

Comprehensive Program Evaluation

Department of School, Community & Rehabilitation Counseling
College of Education and Human Development

Community Counseling Program

Jackson State University

2007-2008

CONTENT

Part I

1. Introduction
2. Mission Statement
3. Program Objectives
4. Degree Awarded

Part II

1. Demographic Data on Students
2. Data on Faculty

Part III

1. Data on Supervision & Internship
2. Data on Practicum
3. Internship Site Supervisor Evaluation of Supervisee and Program
4. Supervisee Evaluation of Supervisor

Part IV

1. Employer Evaluation
2. Graduate Survey
3. Some comments about the program
4. Intermediate Level assessment

Part V

1. Presentation in conferences
2. Participation in Conferences
3. Service
4. Mid-Term Faculty Evaluation by students
5. Student Evaluation of Program and Faculty

Appendix

- Appendix A. Employer Evaluation
- Appendix B. Graduate Evaluation
- Appendix C. Internship Site Supervisor Evaluation
- Appendix D. Supervisee Evaluation
- Appendix E. Students Intermediate Level Assessment
- Appendix F. Calendar

Comprehensive Program Evaluation
Department of School, Community, and Rehabilitation Counseling
College of Education and Human Development
Community Counseling Program

Jackson State University
2007- 2008

Part I

In this part an introduction to Community Counseling Program is provided. Additionally, the mission and objectives of this program are introduced. Finally, the degree awarded is presented.

INTRODUCTION:

The Community Counseling Program is a 60 hour curriculum with 600 clock hours in internship aimed at promoting and facilitating the acquisition of knowledge, as well as to promote the analysis and sound application of that knowledge through this curriculum of excellence. The Community Counseling Program strives to create counselors who are sensitive to the impact of human development, culture, and context upon students and consumers of counseling services; caring and compassionate as counselors and as people; self-reflective; focused on promoting opportunity and social justice for urban and rural populations; and committed to empowering students and consumers of counseling services to thrive and to achieve their fullest potential. This program in Community Counseling advocates equality of opportunity for all persons. It is designed to educate counselors in understanding and applying various counseling methods, techniques, and field based learning to aid a multicultural and diverse population in community settings and personal concerns.

The Community Program continues to remain committed to the Council for Accreditation of Counseling and Related Educational Program (CACREP).

The primary mission of the Jackson State University Community Counseling program is to develop competent, fully functioning professional counselors. The counselor education program faculty continually challenges itself to meet the lifelong educational needs of its students, as well as the ever-changing needs of the urban and rural communities in which it serves. The mission almost promotes the concept of quality service delivery to community consumers and clientele, and consistent collaboration and partnership with community agencies, field experience sites and other institutions of higher learning.

MISSION STATEMENT:

The primary mission of the Jackson State University Community Counseling Program is to develop competent, fully functioning professional counselors. The counselor education program faculty continually challenges itself to meet the lifelong educational needs of its students, as well as the ever-changing needs of the urban and rural communities in which it serves. The mission almost promotes the concept of quality service delivery to community consumers and clientele, and consistent collaboration and partnership with community agencies, field experience sites and other institutions of higher learning.

The community counseling program is designed to prepare and train the community counselors and practitioners working in both an urban and rural settings to:

1. Provide state-of-art counseling techniques and strategies, which are grounded in sound counseling theory, while working with community and agency clientele and consumers.
2. Promote multicultural competence, awareness and knowledge when providing services to clients and consumers from diverse backgrounds.
3. Continually practice and engage in relevant counseling theory as well sound ethical practices, in order to promote growth and the welfare of the community of consumers whom we serve.
4. Prepare counseling practitioners to be eligible to seek and obtain licensure through the provision of the proper course and field work outlined by the state licensure board.

PROGRAM OBJECTIVES:

The following program objectives were developed to correspond to the eight CACREP Common Core Areas as follows.

- a. **Professional Identity.** Professional identity provides a vehicle for how counselors identify and contribute to the counseling profession. Jackson State University, Community Counseling Program is committed to establishing a professional identity in multiple settings through an exploration of many facets of the counseling profession. This process of discovery includes having an understanding of: the counseling profession; the role and function of counselors in multiple settings; legal-ethical decision making; and professional organizations
- b. **Social & cultural diversity.** Counseling efficiency is associated with meeting the unique and emerging needs of clients in a multicultural society. The students in the Community Counseling Program are committed to formulating an understanding and demonstrating sensitivity to issues of diversity in multiple settings including gender, race, ethnicity, mental and physical ability, socioeconomic status, religion, and sexual orientation.
- c. **Human Growth and Development.** Human growth and development has historically served as a philosophical/theoretical foundation for the counseling profession creating strengths perspective. The students in Community Counseling

Program are committed to utilizing the theories of human growth and development in multiple settings to address the needs of client across the life span.

- d. Career development.** The origin of the counseling profession can be traced to career counseling in public school education. The Community Counseling Program is committed to understanding and addressing career issues in multiple settings including career choice and decision making.
- e. Helping Relationships.** The counseling profession utilizes a wide variety of theories and helping skills to address clients' needs. The Community Counseling Program students are committed to demonstrating an understanding of different aspects of the theory and practice of counseling and consultation in multiple settings.
- f. Group work.** Group work is considered a cost-effective-dynamic counseling service. The students in Community Counseling Program are committed to demonstrating an understanding of group work in multiple settings including the theory and practice of group counseling.
- g. Assessment.** Assessment plays a vital role in the counseling process providing information to formulate counseling goals and interventions. The students from Community Counseling Program are committed to demonstrating an understanding of assessment in multiple settings including standardized and non-standardized assessments.
- h. Research and program evaluation.** Research and program evaluation will provide an objective means for addressing issues of interest or concern. The Community Counseling students are committed to demonstrating an understanding of research and program evaluation in multiple settings such as having knowledge of basic research methodology, being an effective consumer of research and having skills to understand and contribute to program evaluation.
This comprehensive evaluation of the Community Counseling Program is conducted as required by (CACREP Section VI: C. 1-5).

DEGREE AWARDED:

Master of Science in Community Counseling

Part II

In this part statistical information on students, faculty members, and the ratio levels are provided.

A. DEMOGRAPHIC DATA ON STUDENTS:

This section shows the data on General Enrollment, Gender, Ethnicity, Graduation, and Area Comprehensive Examination. This information is respectively summarized in tables 2.1; 2.2; 2.3; 2.4; and 2.5.

Table 2.1
General Enrollment Data; 2007-2008

Student Status	Number	Percentage
Full-Time Students	45	69.23%
Part-Time Students	20	30.76%
Total Students	65	100%

Table 2.2
Gender Data; 2007-2008

Male	10.09%
Female	89.91%

Table 2.3
Ethnicity Data, 2007-2008

African American	White	Others	Total
81.82%	12.12%	6.06%	100%

Table 2.4
Graduation data, 2007-2008

Year	Number	%
2007	3	3.33%

Table 2.5
Area Comprehensive Examination; fall, 2007

Status	Students Number	Percentage
Pass	8	88.88%
Fail	1	11.12%
Total	9	100%

B. DATA ON FACULTY MEMBERS: This section shows load assignments for each member of the Community Counseling Faculty members, explanation of faculty assignment, and ratio of faculty to students.

1. Faculty Load Assignment: Table 2.6 shows the total faculty load assignments for the Community Counseling Program and other program assignments in the Department of School, Community, and Rehabilitation Counseling for academic year 2007-2008.

Table 2.6
Percentage of Load Assignment
2007-2008

Faculty Member	Community Counseling	Other Counseling Programs	Total%
*** Dr. Arnold, R.	45%	55%	100%
Dr. Giles, G.	70%	30%	100%
Dr. Lewis, R.	65%	35%	100%
Dr. McMurtery, R.	100%	0%	100%
Dr. Porter, D.	50%	50%	100%
Dr. Yazdani, N.	70%	30%	100%
**Dr. Burns (Adjunct)	10%	0%	10%
**Dr. Kearns (Adjunct)	10%	0%	10%
**Dr. Oredein (Adjunct)	10%	0%	10%
** Dr. Yazdani, L. (Adjunct)	5%	0%	5%
* Total	435	200	635

*** Due to the required Concentration Courses for both Community and School Counseling Programs, there is a 50% overlaps of courses. Therefore, professors may teach overlap courses in both programs.

** Adjunct professors teach Concentration Courses and Elective Courses for Community Counseling Program.

* Approved new faculty full-time position for community Counseling will reduce the Total ratio (Ratio of total fulltime and part-time students)

2. Ratio of Faculty to Students: Table 2.7 shows the ratio of faculty to full-time and part-time students. *Also, an approved faculty full-time position for Community Counseling Program will reduce the proportion of faculty to total fulltime and part-time student ratio.*

Table 2.7
The Ratio of Faculty to Students
2007-2008

Students status	Number of student	Ratio of Faculty to Student
Full-Time	45	1: 10.34
Total (Full and Part Time)	65 (45+20)	1: 14.94

Part III

In this part, data on Site Supervisors, University Supervisors and Supervisee in internship and practicum are provided.

1. Data on Supervision in Internship:

The average age of supervisee was 35.6 years where the average age of supervisors was 46.7 year. The average years that supervisor has been a counselor is 16.33. All of the supervisees were female; 84% of supervisors were African American and 16% of them were Caucasian. Data in table 3.1 data reveals the information regarding to University Supervisors and Site Supervisors in relation to Supervisee. There are two University Supervisory sessions in fall of 2007 and three in spring of 2008. The Community Counseling Internship Program has at least five (5) Site Supervisors in each semester. The ratio of Site Supervisors to students in the internship phase for fall of 2007 and spring of 2008 is reported in detailed in the following chart.

Table 3.1
Students and Supervisors in Internship
2007-2008

Semester	Number Students	Number Site Supervisor	Ratio of Site Supervisor to Student	Number of University Supervisors	Ratio of Univ. Supervisor to Students
Fall, 2007	10	5	1: 2	2	1: 5
Spring, 2008	13	5	1: 2.6	* 3	1: 4.33

* One University Supervisor has two separated 3 hours course at two different time two group of different supervisee

2. Data in Practicum: The table 3.2 shows the relationship between students and supervisors in practicum phase of Community Counseling program.

Table 3.2
Data on Practicum in Community Counseling Program
2007-2008

Semester	Number of Students	Number of Supervisors	Ratio of Students to Supervisors
Fall 2007	8	1	1: 8
Spring 2008	10	1	1: 10

3. Internship Site Supervisor Evaluation: This instrument (Appendix D) measures the competence and performance power of interns based on process skills, conceptualization skills, general skills, and personalizing skills.

In 2007-2008, there are 23 students enrolled in the Community Counseling Internship Programs. The percentage of their proficiency in acquiring the competence in counseling related skills were evaluated by site supervisors. Thirty different abilities including, providing counseling, maintaining proper documentations, providing consultation, working with others, evaluating and diagnosing, demonstrating dependability, and self confidence and other skills are evaluated by site supervisors. These abilities are categorized in four Competency Skills Classes (Counseling Related Skills). Table 3.3 shows the distribution of competence and counseling-related skills of supervisees during the internship phase by site supervisors.

Table 3.3
Site Supervisors Evaluation of Counseling-Related Skills and Competence
of Supervisees During Internship phase
2007-2008

Competence Skills	Mean	Maximum Score	Percentage
Process	4.26	5	85.2%
Conceptualization	3.96	5	79.2%
Personalization	4.46	5	89.2%
General	4.55	5	91%

4. Supervisee Evaluation of Supervisor: This instrument (Appendix C) measures the effectiveness of supervisors from the perspective and perception of supervisees. Factors such as supervisory role, professional development, motivation and growth, and technical development were assessed by supervisees based on their perception from the period of internship. Table 3.4

shows the perception of supervisees from their site supervisors during the period of internship. This instrument aids in possible calibration of the internship program.

Table 3.4
Supervisee Evaluation of Site Supervisor
2007-2008

Category	Mean	Maximum Score	Percentage
Supervisory Role	3.09	4	77.25%
Professional Development	3.74	4	93.50%
Motivation and Growth	3.86	4	96.5%
Service delivery development	3.63	4	90.75%

The gender configuration of supervisee and supervisors are as follow: 66.66% of supervisee was female and 33.33% were male, where 100% of supervisee was female. 100% of supervisees were African American; 83.33% of supervisors were African American; and 16.66% of supervisors were Caucasian.

Part IV

This part shows the Employer's Evaluation and Graduate's Survey, some comments about the experience in the program, Entry Level Assessment of Students, and Intermediate Level assessment of Students.

1. Employer Evaluation: This instrument (Appendix A) was distributed to the employers of graduates of the Community Counseling Department Programs, approximately one year after graduation. This instrument measures the efficiency of skills of our graduates in the field of Community Counseling in regard to Professionalism, Therapeutic Competence, Multiculturalism, and Overall Service Delivery skills. The results of this evaluation provide vehicles to calibrate, adjust, add, or delete the different components or curriculum of Community Counseling Program. This instrument yields more efficiency for the field of mental health, benefits to students and community. The result of this evaluation is summarized in table 4.1.

Table 4.1
The Percentage of Proficiency of Graduates by Employers
2007-2008

Skills or Efficiency	Mean	Maximum Score	Percentage of Efficiency
Professionalism & Counselor Role	4.15	5	83.30%
Service Delivery Competence	4.47	5	89.40%
Multiculturalism and Client's right	4.33	5	86.66%
Overall Proficiency	4.66	5	86.45%

2. Graduated Survey: This instrument (Appendix B) measures the satisfactory level of students from Community Counseling Program as a whole in regard to knowledge they gained, skills they mastered, and contribution of overall program to their professionalism, preparation for service delivery, and any possible suggestion for improving the program.

The results of this evaluation provide vehicles to calibrate, adjust, add, or delete the different components or curriculum of Community Counseling Program. This instrument yields more efficiency for the field of mental health, benefits to students and the community.

This data is collected after the students graduate from the program in order to increase the validity of responses. This evaluation measures the level of satisfaction with Acquiring Technical Knowledge, Acquiring Competency Skills, Contribution to their Professional Growth, Contribution to Personal Growth, and Preparation for Counseling Practice. The results are summarized in table 4.2.

Table 4.2
The Satisfaction Levels of Students from Program
2007-2008

Areas of Satisfaction	Percentage of Satisfaction	Mean	Maximum Value
Technical Knowledge	90.05%	4.50	5
Competence Skills	85.82%	4.29	5
Professional Growth	90.50%	4.52	5
Personal Growth	91.50%	4.57	5
Preparation for Service Delivery	90.46%	4.51	5

3. Some comments about experiences in the program:

1. "The program was very educational and priceless. I have learned a great deal in this program. It was a great choice coming to community counseling."
2. "I feel this community counseling program prepared me to enter the workforce as a competent counselor. Job well done to the professors."
3. "I really enjoyed this program. I was well prepared for my internship."
4. "The program helps my personal and professional growth."

5. Intermediate Level Assessment: This instrument (Appendix E) is designed to help calibrate the program curriculum and determine the professional growth of candidates in the Community Counseling Program. Table 4.3 shows all four components; Commitment, Knowledge, Skills, and Professionalism in this instrument show the perception of growth of students in the middle of their training in the Community Counseling Program (students who earned at least 21 semester hours credit toward their degree in Community Counseling). The result of this particular survey also helps in calibrating the components of the program, any other necessary adjustment, and curriculum. Table 4.4 shows the results of this survey from students who are in the middle of their program.

Table 4.3
Description of Four Components of Intermediate Level Assessment

COMPONENTS	DESCRIPTION
Commitment	Critical thinking, Empathy, Multiculturalism, Collaboration, Ethical growth
Knowledge	Utilizing the knowledge in: theories; effective diagnosis, treatment, treatment planning; competent and effective mental health service delivery.
Skills	Practice a participatory service delivery; skill in understanding multicultural practice; Use different community resources; skills in selection and use of assessment tools and issues. Early skills as a supervisee.
Professionalism	Continually monitoring self; organizing responsibilities; using research to inform self, practice, and the collaboration; understanding and usage of different treatment modalities; know and act based on ethical and professional code conduct; sensitivity to community and culture of clients.

Table 4.4
Perception of Students' Growth from their Training at Intermediate Level

Components	Mean	Max Score	% of satisfaction
Commitment	3.25	4	81.25%
Knowledge	3.70	4	92.25%
Skills	3.20	4	80%
Professionalism	3.70	4	92.25%

Part V

Part V shows the presentation in conferences and workshops; participation in conferences, service provided by faculty and students of the Community Counseling program, Mid-Term and Yearly evaluation of students from the faculty members.

1. Presentation in Conferences: The faculty members of the Community Counseling Program at the School, Community and Rehabilitation Counseling Department performed five presentations at national level; two on statewide level, and five in local (university) level. Also, students of the Community Counseling Program participated in one statewide conference in Mississippi with two faculty members. Table 5.1 shows the number of presentations by faculty members on national, state, and local (university) levels.

Table 5.1
Number of Presentation in Conferences by Faculty Members
2007-2008

Level of Presentation	Number of presentations
National	5
Statewide	2
Local (university)	5

2. Participation in Conferences: The faculty and students of Community Counseling participated in conferences in local, statewide and national levels. Table 5.2 shows the attendance level of faculty and students in national, state, and local (university) levels.

Table 5.2
Number of attendance in conferences by Faculty and Student
2007-2008

Participants	National	Statewide	Local (University)
Faculty	3	2	3
Students	0	0	3
Faculty & Students	0	1	2

3. Service: The Community Counseling students, members of Chi Sigma Iota (Counseling Academic & Professional Honor Society International) provided the following services:

- A. Can Food Drive for Thanksgiving, 2007
- B. Personal care items and Gift Certificates for several Shelters in the Jackson area in Christmas, 2007
- C. Community Service Project (Sims House) Spring, 2008

D. Mississippi Diabetes Walk March, 2008

3. Mid -Term Faculty Feed Back Form: This instrument gives the department necessary information and feedback on faculty performance. Each faculty is evaluated by students for efficiency of their performance in regard to their knowledge, motivation, and method of teaching. The percentage of the Faculty’s Delivery Power for the mid-term evaluation of the fall of 2007 is as follows: The rate of motivation 98%, Method of presentation 92%, and perception of students from learned knowledge was 94%. Figure 1 shows the level of satisfaction of students from faculty performance in percentage. The satisfactory factors were as follows: MTH (Method of Teaching); MTV (Motivation in Teaching); and KNG (Knowledge of Subject Area). Figure 5.1 shows the distribution (percentage) of faculty’s Delivery Power in providing academic services through teaching, advising, and guidance in research with respect to methods of teaching, motivation, and knowledge of subject area.

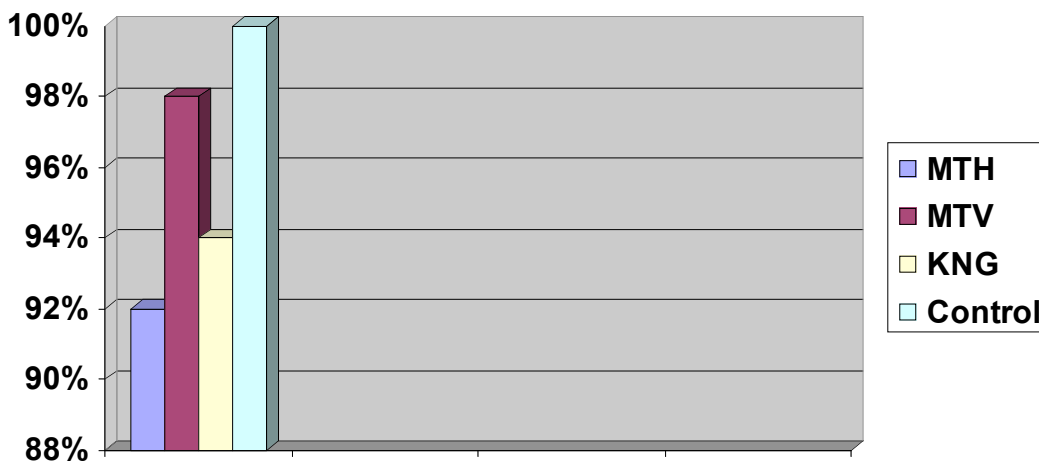


Figure 5.1: Mid-Term Faculty Feedback

MTH = Method of Teaching
 MTV = Motivation in Teaching
 KNG = Knowledge of Subject Area

5. **Student Evaluation of Program and Faculty:** In addition to the above instrument, Jackson State University uses the Student Instructional rating System (SIRS) which gives students opportunity to make a judgment on way the courses have been thought for the purpose of instructional improvement. This evaluation takes place during each semester. The results of this evaluation is reported in table 5.3.

Table 5.3
SCRC Means and Standard Deviation on SIRS
2007-2008

Variable	Max Score	Min Score	Rank	Place	M	SD
Preparation	4	3.8	1	H	3.81	.047
Organization	4	3.4	2	H	3.76	.053
Perceptiveness	4	3.9	1	H	3.85	.043
Availability	4	3.5	2	H	3.81	.047
Freedom	4	3.7	1	H	3.89	.037
Concern	4	3.5	1	H	3.86	.043
Communication	4	3.3	1	H	3.81	.050
Major Points	4	3.8	1	H	3.82	.047
Evaluation	4	3.6	1	H	3.84	0.51
Enthusiasm	4	3.4	1	H	3.81	0.45
Time Manage.	4	3.0	2	A	3.84	0.42
Course Object.	4	3.6	1	H	3.85	0.45
Evaluation	4	3.3	2	H	3.86	0.44
Meeting Class	4	3.2	1	H	3.90	0.34
Fair Evaluation	4	3.3	1	H	3.87	0.41
Intellectual Challenge.	4	3.5	1	H	3.73	0.61
Overall Dep. Evaluation	4	3.8	1	H	3.87	0.39
Overall University AVG	4	3.7	1	H	3.83	.36

R= Rank
P= Place

M= Mean
SD= Standard Deviation

H= High
A= Average

Appendix A

Jackson State University
School, Community and Rehabilitation Counseling Department
Employer Evaluation

Employee's name: _____

Date of Evaluation: _____

Please complete this form to evaluate the field experience and professional performance of the above employee. Thank you for your assistance in providing this valuable service to our program. We will use this evaluation in confidentiality to reevaluate our Counseling Program to better serve the public and our graduates.

Directions: Please circle the number which best evaluates the present performance and competence of this employee using the following scale.

- 5 Very significant
- 4 Significant
- 3 Somewhat
- 2 Very little
- 1 Not at all
- 0 No opinion does not apply

AREA: <i>This employee has shown adequate strength in the following areas:</i>	SCORE
Legal/Ethical Decision Making	0 1 2 3 4 5
Professional Role as a counselor	0 1 2 3 4 5
Application of developmental models	0 1 2 3 4 5
Awareness of client world view	0 1 2 3 4 5
Culturally appropriate intervention	0 1 2 3 4 5
Creating effective therapeutic atmosphere	0 1 2 3 4 5
Diagnosis & Treatment	0 1 2 3 4 5
Involvement in psychological testing	0 1 2 3 4 5
Interest in Research & Evaluation	0 1 2 3 4 5
Application of theory and technique in counseling	0 1 2 3 4 5
Skills in Individual Counseling	0 1 2 3 4 5
Skills in Group Counseling	0 1 2 3 4 5
Community Services	0 1 2 3 4 5
Child/Adolescence Counseling	0 1 2 3 4 5
Family Counseling	0 1 2 3 4 5
Career Counseling	0 1 2 3 4 5
Addiction Counseling	0 1 2 3 4 5
Case management	0 1 2 3 4 5
Overall rating of skills of this employee	0 1 2 3 4 5

Appendix B

Jackson State University
School, Community and Rehabilitation Counseling Department
Graduate Evaluation

Name: _____

Date: _____

Credential/s:

You are asked to use the following scale to answer the survey questions:

5. Very significant
4. Significant
3. Somewhat
2. Very little
1. Not at all
- 0 No opinion applies

I: The Counseling Program at Jackson State University has contributed to my knowledge and skill competency in areas listed below:***A. Knowledge***

<u>Area</u>	<u>Your rating</u>
i. Human growth and development	
j. Social cultural foundations of counseling	
k. Helping relationships	
l. Group counseling	
m. Career and life style development	
n. Research and program development	
o. Professional orientation	

B. Skills

<u>Area</u>	<u>Your rating</u>
p. Human growth and development	
q. Social and cultural foundation of counseling	
r. Helping relationships	
s. Group counseling	
t. Career and life style development	
u. Research and program development	
v. Professional orientation	

II: The Counseling Program at Jackson State University has contributed to my becoming professional counselor able to help clients.

<u>Area</u>	<u>Your rating</u>
a. Develop resources	
b. Resolve problems of adjustment	
c. Make decisions	
d. facilitate personal growth	

III: The Counseling Program at Jackson State University contributed to my:

<u>Area</u>	<u>Your rating</u>
-------------	--------------------

- | | |
|---|--|
| a. Consideration of legal issues in counseling. | |
| b. Consideration of ethical practices in counseling. | |
| c. Awareness of self in counseling process. | |
| e. Commitment to professional growth | |
| f. Commitment to personal growth | |
| g. Commitment to counseling profession | |
| h. Commitment to providing leadership to the profession | |
| i. Awareness of professional organizations | |
| j. Overall development of professional identity | |
| k. Knowledge of my current professional environment | |

IV: Suggestion for revisions, addition, or deletion of program objectives:

- Additional training in each theory, as well as more demonstration will be helpful.
- Overall excellent of program
- Additional courses in suicidology, counseling of gifted, evaluation of tests and measurement.
- Quality of internship.
- Additional training in HIV/AIDS related courses, homeless overview techniques, barriers, and outreach skills
- I found the program I finished at SCRS prepared me for my job.
Disagree ___; Neutral ____; Agree ___

V. Please provide any additional comments about your experience in the program**Contact Information:**

Please provide us with the following information. This information will help us to know about your success in your career as a counselor and improvement in our program.

- a. Your Address:

- b. Your e-mail Address: _____
- c. Your Phone Number: _____
- d. Place of employment: _____
- e. Phone Number of your employment: _____
- f. Are you planning to receive LPC? Yes: ___ No: ___

Additional comments about experience in the program:

Suggestion for revision, addition, or deletion of program objectives;

Thanks for your cooperation and inputs. Your opinion is very valuable to us and it will help us to improve our program.

Date: _____

Appendix C

Jackson State University
School, Community and Rehabilitation Counseling Department

Supervisee Evaluation of Supervisor
COUN 578 Internship

Supervisor's Name: _____

Supervisor to be Evaluated On-Site or University (circle one)

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree N/A = Not Applicable

RATING CATEGORIES RATING

I. My Supervisor:

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Explained his/her role as my supervisor | 1 | 2 | 3 | 4 | N/A |
| 2. Made me feel at ease with the supervisory process | 1 | 2 | 3 | 4 | N/A |
| 3. Gave me feedback about my role as a counselor that was accurate and that I could use | 1 | 2 | 3 | 4 | N/A |
| 4. Helped me clarify the issues that my client brought to the session. | | | | | |
| 5. Assisted me in understanding my own feelings about the client and his/her issues | 1 | 2 | 3 | 4 | N/A |
| 6. Encouraged me to develop a plan to work with specific clients. | 1 | 2 | 3 | 4 | N/A |
| 7. Modeled appropriate counseling techniques when necessary. | 1 | 2 | 3 | 4 | N/A |

II. My Supervisor helped Promote:

- | | | | | | |
|--|---|---|---|---|-----|
| 8. My professional identity by encouraging membership in professional organizations. | 1 | 2 | 3 | 4 | N/A |
| 9. Professional standards by encouraging certification and accreditation of supervisors by accrediting bodies (State and National) | 1 | 2 | 3 | 4 | N/A |
| 10. Legal and ethical practice by discussing and modeling | | | | | |

appropriate ethical standards. 1 2 3 4 N/A

III. I Felt:

11. Confident of the counseling skills of my supervisor 1 2 3 4 N/A

12. My supervisor respected me and was concerned with my professional growth. 1 2 3 4 N/A

13. My supervisor was committed to his/her role as a supervisor. 1 2 3 4 N/A

14. Motivated and encouraged me. 1 2 3 4 N/A

15. My supervisor served as an appropriate professional role model. 1 2 3 4 N/A

16. Supervision sessions allowed for personal and professional growth. 1 2 3 4 N/A

17. Recognizes his/her own limitations. 1 2 3 4 N/A

18. My supervisor was genuine, congruent, empathic, and honest. 1 2 3 4 N/A

IV. My Supervisor Helped Me.

19. Clarify my own ideas about counseling theory. 1 2 3 4 N/A

20. Focus on specific counseling strategies to assist the client. 1 2 3 4 N/A

21. Develop techniques to resolve conflict. 1 2 3 4 N/A

Please complete the following demographic questions.

The demographics will be used for descriptive analysis in research.

Your gender: Supervisor's gender: _____

Your age: Supervisor's age: _____

Your ethnic background: _____

(African American, Asian, Caucasian, Hispanic, Native American, Other)

Your supervisor's ethnic background: _____

(African American, Asian, Caucasian, Hispanic, Native American, Other)

Number of years that your supervisor has been a counselor: _____

(survey adopted from Mississippi State University Counseling Program)

APPENDIX D

Jackson State University
School, Community and Rehabilitation Counseling Department

**INTERNSHIP SITE SUPERVISOR
EVALUATION
COUN 578**

Intern _____ Site Supervisor _____

Agency/School _____ Semester: Year:

Please complete this form to evaluate the field experience of the above internship counselor. This report will be included in the overall evaluation of the internship candidate. Thank you for your assistance in providing this valuable service to our program. Please use the attached narrative page for additional comments if the assessment items below are not consistent with the students= internship duties and responsibilities.

Directions: Please circle the number which best evaluates the internship counselors= present competence or performance using the following rating scale.

Poor _____ Acceptable _____ Excellent
□ □

Process Skills

- | | | |
|-----|---|-----------|
| 1. | Begins and terminates sessions smoothly. | 1 2 3 4 5 |
| 2. | Explains the nature and objectives of counseling when appropriate | 1 2 3 4 5 |
| 3. | Is relaxed and comfortable in the sessions. | 1 2 3 4 5 |
| 4. | Attends and reflects all important feelings and content. | 1 2 3 4 5 |
| 5. | Assists clients to be more specific about experiences, behaviors, or feelings in a way that does not lead the client feeling Agrilled.@ | 1 2 3 4 5 |
| 6. | Restates client=s feelings and content. | 1 2 3 4 5 |
| 7. | Summarizes by recapitulating, condensing, and crystallizing client=s verbal and nonverbal statements over a period of time. | 1 2 3 4 5 |
| 8. | Confronts by describing discrepancies in the client=s behavior or statements. | 1 2 3 4 5 |
| 9. | Interprets by responding in a manner, which helps clients see underlying feelings or thoughts that were not explicitly expressed. | 1 2 3 4 5 |
| 10. | Goes beyond immediate awareness and adds significant feeling or meaning to client=s statements. | 1 2 3 4 5 |

Conceptualization Skills

- | | | |
|----|--|-----------|
| 1. | Researches the referral prior to the first interview. | 1 2 3 4 5 |
| 2. | Facilitates realistic goal setting with the client. | 1 2 3 4 5 |
| 3. | Encourages appropriate action-step planning with the client. | 1 2 3 4 5 |
| 4. | Employs judgment pertaining to the timing and use of different | |

	techniques and strategies	1	2	3	4	5
5.	Uses relevant case data in planning both immediate and long-range goal and their implementation.	1	2	3	4	5
6.	Uses relevant case data in considering various strategies.	1	2	3	4	5
7.	Bases decisions on a theoretically sound and consistent rationale of human behavior.	1	2	3	4	5
8.	Is perceptive in evaluating the effects of own counseling techniques.	1	2	3	4	5
9.	Demonstrates ethical behavior in counseling activities and case management.	1	2	3	4	5
10.	Can articulate theoretical rationale for interventions.	1	2	3	4	5

Personalizing Skills

1.	Is aware of own feelings in the sessions.	1	2	3	4	5
2.	Recognizes own values and those of client and how they may conflict.	1	2	3	4	5
3.	Demonstrates a personal commitment in developing competencies.	1	2	3	4	5
4.	Committed to gaining experience and expertise within the counseling field.	1	2	3	4	5
5.	Accepts and uses constructive criticism to enhance self-development and counseling skills.	1	2	3	4	5
6.	Engages in open, comfortable, and clear communication with peers and supervisors.	1	2	3	4	5
7.	Recognizes own competencies and skills and shares these with peers and supervisors.	1	2	3	4	5
8.	Recognizes own deficiencies and actively works to overcome them.	1	2	3	4	5
9.	Is sensitive to the needs expressed by the client or agency/school.	1	2	3	4	5
10.	Actively seeks to gain and maintain an excellent rapport with clients, peers, and supervisors.	1	2	3	4	5

General Skills

1.	Keeps appointments and commitments.	1	2	3	4	5
2.	Maintains internship logs, summaries, and reports.	1	2	3	4	5
3.	Is punctual and conscientious.	1	2	3	4	5
4.	Is friendly and helpful in relationships.	1	2	3	4	5
5.	Is neat and appropriately dressed.	1	2	3	4	5
6.	Possesses a healthy sense of humor when appropriate.	1	2	3	4	5
7.	Follows policies and procedures of agency/school.	1	2	3	4	5
8.	Demonstrates competency in meeting the needs of those who are culturally different.	1	2	3	4	5
9.	Demonstrates an excellent knowledge of counseling techniques.	1	2	3	4	5
10.	Overall assessment of candidates= ability and performance.	1	2	3	4	5

This section is provided for you to write a one-page narrative on the interns= strengths and weaknesses, pending the evaluation provided is not consistent with the duties performed by the intern. Please feel free to use multiple pages if necessary.

ADDITIONAL COMMENTS

Student Intern Signature

Date

Site Super

APPENDIX E

**School, Community, & Rehabilitation Counseling Department
Jackson State University**

Students Intermediate Level Assessment

Name: _____

Program: _____

Instructions: Select and mark the column showing the answer that best represents your response to each of the statements below.

COMMITMENT: <i>This Counseling Program is preparing me to:</i>	Strongly Disagree (1)	Moderately Disagree (2)	Agree (3)	Strongly Agree (4)
Value habits of mind that include continual reflection, critical thinking about my practice, and self evaluation relative to my performance as a counselor.				
Demonstrate a concern and caring for my client in a multicultural perspective, relatively free from personal problems and biases				
To be dedicated to continually evaluate and utilize professional collaboration to provide appropriate counseling educational experiences suitable to full range of clients.				
Grow as an ethical and professional service provider and advocate for growth.				
To be enthusiastic about the profession of counseling and a mental health service provider.				
KNOWLEDGE: <i>This Counseling Program is preparing me to:</i>	Strongly Disagree (1)	Moderately Disagree (2)	Agree (3)	Strongly Agree (4)
Reflect and evaluate theories of counseling, and to seek to know myself and my professional practice in context on emerging research and professional Standards				
Demonstrate subject content knowledge adequate for creating effective therapeutic atmosphere that benefit client and community.				
Demonstrate enough knowledge to feel competence in diagnosis, planning treatment modalities in verity of situations, and other				

professional and technical aspect of counseling.				
Make comfortable ethical and professional decisions with respect to counseling profession.				
Utilize the knowledge in the field of human development, helping profession, social and cultural foundations of counseling, group counseling, and professional orientation				
SKILLS: This Counseling Program in preparing me to:	Strongly Disagree (1)	Moderately Disagree (2)	Agree (3)	Strongly Agree (4)
Create/practice a participatory therapeutic that leads to effective therapy and service delivery				
Foster culturally sensitive service delivery with respect to multiculturalism and awareness skills in understanding my own personal needs				
Utilize effective therapeutic services by gaining necessary skills through supervision process.				
Employ an understanding of assessment related issues to select and use different therapeutic techniques, sensitive to the needs of client.				
Use the different community resources to provide adequate accommodation for client				
Professionalism: This Counseling Program is preparing me to:	Strongly Disagree (1)	Moderately Disagree (2)	Agree (3)	Strongly Agree (4)
Continually monitoring myself, recognizing my responsibilities, and gaining respect as a Counselor Student.				
Using research to inform my education and training areas of specialty and interest.				
Enact and understand the uses of different modalities in treatment and counseling with regard to supervision, consultation, and advocacy.				
Know and act based on ethical principles related to my role as a student of community counseling				
Be sensitive to community and cultural norms, appreciate multiple perspectives, and developing a habit of practicing in multiculturalism fashion				

Date: _____

APPENDIX F

CALENDER

Evaluation Form	Date
Demographic	September 3, Each Year to September 6, Each Year
Student Entry Level Assessment	September 3, Each Year to September 7, each Year
Intermediate Level assessment	November 15-November 25 Each year
Site Supervisor Evaluation- Mid Term	
Site Supervisor Evaluation- Final	April, July, and November of Each Year
Exit Level Assessment	April, July, and November of Each Year
Graduate Follow Up Evaluation Survey	Six months after graduation, February of each year
Graduate Evaluation Survey	Six months after graduation, February of each year
Employer Evaluation	January of Each Year

