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Counselor Education Programs
Three-Year Systematic Program Evaluation Report
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Table of Contents

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To ensure that students in the Counselor Education Programs at John Carroll University are attaining the highest quality educational preparation in accordance with the best practice standards in the field (standards set by The Council for the Accreditation of Counseling and Related Educational Programs [CACREP]), the programs of School Counseling (SC) and Clinical Mental Health Counseling (CMHC) have gone through extensive review and modifications to align with the 2009 CACREP Standards and to complete self-study required for CACREP reaccreditation. This program evaluation report outlines those areas reviewed or revised in the last three years (2009 – 2012) and provides the data that have and will continue to inform our continuous improvement process. The report is written to comply with the CACREP Standard I.AA which states:

 "Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, sites supervisors) and the public."

An electronic version of the full self-study will be made available upon its submission to CACREP.

Since the last CACREP accreditation, the counseling programs at John Carroll have gone through a series of significant changes. Two long-standing, highly esteemed faculty members, Dr. Christopher Faiver and Dr. David Helsel, retired. Since Dr. Faiver was the coordinator of the Community Counseling Program and Dr. Helsel the coordinator of the School Counseling Program, their retirement was a loss of leadership as well as a loss of experienced faculty members. The second major change was a decision to enhance counselor identity and increase program efficiency by uniting the School Counseling and Community Counseling Programs into a single Counselor Education Graduate Program.

These changes presented both challenge and opportunity. The loss of two senior professors left a vacuum in leadership that has been filled by the hiring of two new faculty members. Dr. Cecile Brennan was hired in 2010 and has been designated the Program Coordinator. Dr. Nathan Gehlert was hired in spring 2012 and will begin his tenure track position at the beginning of the 2012-2013 academic year.

This document will present an overview of our continuous systematic program evaluation and subsequent modifications made in the program. The report follows the CACREP standards in Section I. Evaluation

CACREP SECTION I
EVALUATION

AA. Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met. The plan includes the following:

    1. A review by program faculty of programs, curricular offerings, and characteristics of program applicants.

In response to the introduction of the new CACREP Standards for Counselor Education programs and their subsequent adoption on July 1, 2009, Counselor Education Program faculty have met regularly and rigorously over the past three years to discuss program needs and student concerns. During this time they developed, reviewed, evaluated, and revised the programs, including course offerings. In better understanding the characteristics of program applicants, they were more equipped to meet the students' unique needs. To ensure that these needs were met across the curriculum, they also reviewed the extent to which program objectives are addressed in course syllabi. Program faculty and administrators compared each element of the 2009 Standards with current program practices. This review of programs, curricular offerings, and characteristics of program applicants has been informative and has helped the faculty determine what changes and enhancements would benefit our program. Specifically, program faculty:

- Reviewed core curricular and specialty standards and adjusted core syllabi as needed
- Reviewed comprehensive exam scores
- Reviewed the descriptive statistics from the National Counselor Exam (NCE), the initial exam that graduates take in order to obtain their counseling licensure through the State of Ohio. In the last three years, student mean scores were above the state average, and the pass rate for program completers in 2011 was 100%.
- Reviewed program-level data from the Counselor Self-Efficacy Scale. Faculty examined the mean change in scores for each item annually.
- Discussed, reviewed and modified mission statements and program objectives with both faculty and Program Advisory Committee members.
- Reviewed the characteristics of program applicants, noting that the average age of students admitted has decreased over the past decade, with many coming immediately after completion of undergraduate studies. Also noted was a strong applicant pool: the average GPA for CMHC program applicants is 3.31 (SD = .45) and for SC program applicants, 3.21 (SD = .47). See Appendix 1a for table of applicant characteristics.

The Counselor Education Program Advisory Committee, which consists of approximately 12 members, including faculty, alumni, students, supervisors, faculty from outside of the department, and other stakeholders, meets annually to oversee policy, discuss the needs of the community and the preparation of students to meet those needs, and review the program. In May, 2012, Advisory Committee members were surveyed on perceptions of the program and its mission and asked to suggest possible areas of improvement. See Appendix 1b for survey results.

As can be gleaned from the survey results, the Advisory Committee is supportive of and satisfied with recent program modifications. They approved of the program goals and mission statement, noted the excellence of program faculty, and supported future program goals. Some of the comments included:

- "Students are academically well-prepared and are successful in finding internship

placements as well as jobs in the field."
- "Far superior to other programs from what I have seen."
- "Small class size, accessibility of professors is strong."
- "You produce enthusiastic interns; want to do well, high achievers!"
- "Love that you have been encouraging involvement in counseling organizations and activities. So important."

One theme that emerged from this process was the importance of attention to academic rigor and students' personal and emotional development.
- "I'm pleased to hear you've added another full-time faculty member because I believe it will help strengthen the continuity and rigor of the program. Although our adjunct faculty are great, it's not easy for them to follow students' progress over time."
- "Overall, I am very well satisfied with the program. The new leadership under Cece [Dr. Cecile Brennan] has brought a renewed effort to raise the program to a new level."
- "Raise the bar in the program, especially writing expectations."
- "Making sure students are mature enough to be in the program is critical."
- "Glad to hear that two semester internship is now standard."
- "We need a counseling clinic."

2. Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.

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

At the completion of the internship, students and their site supervisors complete a program evaluation. Additionally, site supervisors, employers, and alumni responded to a survey concerning their perceptions of the Counselor Education Program at JCU. One hundred and thirty-two (132) CMHC and 80 SC surveys were collected throughout 2009-2012. Eighty CMHC and 44 SC program graduates responded to the survey (response rates = 95% and 80%, respectively). Twenty-eight CMHC and 36 SC site supervisors (response rates = 24% and 64%, respectively) and 24 employers (CMHC only, response rate = 21%) also responded.

Respondents were asked to indicate, based on their experience, to what extent the Counselor Education Program prepared program completers to perform each activity. Each of the survey items was rated utilizing a Likert scale of 1 - 5 with the possible responses as: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Mostly, 5 = Always. Overall, the data reflect that alumni, site supervisors, and employers rate our program high, receiving a mean of 4.12 (SD = .86) for the CMHC program and 4.32 (SD = .87) for the SC program across all items over the past three years. There was consistency among the employers, supervisors, and graduates for each item. These results indicate that there is no great disparity regarding how the program is perceived by different constituencies.

Means of all evaluation items for the SC program exceeded 4.00. Most of the ratings for the CMHC program were over a mean of 4.00. What is particularly notable is the data for the item asking respondents to rate the JCU programs in comparison with similar programs, where

1=significantly inferior and 5=significantly superior. CMHC employers rated a mean of 4.39 (SD = .58), site supervisors mean = 4.00 (SD = .78), and alumni mean = 3.89 (SD = 1.17). In the SC program, site supervisors rated a mean of 4.13 (SD = .80) and alumni mean = 4.24 (SD = .89). Considering that the Counselor Education Program at JCU is in an area that has seven competing programs within a 60 mile radius, faculty are pleased that employers, supervisors, and alumni rated the program highly in comparison with similar programs.

4. Assessment of student learning and performance on professional identity, professional practice, and program area standards.

Student Assessment & Learning Outcomes
Assessment of students' academic growth, development, and personal growth towards being an effective counselor begins during the admissions process and continues throughout the program. Along the way there are certain assessment benchmarks which occur:
- during Orientation classes
- at the completion of the Counseling Techniques course
- prior to starting Practicum
- at the completion of Practicum
- successful completion of Comprehensive Exam
- at the midpoint of Internship
- at conclusion of Internship
- for students who began the program in August, 2011, a portfolio.

This formative and summative evaluation process is described below.

- Admissions Process

During the admissions process, students are evaluated for their potential for success. This assessment focuses on the student's academic ability and appropriateness for a highly interpersonal profession. Using the assessment rubric, each student receives a score in six areas: undergraduate G.P.A., standardized test score, letters of recommendation, statement of intent, on-campus writing sample, and group interview. Each faculty member present at the interview fills out a form ranking each candidate makes a recommendation regarding admittance. The chair of the Department of Education & Allied Studies reviews the recommendations and makes the final decision. Occasionally, an issue may surface during this process that requires additional interventions or work with a program faculty member. For instance, a student who has lower scores on the verbal portion of the GRE and a lower score on the on-campus writing sample may not be denied admission but will be advised to visit the Writing Center and to establish an on-going program of writing improvement.

- Orientation to Clinical Mental Health Counseling and Orientation to School Counseling

As a component of these classes, students must fill out a prospectus and meet with their advisor to discuss their goals while in the program and their planned course of study. The prospectus and goals are copied and placed in the student's permanent file for future reference. During the orientation course, instructors emphasize professional identity and the need to follow the American Counseling Association and American School Counseling Association ethical codes.

- Formative Assessment: The Counselor Self-Efficacy Scale

This survey is given four times during the students' training: near the end of the Counseling Techniques course (checkpoint 1), Practicum (checkpoint 2), Internship A (checkpoint 3), and Internship B (checkpoint 4). This survey is a self-assessment filled out via SurveyMonkey in which students are asked to reflect honestly on their beliefs about their ability to perform various counselor behaviors and deal with particular issues in counseling. Students select a number on a 0-9 point scale for each item, with 0 = no confidence and 9 = complete confidence. The scale has three parts. Part 1 (15 items) assesses how confident they are that they could use counseling skills effectively with most clients over the next week; Part 2 (10 items) assesses how confident they are in doing specific tasks effectively; and Part 3 (16 items) assesses how confident they are that they could work effectively with clients presenting with varying disorders or issues. It is used to inform both students and instructors about where students are feeling competent and well-trained and where they are not, assisting in the process of goal setting and intervention. The data are also used in aggregate to review the program and make modifications. Students are given a copy of their results at each benchmark so they can track their progress.

Examination of data from different points in the program demonstrates that the students feel more competent as they move from Counseling Techniques to Practicum and then to Internship. For Part 1, the means for the three checkpoints were significantly different (checkpoint 1 mean = 6.78, SD = 1.47; checkpoint 2 mean = 7.40, SD = 1.03; checkpoint 3 mean = 7.91, SD = .80). This underscores that students feel they are developing skills over time and growing as counselors. For Part 2, the means for the three checkpoints were significantly different (checkpoint 1 mean = 6.72, SD = 1.56; checkpoint 2 mean = 7.41, SD = 1.09; checkpoint 3 mean = 7.91, SD = .80) demonstrating that students are feeling more competent in completing counseling tasks. For Part 3, the means for the three checkpoints were significantly different (checkpoint 1 mean = 6.17, SD = 1.94; checkpoint 2 mean = 6.99, SD = 1.22; checkpoint 3 mean = 7.51, SD = .90). Overall, students demonstrate a successful progression in their feelings of self-efficacy for the counseling profession.

The data can help guide both faculty and students in developing focused training with an eye towards areas where students may need additional support, training, or experience. See Appendix 1d for table of data from Counselor Self-Efficacy Scale.

- Counseling Techniques

Counseling Techniques is the first course in the curriculum that requires students to begin embodying counseling skills. This is one of the courses in the curriculum capped at a smaller number of students so the instructor can provide ample feedback and personalized instruction. If a student is going to struggle with the required focused, interpersonal approach - one that puts the client at the center - this difficulty tends to emerge during Counseling Techniques. Instructors are encouraged to contact the student's advisor as well as address the issue directly with the student. Near the end of the course, students fill out the Counselor Self-Efficacy Scale to begin to document their beliefs about their ability to perform various counselor behaviors and deal with particular issues in counseling.

- Gateway to Practicum

Prior to entering Practicum, CMHC students fill out a Practicum/Internship intent form that includes a developmental statement regarding their current assessment of their professional development as a counselor. It is reviewed and signed by their advisor who also reviews the course work completed and the grades. If there are any academic or personal concerns, they are dealt with at this meeting. Students in the SC program are required to submit a statement of professional aspirations, which addresses their strengths and weaknesses and discusses their expectations of Practicum/Internship. The statement is attached to the Practicum/Internship intent form prior to entering Practicum. It is reviewed and signed by their advisor who will also address any academic or personal concerns the student may have.

- Practicum

In the Practicum course, students engage with clients for the first time. It is at this point that the supervisor and the class instructor discover the students' strengths and weaknesses. It is essential that the student receive support, feedback, and constructive criticism. This is accomplished by regular meetings between instructor, supervisor, and student. Towards the end of this course, students fill out the Counselor Self-Efficacy Scale. The results are reviewed by the Practicum instructor to inform him/her of how students are feeling and thinking about their ability to do the work. Students also receive their results for this survey and are required to incorporate these data into their self-reflection paper. Areas of insecurity or weakness can become the focus of goals and interventions in the Internship class.

At the completion of Practicum, students are summatively assessed by the Professional Performance Fitness Evaluation (PPFE). The site supervisor, instructor, and if applicable, the university supervisor, complete the evaluation to assess if the student is meeting criteria for competency at the Practicum level. Students are also asked to fill out the PPFE as a self-assessment. The evaluation instrument is on a 1-3 scale (1 = Does not meet criteria for program level, 2 = Meets criteria only minimally or inconsistently, and 3 = Meets criteria consistently at program level). Data are collected and entered into a database every semester and used for program evaluation.

Appendix 1e summarizes the PPFE data for the past three years for the SC and CMHC programs. Note that there is consistency across observers, and that the students consistently met criteria at program level on their skills/abilities (CMHC mean = 2.95, SD = .11; SC mean = 2.17, SD = .43), professional responsibility (CMHC mean = 2.99, SD = .04; SC mean = 2.24,SD = .43) competency (CMHC mean = 2.99, SD = .04; SC mean = 2.21, SD = .44), maturity (CMHC mean = 2.97, SD = .09; SC mean = 2.21, SD = .42), and integrity (CMHC mean = 3.00, SD = .02; SC mean = 2.24, SD = .43). Program faculty found it encouraging that the data provide evidence that at the early stage of clinical training, and from multiple observers, students are functioning at the expected level for this stage in their development.

- Comprehensive Exam

Since the CMHC Program utilizes the Counselor Preparation Comprehensive Examination (CPCE) developed by the National Board for Certified Counselors (NBCC) as its comprehensive exam, program faculty can compare students' results with national means. Faculty use the national means to inform the cut off score for passage (one standard deviation below the national mean is a failing score). If students fail the exam, they are required to take it the following

semester. In the past three years, two students have failed the exam. One has retaken and passed the exam; the other student plans to retake the exam this fall. Students cannot graduate from the program without a passing score. The SC comprehensive examination is a departmental examination with a focus on School Counseling. As part of the continuous improvement efforts, program faculty decided that SC students admitted to the program after August, 2010 will be required to complete the CPCE. These examinations are taken after completion of core courses.

- Internship

Internship classes are the capstone courses of the Counselor Education curriculum. During these courses, students are continuously evaluated through feedback from site supervisors and from the classroom instructor. Through a range of classroom activities (client sessions, case studies, small group consultation), students receive peer, supervisor, and instructor feedback. This process culminates in the site supervisor evaluation of the student. During the internship period, the classroom instructor conducts site visits to speak directly with the supervisor. In addition, phone conferences between the instructor and supervisor occur throughout the Internship period.

For both programs, students scored above a 5.0 (on a scale of 1-6, 6 being the highest) in all areas, establishing that the students are consistently demonstrating competency in their work as counselor trainees. Appendix 1f summarizes the results of the Site Supervisor Evaluation of Counselor Trainees for both the SC and CMHC programs. The CMHC site supervisors rated students in the categories of General Supervision (mean = 5.66, SD = .46), The Counseling Process (mean = 5.45, SD = .50), Evaluation and Diagnosis (mean = 5.27, SD = .62), Case Management/Service Coordination (mean = 5.54, SD = .58), and Agency Administration and Professional Behavior (mean = 5.73, SD = .48). The SC site supervisors rated students in the categories of General Supervision (mean = 5.88, SD = .24), The Counseling Process (mean = 5.75, SD = .38), Consultation Services (mean = 5.75, SD = .39), Service Coordination (mean = 5.82, SD = .34), and Professional Behavior (mean = 5.90, SD = .29).

Counselor Self-Efficacy data are collected from each student towards the end of Internship A and B. These results are analyzed by both the Internship instructor and student and compared to data from Counseling Techniques and Practicum to provide an assessment of students' ongoing confidence in their competency to do the work. After Internship A, students incorporate these data into their self-reflection paper. Areas of insecurity or weakness can become the focus of goals and interventions in the Internship B course. After Internship B, students again take all four points of data to incorporate into their final self-evaluation paper highlighting their strengths, weaknesses, and areas of continued professional growth. From this reflection they are required to identify five areas in which they hope to improve and propose a professional development plan, which they include in their portfolio. Additionally, at the completion of Internship B, students are summatively evaluated by their site supervisor using the Site Supervisor Evaluation of Counselor Trainee form. These data are collected and entered into a database every semester.

- Portfolio

Students who entered the program after 2011 are required to complete a portfolio comprised of required documents, activities, and forms which will be presented during their final semester in the program. Each student must meet with their academic advisor to review these requirements and save them onto a compact disk (CD). Every student must receive approval of their portfolio

by Counselor Education faculty in order to successfully graduate from the program. Included in the portfolio are introductory documents (professional reflection papers, professional resume, graduate student survey); selected assignments for core courses; copies of the Counselor Self-Efficacy Scale at four points; field experience documents; professional development activities; and evidence of passing the comprehensive exam. No data is available as of yet for the portfolio assessment, since the benchmark was implemented for students entering the program after 2011.

- Client Satisfaction Survey

If possible, students collect an anonymous Client Satisfaction Survey from their clients (many sites do not permit distribution of this survey due to confidentiality restrictions). These data provide some outcome evidence that our students are providing competent services from the perspective of the client. For the item assessing overall service provided by the counselor, the mean was a 4.68 (SD = .66) on a 5 point scale (1 = strongly disagree and 5 = strongly agree), indicating clients felt the counseling was helpful. The self-reported overall level of distress prior to their first counseling session with the intern was high (mean of 3.98 on 5 point scale); however clients reported the overall level of distress following counseling sessions was much lower 2.26 (SD 1.06). A paired-samples t-test was conducted to compare self-reported overall levels of distress before and after counseling. There was a significant difference in the distress levels reported before counseling (mean = 3.98, SD = 1.18) and after counseling (mean = 2.26, SD = 1.06); t (180) = 17.06, p = <.0001. This again, indicates that the clients felt the counseling was quite helpful in relieving them of their distress. See Appendix 1g for table of survey data.

Ongoing Tracking and Remediation. While there are established points of student evaluation, at any time during a student's course of study, faculty members are encouraged to raise issues of concern with the student. If that does not resolve the issue, faculty are encouraged to bring the issue to the Program Coordinator who will initiate the remediation process described in the *Counseling Program Student Handbook*. While this is a somewhat rare occurrence, happening a few times per year, the process allows for the resolution of difficult situations and provides both the student and the program with clear guidelines and a pathway towards resolving the issue. At the heart of this process is a conference. The student, Program Coordinator, and other concerned faculty meet to discuss the issues of concern and to arrive at a plan for resolving them.

Discussions regarding students also take place at program meetings. At each meeting, time is allotted for faculty to raise any concerns they may have about students. Sometimes the information shared has to do with struggles the student may be experiencing, such as illness or financial difficulty. At other times the concern is focused on the student's academic or interpersonal behavior.

If a student experiences academic difficulty that warrants a response from the Associate Dean for Graduate Studies (e.g., GPA below 3.0 or a grade of "B-"or below in any course), the Dean's office may place the student on academic probation in consultation with the department. As a condition of continued enrollment, the student must meet with his/her advisor. The advisor then institutes the remediation process and establishes clear guidelines for the student.

5. Evidence of the use of findings to inform program modifications.

Through rigorous analysis of program data and consultation with the Program Advisory Committee, administrators, stakeholders, and students, the program has been modified in substantial ways. Most noteworthy, the program faculty and the faculty of the Department of Education & Allied Studies agreed on a plan to create a single designation for all counseling courses and to establish a single Counselor Education Program encompassing both the SC and CMHC programs. For the first time, there is a single admission process for all Counselor Education Program applicants and a single program handbook. The process of offering separate core courses for SC and CMHC students has been discontinued (except for the Orientation courses and those courses required for a specific program); all counseling students now take core classes together.

These changes have allowed us to emphasize the development of counselor identity to our students. SC and CMHC students now see themselves as integral parts of the larger field of counseling. In addition, with students from both programs sharing their core coursework, valuable cross-fertilization of theory, skills, and concerns can occur in the classroom.

The outline below is intended to provide an overview of where the program started, where it is now, and where it is proposing to be in the future, along with an explanation of why changes were made. The JCU Counselor Education Program is a small program with a committed faculty. While we may not have all the resources and technology of programs housed at larger universities, faculty endeavor to achieve two overarching goals:
- Providing a personalized education of the highest quality; and
- Continuously engaging in the process of personal and programmatic reflection and renewal. We see the CACREP reaccreditation process as an important piece of that reflection and renewal.

Historical Timeline of Program (1966 – 2011)

1966   School Counseling Program begins in the Department of Education.

1976   Human Services Program established as an interdisciplinary graduate program among the Departments of Psychology, Education, and Sociology.

1989   Human Services Program begins operation as a part of the Department of Education & Allied Studies. Courses designated HU.

1997   Community Counseling receives CACREP approval.

2004   School Counseling receives CACREP approval; Community Counseling re-accredited

2010   Dr. Cecile Brennan appointed Program Coordinator

2011   Department of Education and Allied Studies is restructured into three areas: Teacher Education, Advanced Studies, and Allied Health Professions; School Counseling & Community Counseling united under a single coordinator with a new course designation: CG. Numerous modifications were made highlighted below:

SC and CMHC students will now enroll in the same core classes. Number of duplicate classes offered will be significantly reduced.
<u>Rationale</u>

- Review of course scheduling trends demonstrated that classes were often cancelled due to low enrollment.
- Students and faculty reported in evaluations that duplicate courses were confusing.
- University administrators (department chair, admissions staff, and registrar) provided feedback that streamlining the program under a single course designation with one coordinator would be more efficient for administration purposes.
- Reflecting on the need to enhance professional identity, faculty felt that having all counseling students in the same core courses facilitated the development of stronger counselor identity.

A single Counseling Program handbook was created.
<u>Rationale</u>

- In an effort to enhance program cohesion and strengthen students' identification as counseling students, a single counseling handbook was created, which replaced the separate handbooks for school and community counseling.
- Extensive review of other programs' handbooks was undertaken before formatting the handbook.

Admissions process redesigned, with emphasis on more rigorous standards and assessment of applicant dispositions:

- Group interview with interpersonal activities.
- On-campus writing sample.

<u>Rationale</u>

- Feedback from several groups of stakeholders, students, faculty, and supervisors led program faculty to consider how to more thoroughly assess applicants to insure that entering students were academically able and possessed of appropriate interpersonal skills.
- Review of program applicants has demonstrated a trend toward younger applicants who have not had much time for personal development
- Extensive research was undertaken to determine how best to achieve this goal. A literature review on admissions practices was conducted. Faculty at other institutions were interviewed, and other programs' policies were reviewed.

Admission decision based on an integrative assessment of multiple factors:

- G.P.A.
- GRE/MAT scores
- Letters of recommendation
- Statement of intent

- On-campus writing sample
- Interview process/assessment of professional dispositions

<u>Rationale</u>

- After reviewing the counseling literature and pertinent laws regarding graduate school admissions; attending ACES and OACES meetings; consulting with university administrators, the Counseling Program Advisory Committee, and current and former faculty; the program decided to enhance the admission process by adding a group interview and an on-campus writing sample.

Admissions rubric designed to facilitate and standardize assessment.
<u>Rationale</u>

- The need to quantify and standardize assessment of candidates led to the development of a rubric to be used when evaluating candidates for admissions.
- The rubric was developed after consulting with administrators, faculty and the Counseling Program Advisory Committee.

Student remediation & retention process developed.
<u>Rationale</u>

- Feedback from faculty, administrators and students drew attention to the need to address student remediation issues proactively.
- Counseling literature and pertinent legal rulings were reviewed as part of the process of establishing our process.
- The policy was reviewed and approved by the Department of Education & Allied Studies.

Comprehensive exam standardized: Students in both programs will take the CPCE exam.
<u>Rationale</u>

- Three major factors led to the standardization of the comprehensive exam process:
  - There is a desire on the part of the faculty to enhance the counselor identity of all students in the program by emphasizing the core counseling curriculum.
  - Using the CPCE exam allows for a systematized, externally validated, and nationally normed assessment of all student learning.
  - Students receive clear feedback about their performance in each core area.

Portfolio requirement introduced for all students admitted on or after August 2011.
<u>Rationale</u>

- To better document that counseling students have met the program's desired learning outcomes, program faculty, after consultation with other counseling

professionals and program stakeholders, have added a portfolio requirement for all students.

- o One key assignment from each core class is included in the portfolio.
- o Other measures of the students' growth and development are also included, such as self-efficacy survey results from each checkpoint, documentation of field experience and professional development activities, and a personal reflection paper.

- The collection and analysis of self-efficacy data will allow program faculty to assess how students are perceiving their sense of competency and development, and faculty will the portfolio to assist them in observing, tracking, and managing their professional identify and development.
- Upon completing the program, students will have a comprehensive package of evidence of their professional journey thus far, as well as plans for further growth and development of their professional identity.

Clinical Mental Health Internship expanded to two semesters. Instead of one 6 credit hour internship course, we now have two 3 credit hour courses (CG596A, CG596B).

Rationale

- Two semesters of internship allows for a higher quality of clinical training, more extensive supervisory experience, and more clinical experience
- The School Counseling program always had a two semester internship, which allowed interns to participate in the full academic year at their school placement site. The adaptation for CMHC Internship allowed the program timelines to become better aligned.
- Data for the Counselor Self–Efficacy Scale demonstrate that internship students perceive themselves to be moderately competent (mean = 7.77; SD = .73). Program faculty would like to see this increase. Two semesters of internship allow for more time to work with students on their competency.
- Feedback from the Program Advisory Committee supported this change.
- Data from the Site Supervisor Evaluation of Counselor Trainee highlighted two areas for improvement: The counseling process (mean = 5.45, SD = .50 on a 6 point scale), and client diagnosis (mean = 5.27, SD = .62). Faculty strive to have a program that graduates excellent counselors. A goal is for all students to receive a 6 on these items.

Clinical Mental Health practicum no longer will allow students to collect internship hours during practicum. A maximum of 40 direct hours is counted in practicum.

Rationale

- Allows the practicum experience to be a focused supervisory experience prior to the more intensive internship and does not promote students completing the program in an accelerated timeframe. It allows ample time for orientation and careful observation of students' progress.
- Data from the PPFE over time will help track the competency of students upon completion of Practicum

- Data from the Self-Efficacy Scale will allow program faculty to assess whether limiting the direct client contact during Practicum to 40 hours helps students increase their perception of competency.

2012 **Hired a new full-time tenure track faculty member, bringing the total number of core faculty to four**.
Rationale

- The retirement of two faculty members in four years necessitated the replacement.
- The faculty, in consultation with university administrators, determined that it would be most advantageous to hire faculty over a period of time. This would give the program the opportunity to target the hires to new areas of specialization within the program.
- The faculty/student ratio and core/non-core faculty ratio did not meet CACREP standards
- The Advisory Committee strongly encouraged the addition of a faculty member.

Developing a certificate program in Spiritual Care & Counseling.
Rationale

- Through conversation with clinicians and clergy people, the need surfaced for counselors to be better informed about various religious traditions and for clergy people to be more familiar with distinguishing spiritual and psychological issues. In addition, both counselors and clergy expressed the need for access to a wider base of referral sources.
- Fits with missions of both the Counselor Education Program and the university.

Collaborating with Lorain County Community College (LCCC) to offer the CMHC program at the campus of LCCC.
Rationale

- After conducting a needs assessment, LCCC contacted John Carroll about offering our CMHC program on the campus of LCCC.
- This opportunity is being considered because it will allow us to serve a part of the community underserved in terms of professional resources.

Consulting with Advisory Committee about program effectiveness and future directions for the program.
Rationale

- In order to receive feedback from the committee and to stay in touch with our internal and external stakeholders, the program schedules annual meetings with the Advisory Committee. During the Advisory Committee meeting on May 7, 2012, the committee was surveyed to assess their perceptions of the program and suggestions for improvement. For more information, see pages 2-3.

Added an Internship site at the Louis Stokes Department of Medical Affairs Veteran's Administration Medical Center. JCU is the first counseling program in the country to offer a VA Internship site.
Rationale
- National policy changes allow counselors to work in federal positions.
- Lack of Internship sites that focus on veterans
- Growing need for mental health services for veterans

FUTURE

Considering the establishment of a Center for Wellness:
- Center would be located on or near campus.
- Physical Education and Counseling would offer services to the community.
- Practicum students would use center for training purposes.
- Some students could complete practicum internship at the center.

Rationale
- A Wellness Center serving the surrounding community would enhance training opportunities for our students and emphasize the counseling profession's focus on wellness.

Proposing the development of a Clinical Coordinator position:
- This individual will be in charge of coordinating practicum and internship placements.

Rationale
- In an effort to reduce the number of adjuncts, program faculty have created a proposal to employ an Licensed Professional Clinical Counselor with a Supervision endorsement (LPCC-S) and, ideally, a doctoral degree, to coordinate aspects of the clinical program. This individual would also play a significant role in the development of any campus-centered training site for counseling students.

Review the curriculum of both programs in light of the needs of the profession, the needs of clients, and the CACREP standards.
Rationale
- Regular review of the curriculum is necessary to ensure that the program is responsive to changes in the field and to the needs of our students and the community they serve.
- Ongoing review of program evaluations for graduates, employers, and site supervisors provides us with valuable assessment of the strengths and weaknesses of our curriculum.

Consider new curriculum initiatives:
- Offering Chemical Dependency licensure preparation.
- Offering coursework in gambling addiction.

Rationale

- Feedback from students indicates an interest in pursuing licensure as a chemical dependency counselor. Changes in state licensing requirements require that the program review the approval process required to offer this licensure.
- With the introduction of casino gambling to the city of Cleveland, there is growing public concern about issues related to gambling addiction. In accord with our mission to remain responsive to the needs of the community, program faculty will investigate offering training in the treatment of gambling addiction.

Investigate new program affiliations:
- Partner with West Side Catholic Center to offer services to homeless women and their children.
- Partner with Ursuline College to offer a CACREP-approved Art Therapy & Counseling program.

<u>Rationale</u>
- While both of these potential partnerships would offer enhanced training opportunities for our students, the program's primary purpose in pursuing them is to offer advocacy for an underserved population (homeless women and their children) and for the profession of counseling (seeking to assist an art therapy program at a local college as they move towards CACREP accreditation).

Develop new training opportunities for students that enhance clinical skills, advocacy, and heightened training in multicultural issues in counseling.
<u>Rationale</u>
- The program is in conversation with clergy in Santa Fe & Taos, New Mexico about offering educational advising and psychoeducation via Skype to underserved members of Native American communities.
- Working with a Native American community would allow students to enhance their clinical skills and at fulfill our mission to serve underserved populations. In addition, it will familiarize students with the requirements of online counseling.
- Students are consistently rated highly in diversity competencies. Item analysis of the PPFE showed students scored a mean of 3.00 (SD = 0) on a 3 point scale in the CMHC program and in the SC they scored a mean of 2.25 (SD = .44). The mean score for all students for the diversity item on the Program Evaluation was 4.00 on a 5 point scale (SD = 1.19). Program faculty have been and will continue to be committed to preparing future counselors who are proficient in working with diverse client populations.
- Item analysis of the Site Supervisor Evaluation of Counselor Trainee demonstrated that students are strong on advocacy (CMHC mean = 5.61 on 6 point scale, SD = .64; SC mean = 5.90 on 6 point scale, SD = .30), but faculty feel that advocacy is best learned when applied, and additional opportunities to engage in advocacy for the local and the professional community would be invaluable.

Increase rigor of the curriculum by having higher academic expectations from

student work as well as close attention to students' development.
<u>Rationale</u>

- Entering students over the last three years tend to be younger than in the past (meaning they are entering graduate school immediately following undergraduate training). This has requires the program to attend to the developmental issues young adults may face. We encourage these students to take 2 ½ or three years to complete the program. Because of their relative youth and inexperience, we discourage them from pursing a "fast track" or accelerated timeline for program completion.
- Feedback from adjunct faculty and the Advisory Committee provided data that encouraged the increase in rigor and reinforced the mission to produce superior counselors who work from evidenced based framework.
- Continued analysis of program evaluation data, self-efficacy data, and course evaluations is needed to make appropriate, ongoing changes in curriculum.

Provide advising and assistance to students who intend on going on for doctoral work.
<u>Rationale</u>

- An elective course would educate and mentor these students throughout the process, and would include an opportunity to design and conduct a research project.
- About five percent of our students go on for Ph.D.'s, and the additional support would prepare them for the competitive application process.

Appendices

1a. Program applicant characteristics

1b. Program Advisory Committee survey results

1c. Program evaluation surveys and data table

1d. Counselor Self-Efficacy Scale and data table

1e. Professional Performance Fitness Evaluation and data table

1f. Site Supervisor evaluation and data table

1g. Client Satisfaction survey and data table

Counseling Programs
Applicant Characteristics

		Program		Total
		Community Counseling	School Counseling	
Undergraduate GPA	N	87	62	149
	Mean	3.31	3.21	3.26
	Std. Deviation	0.45	0.47	0.45
GRE Score[a]	N	44	28	72
	Mean	971.14	972.85	971.80
	Std. Deviation	204.88	185.05	196.08
MAT Score	N	29	20	49
	Mean	338.92	348.25	342.81
	Std. Deviation	52.18	53.21	52.25

a. Applicants are asked to submit either GRE or MAT scores

John Carroll University
Counselor Education Program
Advisory Committee Questionnaire

Name: Mary Beth Javorek

Email Address: mjavorek@jcu.edu

Place of Employment: John Carroll University Counsely Center

Brief Description of Position:

Interim Director of University Counsely Center

1. Graduate of JCU Program:

   (YES)   NO

2. What do you think are some strengths of the program?

   Students are academically well-prepared and are successful in finding internship placement as well as jobs in the field. Students enjoy and refer others to the program.

3. What additions or changes would you make in the program?

   I'm pleased to hear you've added another full-time faculty member because I believe it will help strengthen the continuity and rigor of the program. Although our adjunct faculty are great, it's not easy for them to follow a students' progress over time.

4. In comparison with other programs, this program is

   Small class size encourages personal

5. Would you be willing to speak with the CACREP site evaluators?

(YES)   NO

6. Would you be willing to share your expertise in a counseling class?

(YES) My possible topics are:

NOT at this time

7. What do you think of our Mission Statement? Suggestions?

Very Good

8. What do you think of the Program Goals? Suggestions?

Very Good

9. Any additional comments?

John Carroll University
Counselor Education Program
Advisory Committee Questionnaire

Name: Patricia Brubaker

Email Address: brubakerp@gilmour.org

Place of Employment: Gilmour Academy

Brief Description of Position: Student Development + Counseling.
Over see programmatic aspects of student development
as well as individual counseling

1. Graduate of JCU Program:

   (YES)   NO

2. What do you think are some strengths of the program?
   Strong Faculty, personalization

3. What additions or changes would you make in the program?
   I Love the prospect of the Spiritual Care + Counseling
   & would Love to see Some other Specialization areas,
   i.e. grieving, Substance abuse

4. In comparison with other programs, this program is
   manageable because of personalization

5. Would you be willing to speak with the CACREP site evaluators?

(YES)   NO

6. Would you be willing to share your expertise in a counseling class?

(YES) My possible topics are: SCHOOL Counseling
ADOLESCENTS
Substance abuse

NOT at this time

7. What do you think of our Mission Statement? Suggestions?

8. What do you think of the Program Goals? Suggestions?

9. Any additional comments?

John Carroll University
Counselor Education Program
Advisory Committee Questionnaire

Name: Karen Broer

Email Address: broerk@ccf.org

Place of Employment: Cleveland Clinic

Brief Description of Position:
PCCS, Psychologist - Health Psychology, Adult Population, Preceptor in Communication Skills for Cleveland Clinic Lerner College of Medicine, Adjunct Professor - JCU, Site Supervisor

1. Graduate of JCU Program:

(YES)   NO

2. What do you think are some strengths of the program?

Dedication of faculty
High quality of the faculty + program
New innovations proposed for the program
Willingness to challenge the program - look at target areas for improvement
Continued effort to upgrade the program.

3. What additions or changes would you make in the program?

Have students take Clinical Diagnosis before Clinical Treatment Planning and before Practicum
Have an elective course in Geriatric Counseling.
Have an elective in marital counseling.
Have an elective in Spirituality & Counseling.

4. In comparison with other programs, this program is

High quality - Kent & Akron have the advantage of an on-site Practicum placement - students come to Internship training with clinical experience

5. Would you be willing to speak with the CACREP site evaluators?

(YES) NO

6. Would you be willing to share your expertise in a counseling class?

(YES,) My possible topics are: ? Will think about this
Background counseling adults – Avocation

NOT at this time   Spirituality & Counseling

7. What do you think of our Mission Statement? Suggestions?

Is the Program Counselor Education or Clinical Mental Health Counseling? Otherwise, it looks good/excellent!

8. What do you think of the Program Goals? Suggestions?

Goals seem to flow from the mission statement. Well done –

9. Any additional comments?

Overall I am very well satisfied with the program. The new leadership under Cece has brought a renewed effort to raise the program to a new level. Congratulations to Paula and Nancy also. We all have high expectations for Nathan!! Let me know if I can help in any way –––

24

John Carroll University
Counselor Education Program
Advisory Committee Questionnaire

Name: *Mary Ann Cozzens LPCC-S*

Email Address: *MACOZZENS@yahoo.com*

Place of Employment:
① *The Free Medical Clinic of Greater Cleveland and*
② *Private Practice*

Brief Description of Position:
① *Mental Health Therapist — CT supervisor*

② *Mental Health Therapist*

1. Graduate of JCU Program:

   (YES)   NO

2. What do you think are some strengths of the program?

   I don't have a real current idea of what the strengths are. Todays presentation shows a mission of excellence and rigorous standards. I experienced when I was here a great respect/and caring for the potential client.

3. What additions or changes would you make in the program?

   I would encourage that counseling student do their own therapy work.

4. In comparison with other programs, this program is

   I'm now seeing JCU students as good or better that CSU and Kent State students.

25

5. Would you be willing to speak with the CACREP site evaluators?

YES (NO) *I would do a site visit @ Free Clinic*
I would attend a reception

6. Would you be willing to share your expertise in a counseling class?

(YES) My possible topics are:

Internship Class — working = Clients

NOT at this time

7. What do you think of our Mission Statement? Suggestions?

Good I like the statement "promotes commitment to the counseling" because this work is a vocation as well as having an ~~identity~~ identity as a counselor.

8. What do you think of the Program Goals? Suggestions?

— Good goals
* (in practicum / internship stress learning to be with the client)
* This probably not a goal

9. Any additional comments?

John Carroll University
Counselor Education Program
Advisory Committee Questionnaire

Name:

Mia Bourdakos Yost

Email Address:

mbourdakos @mayfieldschools.org

Place of Employment:

Mayfield High School

Brief Description of Position:

English teacher - part time
Academic Coach / Counselor - part time

1. Graduate of JCU Program:

YES   NO   → School Counseling

2. What do you think are some strengths of the program?

* flexibility of classes
* professors / experts
* support placements for applicants

3. What additions or changes would you make in the program?

* per the discussion, raising the bar
in the program is an excellent idea
* raising the bar on the writing
expectations.

4. In comparison with other programs, this program is

- well respected
- thorough
- one that produces outstanding candidates
in the field

5. Would you be willing to speak with the CACREP site evaluators?

(YES)   NO

6. Would you be willing to share your expertise in a counseling class?

YES, My possible topics are:

hmm... not sure...?

NOT at this time

7. What do you think of our Mission Statement? Suggestions?

Very well-stated

8. What do you think of the Program Goals? Suggestions?

Very well stated

9. Any additional comments?

Again, I agree that the rigor and expectations need to be raised. Further, making sure the students are mature enough to be in the program, or can articulate themselves in an effective manner is critical.

Name: Amy Solomon

Email Address: solomona@bellefairejcb.org

Place of Employment: Bellefaire JCB

Brief Description of Position: Director of Partial Hospitalization/Group Counseling

1. Graduate of JCU Program:

   (YES)   NO

2. What do you think are some strengths of the program?
Small class size, accessibility of professors for feedback + support.
Very glad to hear that 2 semester internship is now standard. I have several intern candidates from ursuline + I only except internship I & II as the other internships are too short.

3. What additions or changes would you make in the program?
I'm pleased to hear about new screening process for program candidates. It may be helpful to organize a meeting with site supervisors at the beginning of internship to discuss potential red flags + protocol for managing concerning situations.

4. In comparison with other programs, this program is
Far superior to other programs from what I have seen. Cleve. State schedules required classes in middle of work day, making it difficult to take interns into our program, KSU has demanding + unrealistic requirements in terms of requirement total number of individual therapy clients. Quality ...

5. Would you be willing to speak with the CACREP site evaluators?

(YES)   NO

6. Would you be willing to share your expertise in a counseling class?

YES, My possible topics are:

possibly- let me know what your
needs are.

NOT at this time

7. What do you think of our Mission Statement? Suggestions?

Excellent

8. What do you think of the Program Goals? Suggestions?

Excellent

9. Any additional comments?

John Carroll University
Counselor Education Program
Advisory Committee Questionnaire

Name: Cynthia Marco-Scanlon

Email Address: cmarco@jcu.edu

Place of Employment: JCU Center for Career Services

Brief Description of Position: Assist. Dir., Career Counselor Intern Supervisor

1. Graduate of JCU Program:

   YES   (NO)

2. What do you think are some strengths of the program?

You produce enthusiastic interns, want to do well, hi achievers! Great pract. + internship classes/support for each intern I take on.

3. What additions or changes would you make in the program?

Policies that are written for students re: attendance, tipping etc... for adjunct faculty to use? Also... We need a counseling clinic!!

4. In comparison with other programs, this program is

Above average to excellent!

5. Would you be willing to speak with the CACREP site evaluators?

(YES) NO

6. Would you be willing to share your expertise in a counseling class?

YES, My possible topics are: Career, Bereavement Supervision

NOT at this time

7. What do you think of our Mission Statement? Suggestions?

Excellent — love that you have
encouraging involvement in coun.
Organizations & activities —
So important.

8. What do you think of the Program Goals? Suggestions?

maybe state something
about all areas of the
helping professions will be
explored...?

9. Any additional comments?

John Carroll University
Counselor Education Program
Advisory Committee Questionnaire

Name: Alice M Morgan

Email Address: amorganlpcc@gmail.com

Place of Employment: Retired - Part-time with Jay Berk Associates

Brief Description of Position:
Mental Health - Educational Consultant

1. Graduate of JCU Program:

   YES   (NO)

2. What do you think are some strengths of the program?
People are active in the field - Seem to be passionate about their fields -

3. What additions or changes would you make in the program?
More opportunity to understand special needs for school counselors) School counselors without classroom experience need more - classroom intervention - academics - (Being able to video tape a session -

4. In comparison with other programs, this program is

5. Would you be willing to speak with the CACREP site evaluators?

YES   NO

6. Would you be willing to share your expertise in a counseling class?

YES. My possible topics are: *school counseling — special education, post-high school planning, working in a private practice*

NOT at this time

7. What do you think of our Mission Statement? Suggestions? —

8. What do you think of the Program Goals? Suggestions?

9. Any additional comments?

Appendix 1c.Table of Contents

The purpose of this survey is to determine your perception of the Counseling Program at John Carroll University and help the program develop curriculum appropriately. When answering these questions, please consider your employees who are graduates of John Carroll counseling programs. Please answer each question honestly, as your responses will be kept confidential. This feedback is very useful to us.

1. Is your employee a

◯ School Counselor

◯ Clinical Mental Health Counselor

2. Using the following scale, please indicate to what extent the counseling program prepared your John Carroll-trained employee(s) to perform each activity.

	Not at all	Minimally	Moderately	Well	Extremely
Intake Interviewing	◯	◯	◯	◯	◯
Individual Counseling	◯	◯	◯	◯	◯
Group Counseling	◯	◯	◯	◯	◯
Career/Lifestyle Counseling	◯	◯	◯	◯	◯
Professional/Ethical Behavior	◯	◯	◯	◯	◯
Assessment/Appraisal	◯	◯	◯	◯	◯
Documentation	◯	◯	◯	◯	◯
Conference/Case Presentations	◯	◯	◯	◯	◯
Diversity/Cultural Competence	◯	◯	◯	◯	◯
Knowledge Base in the Field	◯	◯	◯	◯	◯
Other (Please specify activity and level of preparation below)	◯	◯	◯	◯	◯

Other

3. Additional comments are appreciated:

Optional Information

4. Is your company/organization currently an internship site for John Carroll Counseling students?

◯ Yes

◯ No

5. Would you like to be considered as an internship site?

◯ Yes (please provide contact information in the "optional information" section)

◯ No

6. Optional Information

Name	
Title	
Company Name	
Company Address	
Phone Number	
E-mail Address	

JOHN CARROLL UNIVERSITY
Clinical Mental Health Program
Program Evaluation

Semester_____ Year_____

The purpose of this survey is to determine your perception of the Counseling Program at John Carroll University. Please answer each question honestly, as your responses will be kept confidential. This feedback is very useful to us.

Please indicate your status (more than one may apply):

☐ JCU Counseling student/graduate

☐ Current/past employer of a JCU Graduate(s)

☐ Current/past intern site supervisor of a JCU Student(s)

Name of Agency/Business Site _____

Based upon your experience, indicate to what extent the counseling program prepared students (Or if student, yourself) to perform each activity using the following scale:

1= Don't know/Not Applicable   2= Never   3= Sometimes   4= Mostly   5= Always

1.	Intake Interviewing	N/A	1.........2.........3.........4.........5 Always
2.	Individual Counseling	N/A	1.........2.........3.........4.........5 Always
3.	Group Counseling	N/A	1.........2.........3.........4.........5 Always
4.	Career/Lifestyle Counseling	N/A	1.........2.........3.........4.........5 Always
5.	Professional/Ethical Behavior	N/A	1.........2.........3.........4.........5 Always
6.	Diagnostic/Appraisal	N/A	1.........2.........3.........4.........5 Always
7.	Clinical Notes/Report Writing	N/A	1.........2.........3.........4.........5 Always
8.	Conference/Case Presentations	N/A	1.........2.........3.........4.........5 Always
9.	Diversity/Cultural Competence	N/A	1.........2.........3.........4.........5 Always
10.	Knowledge Base in the Field	N/A	1.........2.........3.........4.........5 Always
11.	Other (Specify)_____	N/A	1.........2.........3.........4.........5 Always

*For employers/internship site supervisor
How would you rate this program in comparison to similar programs?

Significantly Inferior   1.........2.........3.........4.........5 Significantly Superior

Additional Comments are appreciated:

Counseling Program - Alumni Survey

The purpose of this survey is to determine your perception of the Counseling Program at John Carroll University and help the program develop curriculum appropriately. We are particularly interested in the activities you are currently involved in occupationally. Please answer each question honestly, as your responses will be kept confidential. This feedback is very useful to us.

1. When did you graduate from JCU?

2. What is your current position?

3. (Optional) Where are you employed?

4. How long have you been in this position?

5. How long did it take you to find a counseling position after graduation?

6. Please rate your satisfaction with your current position

	Dissatisfied	Somewhat dissatisfied	Neither satisfied or dissatisfied	Somewhat satisfied	Satisfied
In my current position, I am	◯	◯	◯	◯	◯

7. Does your current position involve direct counseling?

◯ Yes

◯ No

8. What percentage of your time is spent in counseling activities?

[   ]

9. What population(s) do you work with on a regular basis?

☐ Children   ☐ Adolescents   ☐ Adults   ☐ Couples   ☐ Families

10. Does your current position involve supervisory responsibilities?

◯ Yes

◯ No

11. What percentage of your time is spent in supervisory tasks?

[   ]

12. Does your current position involve administrative tasks?

◯ Yes

◯ No

13. What percentage of your time is spent in administrative tasks?

[   ]

14. What license do you currently hold?

○ PC

○ PCC

○ PCC-S

○ No License

Other (please specify)

[   ]

15. Indicate to what extent the counseling program prepared you to perform each activity using the following scale.

	Not at all	Minimally	Moderately	Well	Extremely
Intake Interviewing	○	○	○	○	○
Individual Counseling	○	○	○	○	○
Group Counseling	○	○	○	○	○
Career/Lifestyle Counseling	○	○	○	○	○
Professional/Ethical Behavior	○	○	○	○	○
Diagnostic/Appraisal	○	○	○	○	○
Clinical Notes/Report Writing	○	○	○	○	○
Conference/Case Presentations	○	○	○	○	○
Diversity/Cultural Competence	○	○	○	○	○
Knowledge Base in the Field	○	○	○	○	○
Other (Please specify activity and level of preparation below)	○	○	○	○	○

Other

[   ]

16. Additional comments are appreciated:

[   ]

17. Please list any professional recognition or awards you have received since completing the program.

Optional Information

18. Optional Information

Name

Place of Employment

Home Phone Number

Cellular Phone Number

Work Phone Number

E-mail Address

The purpose of this survey is to determine your perception of the School Counseling program at John Carroll University and to hep the program develop curriculum appropriately. We are particularly interested in the activities you are currently involved in occupationally. Please answer each question honestly, as your responses will be kept confidential. This feedback is very useful to us.

1. When did you graduate from JCU?

[   ]

2. Are you employed as a school counselor?

◯ Yes

◯ No

3. Which of these best describes your reasons for not being employed as a school counselor?

☐ Not interested

☐ Unable to find job

☐ Economic reasons

☐ Happy in current position

Other (please specify)

[   ]

4. How satisfied are you with your current position?

◯ 1 (Dissatisfied)

◯ 2

◯ 3

◯ 4

◯ 5 (Satisfied)

5. If you are a professional middle school counselor, what level of students do you serve? (Choose as many as apply.)

☐ Elementary

☐ Middle

☐ High School

6. Does your school district's counseling program follow the ASCA National Model?

◯ Yes

◯ No

7. What license(s) do you currently hold in addition to the Professional School Counselor license?

[   ]

8. Please indicate using the following scale to what extent the school counseling program prepared you to perform each activity.

	Not at all	Minimally	Moderately	Well-Prepared	Extremely
Individual Counseling	○	○	○	○	○
Group Counseling	○	○	○	○	○
Group Activities in the Classroom	○	○	○	○	○
Career/College Counseling	○	○	○	○	○
Professional/Ethical Behavior	○	○	○	○	○
Consultation Services	○	○	○	○	○
Prevention Programming	○	○	○	○	○
Conference/Case Presentations with Parents and Staff	○	○	○	○	○
Diversity/Cultural Competence	○	○	○	○	○
Knowledge Base in the Field	○	○	○	○	○
Other (Please specify activity below)	○	○	○	○	○

Other

9. Additional comments are appreciated

10. Please list any professional recognition or awards you have received since completing the program:

11. Optional Information

Name

Home Phone

Cellular Phone

Work Phone

E-mail address

Clinical Mental Health Counseling Program
Employer, Supervisor, and Graduate Ratings
2009-2012

		Respondent Status			
		Employer[b]	Site Supervisor	Program Graduate	Total
Intake Interviewing	N[a]	24	28	80	132
	Mean	4.17	4.19	3.99	4.06
	Std. Deviation	0.65	0.62	0.93	0.83
Individual Counseling	N	24	28	79	131
	Mean	4.38	4.43	4.29	4.34
	Std. Deviation	0.65	0.57	0.83	0.75
Group Counseling	N	23	28	80	131
	Mean	4.00	4.00	3.73	3.83
	Std. Deviation	0.76	0.84	0.92	0.88
Career/Lifestyle Counseling	N	23	27	78	128
	Mean	3.81	3.50	3.31	3.42
	Std. Deviation	0.66	0.94	0.91	0.89
Professional/Ethical Behavior	N	23	28	80	131
	Mean	4.65	4.75	4.52	4.59
	Std. Deviation	0.57	0.52	0.83	0.73
Diagnostic Appraisal	N	24	28	80	132
	Mean	4.33	4.11	4.31	4.27
	Std. Deviation	0.64	0.63	0.93	0.82
Clinical Notes/Report Writing	N	24	28	78	130
	Mean	4.00	4.04	3.90	3.95
	Std. Deviation	0.78	0.74	0.94	0.87
Conferences/Case Presentations	N	24	28	79	131
	Mean	4.26	4.12	4.09	4.13
	Std. Deviation	0.69	0.60	0.89	0.80
Diversity/Cultural Competency	N	24	28	79	131
	Mean	4.38	4.04	4.08	4.13
	Std. Deviation	0.77	0.84	0.93	0.89
Knowledge Base in the Field	N	24	28	80	132
	Mean	4.42	4.25	4.33	4.33
	Std. Deviation	0.65	0.70	0.71	0.70
Other	N	8	2	19	29
	Mean	4.80	3.50	3.67	3.95
	Std. Deviation	0.45	2.12	1.72	1.54
Program Rating, in comparison with similar programs	N[c]	23	27	47	97
	Mean	4.39	4.00	3.89	4.04
	Std. Deviation	0.58	0.78	1.17	0.97

a. 1=Never 2=Sometimes 3=Often 4=Mostly 5=Always

b. Some Site Supervisors and Employers serve in both capacities

c. 1=Significantly Inferior 2=Poor 3=Average 4=Good 5=Significantly Superior

School Counseling Program
Supervisor and Graduate Ratings
2009-2012

		Respondent Status		
		Site Supervisor	Program Graduate	Total
Individual Counseling	N	36	44	80
	Mean	4.58	4.64	4.61
	Std. Deviation	0.55	0.53	0.54
Group Counseling	N	36	44	80
	Mean	4.36	4.36	4.36
	Std. Deviation	0.64	0.97	0.83
Activities	N	36	44	80
	Mean	4.06	4.30	4.19
	Std. Deviation	0.86	0.79	0.83
Career/Lifestyle Counseling	N	36	44	80
	Mean	4.28	4.39	4.34
	Std. Deviation	0.91	0.92	0.91
Professional/Ethical Behavior	N	36	44	80
	Mean	4.69	4.64	4.66
	Std. Deviation	0.52	0.78	0.67
Consultation	N	35	44	79
	Mean	4.31	4.14	4.22
	Std. Deviation	0.87	0.98	0.93
Parents	N	36	44	80
	Mean	3.94	3.98	3.96
	Std. Deviation	0.92	1.21	1.08
Evaluation	N	35	44	79
	Mean	4.09	4.07	4.08
	Std. Deviation	0.95	1.07	1.01
Diversity/Cultural Competency	N	36	44	80
	Mean	4.36	4.34	4.35
	Std. Deviation	0.72	0.94	0.84
Knowledge Base in the Field	N	36	44	80
	Mean	4.47	4.48	4.48
	Std. Deviation	0.56	0.76	0.67
Other	N	9	21	30
	Mean	4.56	4.43	4.47
	Std. Deviation	0.53	0.60	0.57
Program Rating, in comparison with similar programs	N	24	21	45
	Mean	4.13	4.24	4.18
	Std. Deviation	0.80	0.89	0.83

a. 1=Never 2=Sometimes 3=Often 4=Mostly 5=Always

COUNSELOR ACTIVITY SELF-EFFICACY SCALES

General Instructions: The following questionnaire consists of three parts. Each part asks about your beliefs about your ability to perform various counselor behaviors or to deal with particular issues in counseling. Please provide your honest, candid responses that reflect your beliefs about your current capabilities, rather than how you would like to be seen or how you might look in the future. There are no right or wrong answers to the following questions. Using a dark pen or pencil, please circle the number that best reflects your response to each question.

Part I.

Instructions: Please indicate how confident you are in your ability to use each of the following helping skills effectively, over the next week, in counseling most clients.

	No Confidence	Some Confidence	Complete Confidence	
	0 1	2 3 4	5 6 7 8	9

How confident are you that you could use these general skills effectively with most clients over the next week?

1. Attending (orient yourself physically toward the client) 0 1 2 3 4 5 6 7 8 9

2. Listening (capture and understand the messages that clients communicate). 0 1 2 3 4 5 6 7 8 9

3. Restatements (repeat or rephrase what the client has said, in a way that is succinct, concrete, and clear). 0 1 2 3 4 5 6 7 8 9

4. Open questions (ask questions that help clients to clarify or explore their thoughts or feelings). 0 1 2 3 4 5 6 7 8 9

5. Reflection of feelings (repeat or rephrase the client's statements with an emphasis on his or her feelings). 0 1 2 3 4 5 6 7 8 9

6. Self-disclosure for exploration (reveal personal information about your history, credentials, or feelings). 0 1 2 3 4 5 6 7 8 9

7. Intentional silence (use silence to allow clients to get in touch with their thoughts or feelings). 0 1 2 3 4 5 6 7 8 9

8. Challenges (point out discrepancies, contradictions, defenses, or irrational beliefs of which the client is unaware or that he or she is unwilling or unable to change). 0 1 2 3 4 5 6 7 8 9

9. Interpretations (make statements that go beyond what the client has overtly stated and that give the client a new way of seeing his or her behavior, thoughts, or feelings).

0 1 2 3 4 5 6 7 8 9

10. Self-disclosures for insight (disclose *past* experiences in which you gained some personal insight).

0 1 2 3 4 5 6 7 8 9

11. Immediacy (disclose *immediate* feelings you have about the client, the therapeutic relationship, or yourself in relation to the client).

0 1 2 3 4 5 6 7 8 9

12. Information-giving (teach or provide the client with data, opinions, facts, resources, or answers to questions).

0 1 2 3 4 5 6 7 8 9

13. Direct guidance (give the client suggestions, directives, or advice that imply actions for the client to take).

0 1 2 3 4 5 6 7 8 9

14. Role-play and behavior rehearsal (assist the client to role-play or rehearse behaviors in-session).

0 1 2 3 4 5 6 7 8 9

15. Homework (develop and prescribe therapeutic assignments for clients to try out between sessions).

0 1 2 3 4 5 6 7 8 9

Part II.

Instructions: Please indicate how confident you are in your ability to do each of the following tasks effectively, over the next week, in counseling <u>most</u> clients.

	No Confidence		Some Confidence			Complete Confidence			
0	1	2	3	4	5	6	7	8	9

How confident are you that you could do these specific tasks effectively with most clients over the next week?

1. Keep sessions "on track" and focused.   0 1 2 3 4 5 6 7 8 9

2. Respond with the best helping skill, depending on what your client needs at a given moment.   0 1 2 3 4 5 6 7 8 9

3. Help your client to explore his or her thoughts, feelings, and actions.   0 1 2 3 4 5 6 7 8 9

4. Help your client to talk about his or her concerns at a "deep" level.   0 1 2 3 4 5 6 7 8 9

5. Know what to do or say next after your client talks.   0 1 2 3 4 5 6 7 8 9

6. Help your client set realistic counseling goals.   0 1 2 3 4 5 6 7 8 9

7. Help your client to understand his or her thoughts, feelings, and actions.   0 1 2 3 4 5 6 7 8 9

8. Build a clear conceptualization of your client and his or her counseling issues.   0 1 2 3 4 5 6 7 8 9

9. Remain aware of your intentions (i.e., the purposes of your interventions) during sessions.   0 1 2 3 4 5 6 7 8 9

10. Help your client to decide what actions to take regarding his or her problems.   0 1 2 3 4 5 6 7 8 9

Part III.

Instructions: Please indicate how confident you are in your ability to work <u>effectively</u>, over the next week with each of the following client types, issues, or scenarios (By "work effectively," I am referring to your ability to develop successful treatment plans, to come up with polished in-session responses, to maintain your poise during difficult interactions, and, ultimately, to help the client resolve his or her issues.)

	No Confidence		Some Confidence			Complete Confidence			
	0	1	2	3	4	5	6	7	8	9

How confident are you that you could work effectively over the next week with a client who...

1. is clinically depressed.   0 1 2 3 4 5 6 7 8 9

2. has been sexually abused.   0 1 2 3 4 5 6 7 8 9

3. is suicidal.   0 1 2 3 4 5 6 7 8 9

4. has experienced a recent traumatic life event (e.g., physical   0 1 2 3 4 5 6 7 8 9
or psychological injury or abuse).

5. is extremely anxious.   0 1 2 3 4 5 6 7 8 9

6. shows signs of severely disturbed thinking.   0 1 2 3 4 5 6 7 8 9

7. you find sexually attractive.   0 1 2 3 4 5 6 7 8 9

8. is dealing with issues that you personally find difficult to   0 1 2 3 4 5 6 7 8 9
handle.

9. has core values or beliefs that conflict with your own (e.g.,   0 1 2 3 4 5 6 7 8 9
regarding religion, gender roles).

10. differs from you in a major way or ways (e.g., race,   0 1 2 3 4 5 6 7 8 9
ethnicity, gender, age, social economic status).

11. is not "psychologically-minded" or introspective.   0 1 2 3 4 5 6 7 8 9

12. is sexually attracted to you.   0 1 2 3 4 5 6 7 8 9

13. you have negative reactions toward (e.g., boredom,   0 1 2 3 4 5 6 7 8 9
annoyance).

14. is at an impasse in therapy.   0 1 2 3 4 5 6 7 8 9

15. wants more from you than you are willing to give (e.g., in   0 1 2 3 4 5 6 7 8 9
terms of frequency of contacts or problem-solving prescriptions).

16. demonstrates manipulative behaviors in-session.   0 1 2 3 4 5 6 7 8 9

		Program Timepoint		
		First	Second	Third

Counseling Programs
Counselor Self-Efficacy Scales
2009-2012

Part I. Skills

		First	Second	Third
Attending	N	37	23	50
	Mean	7.41	8.30	8.48
	Std. Deviation	1.40	0.76	0.74
Listening	N	37	23	50
	Mean	7.68	8.30	8.42
	Std. Deviation	1.20	0.76	0.78
Restatements	N	37	23	50
	Mean	7.54	7.96	8.30
	Std. Deviation	1.32	1.19	0.79
Open Questions	N	37	23	50
	Mean	7.27	7.74	8.18
	Std. Deviation	1.24	1.32	0.90
Reflection of Feelings	N	37	23	50
	Mean	7.46	7.83	8.24
	Std. Deviation	1.35	1.15	0.89
Self-Disclosure for Exploration	N	37	23	50
	Mean	6.27	7.26	7.42
	Std. Deviation	1.98	1.54	1.64
Intentional Silence	N	37	23	49
	Mean	6.59	6.74	7.49
	Std. Deviation	1.86	1.54	1.50
Challenges	N	37	22	50
	Mean	6.24	6.50	7.60
	Std. Deviation	1.99	1.60	1.36
Interpretations	N	37	23	50
	Mean	6.51	7.26	7.82
	Std. Deviation	2.04	1.36	1.00
Self-Disclosure for Insight	N	37	23	49
	Mean	6.49	6.83	7.39
	Std. Deviation	1.95	1.83	1.46
Immediacy	N	37	23	49
	Mean	6.27	6.91	7.67
	Std. Deviation	1.98	1.59	1.13
Information-Giving	N	37	23	50
	Mean	6.65	7.52	8.14
	Std. Deviation	2.02	1.70	1.13
Direct Guidance	N	37	23	50
	Mean	6.35	6.96	7.90
	Std. Deviation	2.04	1.94	1.20
Role-Play and Behavior Rehearsal	N	37	23	50
	Mean	6.46	7.04	7.68
	Std. Deviation	2.14	1.69	1.33

	Counseling Programs Counselor Self-Efficacy Scales 2009-2012		

		Program Timepoint		
		First	Second	Third
Homework	N	37	23	49
	Mean	6.51	7.74	7.92
	Std. Deviation	2.30	0.92	1.22
All Skills	**N**	**37**	**23**	**50**
	Mean	**6.78**	**7.40**	**7.91**
	Std. Deviation	**1.47**	**1.03**	**0.80**
Part II. Tasks				
Focused	N	37	23	50
	Mean	6.86	7.39	8.04
	Std. Deviation	1.69	1.47	0.83
Response	N	37	23	50
	Mean	6.54	7.39	7.88
	Std. Deviation	1.64	1.31	0.96
Explore	N	37	23	50
	Mean	6.95	8	8.26
	Std. Deviation	1.58	0.80	0.75
Depth	N	37	23	50
	Mean	6.81	7.48	7.88
	Std. Deviation	1.71	1.08	0.92
Next Steps	N	37	23	50
	Mean	6.22	7.00	7.54
	Std. Deviation	1.75	1.41	1.13
Realistic Goals	N	36	22	50
	Mean	6.72	7.36	8.12
	Std. Deviation	1.78	1.50	0.85
Understanding	N	36	23	49
	Mean	6.92	7.43	7.88
	Std. Deviation	1.76	1.16	0.90
Clear Conceptualization	N	37	22	50
	Mean	6.73	7.32	7.86
	Std. Deviation	1.77	1.59	0.78
Awareness of Purpose	N	37	23	50
	Mean	7.05	7.52	8.10
	Std. Deviation	1.81	1.53	0.76
Deciding on Action	N	37	23	50
	Mean	6.49	7.26	7.98
	Std. Deviation	1.94	1.39	0.89
All Tasks	**N**	**37**	**23**	**50**
	Mean	**6.72**	**7.41**	**7.95**
	Std. Deviation	**1.56**	**1.09**	**0.69**

Counseling Programs
Counselor Self-Efficacy Scales
2009-2012

		Program Timepoint		
		First	Second	Third

Part III. Client Characteristics

		First	Second	Third
Clinically Depressed	N	37	23	50
	Mean	6.22	7.48	7.44
	Std. Deviation	2.31	1.04	1.43
Sexually Abused	N	37	23	50
	Mean	5.62	7.13	7.14
	Std. Deviation	2.58	1.46	1.68
Suicidal	N	37	23	50
	Mean	5.59	5.91	7.00
	Std. Deviation	2.43	2.11	1.53
Trauma	N	37	23	50
	Mean	5.97	7.00	7.52
	Std. Deviation	2.49	1.54	1.33
Anxious	N	37	23	50
	Mean	6.27	7.65	7.82
	Std. Deviation	2.45	1.07	1.06
Disturbed Thinking	N	37	23	50
	Mean	5.54	6.04	7.00
	Std. Deviation	2.59	1.82	1.56
Sexually Attractive	N	36	23	48
	Mean	6.64	7.65	7.83
	Std. Deviation	2.10	1.58	1.68
Difficult Issues	N	37	23	50
	Mean	5.97	6.74	7.36
	Std. Deviation	2.05	1.60	1.64
Conflicting Beliefs	N	37	23	50
	Mean	6.68	7.83	7.98
	Std. Deviation	1.90	1.07	1.02
Major Difference	N	37	23	50
	Mean	7.16	8.39	8.48
	Std. Deviation	1.89	0.72	0.65
Not Introspective	N	37	23	50
	Mean	6.38	7.30	7.60
	Std. Deviation	2.16	1.43	1.07
Sexually Attracted	N	37	23	49
	Mean	5.89	6.52	7.06
	Std. Deviation	2.58	2.25	1.98
Negative Reaction	N	37	23	50
	Mean	6.43	6.74	7.48
	Std. Deviation	2.05	1.68	1.36
Impasse	N	36	23	50
	Mean	6.28	6.48	7.46

		Program Timepoint		
		First	Second	Third
Counseling Programs **Counselor Self-Efficacy Scales** **2009-2012**	Std. Deviation	2.02	1.47	1.40
Wants More	N	37	23	50
	Mean	6.14	6.43	7.38
	Std. Deviation	2.20	2.17	1.43
Manipulative Behaviors	N	37	23	50
	Mean	5.92	6.48	7.50
	Std. Deviation	2.37	2.00	1.25
All Client Characteristics	N	37	23	50
	Mean	**6.17**	**6.99**	**7.51**
	Std. Deviation	**1.94**	**1.22**	**0.90**

a. 0-9 scale, with 0=No Confidence and 9=Complete Confidence

John Carroll University
Clinical Mental Health Counseling Program
Professional Performance Fitness Evaluation

Student _____Semester/Year _____

Site _____

Evaluation completed by: (check and write name)

[ ] Self Assessment

[ ] Site Supervisor   Name: _____

[ ] JCU Supervisor   Name: _____

[ ] Instructor   Name: _____

N- No opportunity to observe
1- Does not meet criteria for program level
2- Meets criteria only minimally or inconsistently for program level
3- Meets criteria consistently at this program level

Therapeutic Skills and Abilities

	N	1	2	3
1. The student demonstrates the ability to establish a therapeutic relationship.	N	1	2	3
2. The student demonstrates therapeutic communication skills including:				
a. Creating appropriate structure: (setting and maintaining the boundaries of the therapeutic relationship throughout the work (i.e. setting parameters for meeting time and place, maintaining time limits, etc.)	N	1	2	3
b. Understanding content: (understanding the primary elements of the client's story.)	N	1	2	3
c. Understanding context: (understanding the uniqueness of the story elements and their underlying meaning.)	N	1	2	3
d. Responding to feelings: (identifying client affect and addressing those feelings in a therapeutic manner.)	N	1	2	3
e. Congruence-genuineness: (demonstrating external behavior consistent with internal affect.)	N	1	2	3
f. Establishing and communicating empathy: (taking the perspective of the client without over-identification with client's experience.)	N	1	2	3
g. Non-verbal communication: (demonstrating effective use of head, eye, hands, feet, posture, voice, attire, etc.)	N	1	2	3
h. Immediacy: (staying in the here and now)	N	1	2	3

	N	1	2	3
i. Timing: (responding at the optimal moment)	N	1	2	3
j. Intentionally: (responding with a clear understanding of one's own therapeutic intention.)	N	1	2	3
k. Self-disclosure: (skillful and carefully considered for a specific purpose.)	N	1	2	3
3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically.	N	1	2	3
4. The student collaborates with the client to establish clear therapeutic goals.	N	1	2	3
5. The student facilitates movement toward the client goals.	N	1	2	3
6. The student demonstrates adequate knowledge of a wide variety of theoretical bases.	N	1	2	3
7. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner.	N	1	2	3
8. The student creates a safe clinical environment. 9.	N	1	2	3
9. The student demonstrates willingness and ability to articulate analysis and resolution of ethical dilemmas.	N	1	2	3
10. Student demonstrates focus: (establishes and maintains concentration on client goals.)	N	1	2	3

Professional Responsibility

	N	1	2	3
1. The student conducts self in an ethical manner to promote confidence in the counseling profession and agency.	N	1	2	3
2. The student relates to professors, colleagues, supervisors and others in a manner consistent with stated agency standards.	N	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	1	2	3
4. The student demonstrates application of legal requirements relevant to counseling training practice and agency.	N	1	2	3

Competence

	N	1	2	3
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies. Openness to supervision.	N	1	2	3
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	N	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, or experience.	N	1	2	3
5. The student demonstrates basic cognitive, affective, sensory,	N	1	2	3

and motor capacities to respond therapeutically to clients.				
6. The student demonstrates knowledge and respect for agency policies and procedures.	N	1	2	3

Maturity

1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with supervisors, colleagues and clients.	N	1	2	3
2. The student is honest, fair, and respectful of others. 3.	N	1	2	3
3. The student is aware of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	N	1	2	3
4. The student demonstrates ability to receive, integrate and utilize feedback from colleagues and supervisors.	N	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	1	2	3
6. The student follows professionally recognized problem solving process, seeking to informally solve problems first with the individual(s) with whom the problem exists.	N	1	2	3

Integrity

1. The student refrains from making statements that are false, misleading or deceptive.	N	1	2	3
2. The student avoids improper and potentially harmful dual relationships.	N	1	2	3
3. The student respects the fundamental rights, dignity and worth of all people.	N	1	2	3
4. The student respects the rights of individual to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	1	2	3
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	1	2	3

Comments/Suggestions:

Signature of Evaluator   Date

Clinical Mental Health Counseling Program
Professional Performance Fitness Evaluation
2009-2012

		Respondent Status				
		Practicum Instructor [a]	JCU Supervisor	Site Supervisor	Candidate	Total
Therapeutic Skills and Abilities	N	70	71	76	71	288
	Mean	2.98	2.97	2.97	2.89	2.95
	Std. Deviation	0.06	0.08	0.10	0.14	0.11
Professional Responsibility	N	70	71	76	71	288
	Mean	2.99	3.00	2.99	2.99	2.99
	Std. Deviation	0.06	0.00	0.05	0.04	0.04
Competence	N	70	71	76	71	288
	Mean	3.00	2.99	2.99	2.99	2.99
	Std. Deviation	0.03	0.04	0.05	0.04	0.04
Maturity	N	70	71	76	71	288
	Mean	3.00	2.99	2.98	2.93	2.97
	Std. Deviation	0.04	0.03	0.08	0.12	0.08
Integrity	N	70	71	76	71	288
	Mean	3.00	3.00	3.00	3.00	3.00
	Std. Deviation	0.00	0.00	0.03	0.02	0.02

a. 1=Does not meet criteria for program level 2=Meets criteria only minimally or inconsistently at program level 3=Meets criteria consistently at program level

		Respondent Status			
		Practicum Instructor [a]	Site Supervisor	Candidate	Total
Therapeutic Skills and Abilities	N	20	32	30	82
	Mean	2.31	2.16	2.07	2.17
	Std. Deviation	0.46	0.43	0.41	0.43
Professional Responsibility	N	20	32	30	82
	Mean	2.35	2.22	2.20	2.24
	Std. Deviation	0.49	0.42	0.39	0.43
Competence	N	20	32	30	82
	Mean	2.34	2.19	2.15	2.21
	Std. Deviation	0.48	0.44	0.42	0.44
Maturity	N	20	32	30	82
	Mean	2.33	2.19	2.14	2.21
	Std. Deviation	0.47	0.43	0.38	0.42
Integrity	N	20	32	30	82
	Mean	2.37	2.22	2.19	2.24
	Std. Deviation	0.50	0.42	0.39	0.43

a. 1=Does not meet criteria for program level 2=Meets criteria only minimally or inconsistently at program level 3=Meets criteria consistently at program level

Counselor Trainee: _____

Name of Agency:_____

Site Supervisor: _____

Title:_____

License_____Number_____

Dates of Practicum/Internship_____

Total hours completed by Counselor Trainee: _____

Instructions: Please complete the following information regarding the above named student and make additional comments as indicated. Please provide specific comments where ratings are unusually high or low.

A. General Supervision

Poor Avg. Good NA
1 2 3 4 5 6 NA

1. Demonstrates a personal commitment to the development of professional competencies.
        1 2 3 4 5 6 NA
2. Invests time and energy into the process of becoming a counselor.
        1 2 3 4 5 6 NA
3. Appropriately receives and utilizes feedback—both positive and negative from supervisors and professional peers.
        1 2 3 4 5 6 NA
4. Engages in open, comfortable, clear communication with peers and supervisors.
        1 2 3 4 5 6 NA

Comments:

B. The Counseling Process.

Poor Avg. Good NA
1   2   3   4   5   6   NA

1. Keeps appointments on time.
     1   2   3   4   5   6   NA
2. Explains the nature and objectives of counseling when appropriate.
     1   2   3   4   5   6   NA
3. Is relaxed and comfortable in the counseling interview.
     1   2   3   4   5   6   NA
4. Shows appropriate non-verbal skills (eye contact, body language, etc.).
     1   2   3   4   5   6   NA
5. Builds therapeutic alliance.
     1   2   3   4   5   6   NA
6. Facilitates client expression of concerns and feelings.
     1   2   3   4   5   6   NA
7. Uses silence effectively in the counseling interview.
     1   2   3   4   5   6   NA
8. Demonstrates awareness of personal feelings in the counseling session.
     1   2   3   4   5   6   NA
9. Recognizes and appropriately handles negative affect of the client.
     1   2   3   4   5   6   NA
10. Demonstrates sound observation skills.
     1   2   3   4   5   6   NA
11. Demonstrates adequate listening skills.
     1   2   3   4   5   6   NA
12. Facilitates realistic goal-setting with client.
     1   2   3   4   5   6   NA
13. Capable of developing, executing, and evaluating a client treatment plan.
     1   2   3   4   5   6   NA
14. Employs effective judgment in timing and utilization of counseling techniques.
     1   2   3   4   5   6   NA
15. Is perceptive in evaluating the effects of counseling techniques.
     1   2   3   4   5   6   NA
16. Bases interventions on known counseling theory.
     1   2   3   4   5   6   NA
17. Demonstrates competence in providing group leadership.
     1   2   3   4   5   6   NA
18. Develops interventions appropriate to group settings.
     1   2   3   4   5   6   NA
19. Shows awareness of factors influencing group dynamics.
     1   2   3   4   5   6   NA

67

20. Appropriately handles issues related to termination (referrals, resistance, contacts, and timing).

        1   2   3   4   5   6   NA

Comments:

C. Evaluation and Diagnosis.

1. Able to conceptualize client concerns.
        1   2   3   4   5   6   NA
2. Appropriately explains, administers and interprets tests.
        1   2   3   4   5   6   NA
3. Overall knowledge of DSM-IV.
        1   2   3   4   5   6   NA
4. Ability to formulate a diagnosis.
        1   2   3   4   5   6   NA
5. Ability to establish a report based upon test findings, including impressions and recommendations.
        1   2   3   4   5   6   NA
Comments:

D. Case Management/Services Coordination

1. Knowledge of agency programs and policies.
        1   2   3   4   5   6   NA
2. Ability to make use of referral sources.
        1   2   3   4   5   6   NA
3. Ability to maintain accurate and updated clinical records (progress notes, transfer and termination summaries, etc.).
        1   2   3   4   5   6   NA
4. Ability to advocate for the client.
        1   2   3   4   5   6   NA
Comments:

E. Agency Administration and Professional Behavior

1. Demonstrates ethical behavior in counseling activity and case management.
   1 2 3 4 5 6 NA
2. Adheres to agency policies and procedures.
   1 2 3 4 5 6 NA
3. Utilizes agency resources.
   1 2 3 4 5 6 NA
4. Participates in agency in-service activities.
   1 2 3 4 5 6 NA
5. Demonstrates promptness, reliability and responsibility.
   1 2 3 4 5 6 NA
6. Gets along well with staff members.
   1 2 3 4 5 6 NA

Comments:

F. Additional Questions

1. Would you recommend this intern for a counseling position in your agency if one were available? Please explain.

2. Please provide a short indication of your assessment of the intern as a prospective counselor. You may wish to signify specific strengths or weaknesses that are not sufficiently detailed in the preceding items.

_____   _____
Signature of Site Supervisor   Date

_____   _____
Signature of Counselor Trainee   Date

Reviewed by:

_____   _____
Signature of JCU Practicum/Internship Instructor   Date

69

John Carroll University
School Counseling Program

Site Supervisor Evaluation of School Counseling Intern

School Counselor Intern_____

Name of School/District_____

Site Supervisor_____

Dates of Internship_____

Total hours completed by School Counseling Intern: _____

Instructions: Please complete the following information regarding the above named student and make additional comments as indicated. Please provide specific comments where ratings are unusually high or low.

A. General Supervision:

	Poor	Avg.	Good	NA
1. Demonstrates a personal commitment to the development of professional competencies.	1 2	3 4	5 6	NA
2. Invests time and energy into the process of becoming a counselor.	1 2	3 4	5 6	NA
3. Appropriately receives and utilizes feedback—both positive and negative—from supervisors and professional peers.	1 2	3 4	5 6	NA
4. Engages in open, comfortable, clear communication with peers and supervisors.	1 2	3 4	5 6	NA

Comments:_____

_____

_____

B. The Counseling Process:

	Poor	Avg.	Good	NA
1. Keeps appointments on time.	1 2	3 4	5 6	NA
2. Explains the nature and objectives of counseling when appropriate.	1 2	3 4	5 6	NA
3. Is relaxed and comfortable in the counseling interview.	1 2	3 4	5 6	NA

4. Shows appropriate non-verbal skills (eye contact, body language, etc.) — 1 2 3 4 5 6 NA

5. Builds therapeutic alliance. — 1 2 3 4 5 6 NA

6. Facilitates client expression of concerns and feelings. — 1 2 3 4 5 6 NA

7. Uses silence effectively in the counseling interview. — 1 2 3 4 5 6 NA

8. Demonstrates awareness of personal feelings in the counseling session. — 1 2 3 4 5 6 NA

9. Recognizes and appropriately handles negative affect of the client. — 1 2 3 4 5 6 NA

10. Demonstrates sound observation skills. — 1 2 3 4 5 6 NA

11. Demonstrates adequate listening skills. — 1 2 3 4 5 6 NA

12. Facilitates realistic goal-setting with client. — 1 2 3 4 5 6 NA

13. Employs effective judgment in timing and utilization of counseling techniques. — 1 2 3 4 5 6 NA

14. Is perceptive in evaluating the effects of counseling techniques. — 1 2 3 4 5 6 NA

15. Bases interventions on known counseling theory. — 1 2 3 4 5 6 NA

16. Conducts appropriate recruiting and screening procedures for groups. — 1 2 3 4 5 6 NA

17. Demonstrates competence in providing group leadership. — 1 2 3 4 5 6 NA

18. Develops interventions appropriate to group settings. — 1 2 3 4 5 6 NA

19. Shows awareness of factors influencing group dynamics. — 1 2 3 4 5 6 NA

20. Appropriately handles issues related to termination (referrals, resistance, contacts, timing, etc.) — 1 2 3 4 5 6 NA

35

Comments: _____

_____

C. Consultation Services:

1. Provides assistance to teachers and other staff to
    develop interventions to respond to students'
    needs/concerns.   1 2 3 4 5 6 NA

2. Meets with parents to help clarify students' problems
    and develop effective interventions.   1 2 3 4 5 6 NA

3. Follows up effectively with parents whose children
    are having difficulty.   1 2 3 4 5 6 NA

4. Meets with parents and/or staff to make appropriate
    referrals when necessary.   1 2 3 4 5 6 NA

Comments: _____

_____

_____

D. Services Coordination:

1. Knowledge of school/district's programs and
    policies.   1 2 3 4 5 6 NA

2. Ability to make use of referral source.   1 2 3 4 5 6 NA

3. Ability to maintain accurate and updated records.   1 2 3 4 5 6 NA

4. Ability to advocate for the client.   1 2 3 4 5 6 NA

Comments: _____

_____

E. Professional Behavior:

1. Demonstrates ethical behavior in counseling activity
    and case management.   1 2 3 4 5 6 NA

2. Adheres to school policies and procedures.   1 2 3 4 5 6 NA

36

3. Utilizes school resources.   1 2 3 4 5 6 NA

4. Participates in school/district's staff development. 1 2 3 4 5 6 NA

5. Demonstrates promptness, reliability, and
   responsibility.   1 2 3 4 5 6 NA

6. Gets along well with staff members.   1 2 3 4 5 6 NA

Comments:_____

_____

_____

F. Additional Questions:

1. Would you recommend this intern for a school counselor's position in your school if one
   were available? Please explain.

2. Please provide a short indication of your assessment of the intern as a prospective school
   counselor. You may wish to signify specific strengths or weaknesses that are not sufficiently
   detailed in the preceding items.

_____   _____
Signature of Site Supervisor   Date

_____   _____
Signature of School Counseling Intern   Date

Reviewed by_____
Signature of Internship Instructor   Date

Clinical Mental Health Counseling Program Site Supervisor Evaluation of Counselor Trainee 2009-2012		
General Supervision	N	73
	Mean [a]	5.66
	Std. Deviation	0.46
The Counseling Process	N	73
	Mean	5.45
	Std. Deviation	0.50
Evaluation and Diagnosis	N	73
	Mean	5.27
	Std. Deviation	0.62
Case Management/Services Coordination	N	73
	Mean	5.54
	Std. Deviation	0.58
Agency Administration and Professional Behavior	N	73
	Mean	5.73
	Std. Deviation	0.48

a. 1=Poor 2=Below average 3=Just below average 4=Just above average 5=Just below good 6=Good

School Counseling Program Site Supervisor Evaluation of Counselor Trainee 2009-2012		
General Supervision	N	42
	Mean [a]	5.88
	Std. Deviation	0.24
The Counseling Process	N	42
	Mean	5.75
	Std. Deviation	0.38
Consultation Services	N	42
	Mean	5.75
	Std. Deviation	0.39
Services Coordination	N	42
	Mean	5.82
	Std. Deviation	0.34
Professional Behavior	N	42
	Mean	5.90
	Std. Deviation	0.29

a. 1=Poor 2=Below average 3=Just below average 4=Just above average 5=Just below good 6=Good

Client Satisfaction Survey
John Carroll University
Clinical Mental Health Counseling Program

Name of Counselor _____

Semester/year _____

Number of counseling sessions you have participated in with this counselor _____

Indicate the extent to which you AGREEE or DISAGREE with each of the statements below.

Strongly disagree (1) Disagree (2) Neither agree or disagree (3)

Agree(4) Strongly Agree (5)

1. I would rate my overall counseling experience positively _____

2. The counseling services I am receiving meet my needs _____

3. My counselor is interested in and accepting of me _____

How much have you benefited so far from being in counseling?
Check one
____ I've gotten much worse
____ I've gotten worse
____ I'm about the same
____ I'm better
____ I'm much better

Please rate the overall level of distress that brought you to counseling
High 5__ 4__ 3__ 2__ 1__ low

Please rate the overall level of that same distress now
High 5__ 4__ 3__ 2__ 1__ low

Please rate the overall service provided by my counselor
High 5__ 4__ 3__ 2__ 1__ low

Statistical Data on Internship Site and Clients Served
63

Clinical Mental Health Counseling Program Client Satisfaction Survey		
Number of sessions participated with counselor	N	162
	Mean	10.71
	Std. Deviation	6.69
Overall Counseling Experience Was Positive[a]	N	182
	Mean	4.58
	Std. Deviation	0.71
Counseling Services Met Needs[a]	N	182
	Mean	4.42
	Std. Deviation	0.85
Counselor Is Interested And Accepting[a]	N	182
	Mean	4.76
	Std. Deviation	0.59
Benefit of Counseling[b]	N	181
	Mean	3.97
	Std. Deviation	1.42
Overall Level of Distress – Pre-Counseling[c]	N	181
	Mean	3.98
	Std. Deviation	1.19
Overall Level of Distress – Post-Counseling[c]	N	181
	Mean	2.26
	Std. Deviation	1.06
Overall Service Provided By Counselor[c]	N	182
	Mean	4.68
	Std. Deviation	0.66

a. 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree
b. 1=Much worse 2=Worse 3=No change 4=Improvement 5=Great improvement
c. 1-5 scale, with 1=Low and 5=High