

2016 MF Emphasis Comprehensive Exam Score and Site Supervisor Evaluation Summary

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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 19 Marriage and Family (MF) Emphasis students in the 2016 cohort group.

Comprehensive Examination

The same comprehensive examination used with last year's MF cohort was used again in 2016. 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 35.42 with a standard deviation of 7.09 with $N = 19$. The KR-20 reliability coefficient was found to be 0.86. This compares to a mean score of 37.34 ($SD = 5.37$, $N = 32$, $KR-20 = .77$) the previous year (2015). Three students missed the cutoff score this year compared to zero students in 2015 and three students in 2014. The percentage of students passing this test the first time administered decreased from 100% in 2015 to 84.2% in 2016. This performance resembles the 2014 cohort when 88.5% passed. All of these data can be interpreted as representative of excellent performance overall.

Site Supervisor Evaluations

These 19 MF students were also 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. 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.	3.59	.577
2. Demonstrates a clear and concise understanding of the various counseling theories, techniques and procedures.	3.47	.559
3. Has developed a therapeutic style of counseling that is theory-based.	3.42	.636
4. Understands the dynamics of the individual behavior in the counseling process and is knowledgeable about techniques of behavior change.	3.60	.730
5. Is able to accurately assess client needs, reach an appropriate diagnosis and develop a coherent treatment plan.	3.58	.779
6. Can communicate effectively with clients and assist clients in integrating information into their current lifestyle.	3.82	.716
7. Is empathetic, understanding and genuine in interactions with client behaviors and value systems even when different from their own.	3.95	.767
8. Develops and maintains supportive relationships with others including staff, supervisors and other professionals.	4.00	.712
9. Demonstrates emotional stability, security, confidence and an ability to take initiative.	3.67	.678
10. Recognizes personal limitations and is open to appropriate supervision.	3.76	.740
11. Demonstrates understanding and respect for diverse cultural, ethnic, sexual and social backgrounds.	3.89	.741
12. Conducts oneself in a professional manner with clients; respects the rights of others.	3.88	.723
13. Establishes and maintains relationships consistent with ethical standards.	3.75	.729
14. Completes assigned responsibilities in a timely and competent manner; maintains accurate records on clients and their own professional practice.	3.59	.818
15. Is willing and able to make referrals to other professionals when faced with issues beyond their level of training or expertise.	3.55	.747

Overall mean ratings on the 15 items ranged from 3.42 to 4.00 indicating student performance in the “Acceptable” to “Above Expectations” range overall. The three highest rated items were the same as last year and included: “Develops and maintains

supportive relationships with others including staff, supervisors and other professionals” (M = 4.00). “Is empathetic, understanding and genuine in interactions with client value systems even when different from their own” (M = 3.95). “Demonstrates understanding and respect for diverse cultural, ethnic, sexual and social backgrounds” (M = 3.89).

The lowest three rated items, also the same ones as last year, included: “Demonstrates a clear and concise understanding of the various counseling theories, techniques and procedures” (M = 3.47). “Is willing and able to make referrals to other professionals when faced with issues beyond their level of training or expertise” (M = 3.55). “Has developed a therapeutic style of counseling that is theory-based” (M = 3.42).

Conclusion

The analyses of these data confirm that this 2016 student cohort has demonstrated excellent understanding of the academic material presented in the MSCP MF Emphasis as exhibited by the Comprehensive Examination results. It also illustrates the students’ successful demonstration of professional counseling skills and competencies taught in the program as evaluated by independent, practicing field supervisors. The field supervisor results are very similar to last year’s results and do not indicate that any changes in the practicum or internship program are warranted at this time, although it is recommended that more internship sites be developed with licensed and qualified MFT supervisors.