy and working on making social justice changes that are benefiting the population that I am now working with. I have always been a strong leader, interested in being involved and making a difference to better others' lives. My internship experience of being a leader and contributor of the creation and implementation of the Community Resource Network Madison branch has truly helped me develop my professional identity as a mental health counselor working with individuals with disabilities. Not only has this developed my professional identity, it has offered me the opportunity to not only advocate but actually make changes to care available and provided to those with disabilities, cognitive and physical alike. Additionally, I have been involved in the first ever

implementation of mental health treatment in the school setting at East High School in Madison, WI. I was a leader on the school based mental health team of teachers, school counselors, social workers, psychologists, registered nurses, and licensed professional counselors working together to advocate for students' mental health needs and provide them with services inside the school. In this role I educated teachers, security personnel, and administrative professionals for the school district about the importance of mental health treatment in the school being provide by "outsiders" and how this inclusion of students in the creation of their treatment plans grants them autonomy and responsibility of their well-being.

I have found a deep passion for those that deal with substance use and feel that when I am passionate about a specific population I am eager to advocate for them and work hard to make sure they have as many resources as they can. I hope to continue to widen this passion that I have to a broader range of clients and continue this advocating. I have a feeling this passion and advocating will continue to grow as I get more direct experience with all those that need mental support.

I feel less well-prepared here - because the system seems so overwhelming, and especially with what is going on now, and being a woman, there are times I don't feel that I have a voice.

I believe our classes do a great job of keeping this part of the field at the forefront of our minds, as I think this can be something that takes a backseat, and that I am prepared to advocate in the future.

I feel prepared to advocate because in my internship experience I did that for clients. I feel comfortable doing advocacy because I like to help my clients.

I feel very prepared having to do several projects within school and also using my own initiative to advocate for the counseling profession and my clients.

I have been personally struggling with the effects of COVID 19 and feel that CACREP did not do enough to advocate for students who are financially struggling to graduate from the program. Once I am in a place where I can advocate for others, I hope that I do so with more compassion than CACREP. The organization's lack of care for students helped me realize how important it is to not only take care of clients, but take care of professionals in the field.

I feel prepared.

I feel very prepared. I feel like this is an area that is touched on a lot in the class room and in internship experience.

I feel prepared, the program did an effective job promoting awareness of social justice and ways counselors can get involved to advocate.

I feel somewhat prepared, but would need to become much more informed about whatever I am choosing to advocate for.

I am well prepared to advocate for social justice. I have gained the confidence I needed this last semester to have those difficult conversations with students.

Not super prepared. I know the basics such as calling government officials, learning what small changes can be made in the community, etc. but I would say I have preached more than practiced advocacy.

Having been a member of ACA for a couple years has been helpful with social justice. ACA encourages its member to advocate, and provides template language, and contacts. It makes advocacy easier, and is great for learning.

Decent to Ready! I need to experience more by doing!

If you could start the graduate school experience over what would you do differently?

I would have focused on getting my social needs met through different avenues than on campus. I wonder if I should have invested more heavily in on-campus student organizations, but knowing that they're primarily undergraduate-focused, I doubt that I would have found spaces that met my developmental and career-focused needs. I think I invested too much on my relationships I made with some of my cohorts as I often found my efforts unreciprocated. I truly believe it is partially due to our current life stage: we are focused on our career-building and we have separate lives outside of our student role. In other words, I wish I learned sooner that people are busy and have lives outside of being a student.

No regrets. I believe I lived it deeply and was purposeful in my learning and relationships while here.

Not be so nervous and shy.

I wish I could have started it again with more money, so that I wouldn't have had to spend so much time working. My work schedule made it difficult for me to devote myself fully to much of my classwork. I feel I could have gotten more out of the program if it were the only thing I was doing. Then again, to have waited for that would have prohibited me from ever going in the first place. So, I suppose I would change practically nothing.

I would take the readings more seriously. There are some classes that I did not complete all of the readings in, because I was still relating them to undergraduate classes where the readings didn't really matter and I could get by without reading them. Now, however, I wish I would have read more of those chapters and books that we were assigned. I wouldn't even do it for the tests or the papers, I would read those chapters and books to help with my knowledge now as I'm moving forward in my career. I can still read them and plan to expand my knowledge, but wish I had taken that more seriously during class.

I would reverse the order of the school counseling emphasis courses as I have spoken to the department about. I would also try to have more time to connect with my instructors outside of class times.

I would try to work less during my time in the program and take more time to participate in more professional development experiences.

I would've started in the summer rather than the fall, so I didn't have to take classes during internship.

I would have enrolled in other counseling courses and I would have participated more in GSCA events.

I would either attend part-time while working at a hospital psych unit, detox unit, or behavioral health unit. I lack experience in the field and think that my classmates that have more are more ready for work than I am. I will get there, I'm just feeling a little behind those graduates.

I would have taken better care of my physical health from the start and kept up with my old self care routines. I would go to bed at a better time (especially during my first and second years). And I would have talked tried to connect more with the older students in the program. I also would have tried to get to both classes the summer abroad in Scotland instead of the one.

If I had the chance to start the program over I would have created more relationships with faculty and used them more as a resource. I would have liked to have worked beneath faculty in a mentor sort of way. I especially would have liked to have seen faculty in action providing counseling, rather than seeing cohort peers who I felt were still learning skills at a slower rate than myself.

I would work to increase my opportunities for direct work, whether that be shadowing, interviewing, etc. I am aware that the first year or year and a half that can be more challenging, but I now know that it is possible and wish I would have done more of that.

I would start personal therapy sooner, and work on some of the self-worth and negative self-talk pieces. I would try to cultivate a spirit of taking things day by day and not being so anxious about each grade and each class.

Honestly, nothing.

If I could do it over I would perhaps not try to "rush" through my classes. I felt like after the first year it was like let's keep moving I just want to graduate. I think I would also not try and be so shy and be more social.

I think I may have waited a couple more years until I was more financially stable. The difficulties and stress over changing jobs, countless hours driving back and forth (4 days a week during practicum) put a huge toll on my mental health and relationship with my partner. As UWW grows with online classes, I think that would have been a nice alternative for specific classes (foundations, chemical dependency, etc., career) if possible. I would have built up more savings and possibly tried harder to carpool. I enjoyed my experience, but the financial and time stressors were quite overwhelming at times.

It would have been great to have been able to complete the program in two years. I know UWW does not offer this option but that other schools do. Though I enjoyed my time at UWW, it was very expensive to be in graduate school for three years and it was definitely a long process!

Engage with classmates more.

I would make sure to have a more structured "schedule." At times I felt that we were being told the exact expectations, especially for practicum and internship. More guidance and information before beginning those semesters would have been very helpful.

I would form connections with my peers sooner. I entered the program with a very individual mindset and was primarily focused on the work I needed to complete to get to my goals. If I had to start over, I would have made more of an effort to cultivate friendships with my peers sooner so that I would not have felt as isolated during my first year.

I would read about my theory much sooner and look into outside training early on in the program.

Take practicum over with a different supervisor. My practicum supervisor was not helpful and it really put me down for the whole semester.

I would connect with more classmates so that I have a professional network moving forward. I didn't heavily socialize until my third year.

I would have liked the opportunity to take a course on APA. I still feel like my APA formatting is not great.

Take a few extra courses in addiction work

What did you experience as strengths of the department or the program?

Cultural and ethnic diversity in faculty members - intentional consideration of feedback - approachability of every faculty member - CACREP accreditation (inspired trust as a student who is entering a considerable amount of debt) Faculty, Faculty and Faculty - the passion, expertise, commitment and hearts of the faculty! Amazing people who have changed my life.

The well-prepared, experienced instructors and the interactive and practical way much of the material was taught. I had thought I would spend three years taking notes during lectures, not discussing the practical and personal aspects of counseling and therapy. It was an amazing learning experience.

The faculty are incredible. I feel very grateful to have been taught by such caring, wonderful professionals. Their ability to balance their busy lives is very impressive. Between research, clinical work, and family lives, they truly strive to create an example of how one can live while contributing to the profession. And not only that, but every one of them cares so much about the growth and wellness of each student. Nearly every member of the faculty in this program has helped me to feel heard and respected. Other students have also been a strong highlight. The universality of experience has created a wonderful feeling of camaraderie, and helped forge connections that I will never forget. Finally, the many ties to the professional community. The fact that we were able to go into schools in MMSD as well as other local communities to observe is a testament to the type of community connections this program has. This connection is also evident in internship placement, which was a process that I feel very grateful was facilitated by the department rather than by each individual student.

Every person on the faculty is approachable and willing to help when they can. I never had an experience where I felt like a professor didn't want to help me or didn't have time for me. Along with that, all the faculty I have been interacting with during this pandemic has been nothing but helpful and considerate. I couldn't have asked for better people to work with during this time. Another strength is the practicum and internship parts of the program. The field experience is unbelievably helpful. The evening classes also help immensely, especially when I was working full-time during the first two years of the program.

The biggest strength of the department is the staff, including GAs, administration, adjunct and full-time professors. The courses are coordinated and I had a strong POS for my three years.

Everyone in the program and the department was very understanding and knowledgeable in all content areas.

Support from professors.

One of the strengths of the department is providing GSCA to graduates for connections and fun-filled activities! I'm overflowed with gratitude that I was a member of AGSC and it was a safe space for us to share our experiences.

Monday updates were vital and it allowed for open communication for sharing anything and everything. The guidance and mentorship from a few instructors was vital and I felt genuine supported throughout my learning. Always promoting the importance of self-care! Additionally, the experiential learning (practicum) was critical so as to be able to improve counseling skills and learn more about my personal guiding theory.

The faculty, adjuncts, and staff were the highlights of the department for me. They individually and collectively went above and beyond to make this a positive experience.

One of the strengths of the department is by far the caring faculty and staff! Without their constant support I'm not sure I would have been able to stick it out the whole way. I really appreciate the diverse experiences that the professors all bring to the table. Hearing about those in class made it easier to connect the material to real life. Another strength is the dedication that the department has to its students' success.

There are a number of things that I view as strengths of the program. In particular three things really stand out as most beneficial to students: The first is the one-on-one personalized approach to each student's individual success in the program. Upon walking in on the welcome day, I felt that every faculty member was supporting me and treating me with the utmost unconditional positive regard. Each faculty member made me feel that they wanted me to succeed and that no matter what they would be there to support me through my experiences in the program. I experience many difficult life changing experiences during my time in the program and I always felt supported, believed in, and cared for by each member of faculty. The second strength of the program is the advising aspect. The required meetings and consistent contact provided by my adviser is something that I owe credit to for my success in the program. My advisor is someone whom I value, admire, and respect incredibly. Her work as my advisor has taught me so many valuable lessons about myself, the profession, and life. The third strength of the program is the firsthand experience that this program offers to students. Since day one of applying and interviewing at the program, I immediately saw how this program greatly differs from so many other counselor education programs. The principles class, group class, practicum experience, and internship experience offered so many valuable lessons and truly provided me with the skills necessary to succeed as a counselor.

I think that the wide variety of staff is a huge strength of the department. I think that the diversity allows individuals to really grow closest to those that truly support them and allow a warm and welcome environment to all students that enter the program. I also think that the program being CACREP accredited is something that I didn't really know what it meant when starting, but have learned to appreciate greatly as I am getting into the studying for the NCE and interviewing for jobs. I realize how well the program, classes, experiences, and professors have prepared me for taking this first step into the field as a professional.

Engaged, knowledgeable faculty with clinical experience. Practicum before internship three-year program instead of two-year program. CACREP accredited. Good experience with my advisor. Good combination of practical with theoretical.

The professors all are amazing in their own unique way. The schedule and format of the classes works well.

The strengths of the program are that it is CACREP accredited, the professors are all very nice and willing to help you, and overall everyone in the program has been so helpful and nice.

The educators were all very devoted and ran a very caring program that was designed to provide support to students. Practicum was run well and the ability to do experiential learning was very helpful.

Most of the professors in the program are incredibly understanding and approachable! I had a wonderful experience learning during Principles and Groups class and where I provided with valuable and applicable feedback. I am thankful to have learned from the professors!

Faculty. Flexibility. Classmates.

The program has mostly dedicated staff that are willing to be there and support the students and are for the most part understanding when issues and/or events arise.

The department was excellent at providing practice and instructing on person-centered techniques. It did a great job on teaching how to build rapport, explore client concerns, reflect and summarize points, and speak in client-first language. I have experienced the strong therapeutic relationships I have built using these skills and it has helped with client retention during practicum and internship.

Willing to listen to concerns, my advisor was kind and helpful during difficult times. The program covers a broad

amount of information that is applicable to the clients we will be serving.

The faculty, they are extremely helpful and are always there for the students. They work with you in any situation and truly want the best for you.

I believe the staff are knowledgeable and supportive which creates a space for honest learning. I also think the emphasis on self-reflection is essential to being a strong counselor so I appreciate how often we did that. Professors are knowledgeable about their classes and it was great to have diversity in projects (papers, Powerpoints, role plays, shadowing, etc.) I know I have grown in this program and I believe the department is intentional about how they structure the program, which I see as a huge strength.

One of the biggest strengths is the faculty. Faculty generally care about student success. This was clear throughout the program. I think that the practicum experience in this program is amazing. Having the ability to video tape sessions and then have your professor review is invaluable. I live within 20 miles of campus, so location of school was a strength.

Willingness of the staff to work with me and help out/meet the students where they were at.

What did you experience as its limitations?

Flexible deadlines; limited male perspectives (both within peers and faculty members); applicability for school counselors; inconsistent standards across instructors, especially instructors outside of the department (e.g. research); support for students seeking licensure outside of Wisconsin; lack of additional support for graduate-level students with minoritized statuses (e.g. students of color, students with disabilities, LBTQ+, nontraditional students, students who are parents) (i.e. meeting specific needs, such as career planning, opportunity for socializing, accessibility, childcare, etc.).

I had hoped there would have been more opportunity to practice working within an interdisciplinary team. I had also hoped to gain experience working with a couple or family in practicum or internship, though that is no fault of the program.

It was difficult to move through the program as a school counseling student. In much of the core book-learning coursework, it seemed as though school counseling essentially only received lip-service. Some of the biggest struggles for me occurred when we had to consider theory. Being told by one of my professors that to be a school counselor meant one could only be solution-focused threw me for a loop and made it very difficult for me to explore the theories that most interested me. Very little attention was paid to applying theories to the school setting during the foundational Theories course. I found a similar issue moving through the Careers course. The majority of what we were taught was intended to be used with adults in a community setting. I imagine that this was fine for CMHC students, but it is frustrating not to have been taught about state standards regarding ACP and student career development during this time. Furthermore, the Perspectives in School Counseling course from the beginning of my time in the program was taught with such a breakneck load of content and course assignments that it impeded any substantial learning that I may have experienced during the course. As it stands, I find it quite difficult to recall nearly anything I was supposed to have learned during that class.

The only limitation for me was the commute, but it was my choice to live in a different city. It would become an issue sometimes in the winter with the weather, but that was something I just always dealt with on my own.

So much information packed into three years. Hard to enjoy in the rush of learning.

For the school-emphasis students I think it would be beneficial to offer more specific classes that are geared towards becoming a school counselor.

One of the limitations is in regard to multicultural competency. There needs to be more discussions on multiculturalism. Another limitation is not addressing licensure to the full extent. A licensure course would be very helpful so as to know what to expect, especially reciprocity among states. Additionally, reviewing how to write case notes would have been helpful. Also, providing a course about private practice would have been beneficial.

No one could have predicted having to finish the semester remotely and I do think that was handled as well as it could have been, and the experience of distance learning is not the same as in person learning. That shows that I

thought of no limits of things where the department had any control.

I think there could be more separation in some of the classes to give School Emphasis folks more to work with in terms of educational systems instead of being so heavily focused on CMHC. All was important learning of course, but would have been nice to have more examples of school-related experiences.

A limitation I experienced during the program was when the availability of night classes decreased. I found that evening classes (5:30-8 p.m.) worked best with my schedule and offered me the time for work, home life commitments, and time to prepare prior to class start. I felt that morning and early afternoon (1:30-3 p.m.) classes cut too much into my day and did not offer me time to feel ready or focused for class. Another limitation that I experienced was the lack of experience working with what I was seeking during my practicum semester. I had requested experience working with children and found that other students with a school emphasis or those who were jumping at the bit to add clients to their caseload limited this experience for me. My caseload was much smaller than other students' - I am unsure why this was the case. I would have preferred if there was set number of clients on each practicum counselor's caseload, as this would deter students from overloading their caseloads and would offer more experience to other students (such as two children and five adults/college students per caseload). I felt that a limitation, at times, was the communication and lack of a common understanding between requirements and assignments between staff. I feel that, at times, important information on requirements or assignments was communicated very differently between members of the staff and it led to very stressful, confusing, and frustrating situations. I am aware that this is bound to happen in any setting and program, but felt this was one thing that I experienced while in the program. I also think that it would be helpful to continue to add to the diversity the staff offers to students and continue to add more male voices that can speak on the counseling field, whether that be adjunct professors or full-time professors in the program.

It does feel like the faculty members of the department are stretched somewhat thin. I think they would like to have more time with the students / more individual time, but it is tough. I think it would be helpful to have more information for students that are from out of state or moving out of state after graduation.

The only thing I can think of is a situation where it seemed the department's hands were tied regarding a certain professor who was not providing a good education to us students, which was very disheartening for those of us who had to be in this person's class and get nothing out of them. This has since been resolved and my class experience improved immediately because of it.

I feel that we could have some more elective classes such as sex therapy and art therapy. We could also really have a class on licensure. It seems that it was really rushed at the end. Also, based on this semester's experience with COVID, it seems that advisors/ professors should have some backup plans in place for students for getting internship hours. It would be nice for classes to be offered in the late morning hours as well.

Lack of online classes was limiting for those travelling from outside of Whitewater. The internship selection process seemed a mess at times. Either our selection of location or pre-developed relationships with other sites didn't seemed to be valued. I understand it is a difficult process and that the selection team put in a lot of time and effort into it, but often times it didn't seem realistic. Applying to jobs you don't hold out for only one place? Professional relationships with the community are important with UWW; I understand that, but I feel like there is a way to not damage bridges but also value the efforts of assertive students trying to work on marketing themselves and have an experience they want.

I think there was a lack of cohesion between some of the internship/practicum classes. I know that instructors have different styles, but I do feel that assignments and flexibility of instructors in those courses should be equal. It feels unfair that certain students were met with more compassion during the COVID 19 crisis because of who their instructor was.

More training on interventions beyond the exploration, insight, and action counseling skills.

There could have been one more semester of hands-on work.

Not really having the tools needed to go more in depth with care beyond person-centered techniques. It felt like this program placed such an emphasis on finding and developing a personal guiding theory to counseling that it spent an extensive amount of time in each class giving a summary about how each theory may approach therapy for that certain population or concern. While this was helpful with getting greater clarification about how my specific theory

would conceptualize that issue, it was frustrating because it felt like we wasted time learning about how another theory would view the issue even though I knew that theory does not align with my viewpoints and I would not use that theory with clients. It felt like the interventions and techniques taught were broad and superficial to encompass as many theories as possible rather than sticking to a handful of the most common theories and going more indepth with their interventions for specific concerns. This has made me feel inadequately prepared for those in-depth issues with my clients because I do not have the education needed beyond the superficial summaries provided in class. There was the assumption that if you found a specific theory or intervention applicable to your worldview that you needed to research it further on your own time. I felt this was unrealistic because I often did not have spare time between work, commuting, and class to research the additional information I needed. What little time I had was split between self-care and that research, and it always felt more important to engage in self-care to avoid burnout, so I rarely got the chance to research the additional information I felt I needed. Furthermore, many specific intervention sites required paid subscriptions or membership to access their information, and I did not feel it was appropriate to pay tuition AND a separate membership to learn material that should be taught in-class.

Some professors appear to have difficulty seeing different perspectives and can often make students feel shut down.

The length - I think it scared me for the longest time that this was a three-year program. I thought this was too much, but after looking back at it, it was all worth it. Every year has its purpose and helps us grow as professionals. I think grading was sometimes awfully easy, which does not give a true representation of ability. Having more handson knowledge in classes would be helpful. Even if it is just shadowing, I think our practical experience is limited in the first year and a half in the program. I have always felt that the program says they give constructive feedback but I truly would have appreciated more constructive feedback and challenge. I recognize this is probably coming from a good place, and I think honesty about skill level and areas for development is important.

Not much flexibility in scheduling classes was a limitation. This program was not designed for students who work full-time or more. I feel like more specialty classes could have been offered - i.e. sex therapy. Personal guiding theory is important, but it felt like it was the biggest part of the program. I feel like other things could have been just as important.

Various teachers have different APA requirements for writing papers, which was beyond annoying!

How do you plan to continue build on your current counseling knowledge and skills?

Attending conferences, seeking training/certification programs, consulting with peers and future supervisors, making time to reflect upon my learning (i.e. journaling, seek personal counseling)

Supervision, ongoing professional training, goal setting, maintaining a working relationship with the UWW department, and advocating for the development of future counselors.

Continued learning and trainings. I hope to take a trip to Philadelphia for a workshop.

I intend to continue attending professional development opportunities such as trainings, conferences, and conventions. I also intend to seek out a community of counselors with whom I can consult to ensure that I am acting as professionally and ethically as possible.

I really want to learn EMDR in the future. Also, I have recently purchased multiple books on trauma and substance abuse that I plan to read once I have graduated and have a little more time. I plan to continue working toward my SAC (I currently have my SAC-IT). I also plan to stay in communication with the peers I have gained through this program and through internship for future consultation.

I will continue to build on my counseling knowledge through supervision, consultation, and continuing education.

By participating more in professional development opportunities and continuing to learn more each day to be the best counselor that I can be.

Continuing education, pursuing additional certifications, and higher levels of certification.

I plan to participate in various professional development and seek feedback from supervisor. I plan to practice intentionally and review videos. Reading will allow me to learn how to refine the counseling skills.

I think experience will be my most valuable teacher. Getting out into the field and gaining additional experience will be the most important thing I can do. I am also leaving the program with a fairly long list of training that I would like to take over the next few years as I require CEU's.

I will continue with professional development as I move forward. I will hopefully have a mentor of sorts in the school district I start off working in that can help me learn from their mistakes and successes. I plan to continue going to WSCA each year and attending anything I can that is offered by my school or other schools in the area for continued growth and learning.

After graduating I plan to continue to take classes towards receiving a certification in Expressive Arts Therapy and Grief Therapy. I plan to take these courses through Edgewood College and UW-Madison as these are where these courses are offered. I also plan to contribute to research with my current internship supervisor and soon-to-be employer.

I am currently interviewing for multiple positions where I can continue to work with the substance abuse population. I also look to attend trainings for AODA and trauma work. And in all the places that I am applying, I am asking questions on what they offer for supervision, consultation, training opportunities, and conferences.

Lifelong learner - I want to attend training courses, earn certificates, and read, read. I'd like to consult and collaborate with other counselors, especially those in areas that I want to explore further (e.g. couple's counseling) By continuing to do things that are new and unfamiliar, taking chances and not doing what is comfortable. Seeking out new knowledge and information within the field.

I plan to build on my current counseling knowledge and skills by continuing psychoeducation, conferences, reading, and continued supervision.

I plan on working on CE's, following ACA, marketing and building relationships with those experienced persons in the community and continuing to create my own library of resources and reading.

By having a variety of professional positions.

Continue trainings, supervision, and consultation.

I will continue to do trainings/webinars, readings, counsel, etc.

I plan to continue to build my knowledge and skills through further practice. I hope that my future sites will have additional resources and education to subsidize the deficits that may have occurred within the program and that I will be taught the site-specific interventions for care.

Training in the field

Going to professional counseling conferences and consulting with counselors in my area.

I plan to continue seeking supervision to grow my skills as well as participate in trainings as I see fit. I know I will be a lifelong learner and I hope to be a supervisor down the road as well.

The counseling agency I will be working for offers CEU trainings monthly, and my full-time and part-time jobs offer ongoing training opportunities.

Continue education through offered workshops and becoming EMDR certified.

Do you have any other feedback or comments?

There's an incredible need to provide additional social support for graduate students of color as the lack of visibility or low diversity among the student population can really influence the atmosphere of the classrooms. For example, I sometimes found it challenging to speak up and share my opinions if they follow an overwhelming minority cultural norm, or I sometimes felt very lonely and challenged to feel validated in my differing experiences within this program due to my racial/ethnic identities. I understand that a new organization has been formed that directly addresses this need. PLEASE continue to support this organization for future students of color. I also see a continued need to increasing the teaching staff's multicultural competency in order to expand their approaches to students' various learning styles and counseling styles. Supporting how these students can integrate their cultural identity and

finding their guiding theory, for example, would be very empowering.

Looking back, two modifications would have been helpful in the program - mandating the course treatment of mental health disorders before internship begins, and more practical training in practical/common treatment interventions throughout the program.

This was an amazing program and am honestly sad to see it come to an end. I have made friends and wonderful connections in this program and am grateful for the opportunity to both learn and help inform other professional while making deep connection i hope will continue well past the end of this program.

I am very grateful for the time I have gotten to spend in this program. It has changed my life in many ways and the people here who have touched my life will always hold a place in my mind and heart.

One thing I would maybe consider is if there is a way to help counseling education students go to their own counseling. I think it would help to make sure we as counseling students have experienced counseling, along with helping us get through the stresses of graduate school and other life events we are going through. Thank you for everything you have done for me as a counseling graduate student. I am so glad I chose this program to get my master's education!

I know that the instructors dedicate a large number of hours to their courses and to us students. I appreciate their passion for the profession and their commitment to providing a quality education.

Teach more courses like social cultural, telehealth, and the process of licensure. It would have been helpful if you provided videos or shared experiences of utilizing certain theories. I'd like to note that Theories class should probably not be offered in the summer due to limited time of learning the vast coursework. Also, provide the opportunity to share our self-reflections in creatives ways other than just in writing format. Provide students with studying resources for the NCE or practice exam as well as onsite professional development. Lastly, providing APA workshops would have been useful.

I really enjoyed my time in the program and am sad to have it end like this with everyone separated. I appreciate all the hard work of the faculty, adjuncts, and staff. All their dedication to the program really shines and had made my time at Whitewater a really important time in my life where I both experienced a lot of personal growth and realized how much there is still left to learn.

I just want to say "thank you" to everyone in the department for all the hard work and time that they put into making this experience one of great learning as well as meaningful for the students in it. Hopefully someday the department can have more classrooms with windows in order to let the light shine in some of the time!

I greatly valued my time in the program. I will forever be grateful for what the program has taught me. The counselor education program has always been like a family to me and always will be. Thank you.

I have greatly appreciated all that this program and staff have given me these past few years. All the knowledge and experiences are something I will carry with me through my profession and will ALWAYS speak as highly as possible about this program and always recommend future students to research and apply to enter into the program to begin their interest in counseling. So much love to all that I have met in these three years!

A couple: For practicum, we are able to have groups of five or six. My internship group has over 10 interns, and I feel like it was very tough to staff cases, check in, and learn from each other with that many students. I would love to have smaller groups of five to six people. I would be willing to have less time in the supervision with fewer people. Second, distinguishing more between theories and interventions. This is something I feel I learned in internship, understanding it as the framework of the house and the furniture inside the house. I don't need to have CBT as my theory in order to use it as an intervention.

This program was great! I am going to miss everyone! I would recommend it to other people.

Thanks for everything.

I do feel that my internship instructor treated me as a student first and human last, during this difficult time. I think it is important to remember that many of us are just hoping to be able to maintain our post-graduation jobs, so that we can pay our bills and student loans. In such an unprecedented crisis, a lot of us are just trying to ensure that we can graduate so our basic needs are met. Therefore, it doesn't make sense to be so caught up in the details of assignments (though I understand they must still be completed). I think what should matter the most is that the instructors support us through this time as best they can.

Overall, I had a good experience.

Overall, I've thoroughly enjoyed this program. The amount of care and desire for student success expressed by the faculty was noticeable and gave a welcoming and belonging environment. My hope for the future would be that this program would place a greater emphasis on depth for techniques and interventions for the most common guiding theories rather than cater to the older or more seldom used theories. I believe this would create a stronger in-field counselor and if there was the assumption that more common techniques will be taught in-depth during class and that anyone who wants to learn more about rarer theories can do that on their own time.

I wish there would have been more emphasis on the importance of being flexible during Covid-19 and actually having a discussion with students about how they are doing instead of pushing the workload and overwhelming us.

Thanks for all the help!

I appreciate all that the program has done to help students grow. The support in this program is second to none and I am grateful for the opportunities I experienced.

Appendix D

UW-WHITEWATER COUNSELOR EDUCATION DEPARTMENT Annual Report

Prepared by Brenda Rust O'Beirne, May 20, 2021

Reflecting on the past year, it is clear there have been many challenges presented by the pandemic, and there have also been opportunities and successes. While we have come to know a level of tiredness we have perhaps never experienced before, we also feel tremendous pride in the accomplishments of our students and our faculty/staff. This report will feature highlights, issues, and needs as identified by the faculty and staff of the Counselor Education Department. Two addenda are included with the report. Appendix A lists the services provided by practicum counselors in the Winther Counseling Services during this academic year. Appendix B summarizes presentations and publications by our faculty and staff during this time period. You will note that the number of presentations is lower for many of our faculty due to conference cancellations or postponements.

HIGHLIGHTS:

- We have an amazing faculty and staff who have not only survived these challenging times - we have thrived! To this group of faculty, we are thrilled to announce that we will be welcoming Dr. Gina Martin in the fall of 2021. Filling this faculty position helps to ensure that we will maintain the high quality of our program and meet accreditation standards.
- In the midst of the pandemic, there was tremendous learning and growth for our students, and for us as a faculty and staff. Our students were willing partners in multiple modes of course delivery. As a faculty, we refined our online teaching skills, offered numerous in-person classes (and some hybrid), and worked to ensure that learning would happen with the rigor and care with which it has always been delivered. Demands on faculty were intense. We learned new meanings of the words pivot and flex; we did both, and often with significant personal investment of resources.
- In addition to the academic work of the department, we provide services through the Winther Counseling Services (WCS) and through the work of interns in nearby communities. Supervision is a huge responsibility for all faculty in our department. You will see the numbers of individuals and groups served through WCS this year (see Appendix A). In addition to this work, our interns provided more than 8,400 hours of clinical services during this academic year. Interns' work was done in nearby schools, hospitals, county agencies, private practices, and non-profits, under the supervision of site and faculty supervisors. Thirty students completed their learning in unprecedented times and graduated with the MS this year.

- Services in WCS were provided via telebehavioral health (TBH) and in person. This was especially significant because the UWW University Health & Counseling Services (UHCS) did not generally provide in-person counseling services during this academic year. Because students were living on campus, and needing some human connection, the in-person services were important, not only to students, but to community members as well.
- > To be able to provide TBH services, we needed to set up new policies and protocols in WCS, and also design trainings for the practicum counselors and interns. This was a monumental task, and one that will serve us into the future. It is listed as a highlight because of the learning that emerged for all involved with the process.
- We maintained existing partnerships for clinical experiences for both practicum and internship students, and we added new collaborations that will serve us well into the future. We are especially excited about our work with Pauquette (a new clinic here in Whitewater) and agencies in Milwaukee and Madison that share our social justice mission.
- > Specifically related to internship, a new orientation program for interns was added prior to the beginning of the fall semester. This will continue this fall. The Supervision Summit, which brings together interns, site supervisors, and faculty supervisors, was offered on-line in September and over 60 individuals participated.
- > Throughout all of the clinical work noted above, there was an increased awareness of the mental health needs of college students. We worked closely with UHCS to be sure referrals were made appropriately and services provided as needed by students.
- > We have a very healthy enrollment projected for summer/fall 2021. As we return to in-person learning, we anticipate higher completion rates of admitted students.
- Our community-based learning within the program continued. Flexibility and advocacy by all helped this to work as schools negotiated different teaching approaches throughout the year.
- An online professional development program was offered during the spring semester to bring together practitioners and current students to learn about medical cannabis.
- > There were numerous invitations to be involved with system-wide initiatives (UW Flex and DPI). Following initial investigations, UW Flex will go on hold for a year, and the work with the \$10 million DPI grant will continue. While there are many positives of this highlight, it will also show up in the "needs" section below.
- Related to our assessment plan, and directly connected to our accreditation needs, we are implementing Chalk and Wire (name recently changed to Anthology). We are appreciative of the support of our college to move to this platform, and

- appreciative of the work faculty will do to implement the new structure starting this summer.
- In addition to department happenings, there are two special individual highlights that I would like to mention: Dr. Jennifer Betters-Bubon, in cooperation with three other colleagues, published a text, *Making MTSS Work.* Ms. Krista Kim, WCS Manager, was named the Non-Instructional Academic Staff Award winner for 2020-21. Jen and Krista are both doing exceptional work!
- As we look to the future, we are in the midst of our strategic planning process for the 2021-2026 strategic plan. Having completed significant work this spring, action plans will be developed early in the fall semester with work beginning immediately on selected priorities.

ISSUES/CHALLENGES:

- Clearly the pandemic and all of the related challenges top the list. Meeting the learning needs of all students, and especially those completing clinical experiences, was an issue all year. While other faculty could choose not to come to campus to do their work, we were needed to provide consultation and supervision on campus for our practicum counselors. When some suggested that we might go more gently with our expectations and course rigor, we were aware that we are training future counselors who need all of the content and skills that we have always expected. We offered grace and compassion while holding firm to those expectations.
- We are concerned about the "panexit" for the campus in other words, how we will transition back to campus as we exit pandemic ways of being.
- We wonder how the overall landscape of mental health care will be changing and how that will affect our internship placements and collaborations. We experienced significant challenges this year as interns were thrust into online-only counseling environments. They were missing the daily, incidental interactions with colleagues and we hope/trust those opportunities will return eventually.
- Clearly the budget is an issue at the campus, college, and department level. We look forward to not reporting furlough time ever again!
- While being invited to engage with program development at the system level was mentioned earlier as a highlight, we also recognize this is an issue. With a very small faculty (7) and a healthy student enrollment, we are in need of staff support to pursue those opportunities.

NEEDS:

With the introduction of new technologies (HyFlex, WebEx, DocuSign, EMS, GoReact, etc.) for teaching, supervision, and clinical services, we are in need of tech support that is readily available and understanding of our needs.

- > We need support to explore the opportunities presented above (work is happening currently with ORSP).
- > We need financial support for graduate students to do research.
- > We need on-going financial support for Chalk and Wire/Anthology (currently being provided by the college).
- > We need on-going financial support for our accreditation (currently being provided by the college).
- We are most appreciative of the financial support for faculty to pursue professional development opportunities to maintain our licenses and our hope is this support might continue.
- > And finally, we look forward to budget stability at all levels in the system, institution, college, and department.

Winther Counseling Services Annual Data 2020-2021

Winther Counseling Services (WCS) scheduled 181 clients to receive individual & family counseling provided by Counselor Education practicum students (fall semester 78, spring semester 103). One hundred thirty-four (134) of these clients were students/staff enrolled/employed at UWW. The remaining 47 clients receiving services from WCS were community members (non-UWW students/staff).

Total number of client sessions conducted = Approx. 992 (565 in person, 427 TBH)

Referrals from UWW instructors (includes extra credit incentive and general referral) = 42

Referral from UHCS/UWW CARE Team (Dean of Students) = 24 Referrals from UWW Conduct (CHOICES) = 10

Referrals from Whitewater Unified School District = 9
Referrals from other surrounding area school districts = 5
Referrals from Court (primarily Whitewater Municipal Court) = 6

<u>Group Counseling</u>: More than 30 groups were formed to provide group counseling (on campus and in the community) in the past year. Approximately **168 clients** participated in these groups facilitated by practicum. Groups conducted (both on campus and in surrounding communities) included Mercy Inpatient Groups (Janesville), COVID effect on Greek Life, Mindfulness for Pandemic Fog, Turtle Creek (Delavan) Character Enrichment Groups, Women's Ways of knowing Groups and Transition Groups for new Counselor Education graduate students.

<u>Highlights</u>: operationalizing tele behavioral services (TBH), planning and upholding university COVID19 safety protocols for in-person client services. Bilingual practicum counselor for both semester providing services to 7 individuals/families.

<u>Challenges</u>: limited group work particularly in school settings due to COVID19, transition of GA role (at WCS reception desk) to technological problem solving.

<u>Needs</u>: consistent on-site technical support back up for WCS as well as classroom teaching efforts throughout the building.

Publications and Presentations May 2020-May 2021

Publications:

Barth, A. L., & Scholl, M. B. (2020). A journey in meaning making: Applying a constructive approach to college counseling. *Journal of Creativity in Mental Health*. https://doi.org/10.1080/15401383.2020.1776184

Goodman-Scott., E., **Betters-Bubon**, **J.**, Olsen, J., & Donohue, P. (2020). *Making MTSS Work*. American School Counselor Association.

Zyromski, B., Baker, E.*, **Betters-Bubon**, **J**., Dollarhide, C., & Antonides, J. (2020). Adverse Childhood Experiences: A 20-Year Content Analysis of ACA -and-ASCA Journals. *Journal of Counseling and Development*, 98, 351-362. http://doi.org/10.1002/jcad.12338

Merino, C. & Woodman, C. (2020). Partnering Addiction Counseling with Police Diversion Programs: A Process Evaluation. Accepted to the Journal of Addiction and Offender Counseling. Awaiting final publication. Article written with a current student in the program.

Presentations:

Barth, A. L. (November 2020). I'm a supervisor: Now what? Virtual conference. Wisconsin Counseling Association 2020 annual conference.

Betters-Bubon, **J.**, Goodman-Scott, E., Olsen, J., Pianta, R., & Edirmanasinghe, N., (2021, March). *Culturally Responsive MTSS: Prevention and Intervention for all Students*. Presentation at the annual Evidence Based School Counseling Conference (EBSCC). Virtual.

Cholewa, B., Goodman-Scott, E., & **Betters-Bubon**, **J**. (2021, March). Identifying, Implementing, and Reviewing for Rigor in School Counseling Research: A Research Tune Up. Presentation at the annual Evidence Based School Counseling Conference (EBSCC). Virtual.

Cholewa, B., Goodman-Scott, E., & **Betters-Bubon**, **J**. (2021, March). Iron Sharpens Iron: Scholarly Conversations on Writing and Reviewing for Publication. Presentation at the annual Evidence Based School Counseling Conference (EBSCC) Research Day. Virtual.

Bamgbose, O., & **Betters-Bubon**, **J**. (2020, August). Preparing Future School Counselors for Systemic Change. Invited presentation for the annual ASCA Summer Camp for School Counselor Educators. Virtual.

Betters-Bubon, **J**. (2020, July). Trauma Informed multi-tiered strategies in the transition back to school. Invited presentation for the annual American School Counseling Association (ASCA) Conference. Virtual.

Goodman-Scott, E., **Betters-Bubon**, **J.**, Pianta, R., Olsen, J., Donohue, P., & Edirmanasinghe, N. (2020, July). *Culturally Responsive MTSS for School Counselors*. Presentation at the annual American School Counseling Association (ASCA) Conference. Virtual.

Betters-Bubon, **J**. & Olsen, J. (2021, February). *Trauma Informed MTSS*. Presentation at the Guam School Counselor Association (GSCA). Virtual.

Merino, C. (2021, February). Evaluation of RECAP Program at Rock County Jail to Rock County Administrators.

O'Beirne, B.R. (2020, October). Taking Care of Yourself and Others. Presentation at the annual Wisconsin College Personnel Association Conference. Virtual.

Webinars:

Goodman-Scott, E., Betters-Bubon, J., Olsen, J., & Donohue, P. (2020, July). Making MTSS Work. Invited webinar for the American School Counselor Association.

Betters-Bubon, **J**. & Goodman-Scott, E., (2020, July). *MTSS considerations for re*entering the school year: Building strong systems and trauma informed practices. Association for Child and Adolescent Counseling webinar series.

Betters-Bubon, J. (2020, May). Heading Back to School: Trauma Informed MTSS. The School Counselors for MTSS COVID-19 Webinar Series.

Goodman-Scott, E. & **Betters-Bubon**, **J**. (2020, May). Going Back to School after COVID-19: Using an MTSS framework to Prepare. The School Counselors for MTSS COVID-19 Webinar Series.

Betters-Bubon, **J**. (2020, November). *Making MTSS Work*. Wisconsin School Counselor Association: Online webinar.