

2011 Mental Health (MH) Emphasis Comprehensive Exam Score and Site Supervisor Evaluation Summary

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9/15/11

Introduction

A summative evaluation of counseling program students usually occurs by two methods, an academic examination and an evaluation of actual counseling skills demonstrated in practicum and/or internship coursework. The following data and analyses of the data represent the summative evaluation of the 11 Mental Health (MH) Emphasis students in the 2011 cohort group.

Comprehensive Examination

The same comprehensive examination used with last year's MH cohort was used again in 2011. This exam had previously been subjected to several reliability and item analyses and found to be reliable. The mean score of the 50 item, multiple choice exam was found to be 37.09 with a standard deviation of 3.40 with $N = 11$. The KR-20 reliability coefficient was found to be 0.55. No students missed the cutoff score this year. One item was found to have a poor relationship to the total score and will be modified for the next administration of the comprehensive examination in 2012.

Site Supervisor Evaluations

The same 11MH students were rated by their Practicum and Internship A and B site supervisors. Some students may have had different site supervisors for each of these three field experiences and/or more than one practicum/internship site, thus more than one site supervisor. Therefore, ratings across all three field experiences (Practicum, Internship A and Internship B) were used in the analysis of this cohort group. The Supervisor's Evaluation of Student Form has 15 items rated on a 1 to 5 Likert scale as follows: **1.** Far Below Expectations; **2.** Below Expectations; **3.** Acceptable; **4.** Above Expectations and; **5.** Far Above Expectations. Means and standard deviations for each of the items across all three field experiences were calculated.

Overall mean ratings on the 15 items ranged from 3.45 to 4.33 indicating student performance in the "Acceptable" to "Above Expectations" range. The three highest rated items included: "Is empathetic, understanding and genuine in interactions with clients; projects acceptance of client's behaviors and value systems even when different from one's own" ($M = 4.33$). "Develops and maintains supportive relationships with others including staff, supervisors, and other professionals" ($M = 4.20$), which tied with "Demonstrates understanding and respect for diverse cultural, ethnic, sexual, and social backgrounds" ($M = 4.20$).

The lowest rated items included: “Has developed a therapeutic style of counseling that is based in theory” (M = 3.45). “The student demonstrates a clear and concise understanding of the various counseling theories, techniques and procedures” (M = 3.63). “Is able to accurately assess client needs, reach an appropriate diagnosis, and develop a coherent treatment plan” (M = 3.72).

Conclusion

The analysis of this data confirms that this cohort has demonstrated understanding of the academic material presented in the MSCP MH Emphasis. It also illustrates the students’ successful demonstration of counseling skills and competencies taught in the program as evaluated by field supervisors.