

Counselor Education and Supervision Doctoral Program

College of Education and Behavioral Sciences

Annual Report

Academic Year 2019-2020

Data for Counselor Education and Supervision Doctoral Program at UNC:

1. Number of Graduates from AY 2019-2020: Six
2. Completion Rates: 26 Enrolled Students
3. Job Placement Rates: Two graduates employed in a higher education setting and four in clinical practice with some adjunct teaching in higher education settings: 100%

Psychological Services Clinic (PSC) *Preliminary Data:* provided by Dr. Jeffrey Rings, Clinic Director

**During AY 2019-2020 (Summer 2019-Spring 2020\*)**

**\*NOTE: COVID-19 closure as of 3/12/2020**

* 498 clients treated over 2,499 sessions
* Approximately 70 campus and community outreach/workshops reaching a minimum of 1,725 individuals
* 31 unique internal practicum courses (6/14/11)
* 214 student trainees (42/98/74)
* 43 doctoral student supervisors/GAs

In the fall of 2018, we initiated a *new* KPI process that includes Key Curricular Assessments. Program modifications were made based in part on data gathered from the Key Curricular Assessments and the Faculty Assessment Scale. The information contained below outlines both the results of this data in summary form and the modifications we will put into place as a result of this data and stakeholder feedback during the Academic Year 2019/2020. We were unable to meet formally with our Advisory Council members in the spring 2020 semester as we planned since many were working to maintain providing treatment to clients in a telehealth format during the pandemic. We were in contact with many of them informally and will plan a formal meeting in the spring of 2021.

Curricular Considerations: In response to stake holder feedback, the CES faculty members have determined the following revisions within the curriculum will improve the program and better prepare graduates in their professional transitions. We feel our program prepares graduates to be successful in their work and we can always improve on the training we provide our students. In the most recent alumni survey, 75% of graduates felt prepared by the program to be successful in their work so we feel we can improve on what is already going really well in our program and attend to specific areas that graduates noted in their responses.

Clinical Applications: It seemed from the data and in our discussions, doctoral students needed more opportunities to be able to demonstrate their advanced application of theory in a clinical setting more often. A new project was discussed by all involved (faculty members, current students, site supervisors, etc) and as a result Dr. Smith had created a rubric to help measure a new clinical skills application assignment/paper which was implemented in APCE 702-Doctoral Practicum during the fall 2019 semester. Students met or exceeded expectations in all areas on this rubric as this paper seemed to measure their application of theory.

Additionally, it seems based on the preliminary data provided that we can revisit how the CES faculty members and students participate in community outreach and recruiting of clients. We encouraged our students to enroll in the Clinical Management course APCE 793 and with the move to an online format many of our students increased their involvement in the management of the clinical process directly as noted above in the PSC data snapshot. We believe this provided our students the opportunity to consider how a faculty member engages with the community as a staff of the training clinic and apply this skill in practice. At this time, we still do not have a rubric for this activity and instead decided we will implement a reflection discussion on this experience.

Clinical Considerations: Students consistently scored N/A on the ability to demonstrate appropriate self-disclosure during their counseling sessions in the Key Curricular Assessment. We determined that students likely can utilize self-disclosure in an appropriate manner and are not either taking the opportunity to do so or opportunities to do so do not present themselves in their clinical work with clients. Therefore, the Doctoral Practicum courses in the first year included focused discussions on this skill and individual supervision highlighted the impact of self-disclosure for clients and counselors. Additionally, role plays were implemented to practice this specific skill with the support of faculty member/supervisor and peers. The students in AY 2019-2020 were able to demonstrate self-disclosure at competence well developed or above average in this area so we feel these interventions were successful.

Teaching Demonstrations: Many discussions were held by all stakeholders around the opportunities for doctoral students to develop lesson plans, course material, and then present this material for feedback. Currently, they do this twice in the Pedagogy and Program Evaluation course (APCE 710) and twice in full semester courses for internship experiences. After the consideration of all input, the CES faculty members decided to require the second teaching demonstration in their first semester to be outside of the APCE 710 course and instead in an applicable Professional Counseling Program course so students could receive additional and varied feedback as well as have more opportunities to teach in front of Master’s students. The rubric used for APCE 710 to evaluate the teaching effectiveness was used by the instructor of APCE 710 and the rubric created for students co-teaching in internship will be used to evaluate the teaching effectiveness by the students from the Professional Counseling program enrolled in the course. The doctoral students received a great deal of feedback from students in the Professional Counseling Program and were able to process that feedback with the PC course instructor, their 710 instructor and then wrote a reflection paper to share with their instructor of 710. The CES program faculty believe this process has been shown to better support the doctoral student in their development as professional educators and allow for varied feedback for each doctoral student.

Admissions Considerations

In the previous year and to respond to discussions and a review of admissions data, the CES program faculty members decided to move our admissions interview day to later in the spring semester so rather than holding our interviews in January we hoped to move to sometime in early March in an effort to secure the applicants we offer admission into our program. We felt this would help to match more closely when our budgets typically become available to offer Graduate Assistantship positions to incoming students and hoped that this would assist in recruiting by increasing our ability to provide the exact amount of funding available to an applicant. We also hoped to match when other institutions across the country held their interview days as well as hold our event closer the Council of Graduate Schools deadline of April 1st for confirmation of admission acceptances. The university schedule and space availability we were able to move our interview day to February 21, 2020.

We interviewed twelve applicants and offered slots to our top six applicants and all accepted our offers.

GRE Average total score of entire applicant pool: 290

GRE Average total score of accepted applicant pool: 300

GRE Writing Score Average of entire applicant pool: 4.1

GRE Writing Score Average of accepted applicant pool: 4.3

For academic year 2020-2021 we have been able to fund every student who requested a Graduate Assistantship (GA) position within the department and although it is likely to continue we want to be sure we can provide GA offers close to acceptances. We will continue to work closely with our College Dean’s office and Graduate Dean to clarify our budgets and offer positions at the same time we recommend admission.

Additionally, since students routinely score at “above expectations” or “exceeds expectations” on rubrics and professional dispositional ratings (especially high from faculty members outside of CES) the CES faculty members believe the admission process itself is effective as a screening tool and a move to interview later in the semester will allow us to continue to secure outstanding candidates. In line with maintaining strong and qualified applicant pools and improving our outreach strategies, the CES faculty members decided to continue current approaches to informal mentoring and formal mentoring with Master’s students. We believe by being more intentional we can create more of a pipeline to our doctoral program by continuing to connect with Master’ students around their career plans and then propose hosting open houses for Master’s students and others from the community who might be considering doctoral education and support the other formal mentoring that is occurring by CES faculty members work in the community.