

Counselor Education CACREP and CORE Self-Study Survey for Graduates

EXECUTIVE SUMMARY July, 2006

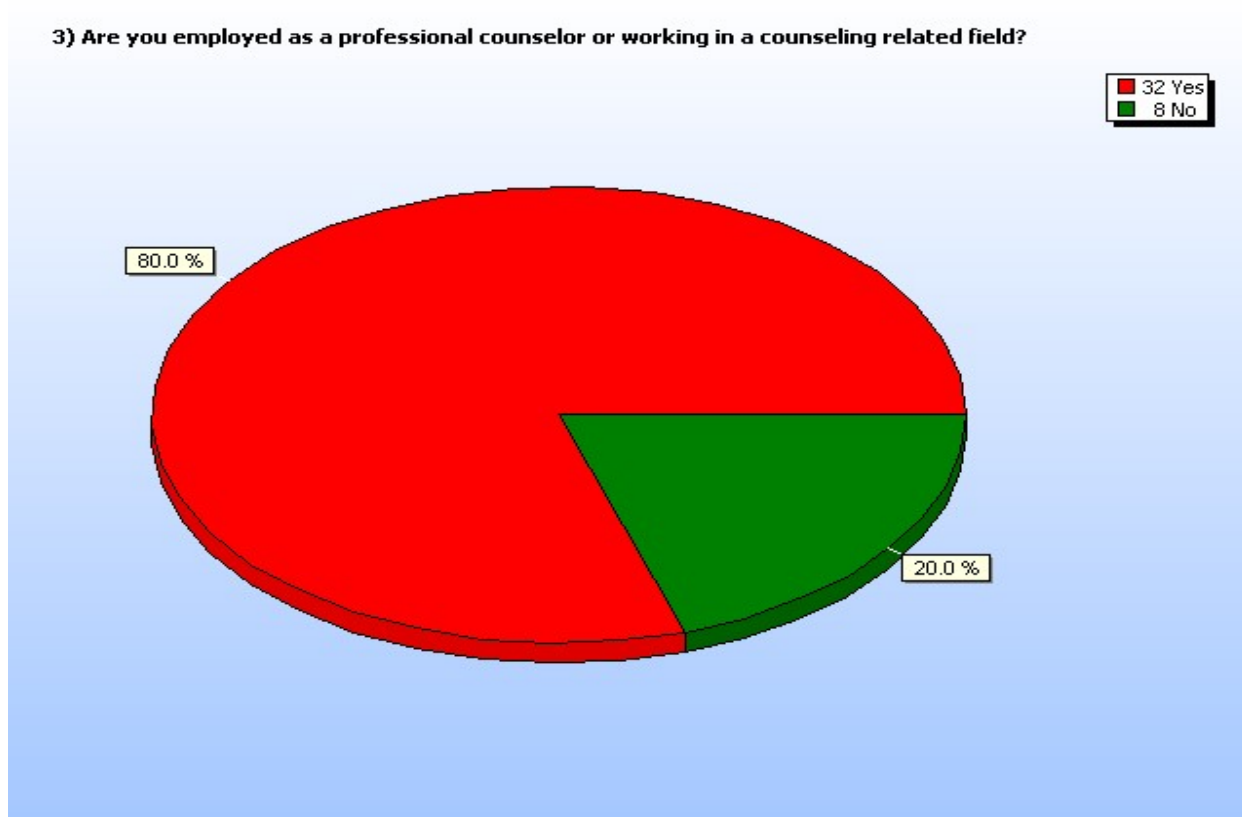
This report contains a detailed statistical analysis of the results to the survey titled *Counselor Education CACREP and CORE Self-Study Survey*. The results analysis includes answers from all respondents who took the survey in the 47 day period from Thursday, November 3, 2005 to Monday, December 19, 2005. 42 completed responses were received to the survey during this time.

Survey Results & Analysis

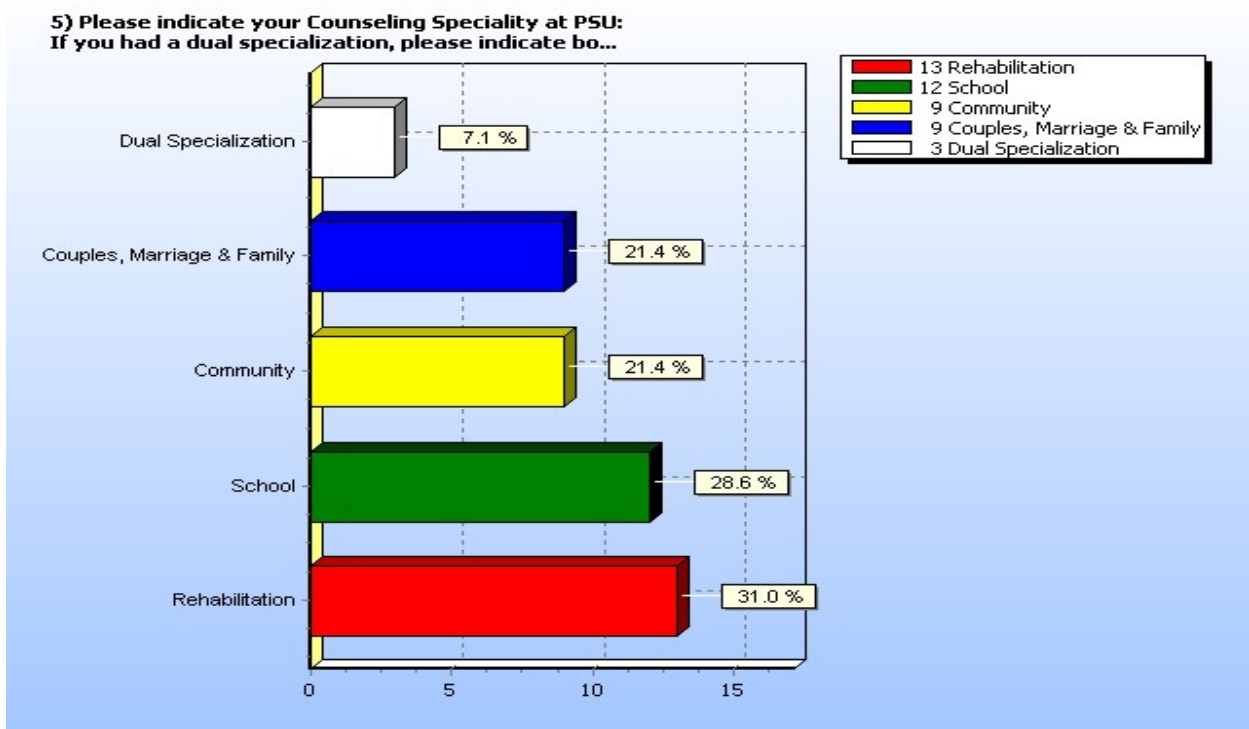
Responses Received: 42

(Questions 1, 2 & 4 regard respondents' identity)

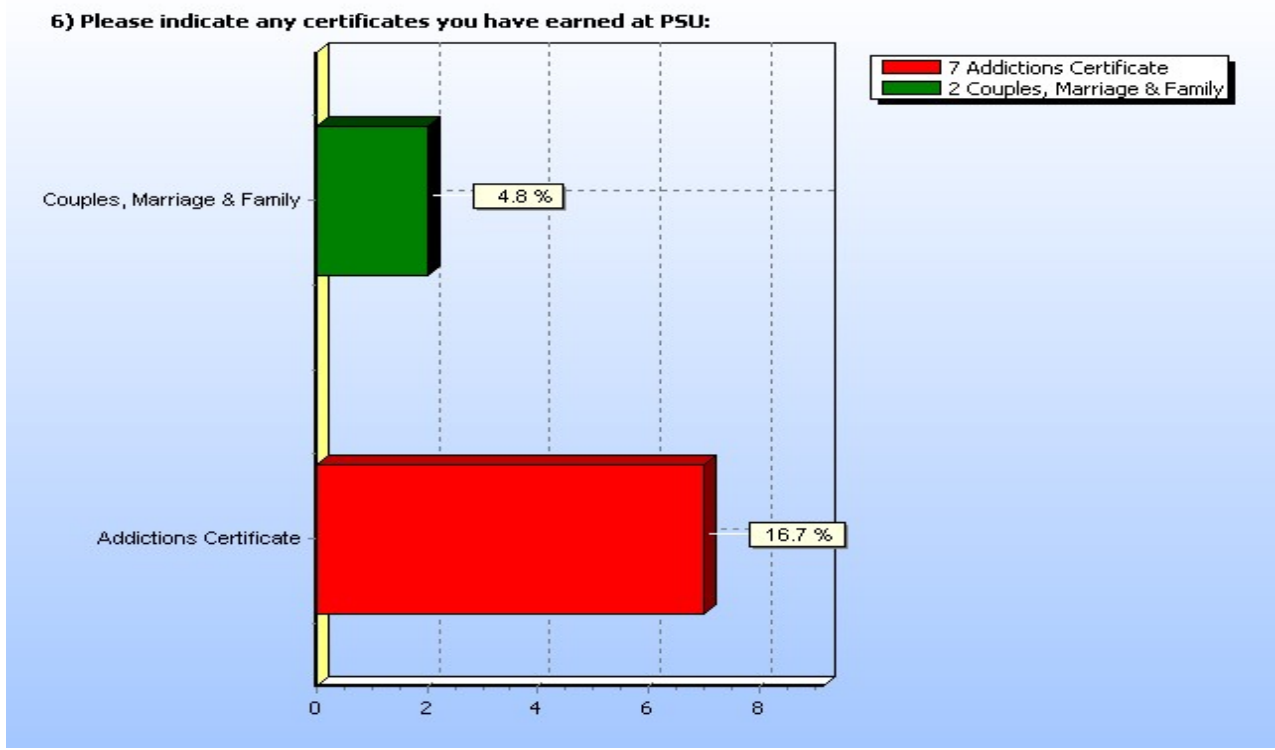
3) Are you employed as a professional counselor or working in a counseling related field?



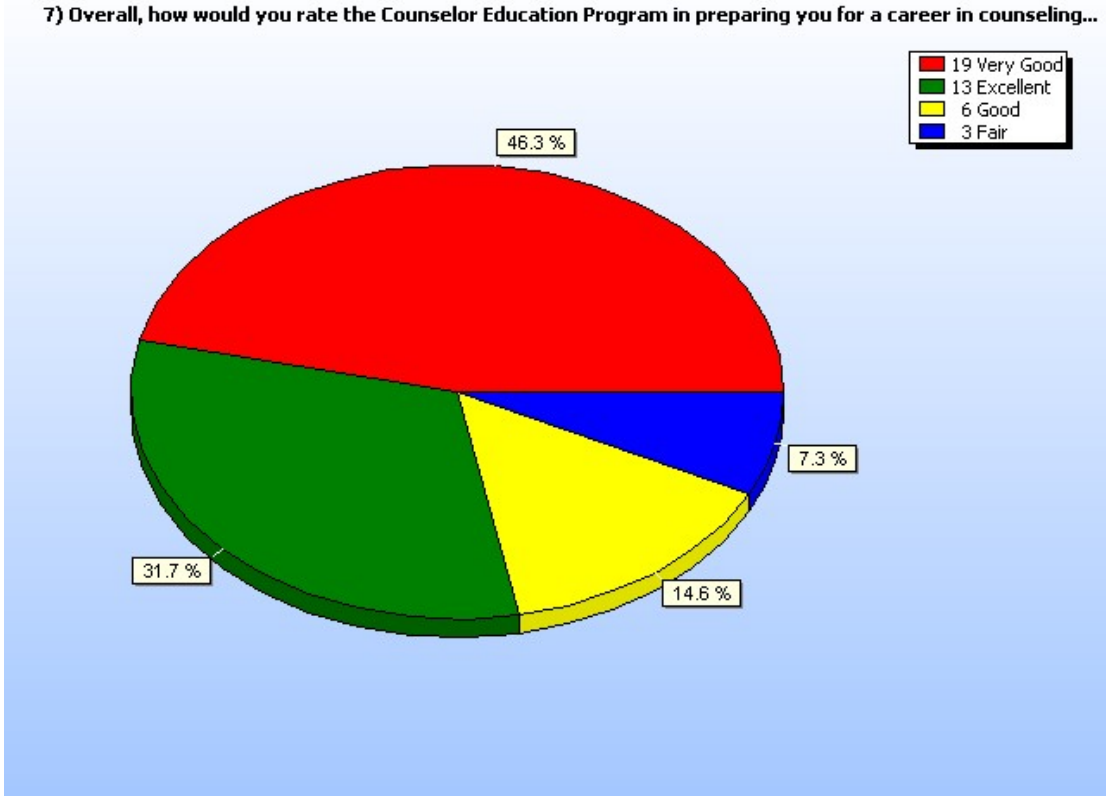
5) Please indicate your Counseling Specialty at PSU: If you had a dual specialization, please indicate both areas and "Dual Specialization." We will ask about certificates in the next question.



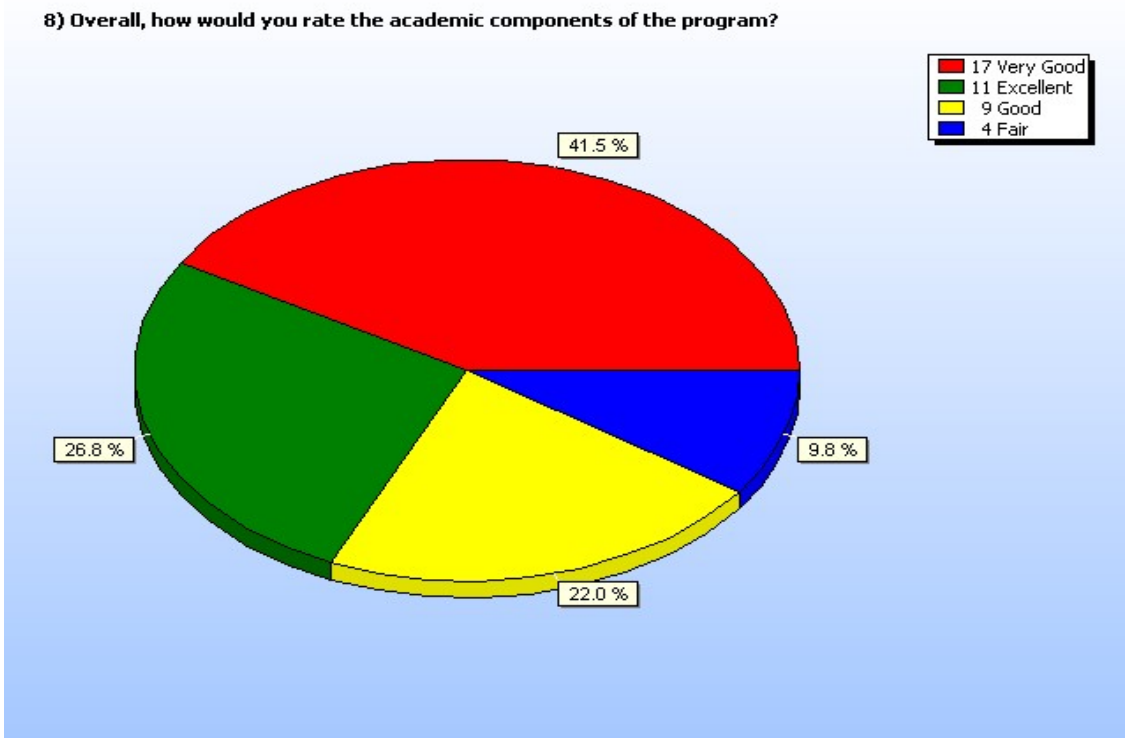
6) Please indicate any certificates you have earned at PSU:



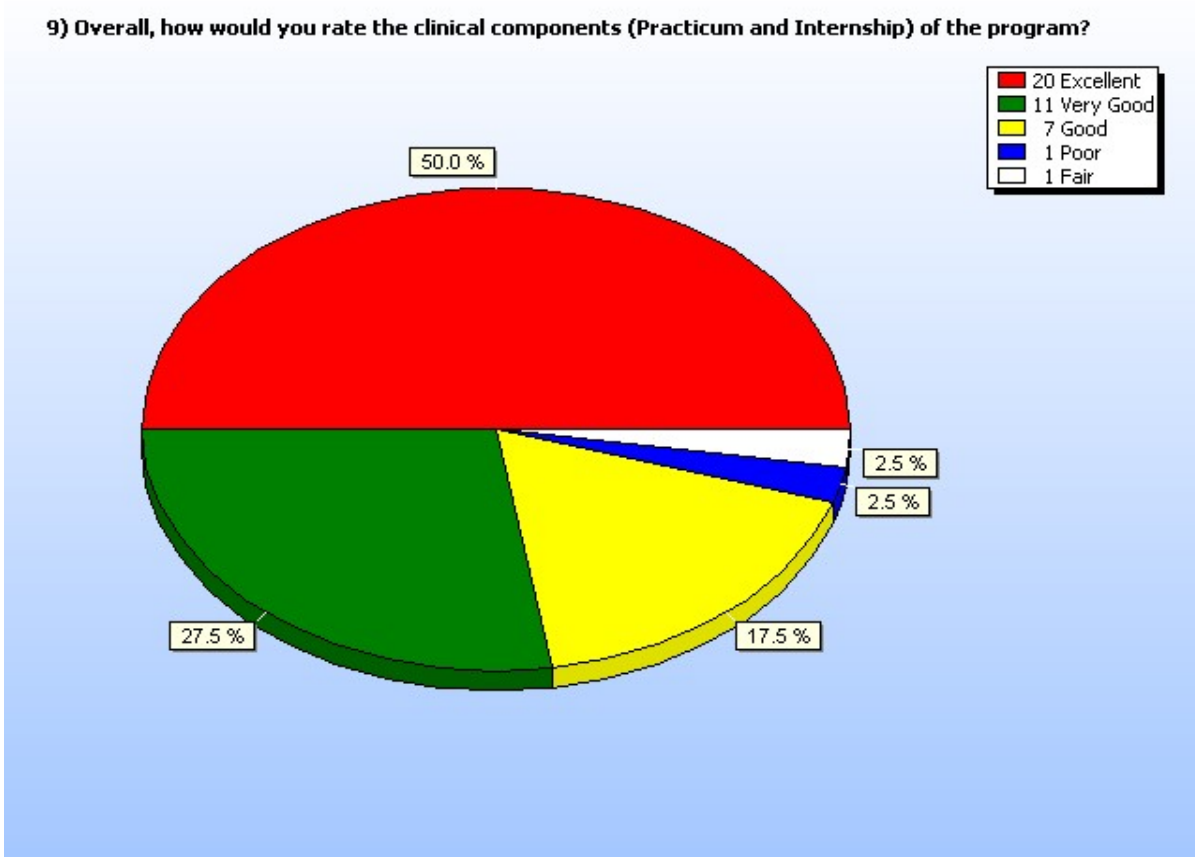
7) Overall, how would you rate the Counselor Education Program in preparing you for a career in counseling or a related field?



8) Overall, how would you rate the academic components of the program?



9) Overall, how would you rate the clinical components (Practicum and Internship) of the program?

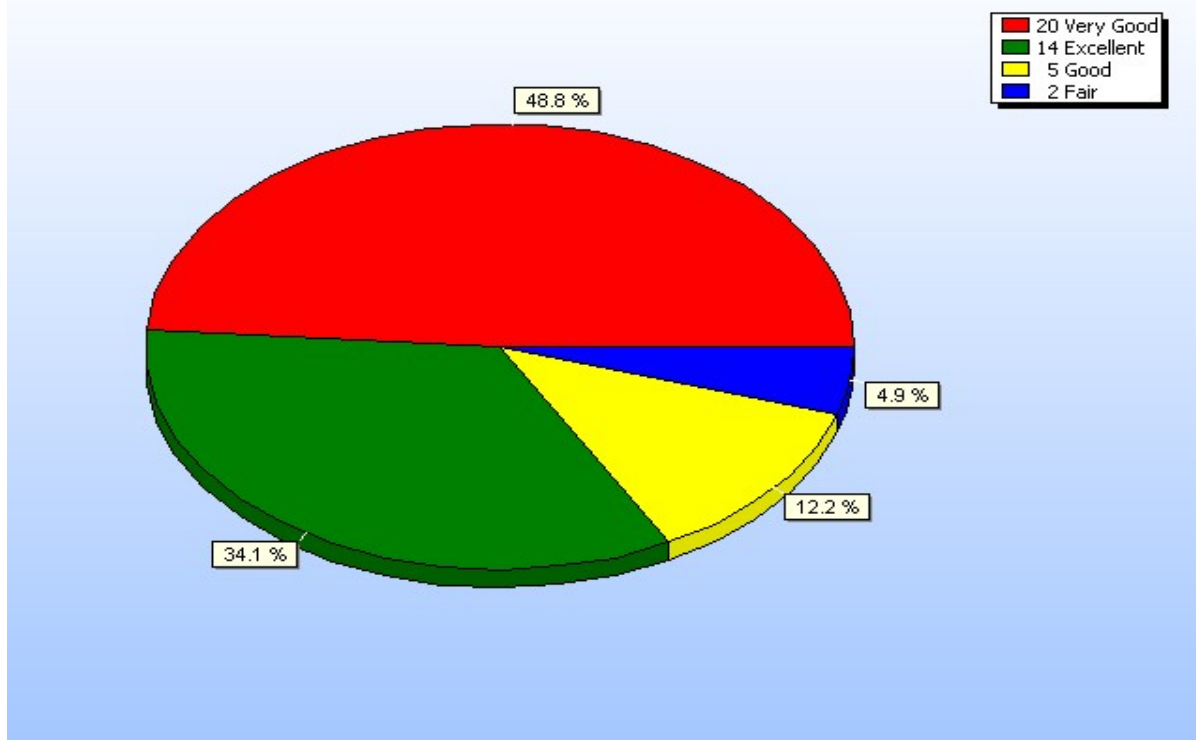


10) Please rate the following dimensions of your professional preparation and training while you were a student in the Counselor Education Program.

(Percentages)	Excellent	Very Good	Good	Fair	Poor
Counseling Intervention Skills	34.1%	48.8%	12.2%	4.9%	0.0%
Case Conceptualization/ Case Management Skills	19.5%	36.6%	26.8%	17.1%	0.0%
Theory and Research Foundations	22.0%	56.1%	19.5%	2.4%	0.0%
Program Development/ Consultation Skills	20.0%	40.0%	32.5%	5.0%	2.5%
Professional Ethics	56.1%	39.0%	4.9%	0.0%	0.0%

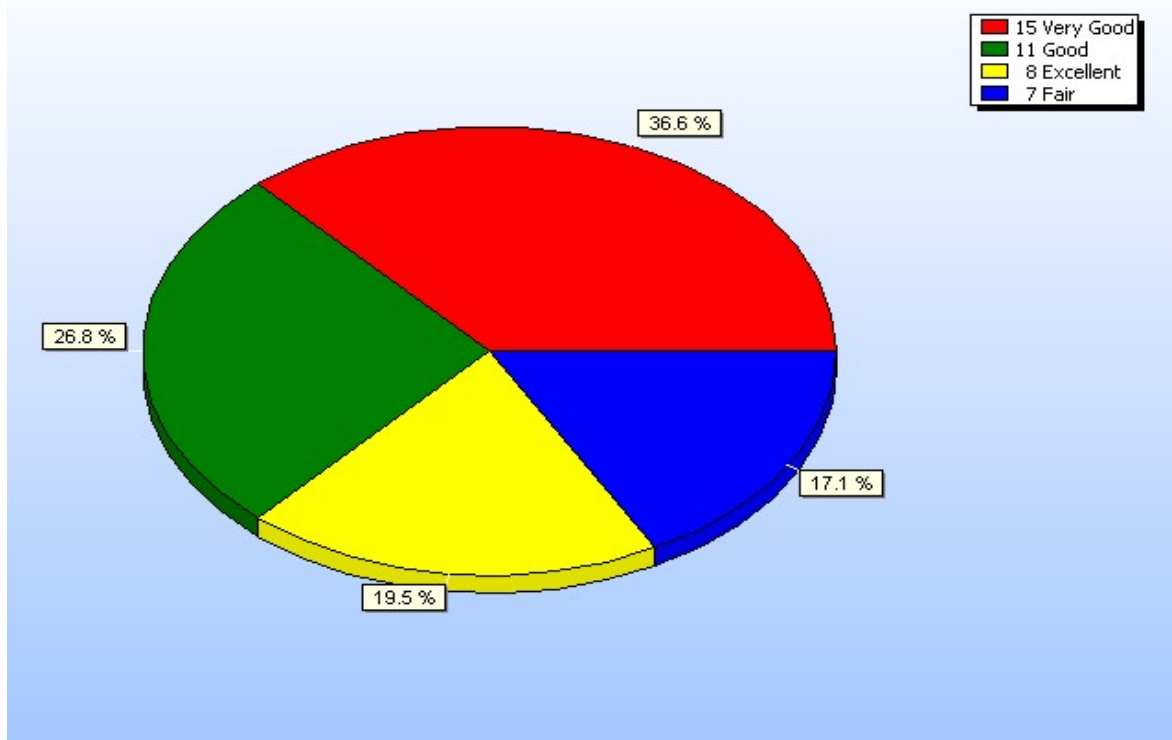
10.1) Counseling Intervention Skills(Please rate the following dimensions of your professional preparation and training while you were a student in the Counselor Education Program.)

1) Counseling Intervention Skills(Please rate the following dimensions of your professional preparation an...



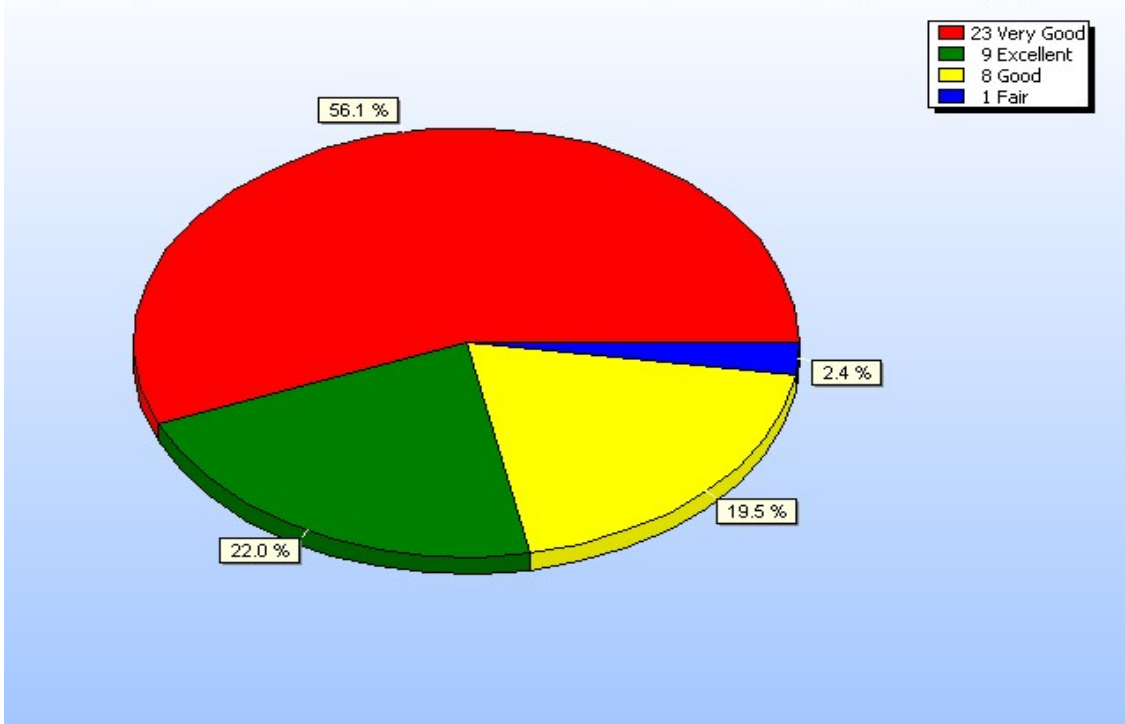
10.2) Case Conceptualization/ Case Management Skills(Please rate the following dimensions of your professional preparation and training while you were a student in the Counselor Education Program.)

2) Case Conceptualization/ Case Management Skills(Please rate the following dimensions of your professiona...



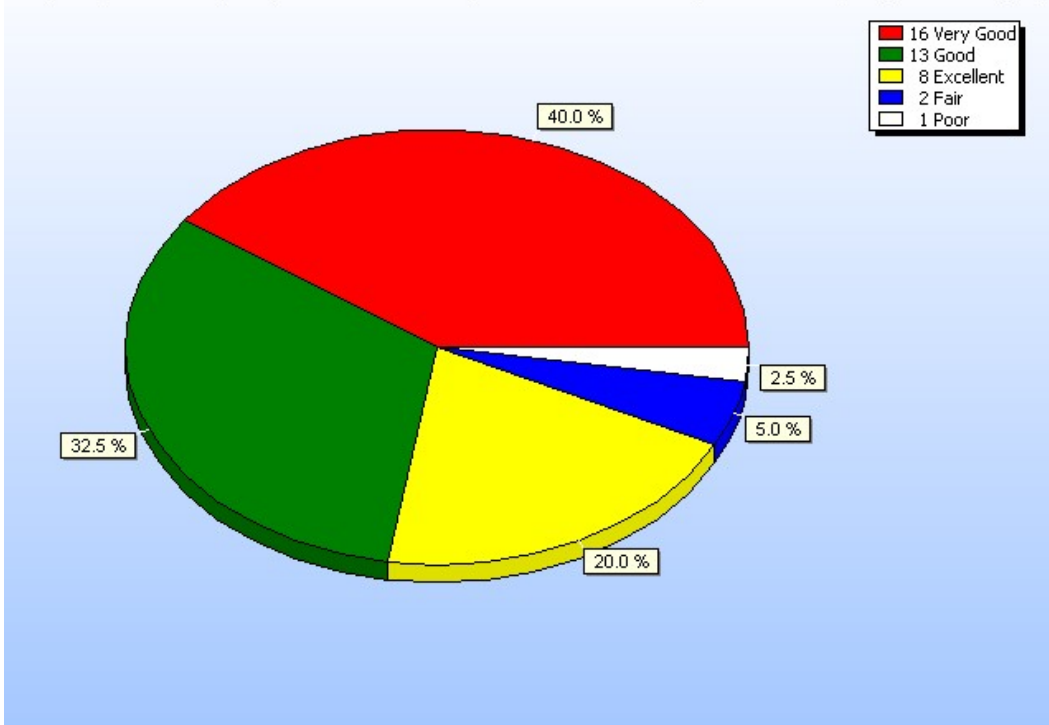
10.3) Theory and Research Foundations (Please rate the following dimensions of your professional preparation and training while you were a student in the Counselor Education Program.)

3) Theory and Research Foundations(Please rate the following dimensions of your professional preparation a..



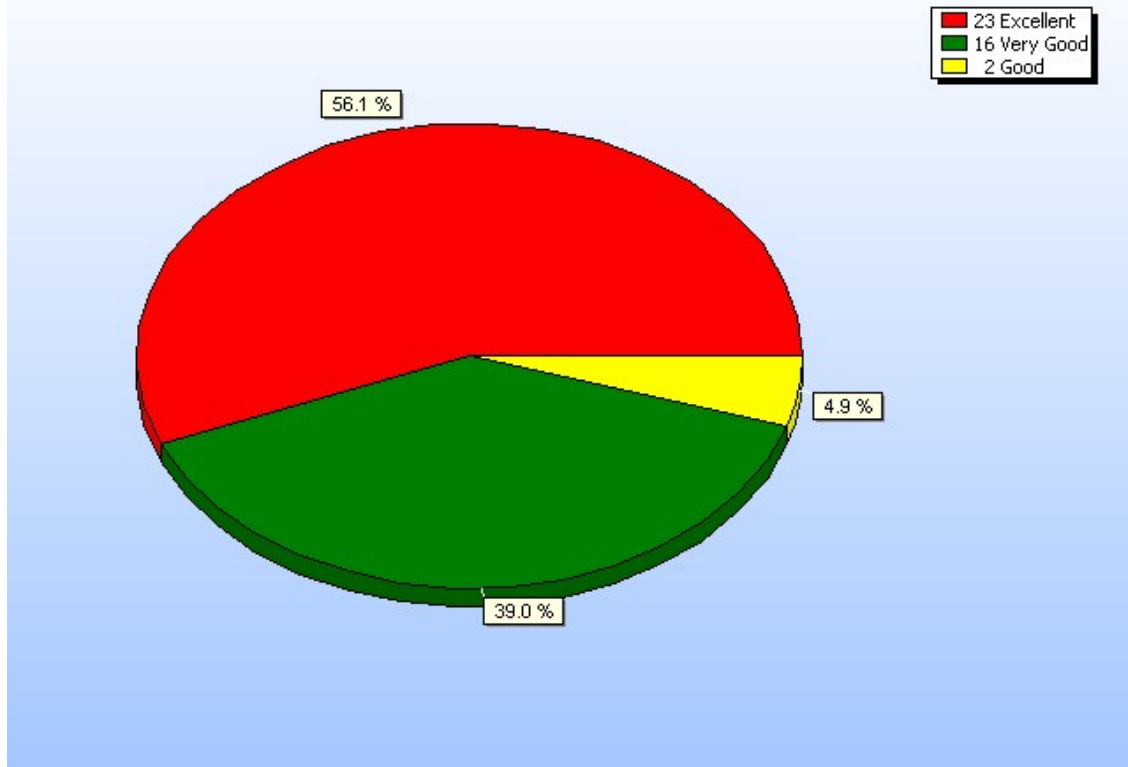
10.4) Program Development/ Consultation Skills(Please rate the following dimensions of your professional preparation and training while you were a student in the Counselor Education Program.)

4) Program Development/ Consultation Skills(Please rate the following dimensions of your professional prep...



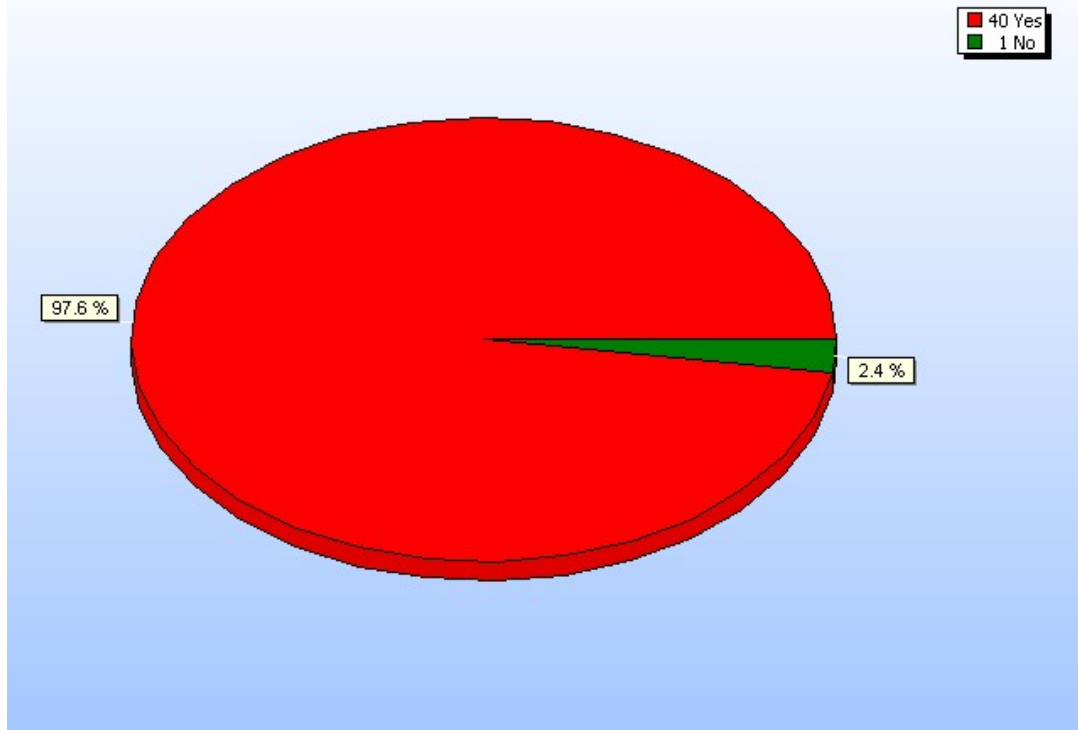
10.5) Professional Ethics(Please rate the following dimensions of your professional preparation and training while you were a student in the Counselor Education Program.)

5) Professional Ethics(Please rate the following dimensions of your professional preparation and training ...

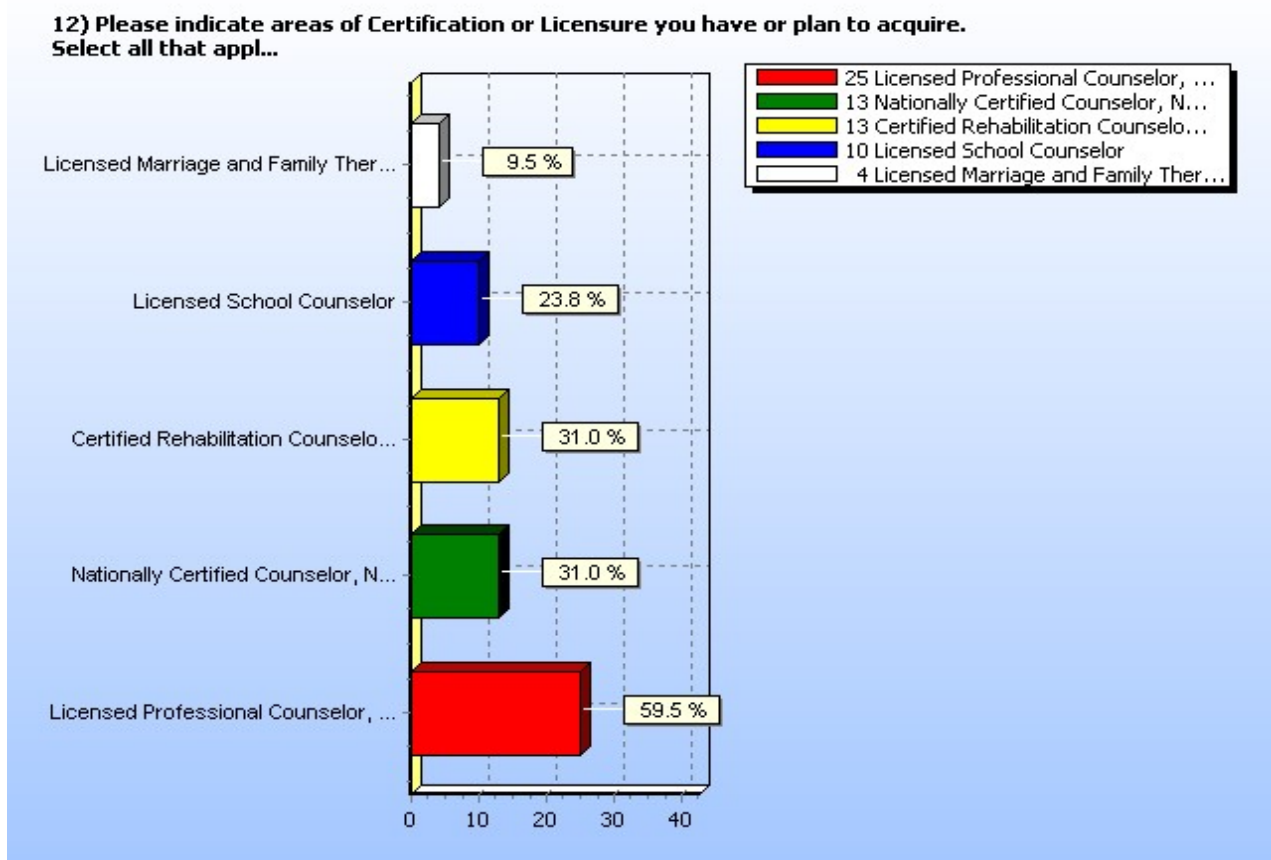


11) Have you acquired, or do you plan to acquire any certifications or licensure?

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12) Please indicate areas of Certification or Licensure you have or plan to acquire. Select all that apply.



13.1) Certified Rehabilitation Counselor (MM/DD/YY)(Please indicate the date you received or will receive the certifications or licensure you indicated above. Please skip any that do not apply.)

- Respondents received or will receive certifications or licensure between the dates of 10/03 and 05/06.

13.2) Licensed Professional Counselor (MM/DD/YY)(Please indicate the date you received or will receive the certifications or licensure you indicated above. Please skip any that do not apply.)

- Respondents received or will receive certifications or licensure between the dates of 06/05 and 07/10.

13.3) Licensed Marriage and Family Counselor (MM/DD/YY)(Please indicate the date you received or will receive the certifications or licensure you indicated above. Please skip any that do not apply.)

- Respondent received certification or licensure on 09/05.

13.4) Licensed School Counselor (MM/DD/YY)(Please indicate the date you received or will receive the certifications or licensure you indicated above. Please skip any that do not apply.)

- Respondents received or will receive certifications or licensure between the dates of 09/03 and 06/08.

13.5) Nationally Certified Counselor (MM/DD/YY)(Please indicate the date you received or will receive the certifications or licensure you indicated above. Please skip any that do not apply.)

- Respondents received or will receive certifications or licensure between the dates of 10/03 and 06/07.

14) What suggestions do you have for improving the quality of the PSU Counselor Education Program?

- Add a Doctoral program combine some classes together instead of having 2 credit classes that end up being about 3 credits worth of work and effort.
- Need a Theories and Interventions course unique to the school track, perhaps making the first term of T and I a core course and the second term a specialty course.
- I appreciate Hanoch Livneh's work in the voc rehab track. I understand that there is now more practice amongst the counselors allowing them to deepen their counseling skills before the internship. I would have loved to learn more about current counseling theories as well.
- More help with dealing with Oregon Board of Counselors & Therapists
- I think it's an excellent program and I'm proud to have been a part of it.
- Increase the experiential component by having both an ETC and a 10-week group experience.
- Within the Marriage/Family Specialization, I would put more focus on common client concerns and various theoretical approaches to work with those concerns. In regards to the Addictions Certificate program, in my experience, it has been difficult to have my actual certificate mailed to me.
- 1. PSU counseling program should be more about developing competent professionals and rather than focusing on "behaviors problems in class", focusing on "behavior problems when interacting with clients in practicum and internships" makes more sense to me. I found that at times the program faculty loses focus about why we are here and the students are responsible for this also. Students who put a lot of effort and emphasis on the temporary issues of the behavior/attitude/conduct of their peers lose sight of the purpose of the program to become a competent and qualified professional. I also think that part of working in the field is tolerating and being successful in the presence of other people's attitudes, styles of working and differences. People who get caught up in this often burn out and are not successful in the mental health field. PSU should frame this to students that they are responsible for themselves and if they have a problem with someone, to address them and not make their personal issues the business of the program in the name of "professionalism". I have coworkers that come to work late, talk during meetings, bring food into the office. The stance of the program encourages me to go to my manager and complaining about this or the CEO trying to make my coworkers change to how I want in them to be and I cannot function or be happy unless the authority forces, coerces or threatens to them to change. I personally have learned to view my success in the field dependant on my attitude and choices, not the choices of others. I have learned the coping skills and ability to work with people with different styles and make things work in service of the client even when I do not agree with their conduct. This includes working with Multnomah county mental health, the criminal justice system, medical providers, psychologists, psychiatrists, Residential staff and managers, support staff, other agencies, Housing managers and workers, family members of clients etc... If you can't deal/cope with some one coming late to an appointment, missing an appointment, being rude, not being on task, playing politics, pulling rank, then you should not be in the field. PSU should help people learn to cope with the stressors of dealing with "unprofessional" behavior and rise above it so that they can function in the field. The message that is being communicated by the program is that you should complain, try to change people, seek authority figures rather than learning to cope with one's personal issues and perceptions of other's behavior choices. This is a disservice to students and I would argue does not prepare them adequately for the realities of the field. Dr. Miars gave me some very valuable advice when I was stuck on being upset with how I was treated in the program once. Dr. Miars told me to the keep moving and do not let this variable stop me from continuing to grow. This gave me the idea that my ability to function in class, in the program, and in the field was my choice, not based on the behavioral choices of others. And even if the situation was not how I would like it that I had the ability and would benefit from being able to cope with the situation and do the best I could. This is an example of how PSU prepared me to work in the field. 2.I found learning from Dr. Neben to be a big part of my professional development. Dr. Neben taught both the professional ethic course and my practicum. Dr. Neben taught me alto of about the how to function and succeed in the field with very practical and useful information. I would hope that the program utilizes Dr. Neben's experience and guidance as much as possible in the future. 3.I found Dr. Miars' interpersonal relations to be a great class from a practical standpoint and I think there should be more time spent on skills building and exercises and practical theory. This training I found to be extremely useful and a good use of time. 4.I believe that there should be more concrete bench marks in terms of a student's progression. Student's should be able to function at a certain level of competency and should be held accountable and if they are not able to fulfill the requirements of the programs bench marks they should have to repeat the class/practicum/internship. This is in the best interest of all people involved. The Student gets the extra work, development, guidance and supervision, enhancing their experience. The Program stays consistent with its mission of producing competent counselors. The field and clients benefit from getting a counselor that has proven to be a competent counselor. Students who just slide through the program with obvious deficits, problems and issues embarrass themselves, this program and the whole counseling profession as they are reflect to the field what a PSU counselor is.
- More time for advising, more operational support to enable more time to create state of the art program.

- Keeping the David Douglas Clinic!
- Better Diagnosis and Treatment Planning Coursework.
- I feel like I succeeded in spite of the academic classes. I sought out mentors and internship supervisors who I knew would help me grow and learn in ways the classes simply did not, due to either lack of content or lack of teacher skill. It was frustrating that the onus was on me, especially when tuition rose dramatically while I was there. In addition, the courses in the school track seemed to be the same course over and over, with little relevance to the actual job (now that I am in it). It seemed more of an exercise in ego than in instruction and/or preparation. If I could change one thing about the program, it would be having the curriculum have a clear focus, and giving the professors more training around teaching. Not all academics translate into teachers. I am appreciative of all who stepped forward and mentored me and put up with my questions and emails in order to learn to be the best counselor I can be.
- School counseling is such a different experience for each person once they are actually on a job. Student tracking systems are a large part of the job, for which there is no way to prepare at PSU. Internships acquaint one with a site specific system, but when on the job, the system is often different. I believe the more technical portion of tracking credits, student academic requirements, and school culture were the areas I felt least prepared to address upon graduation. For the most part, I use brief therapy techniques on a daily basis and would have liked more training in that area.
- As much as I liked Dr. Woosley-George as a person she did an unsatisfactory job in teaching the course on DSM Diagnosis due to her disorganization and it made practicum a very frustrating experience when it did not need to be.
- Increasing practicum time for counselors, increase Diagnoses and Treatment from 1 quarter to 2 at least. Psychopharmacology should be a part of all phases of the counseling program as medications have become such a prevalent part of treatment for children as well as adults in the many phases of their treatment and care. Stressing counseling with medication treatment. Prescribing medications without a complete understanding of an individual's physical makeup, environment, stressors and other contributing factors may not be as successful as one thinks. A clearer understanding of medical issues and how they might present with similar psychological symptoms is needed. Learning to use more team approaches, consulting techniques, and a good working knowledge of resources in one's surrounding environment can only add to the success a client and counselor reach. Sorry, I realize you only have 2-3 years to complete the counseling program. Thank you for this opportunity,
- It would be helpful to have more input from the program in choosing internships and helping a student find a good one. School counselor students need more positive interaction and support. In many cases, the professor felt it was a benefit to be adversarial to students and as a result students felt a lack of trust and missed out on any mentoring throughout the program.
- I don't have any suggestions for improvement. I think this program is amazing for the resources the professors have available to them. To be a 'public' university struggling with funding and still have the only Portland area CACREP accreditation speaks to the hard work and dedication of those involved in the program.
- Include at least one full course regarding the practical aspects of employment after program completion, including agency work, private practice, licensure and certification, and required-after-graduation internships.
- I honestly can't think of anything at the moment. I am very satisfied with the skills I have acquired as a direct result of my education in this program!
- add an eating disorder component- give credits for the time spent giving supervision for two terms.
- Classes focused on individual theories.
- I would like to have had more training in Diagnosis and Treatment Planning in order to feel more competent in working and in lobbying for greater status and respect for LPC's. More curriculum (rather than extra-curricular) on the the legal aspects of working in this field.
- less crowded foundation classes (often there were no seats left); cmf practicum; more cmf classes and workshops; required 2 quarters of diagnosis for all tracks (i feel lacking here). overall, an excellent experience i would highly recommend to any one. good luck!
- Better diagnosis and treatment planning class.
- A semester structure would be more conducive to learning critical elements and allow for more exploration, ability to take extra elective classes. Assessment and Research classes would have been better spread over two (2) quarters. Vocational Assessment and Job Development classes need better structure and/or focus. The program is good. For my money I would have liked to be able to explore the complexity of VR in much greater depth and been able to "specialize." Again, I strongly condemn the quarter system used at this school. I probably would not choose PSU again for that reason even though the school has an exceptionally strong and capable faculty and staff. I need to mention too, that during my 2 year program at PSU, both of my parents died. They lived approx. 1000 miles away from me. With one exception, the Vocational Assessment instructor, the staff was more than willing to extend every courtesy and provide me with as much time as I

needed to recover and regain my strength and focus. I am truly indebted to my advisor, Dr. Hanoch Livneh, my professors and the PSU staff for their kindness

- Educate and have the school counseling students practice more situational scenarios. For example, how to handle making reports to DHS. When, how, etc.. Make it more hands on and applicable to the world outside.
- More focus on treatment as opposed to diagnosis. Some faculty need assistance with their lesson planning.
- Encourage a few of the teachers to become more organized and better prepared in their lesson presentations. Make the classes more demanding, so that students have the pressure to do their readings nightly, in order to avoid being grilled in class. Except for the papers, it didn't feel very challenging. I wish the teachers would more regularly challenge the students in classtime, to engage them, and give them more motivation for keeping up on the reading.
- Being a recent graduate from the Counselor Education Program at Portland State University, I am proud to say that the professors and staff did an excellent job with the resources at hand, and with the high number of students. The one thing I enjoyed the most was the ability to have close relationships with each professor, which made the program more welcoming. Keep up the great work.
- Increase consistency in grading policies. Academic performance DOES reflect an individual's mastery of the skills necessary for entering the counseling field. Passing individuals who have not mastered the material undermines the efforts of other students and negatively impacts the profession's image. Also, improve coursework in diagnosis and treatment planning. Many students felt ill-prepared for these sections on the national certification exams.
- Experiential training at beginning and end of program. Better diagnosis and treatment planning training. Add "The Making of a Therapist" by Louis Scolino as required reading before practicum.
- I would have liked more help with helping me look for and prepare for work post grad school.