

**2013 School Counseling Emphasis  
Comprehensive Exam Score and  
Site Supervisor Evaluation Summary**

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A summative evaluation of counseling program students usually occurs by 2 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 22 School Counseling Emphasis students in the 2013 cohort group.

**Comprehensive Examination**

The same comprehensive examination used with last year's School Counseling cohort was used again in 2013. 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 38.23 with  $N = 22$ . The KR-20 reliability coefficient was .59. This compares to a mean score of 37.67 ( $SD = 4.57$ ,  $N = 48$ ,  $KR-20 = .66$ ) the previous year (2012). All 22 students passed this test this year, as compared to 47 out of 48 passing in 2012, and 27 out of 28 passing in 2011. This data can be interpreted as representative of excellent performance.

**Site Supervisor Evaluations**

These 22 School Counseling students were also rated by their Practicum, and Internship A, and Internship B site supervisors. 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. The means and standard deviations for each of the items across all three field experiences were calculated. The results are shown in Table 1 below.

Table 1.

## Means and Standard Deviations of Site Supervisor Ratings

| Item                                                                                                                                                 | Mean | SD  |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----|
| The student...                                                                                                                                       |      |     |
| 1. Displays understanding of the basic principles of human growth and how this facilitates learning and the counseling process.                      | 3.57 | .64 |
| 2. Demonstrates a clear and concise understanding of the various counseling theories, techniques, and procedures.                                    | 3.48 | .63 |
| 3. Has developed a therapeutic style of counseling that is theory-based.                                                                             | 3.50 | .72 |
| 4. Understands the dynamics of the individual behavior in the counseling process and is knowledgeable about techniques of behavior change.           | 3.63 | .73 |
| 5. Is able to accurately assess client needs, reach an appropriate diagnosis and develop a coherent treatment plan.                                  | 3.64 | .77 |
| 6. Can communicate effectively with clients and assist clients in integrating information into their current lifestyle.                              | 3.85 | .73 |
| 7. Is empathetic, understanding and genuine in interactions with client behaviors and value systems even when different from their own.              | 4.10 | .71 |
| 8. Develops and maintains supportive relationships with others including staff, supervisors and other professionals.                                 | 4.04 | .74 |
| 9. Demonstrates emotional stability, security, confidence and an ability to take initiative.                                                         | 3.99 | .84 |
| 10. Recognizes personal limitations and is open to appropriate supervision.                                                                          | 4.05 | .77 |
| 11. Demonstrates understanding and respect for diverse cultural, ethnic, sexual and social backgrounds; respects the rights of others.               | 4.08 | .75 |
| 12. Conducts oneself in a professional manner with clients; respects the rights of others.                                                           | 4.14 | .73 |
| 13. Establishes and maintains relationships consistent with ethical standards.                                                                       | 4.03 | .81 |
| 14. Completes assigned responsibilities in a timely and competent manner; maintains accurate records on clients and their own professional practice. | 4.01 | .84 |
| 15. Is willing and able to make referrals to other professionals when faced with issues beyond their level of training or expertise.                 | 3.95 | .78 |

Overall, the mean ratings on the 15 items ranged from 3.48 to 4.14, indicating student performance in the acceptable to above expectations range. The three highest rated items included, a) conducts oneself in a professional manner with clients; respects the rights of others; b) is empathetic, understanding and genuine in interactions with client behaviors and value systems even when different from their own; and c) demonstrates understanding and respect for diverse cultural, ethnic, sexual and social backgrounds. The lowest three rated items included, a) demonstrates a clear and concise understanding of the various counseling theories, techniques, and procedures; b) has developed a therapeutic style of counseling that is theory-based; and c)

displays understanding of the basic principles of human growth and how this facilitates learning and the counseling process.

### **Conclusion**

Based on the analyzed data, the 2013 School Counseling students have demonstrated an excellent understanding of the academic material presented in the School Counseling emphasis curriculum as exhibited by their School Counseling Comprehensive Exam results. In addition, the School Counseling emphasis cohort successfully demonstrated the practical application of their content knowledge by achieving acceptable to above expectation evaluation scores by their site supervisor(s). Areas within the School Counseling curriculum that need improvement are as follows, a) a stronger emphasis in counseling theories; b) increase the scaffolding between counseling theories and the students' counseling style; and c) a stronger emphasis in the relationship between human development and K-12 students' cognitive and emotional needs.