

**2015 MH Emphasis Comprehensive Exam Score and
Site Supervisor Evaluation Summary
By
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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 15 Mental Health Emphasis students in the 2015 cohort group.

Comprehensive Examination

The same comprehensive examination used with last year’s Mental Health cohort was used again in 2015. 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 35.53 with a standard deviation of 3.36 with N = 15. The KR-20 reliability coefficient was found to be 0.41. This compares to a mean score of 36.21 (SD = 3.28, N = 29, KR-20 = .52) the previous year (2014). All 15 students passed this test this year, the same as 2014, 2013, 2012, and 2011. All of these data can be interpreted as representative of excellent performance.

Site Supervisor Evaluations

These 15 Mental Health 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

<u>Item</u>	<u>Mean</u>	<u>SD</u>
<i>The student...</i>		
1. Displays understanding of the basic principles of human growth and how this facilitates learning and the counseling process.	3.77	.808
2. Demonstrates a clear and concise understanding of the various counseling theories, techniques and procedures.	3.55	.748
3. Has developed a therapeutic style of counseling that is theory-based.	3.54	.683

4. Understands the dynamics of the individual behavior in the counseling process and is knowledgeable about techniques of behavior change.	3.65	.763
5. Is able to accurately assess client needs, reach an appropriate diagnosis and develop a coherent treatment plan.	3.65	.743
6. Can communicate effectively with clients and assist clients in integrating information into their current lifestyle.	3.78	.826
7. Is empathetic, understanding and genuine in interactions with client behaviors and value systems even when different from their own.	3.88	.820
8. Develops and maintains supportive relationships with others including staff, supervisors and other professionals.	3.97	.827
9. Demonstrates emotional stability, security, confidence and an ability to take initiative.	3.78	.860
10. Recognizes personal limitations and is open to appropriate supervision.	3.74	.769
11. Demonstrates understanding and respect for diverse cultural, ethnic, sexual and social backgrounds. respects the rights of others.	3.93	.877
12. Conducts oneself in a professional manner with clients; respects the rights of others.	4.02	.786
13. Establishes and maintains relationships consistent with ethical standards.	3.71	.764
14. Completes assigned responsibilities in a timely and competent manner; maintains accurate records on clients and their own professional practice.	3.85	.833
15. Is willing and able to make referrals to other professionals when faced with issues beyond their level of training or expertise.	3.81	.866

Overall mean ratings on the 15 items ranged from 3.54 to 4.02, indicating student performance in the “Acceptable” to “Above Expectations” range overall. The first and second highest rated items included: “Conducts oneself in a professional manner with clients; respects the rights of others” (M = 4.02) and “Develops and maintains supportive relationships with others including staff, supervisors and other professionals” (M = 3.97). The third highest rated item was: “Demonstrates understanding and respect for diverse cultural, ethnic, sexual and social backgrounds” (M = 3.93).

The two lowest rated items included: “Has developed a therapeutic style of counseling that is theory-based” (M = 3.54) and, “Demonstrates a clear and concise understanding of the various counseling theories, techniques and procedures” (M = 3.55) “Understands the dynamics of the individual behavior in the counseling process and is knowledgeable about techniques of behavior change” and “Is able to accurately assess client needs, reach an appropriate diagnosis and develop a coherent treatment plan” tied for the third lowest rated items (M = 3.65).

Conclusion

As Clinical Director for the Mental Health emphasis, I am pleased to report that, for five consecutive years, not one mental health emphasis student has failed the content area of the Comprehensive Exam.

The analyses of these data confirm that this 2015 student cohort has demonstrated excellent understanding of the academic material presented in the MSCP Mental Health Emphasis as exhibited by the Comprehensive Examination results. It also illustrates the students' successful demonstration of counseling skills and competencies taught in the program as evaluated by independent, licensed field supervisors.