HDC Annual Report

Academic Year 2023-2024

Faculty Hires

We are pleased to welcome Dr. Lomi Li as a full-time core faculty member to begin her work in Fall 2024. Huijuan Li, preferred first name as Lomi, began her counseling journey in China after a tremendous earthquake, where she witnessed the profound impact of trauma. This experience led her to transition from engineering to counseling, with a passion for understanding and facilitating healing processes. Before getting her master's degree in School Counseling from William & Mary in 2020, she worked as a mental health counselor, and served people from diverse backgrounds.

She is currently completing her Ph.D. in Counselor Education & Supervision from the University of Iowa, and her research focuses on trauma and its transformative potential, as well as counselor trainees' development process. Particularly, her dissertation, titled "Counselors-in-Training, Traumatic Experiences, Counseling Self-Efficacy, and the Supervisory Working Alliance", is about promoting counselor trainees' self-efficacy in trauma-related issues.

We are thrilled to announce that Shannon Pivoney, LCPC has accepted the position as a clinical faculty member for the HDC program. While she taught as a temporary hire for two years, we are excited to permanently welcome her to the HDC team beginning Fall 2025. She brings with her a wealth of knowledge and clinical expertise in trauma and evidence-based treatment modalities. Her clinical experience in the community, crisis, and private practice work are a strong asset for our program. We are excited to have her continue as our clinical coordinator as she fosters the relationships between our program, students, and the community within the clinical experience.

Accreditation

Site visit is now anticipated for Fall 2025 with CACREP. Details to come.

Grants

Next time you visit the PAC Training Center you may notice some updates! We are grateful for the Strategic Investment Funds Grant ($136,500 split with Psychology Department) that provided an avenue for updated technology and furnishings to our lab space. While behind the scenes (and walls) the change from analog to digital cameras will provide greater

usability and recording capacity in the lab space. We look forward to many years of use to come with this remodel.

A Good Idea Fund of $4,000 was awarded for the faculty to create a professional development conference. We are thrilled to host "The Inclusive Mental Health and Wellness" event in February 2025.

Matriculation and Course Sequencing

In response to student learning outcomes the following changes have been implemented after review of 2023 – 2024 outcomes. To better accommodate student learning, we have adjusted the course sequencing of some of the core curriculum. As we primarily operate as a cohort model, with courses only offered once a year, it is vital to strategically structure the course sequence. The courses remain the same, however the timing has been adjusted. Many of these sequence adjustments are new, and therefore currently being evaluated for the impact on student learning. These changes are made as part of our ongoing attention to our assessment data and review of student learning.

First, for the clinical experience we moved all sections of HDC 512 Prepracticum to their second fall semester (as opposed to their first spring semester) to allow a smaller gap between taking HDC 512 and HDC 587. As they enter HDC 587 Practicum in their second spring semester, this assists in the flow and continuity of their clinical development. As they are learning core counseling skills in HDC 512, and then applying in the field in HDC 587 Practicum, this shift in sequencing is hoped to improve student outcomes. This is currently being implemented with the Fall 2024 cohort being the first with these changes.

Beginning AY 24/25 we will move HDC 525 Alcoholism and Substance Abuse to a summer course and moved HDC 543 from a summer course to the first spring semester. After review, the content taught in HDC 543 is essential student learning prior to entering practicum, and having it embedded in the spring semester creates better stability and predictability for offering the course, as opposed to being a summer course. Additionally, the demanding content of HDC 543 is better suited for a 16-week semester. Lastly, HDC 511 Theories is now taught subsequent with HDC 587 Practicum. We will continue to evaluate the implication of these changes in coming years.

Program Objective Outcomes

The following data is associated with Program Objectives as follows (additionally color coded to note the relationship among the objectives and the outcomes).

HDC Program Objective	Category in which it is measured	KPI
Instill a strong sense of professional identity consistent with Professional Counseling philosophy and literature	Professional Identity	Demonstrates knowledge of core foundations of professional orientation and ethics.

Knowledge Category	Student Learning Outcome	Mean	% Passing Threshold* 23/24	% Passing 22/23
Professional Identity~	Initial (501)	10	100%	100*
	Master (CECE)**		91%	88.5

HDC Program Objective	Category in which it is measured	KPI/Disposition
Promote student understanding of the diversity of views and cultures within our profession and the environment in which counselors practice	Diversity	Demonstrates knowledge of core foundations of social and cultural diversity.
		Demonstrates proficiency in multicultural conceptualization
		Disposition: Open-mindedness and Acceptance of Diverse Backgrounds and Worldviews

Knowledge Category	Student Learning Outcome	Mean	% Passing Threshold* 23/24	% Passing 22/23
Diversity~	Initial (515)	9.70	100%	100
	Mastery (CECE)		95%	84.6

Skills Category	Student Learning Outcome	Mean	% Passing Threshold
Diversity ~	Initial (515)	9.70	100%
	Mastery (590 Cultural Video)	3.26	100%

Disposition	CCSR Measure	Practicum	Internship
Open-mindedness and Acceptance of Diverse Backgrounds and Worldviews	2.F. Multicultural Competence in Counseling Relationship	**4.21**	4.46

HDC Program Objective	Category in which it is measured	KPI/Disposition
Cultivate student counseling skill competencies necessary for working with individuals, groups, couples, and families;	Helping Relationship	Demonstrates knowledge of core foundations of the helping relationship.
		Demonstrates intentional use of foundational counseling skills to build a therapeutic relationship with clients

Knowledge Category	Student Learning Outcome	Mean	% Passing Threshold* 23/24	% Passing 22/23
Helping Relationship~	Initial (511)	8.18	57.90%	78
	Mastery (CECE)		91%	84.6

Skills Category	Student Learning Outcome	Mean	N Scores	% Passing Threshold
Helping Rel.~	Initial (512)	9.11	26	88.46%
	Mastery (590 Panel)	3.33	17	100%

HDC Program Objective	Category in which it is measured	KPI/Disposition
Teach and perform research applicable to the practice of counseling	Research & Program Evaluation	Demonstrates knowledge of core foundations of research and program evaluation.

Knowledge Category	Student Learning Outcome	Mean	% Passing Threshold* 23/24	% Passing 22/23
Research/Program Eval~	Initial (577)	9.00	93.02%	100
	Mastery (CECE)		95%	92.3

HDC Program Objective	Category in which it is measured	KPI/Disposition
Facilitate student self-growth and understanding through class assignments and feedback	CMH	Demonstrate knowledge of techniques and interventions foundational for clinical mental health counselors
		Demonstrate proficiency in applying techniques and interventions in clinical mental health counseling
	MCFC	Demonstrate knowledge of techniques and interventions foundational for marriage, couple, and family counselors
		Demonstrate proficiency in applying techniques and interventions in marriage, couple, and family counseling
	SCH	Demonstrate knowledge of techniques and interventions foundational for school counselors
		Demonstrate proficiency in applying techniques and interventions in school counseling

Knowledge Category	Student Learning Outcome	Mean	N Scores	% Passing Threshold
Concentration Proficiency "Grid"~	Initial Knowledge (590)	2.6	14	100%
	Mastery Knowledge (590)	3.53	17	100%***

Skills Category	Student Learning Outcome	Mean	N Scores	% Passing Threshold
Concentration Proficiency "Grid"~	Initial Skill (590)	2.54	14	100%
	Mastery Skill (590)	3.53	17	100%***

HDC Program Objective	KPI/Disposition Measure
Foster an environment conducive to healthy and appropriate risk-taking necessary for development	Ability to Integrate Feedback

Disposition	CCSR Measure	Practicum	Internship
Ability to Integrate Feedback	2.I Openness to Feedback	4.65	4.6

Facilitate student self-growth and understanding through class assignments and feedback	Self-Awareness and Awareness of Impact on Others

Disposition	CCSR Measure	Practicum	Internship
Self-Awareness and Awareness of Impact on Others	2.C. Professional and Personal Boundaries	4.47	4.33

HDC Program Objective	Measure
Aid students in the process of becoming certified and/or licensed	Measured via alumni survey of licensure rate

4 out of 5 respondents stated that they have licensure/certification as a counselor.
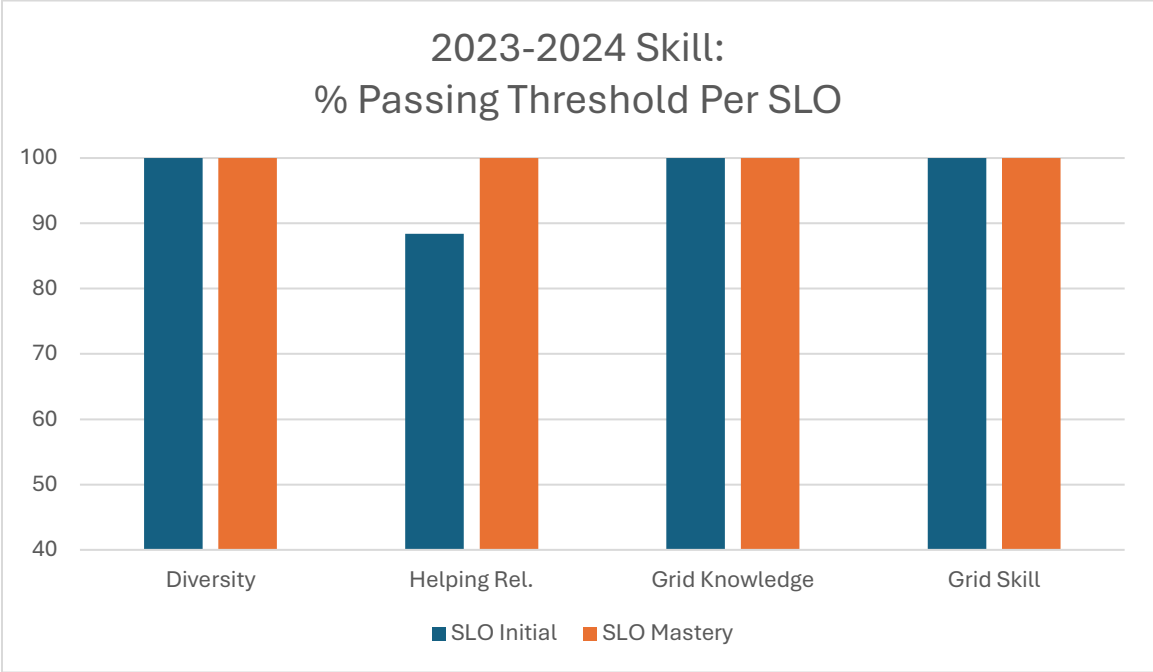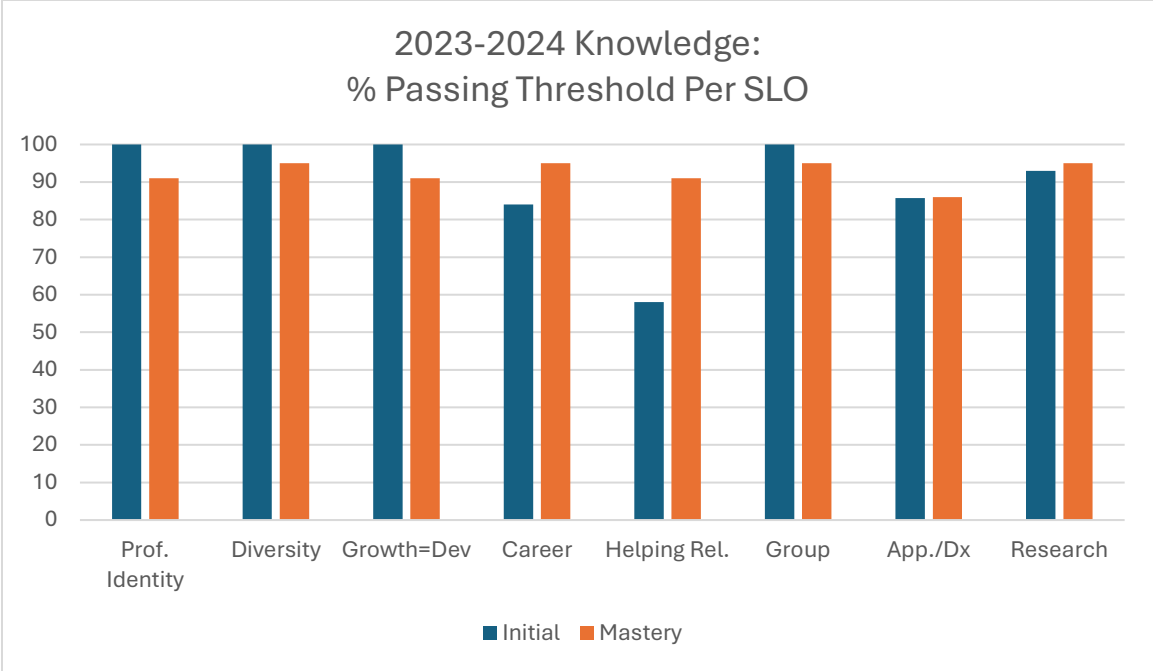
Student Evaluation Outcomes

Descriptive Statistics HDC Student Outcome Knowledge Fall 2023-Summer 2024 ~Indicates measure associated with Program Objective								
Category	**Student Learning Outcome**	**Mean**	**StDev**	**Min**	**Max**	**N Scores**	**% Passing Threshold* 23/24**	**% Passing 22/23**
Professional Identity~	Initial (501)	10	0	10	10	28	100%	100*
	Master **(CECE)****						91%	88.5
Diversity~	Initial (515)	9.70	0.43	8.40	10.50	49	100%	100
	Mastery **(CECE)**						95%	84.6
Growth-Dev	Initial (521)	9.69	0.53	8.00	10.00	26	100%	100
	Mastery **(CECE)**						91%	92.3
Career Dev	Initial (524)	8.73	0.94	6.31	9.82	48	83.33%	84
	Mastery **(CECE)**						95%	84.6
Helping Relationship~	Initial (511)	8.18	0.70	6.94	9.25	19	57.90%	78
	Mastery **(CECE)**						91%	84.6
Group Counseling	Initial (513)	9.93	0.19	10.00	9.33	25	100%	100
	Mastery **(CECE)**						95%	96
Appraisal/Assessment/Dx	Initial (546)	N/A	N/A	N/A	N/A	N/A	N/A	95.6
	Initial 2 (575)	8.88	0.95	10.20	6.60	28	85.71%	86
	Mastery **(CECE)**						86%	88.5
Research/Program Eval~	Initial (577)	9.00	0.60	99.17	7.50	43	93.02%	100
	Mastery **(CECE)**						95%	92.3

*80% score or 8 on a 10 pt. scale is the threshold for initial measures.

**CECE Threshold of being above the national mean is calculated for the total score not individual content areas. Students that do not meet the national mean after a second administration complete a remedial assignment for each content area that falls below the national mean. The percentage shown in this graph represents the percentage of students that passed the exam within two administrations or were above the national mean for the content area after two administrations. Students that do not meet threshold must demonstrate competence via remedial assignment.

***Letter grade transitioned to a 10 pt scale with 10=A; Threshold of 6=B-

****Some data missing

Descriptive Statistics HDC Student Outcome Skill Associated with HDC Program Objective Fall 2023-Summer 2024							
Skills Category	**Student Learning Outcome**	**Mean**	**StDev**	**Min**	**Max**	**N Scores**	**% Passing Threshold**
Diversity ~	Initial (515)	9.70	0.43	8.40	10.00	49	100%
	Mastery (590 Cultural Video)	3.26	.44	3	4	15	100%
Helping Rel.~	Initial (512)	9.11	0.62	7.70	10.40	26	88.46%
	Mastery (590 Panel)	3.33	.47	3	4	17	100%
Concentration Proficiency "Grid"~	Initial Knowledge (590)	2.6	.74	2	4	14	100%
	Mastery Knowledge (590)	3.53	.49	3	4	17	100%***
Concentration Proficiency "Grid"~	Initial Skill (590)	2.54	.75	2	4	14	100%
	Mastery Skill (590)	3.53	.50	3	4	17	100%***

**Letter grade transitioned to a 10 pt scale with 10=A; Threshold of 6=B-

***Two students originally did not meet threshold, however met threshold before the end of AY 2023-2024

2023-2024 Knowledge: % Passing Threshold Per SLO

Categories (x-axis): Prof. Identity, Diversity, Growth=Dev, Career, Helping Rel., Group, App./Dx, Research

Legend: ■ Initial ■ Mastery

2023-2024 Skill: % Passing Threshold Per SLO

Categories (x-axis): Diversity, Helping Rel., Grid Knowledge, Grid Skill

Legend: ■ SLO Initial ■ SLO Mastery

Dispositions

Students are measured at 3 points in their clinical experience for the following dispositions:

- Empathy
- Emotional Stability including Patience, Flexibility, Resilience
- Genuineness
- Ability to Integrate Feedback
- Open-mindedness and Acceptance of Diverse Backgrounds and Worldviews
- Self-Awareness and Awareness of Impact on Others
- Professionalism and Presence

Measurements occur in the following courses:

- HDC 512 Prepracticum
  - Measure: Professional Counseling Performance Evaluation for Prepracticum
  - 1st spring for full-time students
- HDC 587 Practicum
  - Measure: Counselor Competencies Scale - Revised
  - 2nd spring for full-time students
  - When available, faculty supervisor evaluation was used. If not available, a site supervisor evaluation was used.
- HDC 590 Internship
  - Measure: Counselor Competencies Scale - Revised
  - Measured fall & spring, one measure per student included in aggregate, when available, the faculty supervisor evaluation in spring 2024 was used for aggregate data. If not available, site supervisor evaluation was used.

Disposition data informs the following HDC Objectives:

- Foster an environment conducive to healthy and appropriate risk-taking necessary for development
- Promote student understanding of the diversity of views and cultures within our profession and the environment in which counselors practice
- Facilitate student self-growth and understanding through class assignments and feedback

The following chart identifies where/how each objective is connected to dispositions and additional dispositions as evaluated by the program.

HDC Objectives (as applicable)	Disposition	Measure 1 Professional Counseling Performance Evaluation for Prepracticum* 3 pt. scale	Measure 2 CCSR – Practicum Final 5 point scale	Measure 3 CCSR Internship Final 5 point scale	Measure 4 As needed for PDPs/concerns
	Empathy	**Relational: 2.b.**	**1.K. Facilitate Therapeutic Environment: Empathy & Caring**		
	Emotional Stability including Patience, Flexibility, Resilience	**Maturity: 1**	**2.G. Emotional Stability and Self-Control**		
	Genuineness	**Relational: 2.d.**	**2.K. Congruence and Genuineness**		
Foster an environment conducive to healthy and appropriate risk-taking necessary for development	Ability to Integrate Feedback	**Maturity: 4**	**2.I Openness to Feedback**		
Promote student understanding of the diversity of views and cultures within our profession and the environment in which counselors practice	Open-mindedness and Acceptance of Diverse Backgrounds and Worldviews	**Integrity: 5**	**2.F. Multicultural Competence in Counseling Relationship**		Use faculty developed evaluation
Facilitate student self-growth and understanding through class assignments and feedback	Self-Awareness and Awareness of Impact on Others	**Maturity: 3**	**2.C. Professional and Personal Boundaries**		
	Professionalism and Presence	**Professional Responsibility: 2**	**2.B. Professional Behavior**		

Disposition	Measure 1	Prepracticum CCSR 2023-2024				
	Professional Counseling Performance Evaluation for Prepracticum*					
	4 pt. scale					
		Mean	SD	Min	Max	Count
Empathy	**Relational: 2.b.**	2.79	.77	1	4	29
Emotional Stability including Patience, Flexibility, Resilience	**Emotional Stability: 1**	3.17	.38	3	4	29
Genuineness	**Relational: 2.d.**	2.93	.69	1	4	29
Ability to Integrate Feedback	**Ability to Integrate Feedback 1**	3.20	.68	2	4	29
Open-mindedness and Acceptance of Diverse Backgrounds and Worldviews	**Open-mindedness and Acceptance of Diverse Backgrounds and Worldviews 2**	3.45	.50	3	4	29
Self-Awareness and Awareness of Impact on Others	**Self-Awareness 3**	3.14	.52	2	4	28
Professionalism and Presence	**Professionalism and Presence: 2**	3.41	.50	3	4	29

Disposition	Measure 2	Measure 3	Overall CCSR 2023-2024		Practicum CCSR 2023-2024		Internship CCSR 2023-2024		Mean Diff Intern-Pract	Overall CCSR 2022-2023	
	CCSR – Practicum Final	CCSR Internship Final									
	5 point scale	5 point scale									
			Mean	Count	**Mean**	Count	**Mean**	Count		Mean	Count
Empathy	**1.K. "Facilitate Therapeutic Environment: Empathy & Caring"**		**4.68**	38	**4.65**	23	**4.73**	15	**.08**	4.88	40
Emotional Stability including Patience, Flexibility, Resilience	**2.G. Emotional Stability and Self-Control**		**4.45**	37	**4.43**	22	**4.67**	15	**.24**	4.88	40
Genuineness	**2.K. Congruence and Genuineness**		**4.52**	38	**4.47**	23	**4.6**	15	**.13**	4.88	40
Ability to Integrate Feedback	**2.I Openness to Feedback**		**4.63**	38	**4.65**	23	**4.6**	15	**.05**	4.85	40
Open-mindedness and Acceptance of Diverse Backgrounds and Worldviews	**2.F. Multicultural Competence in Counseling Relationship**		**4.32**	35	**4.21**	20	**4.46**	15	**.25**	4.68	40
Self-Awareness and Awareness of Impact on Others	**2.C. Professional and Personal Boundaries**		**4.42**	38	**4.47**	23	**4.33**	15	**.14**	4.93	40
Professionalism and Presence	**2.B. Professional Behavior**		**4.51**	37	**4.54**	22	**4.46**	15	**.08**	4.98	40

Disposition	Measure 3	Internship CCSR 2023-2024					
	CCSR Internship Final						
	5 point scale	Mean	SD	Range	Min	Max	Co
Empathy	1.K. "Facilitate Therapeutic Environment: Empathy & Caring"	4.73	.44	1	4	5	
Emotional Stability including Patience, Flexibility, Resilience	2.G. Emotional Stability and Self-Control	4.67	.49	1	4	5	
Genuineness	2.K. Congruence and Genuineness	4.6	.61	1	3	5	
Ability to Integrate Feedback	2.I Openness to Feedback	4.6	.49	1	4	5	
Open-mindedness and Acceptance of Diverse Backgrounds and Worldviews	2.F. Multicultural Competence in Counseling Relationship	4.46	.50	1	4	5	
Self-Awareness and Awareness of Impact on Others	2.C. Professional and Personal Boundaries	4.33	.70	2	3	5	
Professionalism and Presence	2.B. Professional Behavior	4.46	.8	3	2	5	

Disposition	Measure 2	Practicum CCSR 2023-2024					
	CCSR – Practicum Final						
	5 point scale	Mean	SD	Range	Min	Max	Count
Empathy	1.K. "Facilitate Therapeutic Environment: Empathy & Caring"	4.65	.47	1	4	5	
Emotional Stability including Patience, Flexibility, Resilience	2.G. Emotional Stability and Self-Control	4.43	.57	2	3	5	
Genuineness	2.K. Congruence and Genuineness	4.47	.49	1	4	5	
Ability to Integrate Feedback	2.I Openness to Feedback	4.65	.48	1	4	5	
Open-mindedness and Acceptance of Diverse Backgrounds and Worldviews	2.F. Multicultural Competence in Counseling Relationship	4.21	.40	1	4	5	
Self-Awareness and Awareness of Impact on Others	2.C. Professional and Personal Boundaries	4.47	.50	1	4	5	
Professionalism and Presence	2.B. Professional Behavior	4.54	.50	1	4	5	

Stakeholder Surveys

The following HDC Objective is measured explicitly on the Stakeholder surveys to alumni, site supervisors, and employers:

- Aid students in the process of becoming certified and/or licensed

    4 out of 5 respondents stated that they have licensure/certification as a counselor.

Additionally, each stakeholder self-reported on their level of skill and knowledge associated with each content area.

Lastly, stakeholders were asked for their feedback on program objectives.

*Note that we are unable to share Employer report due to low survey response (one response, therefore unable to aggregate data).

See stakeholder surveys at the end of this report.

Demographic Data

Human Development Counseling, M.A.
Fall 2023
Program Majors by Status, Race/Ethnicity, Gender, and Age

Status	Fall 2023
Part-Time	21
Full-Time	54
Total	75
Race/Ethnicity	
Non Resident Alien	4
Black, Non Hispanic	7
American Indian/Alaskan Native	0
Asian & Native Hawaiian/Pacific Islander	1
Hispanic	10
White, Non Hispanic	52
Multi Race	1
Unknown Race/Ethnicity	0
Total	75
Age (Categorically)*	
Less than 20	0
20-21	0
22-24	32
25-29	24
30-34	2
35-39	6
40-49	8
50-64	3
65 and Over	0
Unknown Age	0
Total	75
Average Age*	
Mean	29.60
Standard Deviation	8.70
Gender	
Male	13
Female	62
Total	75

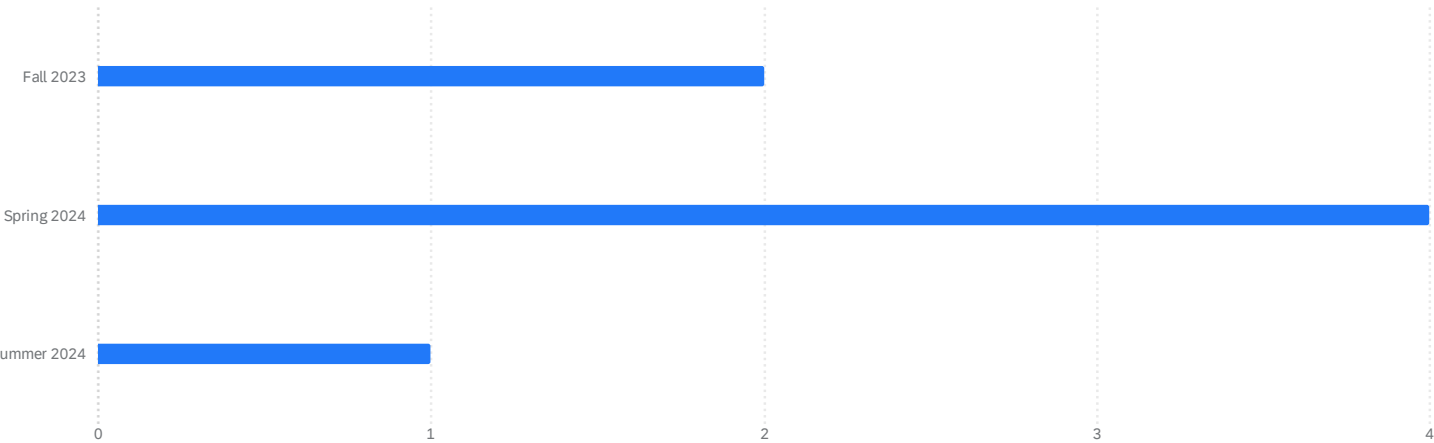SOURCE: Census day files used for IBHE and IPDES reporting.

Applicants for Fall 2023 – 2024 Academic Year			
		Applied	Admitted Fall 2023
		Applied 2023	**Admitted 2023**
Race/Ethnicity			
Black, Non Hispanic		2	1
Asian/Pacific Islander/Native Hawaiian		1	1
Hispanic		5	5
White, Non Hispanic		0	0
Multi Race		32	25
International		11	9
Unknown Race/Ethnicity			
Total		**51**	**41**
Gender			
Male		13	10
Female		38	31
Total		51	41

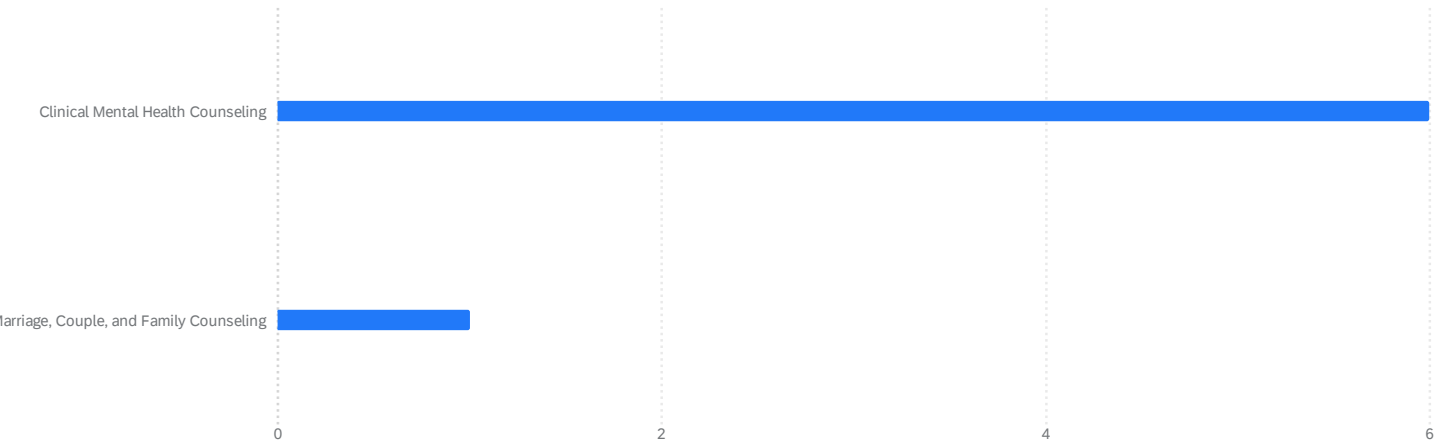* Age is based on the fall term census date for each given year.

SOURCE: Census day files used for IBHE and IPEDS reporting were the sources for race/ethnicity, age, and gender. The annual UIS Headcount/FTE Enrollment Reports were the sources for the status variable, where 9 credit hours is considered full-time at the graduate level.

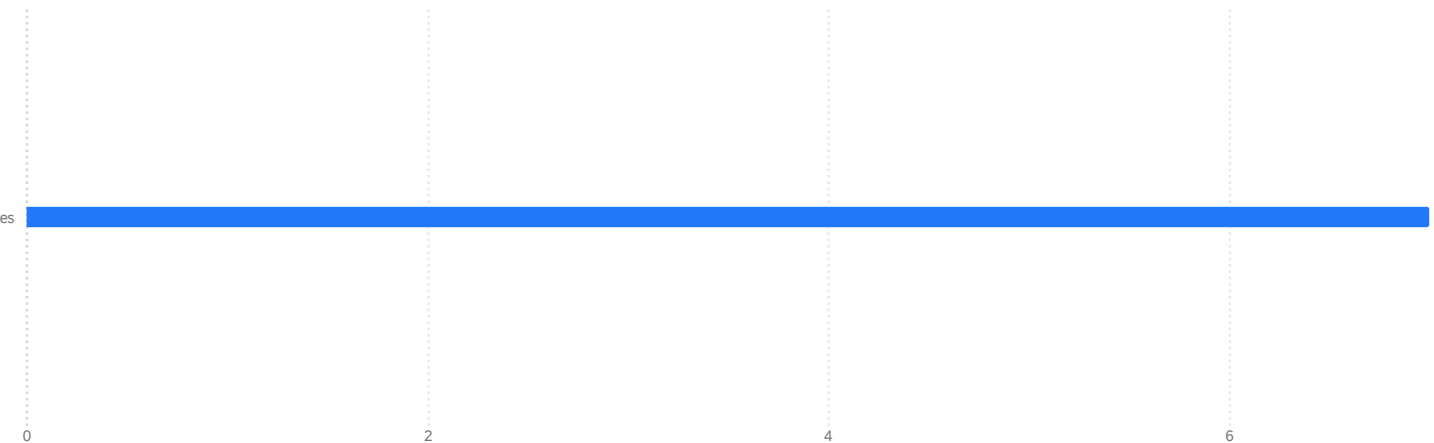| Graduates of HDC Fall 2023-2024 Academic Year		
Race/Ethnicity		
Black, Non Hispanic		4
Asian/Pacific Islander/Native Hawaiian		0
Hispanic		0
White, Non Hispanic		13
Multi Race		0
International		0
Unknown Race/Ethnicity		0
Total		**17**
Gender		
Male		2
Female		15
Total		17

HDC Alumni Survey 2024 / Default results

Responses: 8

Select the semester that you completed the HDC Program. 7 ⓘ

Semester	Count
Fall 2023	2
Spring 2024	4
Summer 2024	1

What was your area of concentration? 7 ⓘ

Concentration	Count
Clinical Mental Health Counseling	6
Marriage, Couple, and Family Counseling	1

Are you currently employed in a counseling setting? 7 ⓘ

Response	Count
Yes	7

Please indicate your current counseling setting (select all that currently apply; i.e., select more than one if employed in more than one location) 5 ⓘ
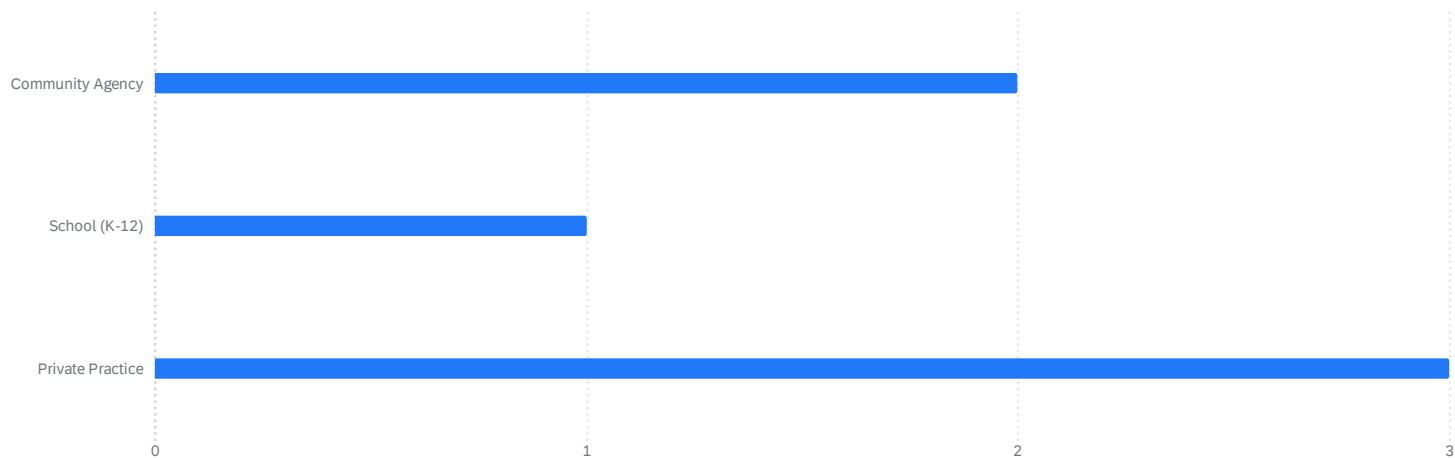
Please select what, if any, marginalized or underserved populations you are currently serving in your clinical work. (select all that apply) 5 ⓘ
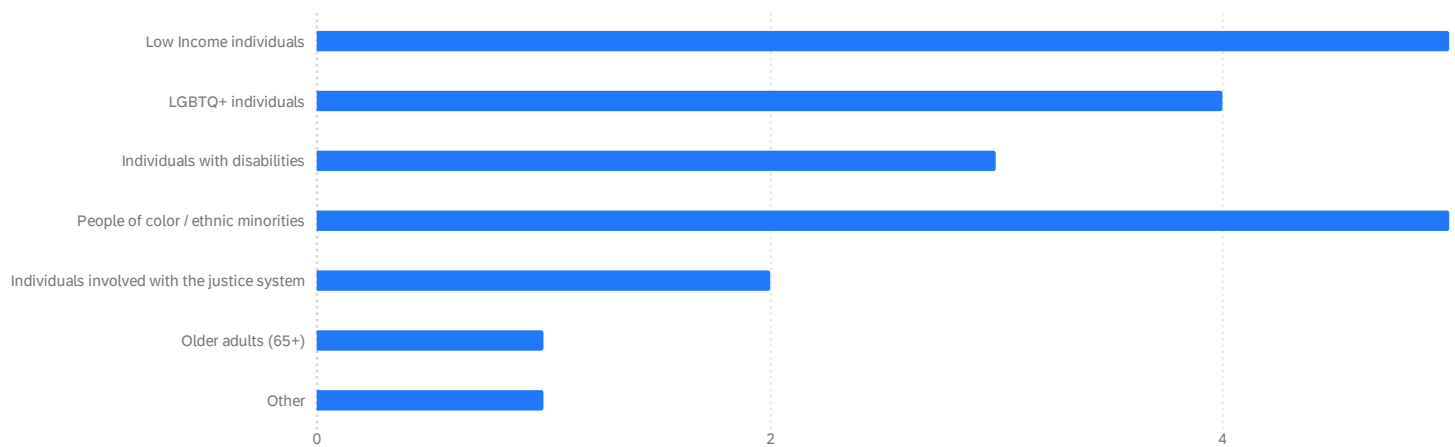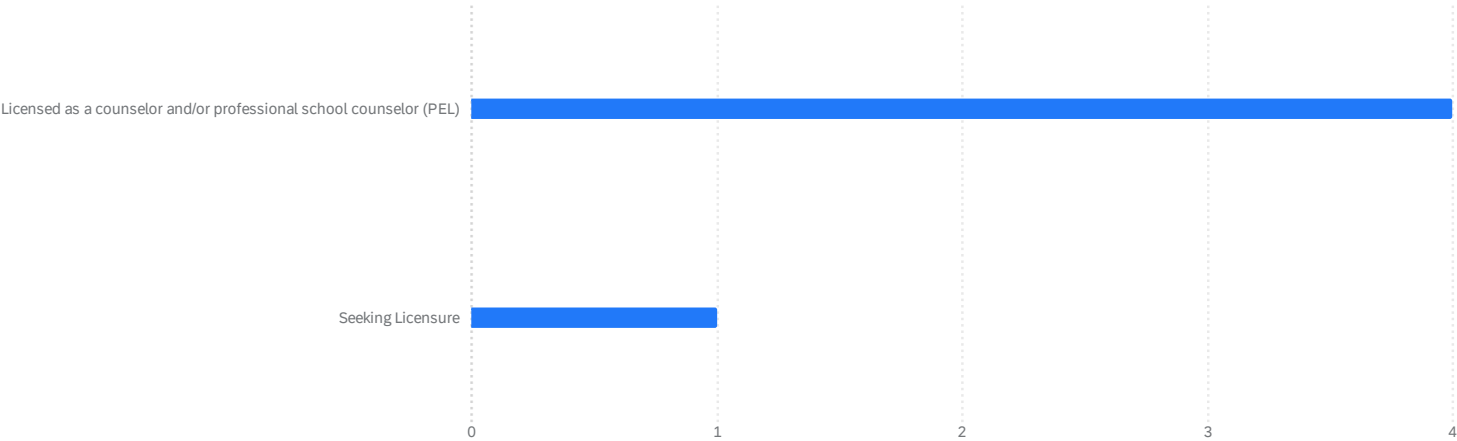

Please select what, if any, marginalized or underserved populations you are currently serving in your clinical work. (select all that apply): Other - Text 8 ⓘ
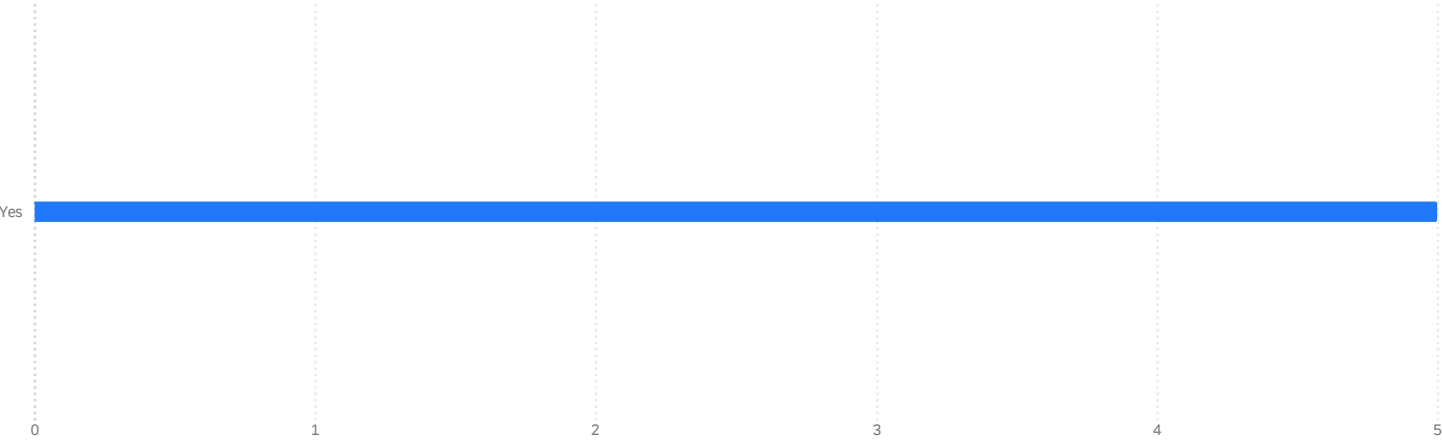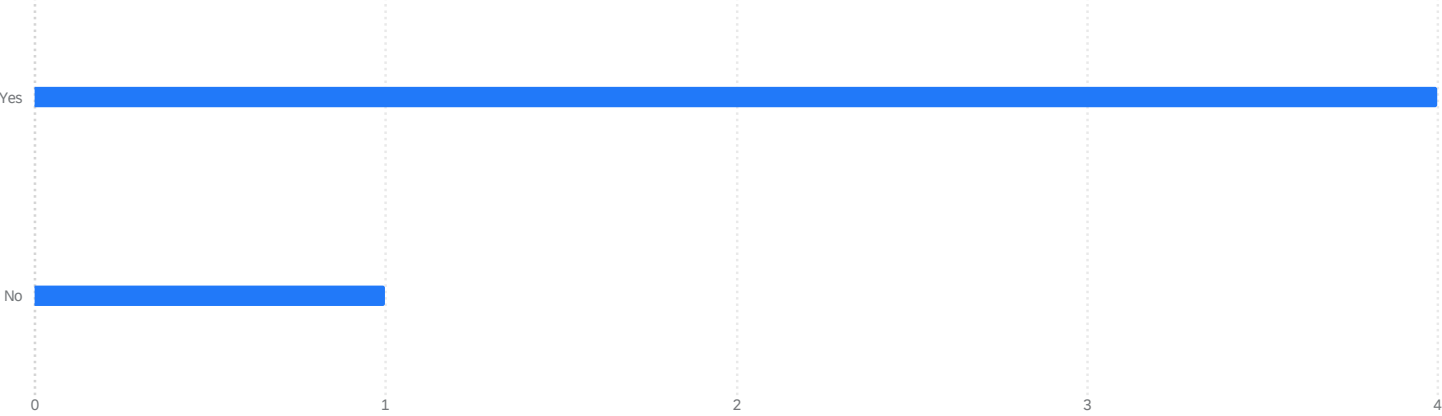
Other
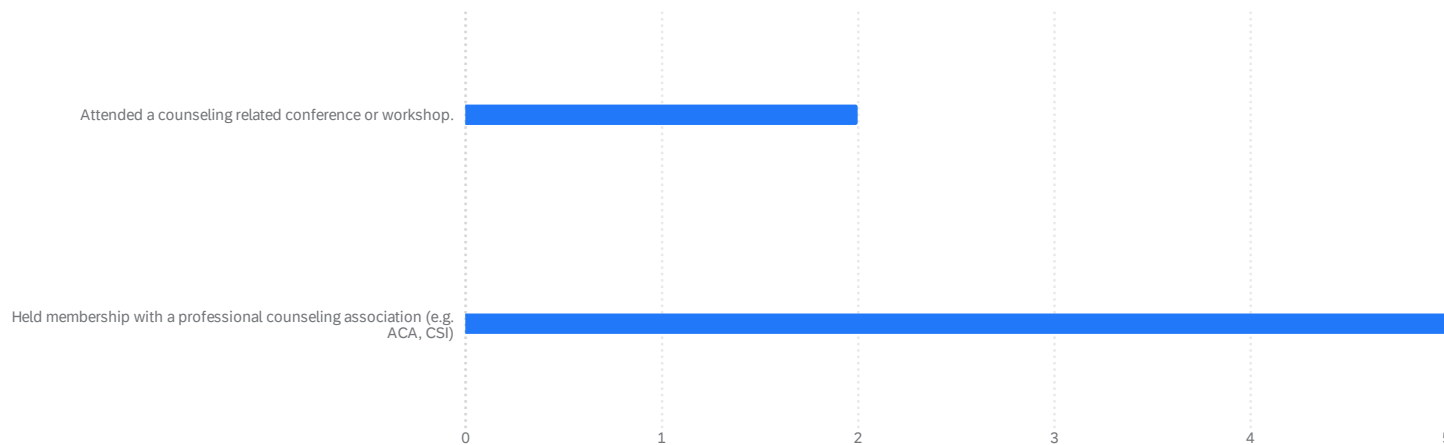
Kids

Indicate your current licensure status: 5 ⓘ

Licensed as a counselor and/or professional school counselor (PEL)	4
Seeking Licensure	1

Scale: 0, 1, 2, 3, 4

During your educational experience, was licensure, including pathways to licensure discussed? 5 ⓘ

|	
Yes	5

Scale: 0, 1, 2, 3, 4, 5

Are you currently a member of a professional counseling association (e.g., Illinois Counseling Association, American Counseling Association, Chi Sigma Iota, etc.)? 5 ⓘ

Yes	4
No	1

Scale: 0, 1, 2, 3, 4

While in the HDC Program, I: (select all that apply) 5 ⓘ

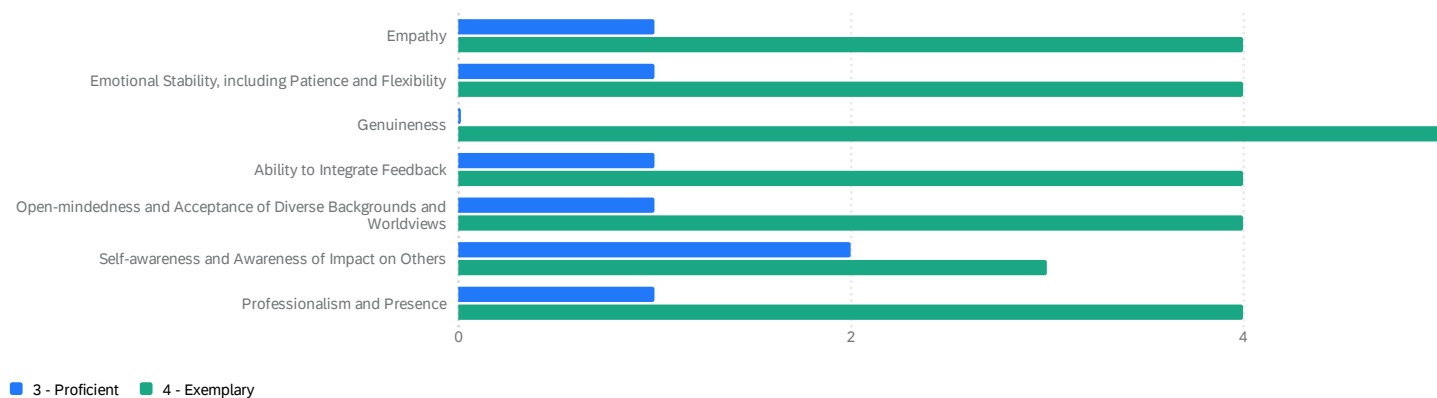|	0	1	2	3	4	5
Attended a counseling related conference or workshop.			2			
Held membership with a professional counseling association (e.g. ACA, CSI)						5

Upon graduation from the HDC Program, how would you rate your Knowledge in the following areas: 1 – Failure to demonstrate: Significantly below or complete lack of knowledge expected for an entry-level counselor 2 – Progressing: Knowledge are appropriate and show promise, and need further development 3 – Proficient: Acceptable knowledge for developmental level 4 – Exemplary: Knowledge level which exceeds developmental expectations of an entry-level counselor 5

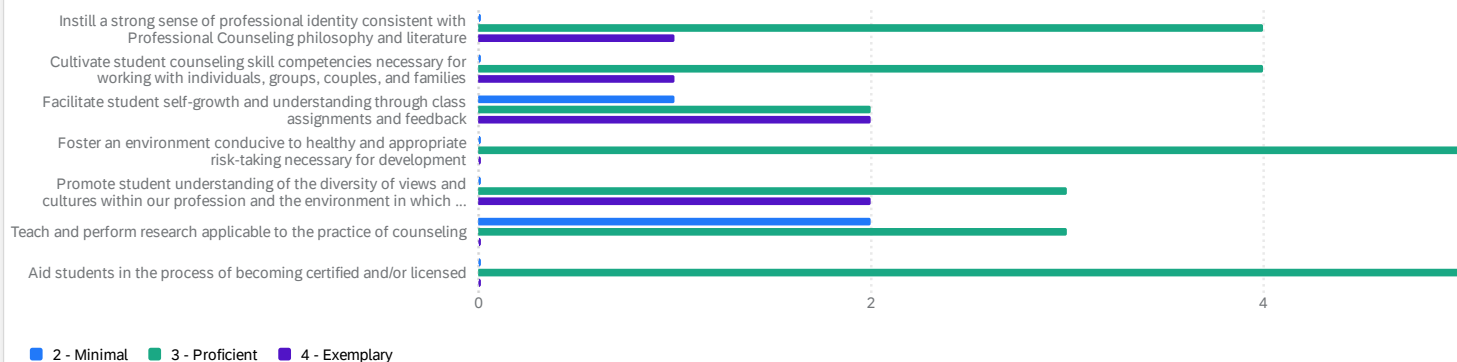- ■ 2 - Progressing ■ 3 - Proficient ■ 4 - Exemplary
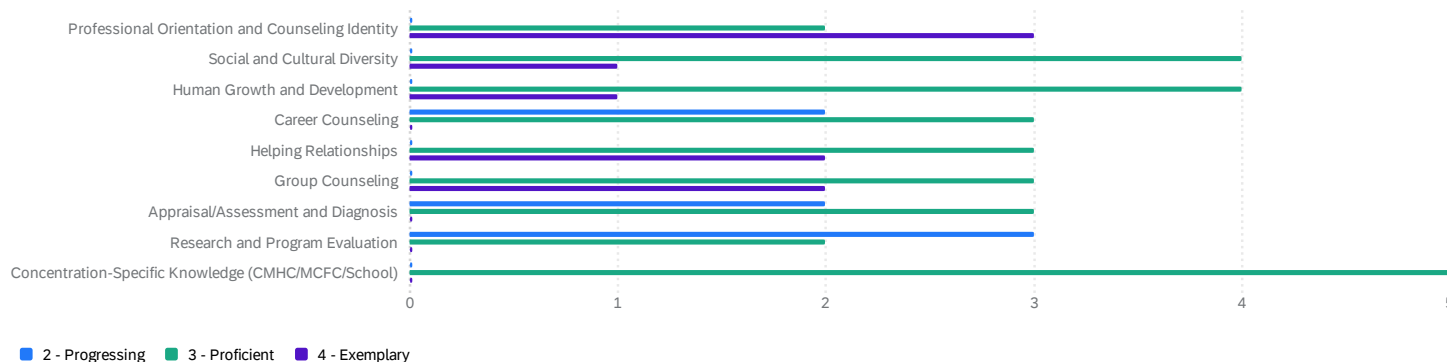
Upon graduation from the HDC Program, how would you rate your Skill in the following areas: 1 – Failure to demonstrate: Significantly below or complete lack of expected skill development for an entry-level counselor 2 – Progressing: Skill development are appropriate and show promise, and need further development 3 – Proficient: Acceptable skill for developmental level 4 – Exemplary: Skill level which exceeds developmental expectations of an entry-level counselor 5

- ■ 1 - Failure to Demonstrate ■ 2 - Progressing ■ 3 - Proficient ■ 4 - Exemplary
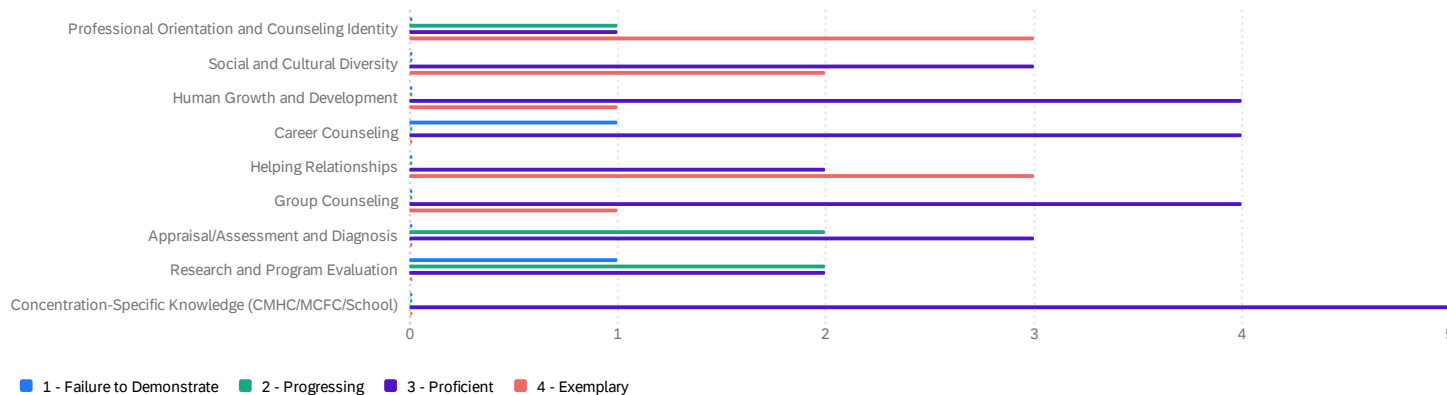
Upon graduation from the HDC Program, how would you rate your development in regard to the following dispositions: 1 – Failure to demonstrate: Significantly below or complete lack of expected development for an entry-level counselor 2 – Progressing: Development are appropriate and show promise, and need further development 3 – Proficient: Acceptable for developmental level 4 – Exemplary: Exceeds developmental expectations of an entry-level counselor 5

- 3 - Proficient
- 4 - Exemplary

How would you rate the following HDC Program Objectives in "reflecting current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society" (CACREP, 2016, 2.B.). 1 – Failure to reflect current knowledge or projected needs 2 – Minimally reflects current knowledge and projected needs 3 – Meets expected current knowledge and projected needs 4 – Exceeds expectations of meeting current knowledge and projected needs 5

- 2 - Minimal
- 3 - Proficient
- 4 - Exemplary

Please provide any feedback on how the current HDC Program Objectives "reflect current knowledge and counseling practice" (CACREP, 2016, 2.B.). 8 ⓘ

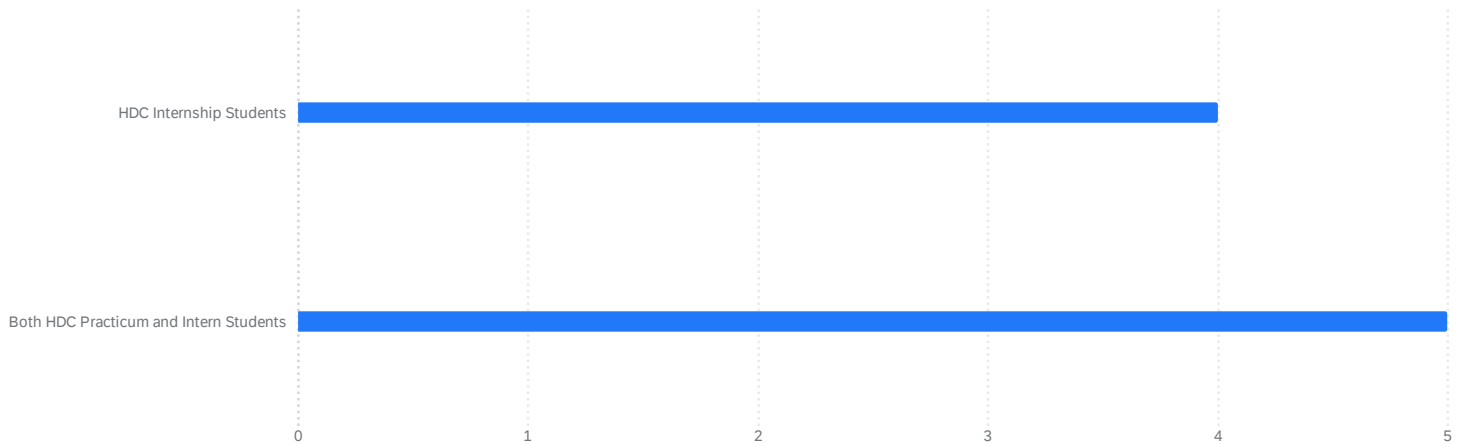**Please provide any feedback on how the current HDC Program Objectives "refl...**

As acknowledged by my circled responses above, HDC does well at teaching about counseling philosophy, professional identity and diversity of views and cultures. During my time in the program, I felt feedback, both on assignments and in person/regarding skill and growth, were lacking. This was evident in the way we often did not receive grades on assignments for months at a time or ever in certain classes. Numerous people within my cohort tried to provide feedback and fill out end of semester surveys asking for these grades/feedback but nothing changed. This lack of feedback affects student confidence and ability to take risks and practice skills.

I feel that all of the professors had a huge emphasis on continuing education. This was demonstrated in lectures, professors discussing their own continuing education and passing along information about continuing education and best practices to students.

Site Supervisor Survey 2024 / Default results

In the past year, you have supervised: 9 ⓘ

| | 0 | 1 | 2 | 3 | 4 | 5 |

HDC Internship Students — 4

Both HDC Practicum and Intern Students — 5

How many HDC students have you supervised in the last year? [indicate numerically] 9 ⓘ

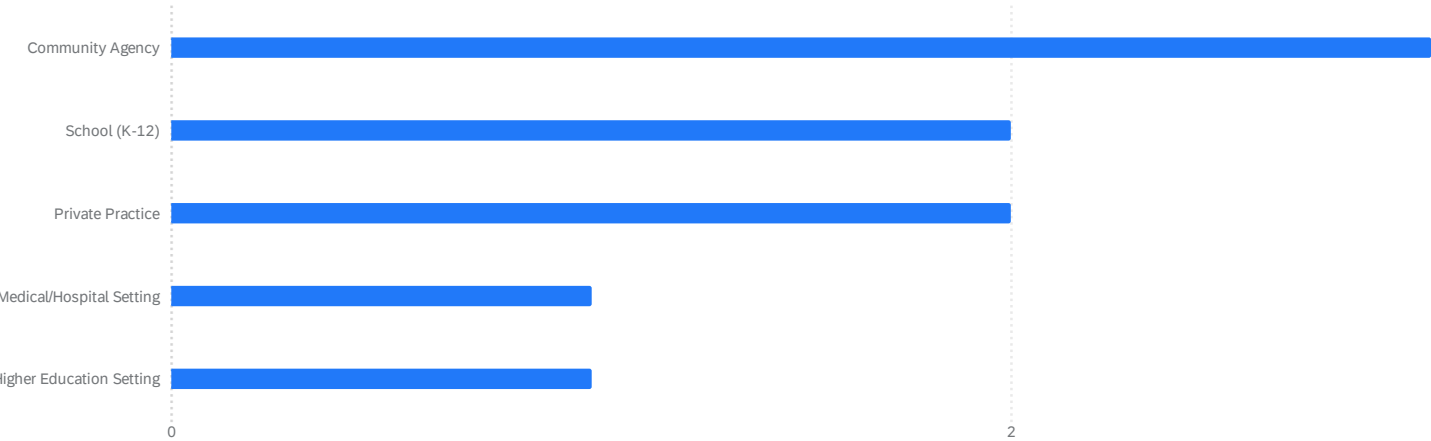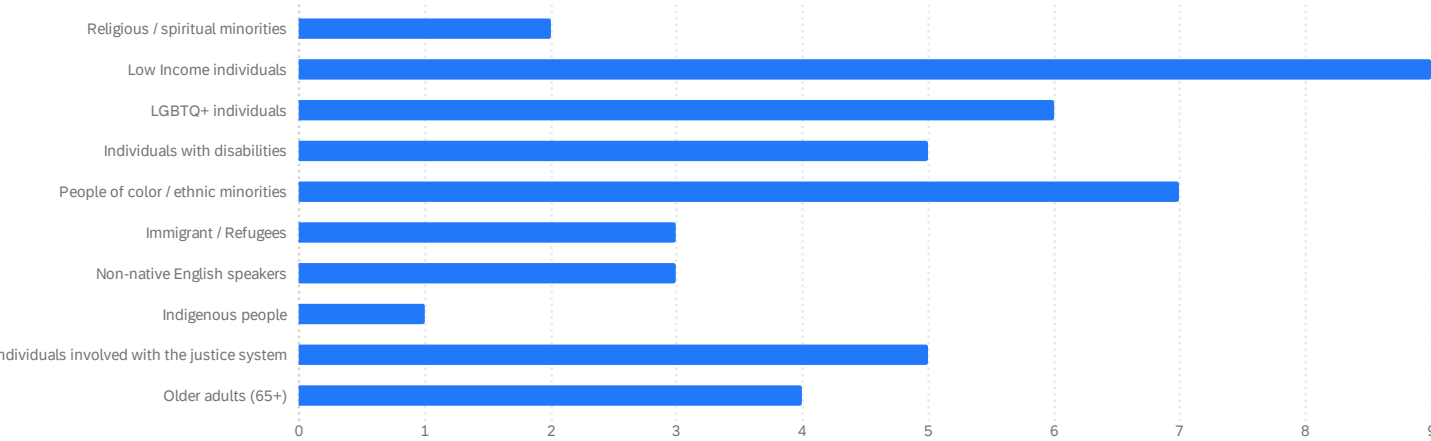|	How many HDC students have you supervised in the last year? [indicate nume...
	1
	1
	6
	1
	1
	1
	1
	1
	1

Please indicate what setting you supervise HDC Students: 9 ⓘ

Setting	Value
Community Agency	(bar extends to ~9)
School (K-12)	(bar extends to ~5.7)
Private Practice	(bar extends to ~5.7)
Medical/Hospital Setting	(bar extends to ~2.3)
Higher Education Setting	(bar extends to ~2.3)

Axis labels: 0, 2

Please indicate what setting you supervise HDC Students:: Other - Text 9 ⓘ

Other

Please select what, if any, marginalized or underserved populations your site currently serves in your clinical work (select all that apply). 9 ⓘ

Population	Value
Religious / spiritual minorities	2
Low Income individuals	9
LGBTQ+ individuals	6
Individuals with disabilities	5
People of color / ethnic minorities	7
Immigrant / Refugees	3
Non-native English speakers	3
Indigenous people	1
Individuals involved with the justice system	5
Older adults (65+)	4

Axis labels: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9

Please select what, if any, marginalized or underserved populations your site currently serves in your clinical work (select all that apply).: Other - Text 9 ⓘ
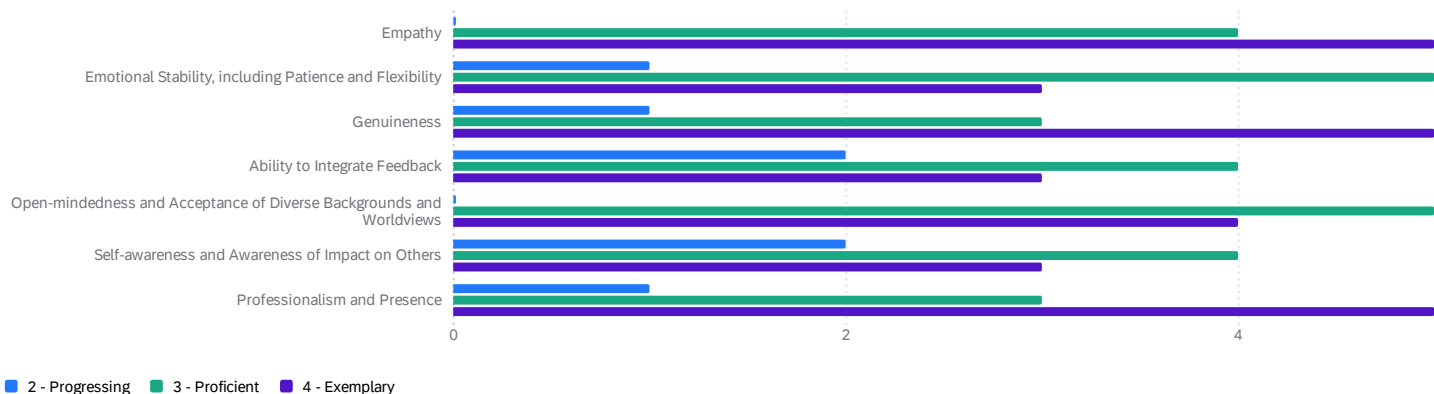
Other

To your knowledge, what HDC concentrations are the focus of your supervisees (check all that apply)? 9 ⓘ

In general, how would you rate the HDC students' Knowledge in the following areas: 1 – Failure to demonstrate: Significantly below or complete lack of knowledge expected for an entry-level counselor 2 – Progressing: Knowledge are appropriate and show promise, and need further development 3 – Proficient: Acceptable knowledge for developmental level 4 – Exemplary: Knowledge level which exceeds developmental expectations of an entry-level counselor 9

■ 1 - Failure to Demonstrate ■ 2 - Progressing ■ 3 - Proficient ■ 4 - Exemplary
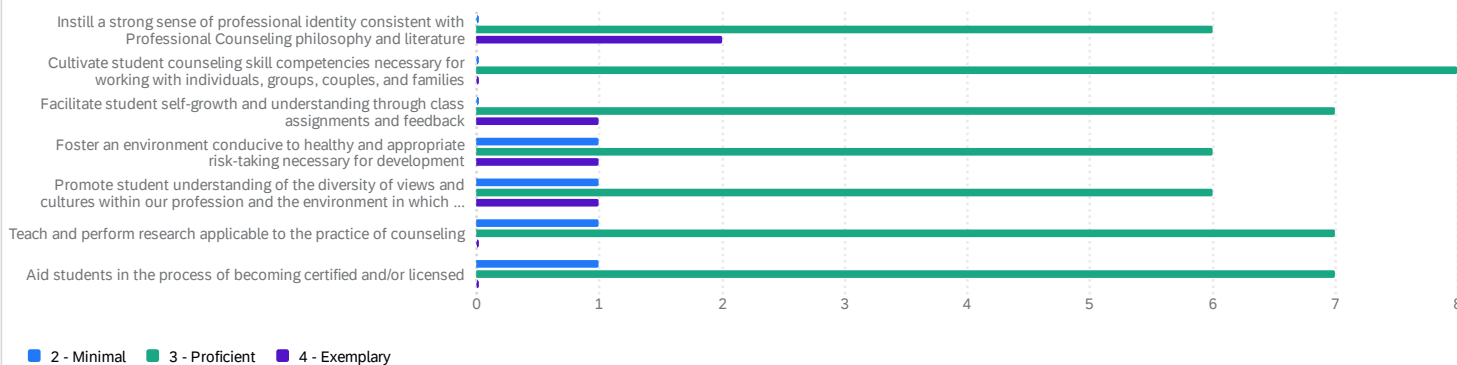
In general, how would you rate the HDC students' Skill in the following areas: 1 – Failure to demonstrate: Significantly below or complete lack of expected skill development for a counselor-in-training 2 – Progressing: Skill development are appropriate and show promise, and need further development 3 – Proficient: Acceptable skill for developmental level 4 – Exemplary: Skill level which exceeds developmental expectations of a counselor-in-training 9

- 1 - Failure to Demonstrate
- 2 - Progressing
- 3 - Proficient
- 4 - Exemplary
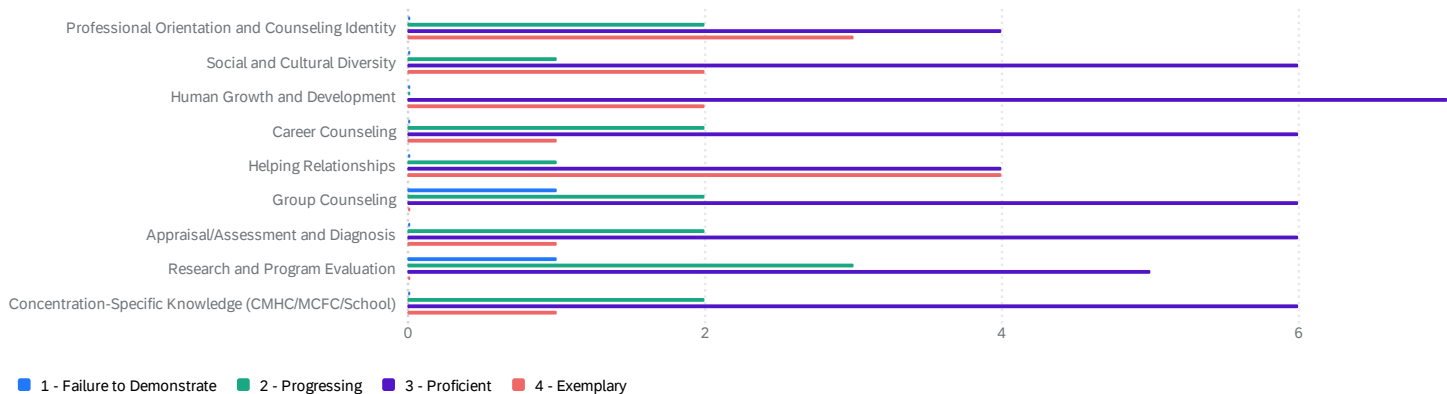
In general, how would you rate the HDC students' development in regard to the following Dispositions: 1 – Failure to demonstrate: Significantly below or complete lack of expected development for a counselor-in-training 2 – Progressing: Development are appropriate and show promise, and need further development 3 – Proficient: Acceptable for developmental level 4 – Exemplary: Exceeds developmental expectations of a counselor-in-training 9

- 2 - Progressing
- 3 - Proficient
- 4 - Exemplary

How would you rate the following HDC Program Objectives in reflecting "current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society" (CACREP, 2016, 2.B.). 1 – Failure to reflect current knowledge or projected needs 2 – Minimally reflects current knowledge and projected needs 3 – Meets expected current knowledge and projected needs 4 – Exceeds expectations of meeting current knowledge and projected needs 8


- 2 - Minimal
- 3 - Proficient
- 4 - Exemplary

Please provide any feedback on how the current HDC Program Objectives "reflect current knowledge and counseling practice" (CACREP, 2016, 2.B.). 9 ⓘ

Please provide any feedback on how the current HDC Program Objectives "refl...

Knowledge and skill level in this area seems sufficient dependent upon who the student is. This year I would say the student has excelled in this area but there have been others who may have not.

Click to write the question text 9 ⓘ
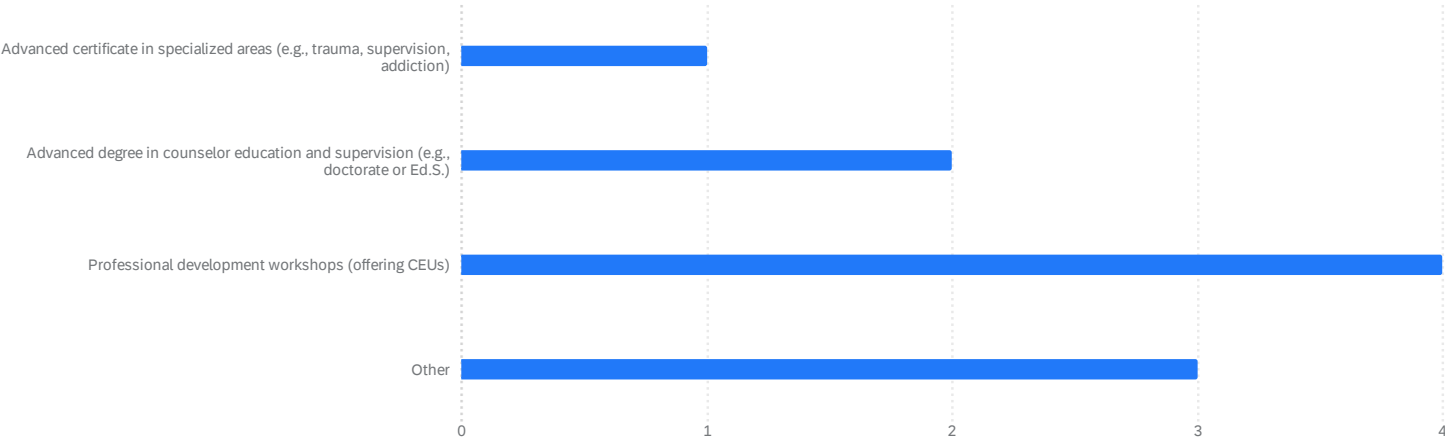
Click to write the question text: Other - Text 9 ⓘ

Other

Other

What areas would you like to see further addressed in the HDC Curriculum? 9 ⓘ

What areas would you like to see further addressed in the HDC Curriculum?

Hard to say when I cannot see the curriculum and what is included. Possibly further child- and family- focused topics. I hear feedback from students saying they wish there was more of this topic.

Practical school counseling applications

unsure

Credentialing, insurance and billing

No areas need to be further addressed.

Students often struggle with documentation when it comes to meeting guidelines for billing and insurance practices. They seem to "hit the real world" and feel lost as the program does not prepare for realistic expectations of thorough and professional clinical documentation.

What do you believe are areas of strength in the HDC Curriculum? 9 ⓘ

What do you believe are areas of strength in the HDC Curriculum?

Development of clinical skills prior to practicum and internship

Cultivating students with a strong sense of identity, self reflection and ability to grow.

unsure

Solid supervision and feedback.

Relationship building

Students are prepared to connect with clients in a compassionate, therapeutic way. I believe the program challenges students to step outside their comfort zones to serve and explore various populations.

Please indicate any information or resources you would find helpful to improve your site supervision of HDC students. Feel free to consider ongoing needs or needs specific to onboarding. 9 ⓘ

Please indicate any information or resources you would find helpful to impr...

Breakdown of the HDC curriculum to understand how to implement learning objectives into the site.

unsure

n/a

No information or resources needed.

Please share any reflections on the benefits that you and/or your site receive through supervising HDC students. 9 ⓘ

Please share any reflections on the benefits that you and/or your site rece...

Interns have been a great asset to our program, reducing waitlist times, increasing number of patients receiving services and great ideas for program development.

Our school district benefits greatly from the support of interns. We are able to service more students in need and we have also been able to hire multiple counselors through the internship/supervisor relationship.

unsure

I enjoy being able to be a part of these therapists journeys, if replenishes me to be a part of that.

Promoting student growth is advantageous to our community by building professionals who will hopefully stay working in this community as a helper.

Please provide any other information you would like to share with the HDC program regarding our program evaluation. 9 ⓘ

Please provide any other information you would like to share with the HDC p...

N/A

Please provide any other information you would like to share with the HDC p...

unsure

n/a

No other info needed