



**SITE SUPERVISOR EVALUATION OF
COUNSELING PROGRAM
RESULTS
SPRING 2013**

Site Supervisor Evaluation of Counseling Program Results Summary

Purpose: The counseling faculty aim to conduct an assessment of the effectiveness of the counseling program. An important component of this review is to ascertain the quality and relevancy of the program from current site supervisors. Results are analyzed and used to help the program identify areas of strength and areas that are in need of enhancement. The following are the results of the evaluation administered to Site Supervisors for the Spring 2013 semester.

Major Findings: Overall, the evaluations reflected positively on the counseling program's preparation of counselors.

Program strengths. Overall, the site supervisors ranked the counseling program between adequately prepared and well prepared on all standards except for one. The highest rankings were in professional/personal growth, professional development, ethics, and openness to feedback, consultation, multicultural counseling, and developing a therapeutic relationship.

Need for program improvement. Overall, the site supervisors rated the counseling program's preparation of students in appraisal as the weakest. Site supervisors reported that students need greater knowledge in treatment planning and other documentation and a greater awareness of state laws that impact mental health and school counselors. Also, only five of the eight sites that returned surveys, were able to evaluate counselor-in-training on their ability to provide career counseling services. The other category that was rated lower was participation in professional organizations. One site supervisor also mentioned that she would like more contact from the Faculty supervisor throughout the semester. Another site supervisor had concerns regarding the CIT's knowledge regarding the school system.

Recommendations: In order to address the areas for improvement, the counseling program faculty met and discussed how to proceed. For the appraisal section, the instructor for CNS 676- Diagnosis and Treatment Planning has made changes in the syllabus to focus more on treatment planning and case documentation. This has also been embedded into CNS 618- Issues in Mental Health Counseling and CNS 694- Advanced Counseling and Supervision. In order to address the concerns regarding current state laws pertaining to mental health and school counselors, the instructors for CNS 618- Issues in

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Mental Health Counseling, CNS 720- Elementary School Counseling and CNS 725- Middle and High School Counseling will address state laws in their respective courses. In terms of contact with Site Supervisors, it has been the counseling programs policy that the site supervisor will receive an on-site visit around midterm. Each Faculty supervisor will also work to maintain constant contact with the site supervisors, per CACREP's recommendations, either by phone, email, or in person contact. This should ensure that the lines of communication remain open.

Survey Results:

**MURRAY STATE UNIVERSITY COUNSELING PROGRAM
SITE SUPERVISOR'S EVALUATION OF COUNSELING PROGRAM**

Based on your experience with a student from the Murray State University Counseling Program, please indicate the extent to which our program prepares students for their field experiences. Please use the following scale.

0= Unable to Evaluate, 1= Unprepared, 2= Poorly Prepared, 3= Adequately Prepared, 4= Well Prepared

Student exhibits: Average Score:

1. personal and professional growth	3.6
2. a professional counseling identity	3.4
3. collegiality	3.6
4. accountability	3.8
5. professional leadership	3.4
6. contact with a professional organization	3.33
7. high ethical standards	3.7
8. ongoing professional development	3.88
9. openness to supervision and/or feedback	4

Student exhibits knowledge in:

10. individual and group counseling theories	3.7
11. assessment/appraisal processes	3.33
12. career/lifestyle development theories	3.7
13. establishing effective counseling relationships	3.8

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| 14. consultation processes | 3.75 |
| 15. human growth and development | 3.63 |
| 16. multicultural/pluralistic characteristics
of diverse cultural groups | 3.75 |

Student exhibits skill in:

- | | |
|---|------|
| 17. individual and group counseling theories | 3.4 |
| 18. assessment/appraisal processes | 3.25 |
| 19. career/lifestyle development theories | 3.7 |
| 20. establishing effective counseling relationships | 3.88 |
| 21. consultation processes | 3.7 |
| 22. human growth and development | 3.6 |
| 23. multicultural/pluralistic characteristics
of diverse cultural groups | 3.7 |

What would you most like us to know about the students of our program and/or your experiences with them (please use the back if more space is needed)?

Supervisor	Response
1	I thought it was overall a positive experience, but it was difficult at times because I wasn't familiar with the training prior to practicum. Because I went through a psychology program, I wasn't always sure what to expect regarding philosophy and logistics such as note writing. I think meeting with the faculty supervisor earlier in the process might have been helpful- and maybe meeting more than once to ensure that we are all working together.
2	The students seem to be prepared. However, there needs to be an increased awareness of state laws and accommodations should be made to help those students.
3	Good knowledge basis that prepared supervisee to work with clients in our agency.
4	Good students-Good foundation re: theory and practice.
5	My greatest concern is the lack of knowledge in the educational system. Students may have knowledge in the area of counseling, but if they don't know how to work with teachers, administrators, and students in the school situation, they will

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	<p>not be effective. My recent student stated that she would have little sympathy for the teachers. Obviously, this would not make for a good working relationship. I have seen this more since the change of not requiring school guidance counselors to be in the classroom before becoming a school counselor. Most can learn some of this if they listen to their teachers, but experience is much more valuable. I will note that this student this semester has grown a great deal from her practicum, but she will need a lot of supervision and hands on experience before she is ready for a counseling job of any kind.</p>
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