

Counselor Education CACREP and CORE Self-Study Survey for Supervisors

Executive Summary

This report contains a detailed statistical analysis of the results to the survey titled *Counselor Education CACREP and CORE Self-Study Survey for Supervisors*. The results analysis includes answers from all respondents who took the survey in the 151 day period from Monday, February 27, 2006 to Thursday, July 27, 2006. 17 completed responses were received to the survey during this time.

Responses Received: 17

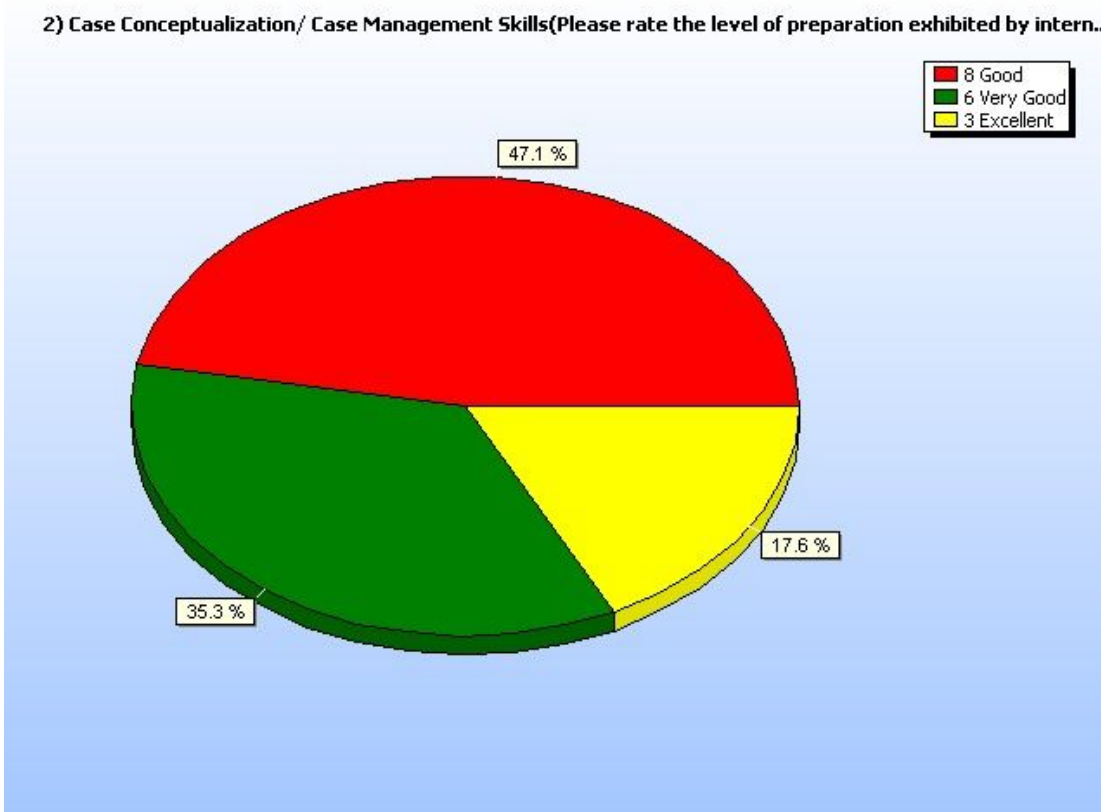
Briefly describe the work responsibilities of the PSU intern/ graduate:

- Intern: Provide adjustment counseling, vocational counseling, case management of veterans with service-connected disabilities. Graduate: Provide short-term therapy or couples counseling.
- Individual and group counseling, supervision of advisories, career and college advisor, PDP advisor, coordinator for students attending magnet schools, assistance in forecasting and scheduling of classes
- Each has performed the duties of a vocational rehabilitation counselor. They help individuals with disabilities achieve successful employment outcomes by providing vocational assessment and other required services to assist the individual in obtaining and maintaining employment
- Interns may counsel with individuals, couples, families, children and adolescents. Also help with psychoeducational groups
- Interns & graduates provide individual, couples and family counseling to clients with dual diagnosis issues
- Outreach and academic counseling with pregnant and parenting students
- provide assessment, individual and group counseling to adults with mental health and substance use disorders
- Meet with students individually regarding academic, social, emotional or familial concerns. Develop relationships with students and staff. Assist in teaching organizational skills, facilitating counseling groups, and assist in organizing school wide events.
- conducting assessments, completing applications for programs, information/referral, some case management, putting together flyers, some outreach, attending meetings in the agency and community, attending and assisting with educational classes for clients
- Responsible for the evaluation/assessment and treatment planning and implementation for abusive adolescents
- School counseling responsibilities including scheduling, support group facilitation, individual counseling, crisis response, home visits, social service responses, and administrative duties such as lunch duty.
- Provide individual, group and family therapy for specialized population (sexual acting out children & youth).
- Provide individual and family counseling to children (ages 0-18); co-facilitate group therapies; case management; participate in weekly individual supervision and group supervision; complete all necessary paperwork in a timely manner
- All duties of Vocational Rehabilitation Counselor assigned to the VA Regional Office in Portland OR. Meet with veterans with service-connected disabilities, determine entitlement (need for assistance) to rehabilitation services. Interpret transferable skills and vocational test results to provide career counseling. Manage cases in training to

ensure veteran achieves vocational goal. Responsible for on-going short-term counseling interventions. Assist veteran in job search, especially understanding the protections of the Americans with Disabilities Act. Monitor employment status and complete the rehabilitated process.

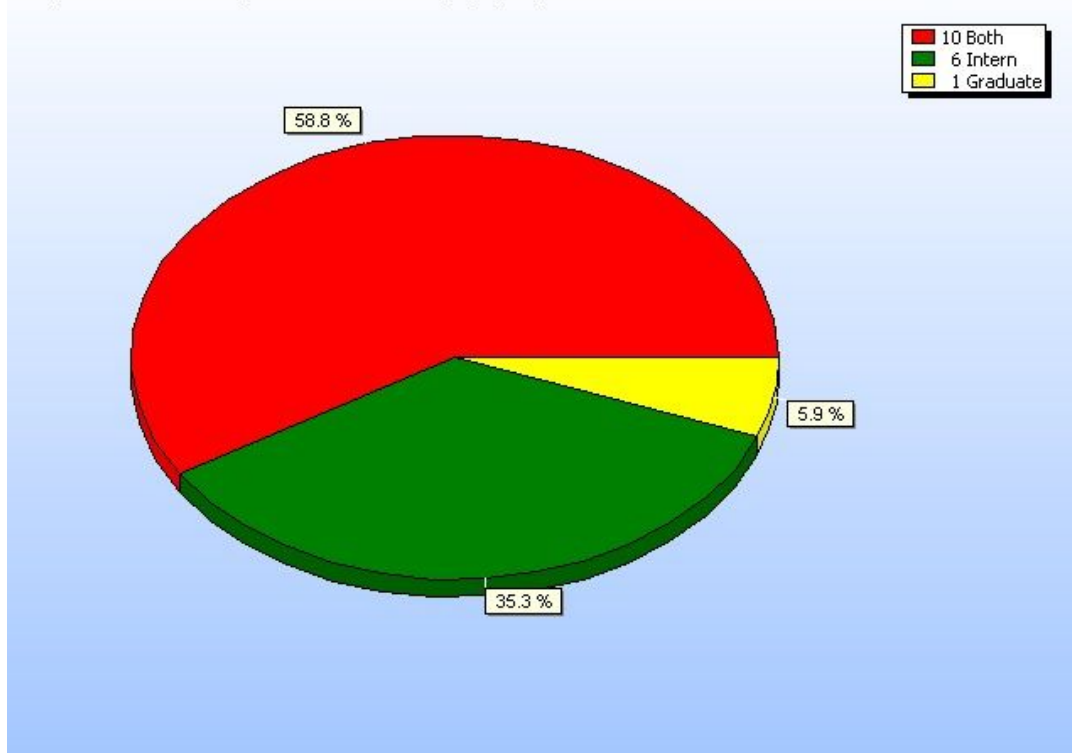
- Provide assessment, individual, group, and family counseling services to clients with MH and/or A&D problems
- Complete intake process for students with disabilities, determine appropriate accommodations/adjustments. Assist in the development and implementation of support groups, including co-facilitating groups. Provide study skills support to students who are registered with the Disability Resource Center. Assist the Director in development of new initiatives based on program goals. Case-manage students and gather data regarding pre and post-DRC performance. Provide general information and referrals.
- Intern: complete intakes and treatment, including all documentation, for clients of CMHC with mental health diagnoses. Employee: deal with urgent care requests by phone and interview, complete any appropriate urgent services, and provide support and appropriate contact until the client is assigned to a regular therapist.

2) Please indicate your areas of Certification or Licensure. Select all that apply.



3) Please indicate if you have been an employer/supervisor of a PSU:

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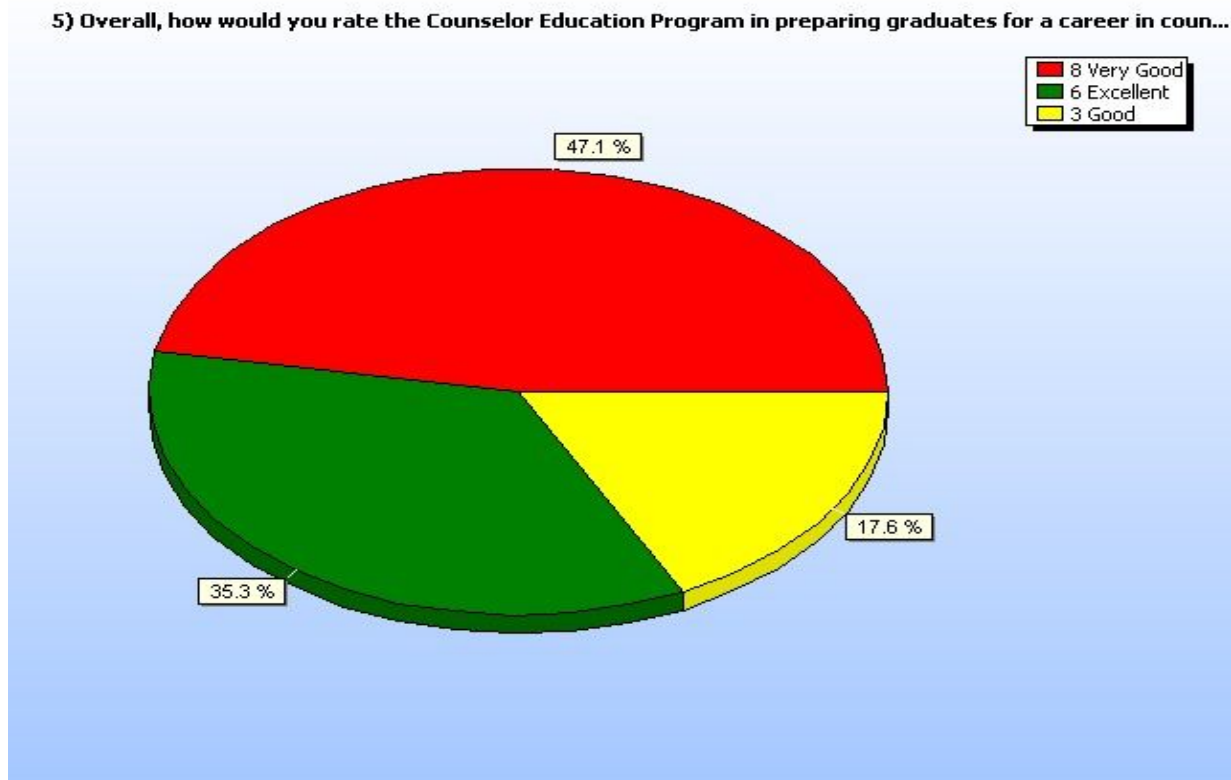
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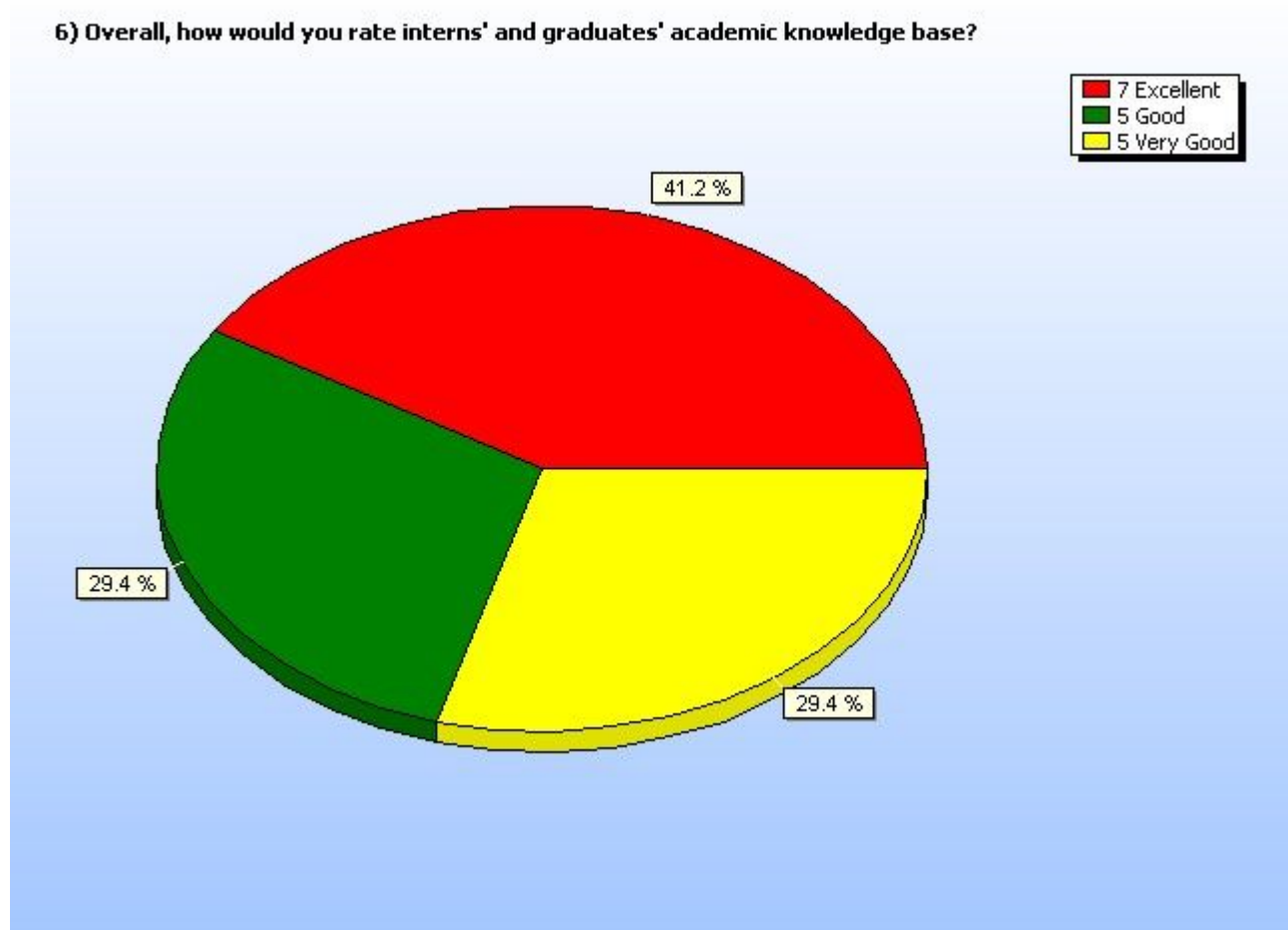
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5) Overall, how would you rate the Counselor Education Program in preparing graduates for a career in counseling or a related field?



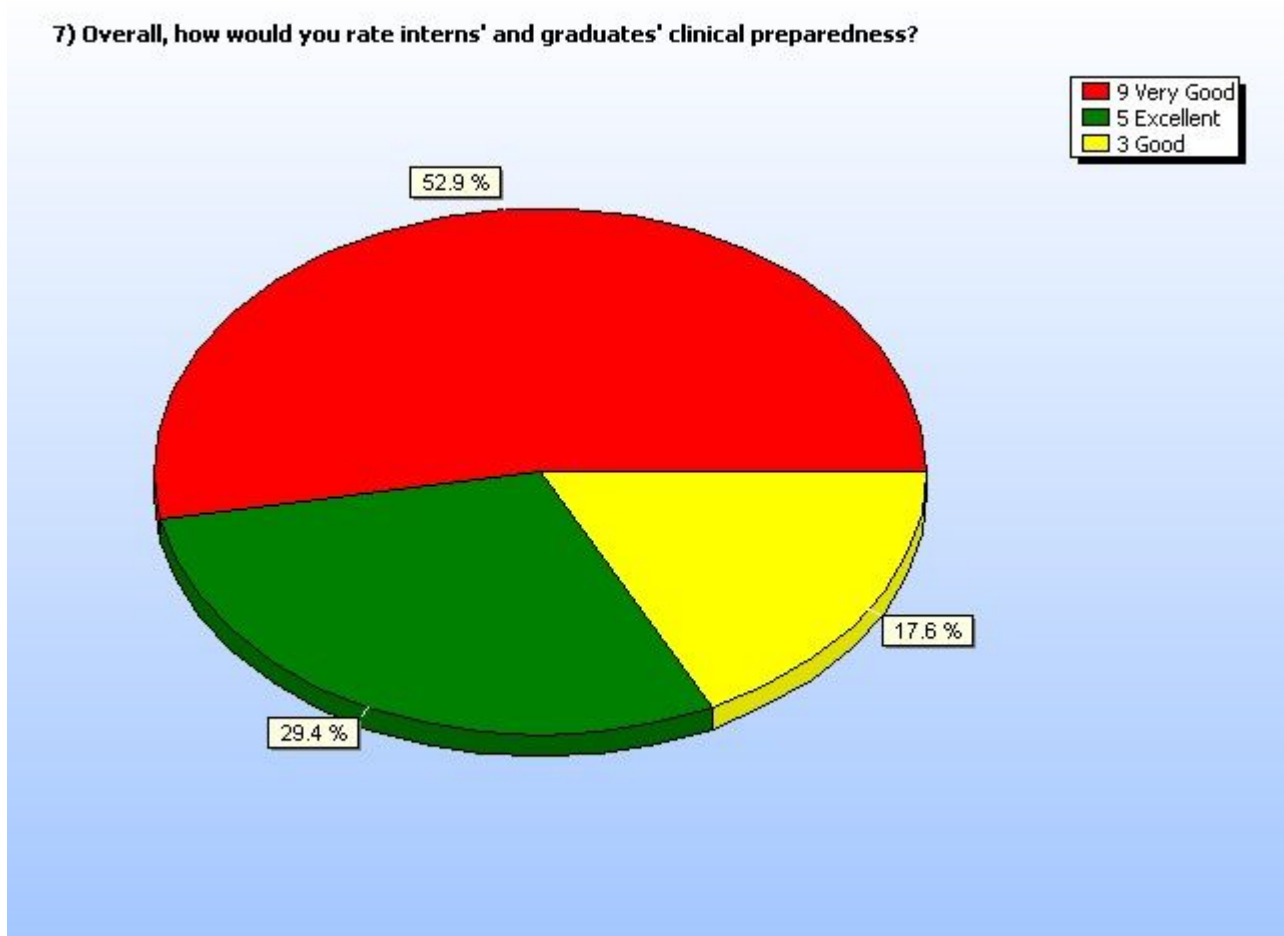
- I find Interns are able to handle case management duties by themselves within 60 days. Counseling activities require an additional 30 days. I get tremendous assistance over the course of a 9-month internship.
- Only local school with Practicum; sorry it was reduced to two terms
- they perform more highly than other area schools' graduates
- Some interns have been excellent; others not as well prepared.
- it would be helpful to have a clearer definition of 'counselor education program'. If that includes the classes, then I would say the program is 'good' - if it's just the internship placement then I would say 'very good'.
- Our intern was knowledgeable, responsible, and self motivated.
- I've seen only 2 of your students so far, so not mech experience yet

6) Overall, how would you rate interns' and graduates' academic knowledge base?



- PSU students are competitive with private Master's programs in the area
- wide breadth of knowledge about theory & practice
- The interns that I have supervised have often described their educational experience as a component that needs to be improved in the program.

7) Overall, how would you rate interns' and graduates' clinical preparedness?



- There is sometimes a misperception about how VR counselors differs from other forms of counseling such as mental health counseling.
- Should go back to 3 terms of practicum
- I have supervised interns that have previous experience in social services and their clinical skills are often very good.

8) Please rate the level of preparation exhibited by interns and graduates in the following dimensions of professional preparation and training.

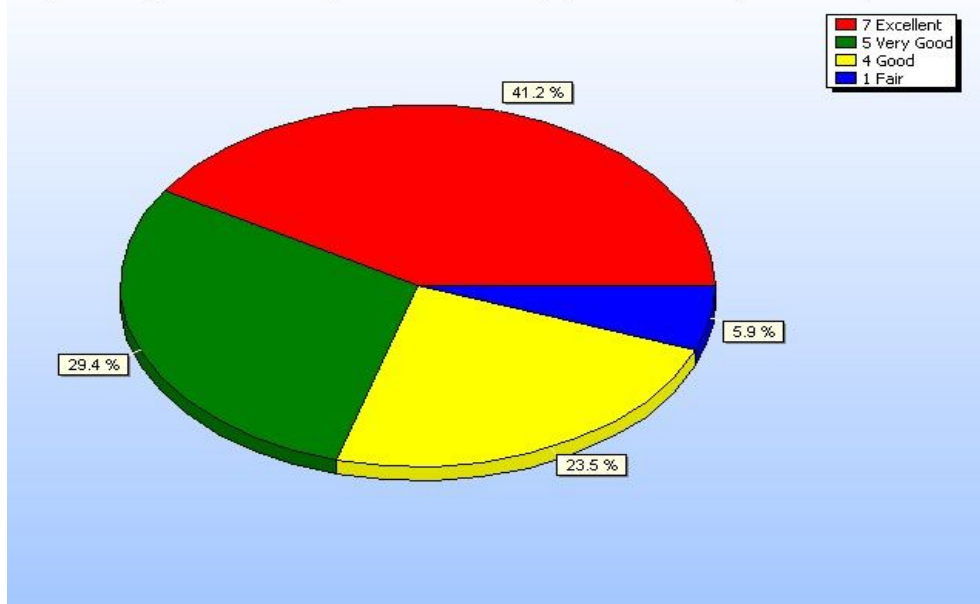
(Percentages)	Excellent	Very Good	Good	Fair	Poor
Counseling Intervention Skills	41.2%	29.4%	23.5%	5.9%	0.0%
Case Conceptualization/ Case Management Skills	17.6%	35.3%	47.1%	0.0%	0.0%
Theory and Research Foundations	47.1%	17.6%	35.3%	0.0%	0.0%
Program Development/ Consultation Skills	18.8%	31.3%	37.5%	12.5%	0.0%
Professional Ethics	58.8%	23.5%	17.6%	0.0%	0.0%

- I think the school provided an excellent academic foundation for work in the rehabilitation field. How individuals apply that learned knowledge I think has varied depending upon the individual's motivation and work ethic.

- we do not have them do program development
- I was fortunate to work with an EXCEPTIONAL intern
- Counseling has not always been the goal of the interns yet it is an area that the school stresses. With that said, I do not find that students are prepared to provide counseling and outline their boundaries and goals with clients.

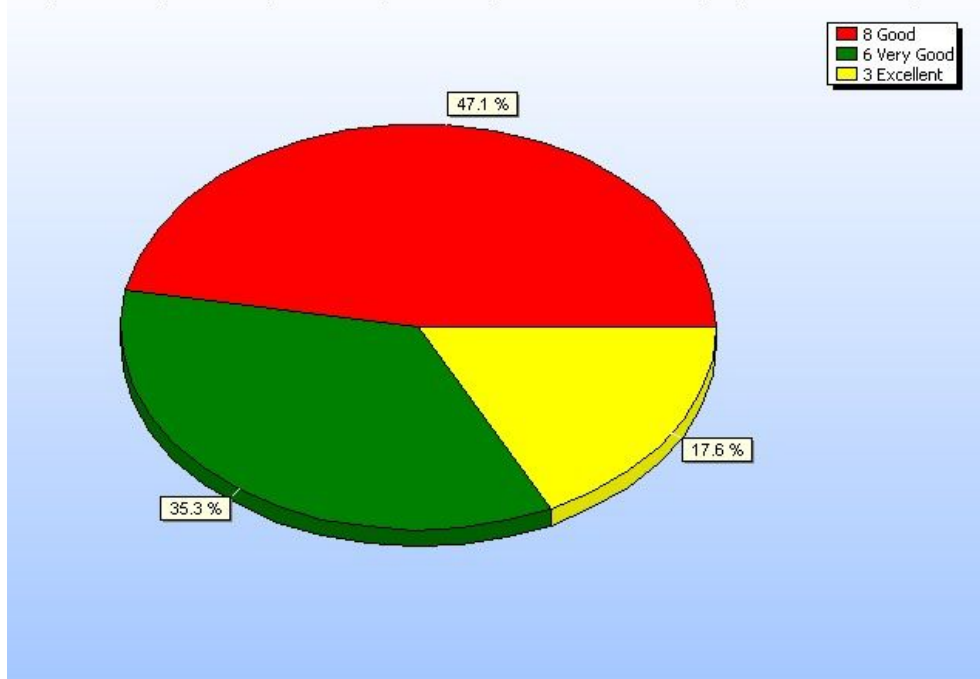
8.1) Counseling Intervention Skills(Please rate the level of preparation exhibited by interns and graduates in the following dimensions of professional preparation and training.

1) Counseling Intervention Skills(Please rate the level of preparation exhibited by interns and graduates ...



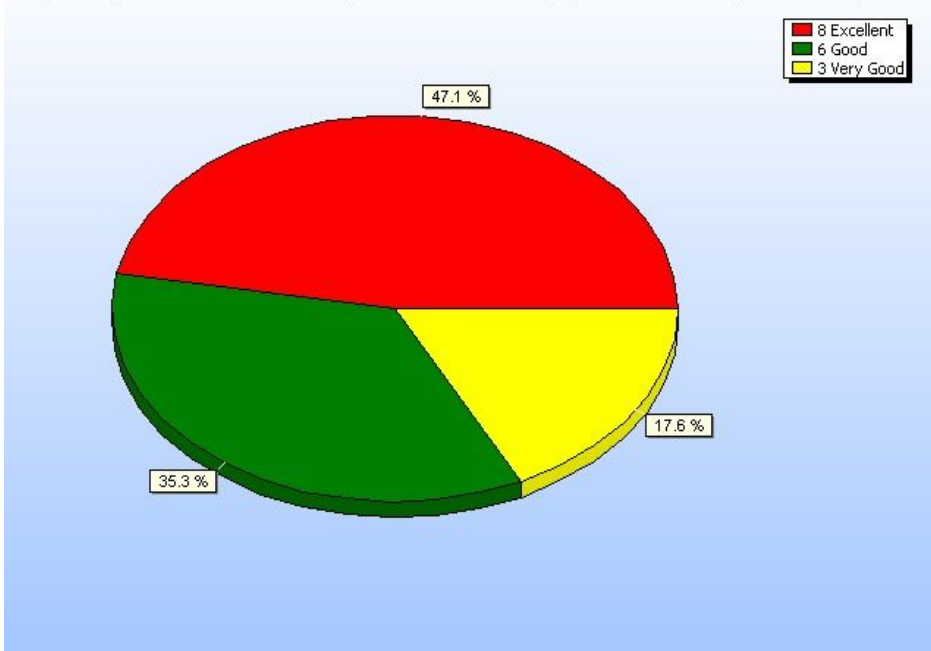
8.2) Case Conceptualization/ Case Management Skills(Please rate the level of preparation exhibited by interns and graduates in the following dimensions of professional preparation and training.

2) Case Conceptualization/ Case Management Skills(Please rate the level of preparation exhibited by intern...



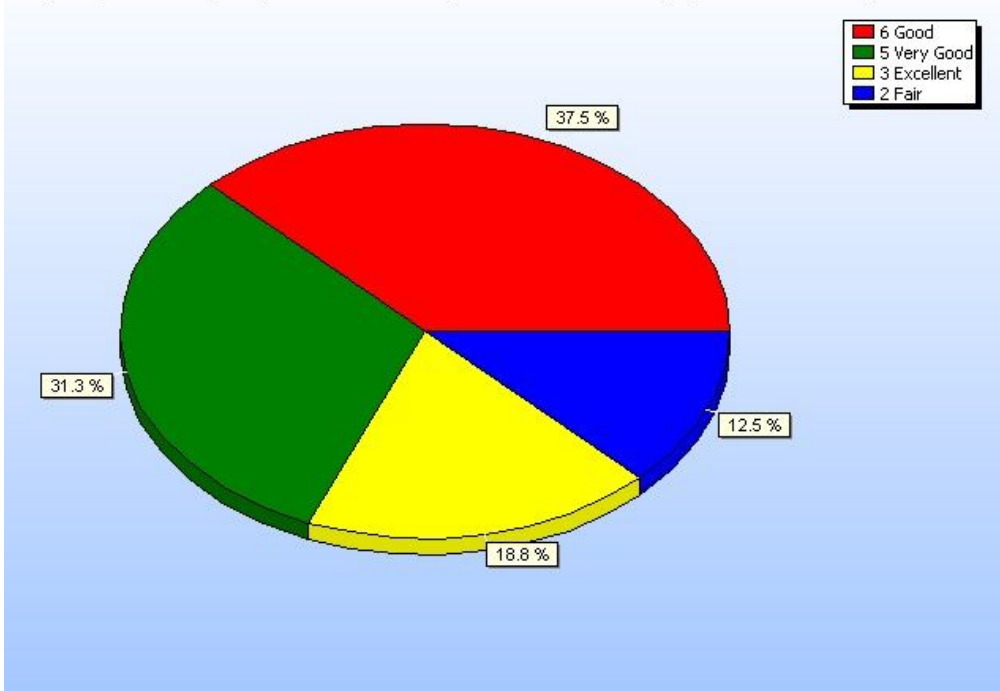
8.3) Theory and Research Foundations(Please rate the level of preparation exhibited by interns and graduates in the following dimensions of professional preparation and training.

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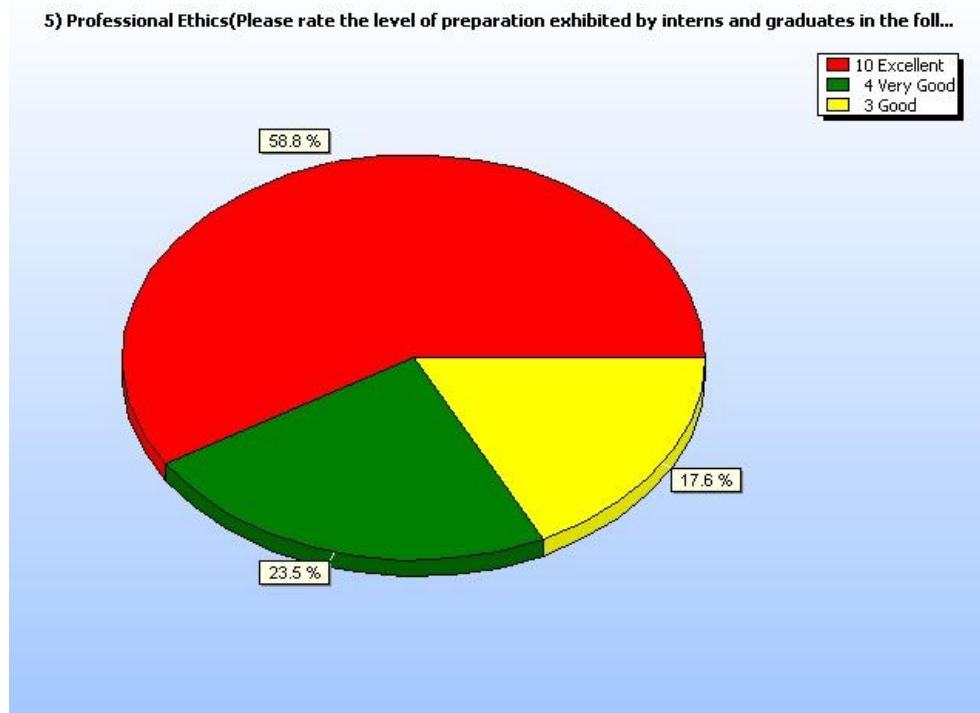


8.4) Program Development/ Consultation Skills(Please rate the level of preparation exhibited by interns and graduates in the following dimensions of professional preparation and training.

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8.5) Professional Ethics (Please rate the level of preparation exhibited by interns and graduates in the following dimensions of professional preparation and training.



9) What suggestions do you have for improving PSU Counselor Education Program's training for students?

- I cannot think of any improvements needed. I like the counseling skills required of rehabilitation counselors--they can step right into our demanding work.
- Stay the course.
- Some of the professors were excellent such as Dr. Livneh, Dr. Miars, Dr. Capuzzi. Some of the professors may have excellent knowledge of the subject matter being taught but were not always skilled in "teaching". Some of the adjunct professors were marginal.
- Wish they could have more terms of Diagnosis and Psychopharmacology. 2 year track is too much info to properly absorb; Marriage and family students should have some experience with marriage and family clients; All the schools in this area are graduating too many counseling students....there are no jobs!!! Our agency can not accomodate interns starting in Winter. We interview in Feb/Mar for internships beginning in July or Sept. We have a training program in place, and we need a full crew to start at the beginning and proceed through the year.
- more cross training..ie: between rehab, school, addictions
- greater focus on case conceptualization
- Teach a lot about collaboration -- being one piece in the whole pie. It seems that the interns i have worked with are thinking too clinically for a school setting.

- Broaden the scope of the 'generalist practise class' to include case management skills. Students have shared that the class is often not relevant to the work that they are doing in the field because the class tends to focus on 'counseling' but that is not the scope of the majority of the placements. Social work is so much more broad then counseling but the school does not acknowledge and foster this in it's students. I also think the school needs to prepare students for the issues that do arise in practise - budgeting, administration, increase the focus on boundary setting and clarifying how to develop goals with clients. Even if a student does not intend on becoming an administrator, the reality is that most students will have to understand and be able to provide that level of service in their own practise.
- None
- More frequent contacts with supervising professors and site supervisors, even if just through phone calls.
- I've had one positive and one negative experience with graduate level interns from PSU. The one positive came in with a wealth of experience from child welfare prior to beginning the counseling program and the one negative had minimal experience with children. I'm not sure the counseling program can add more than what practical experience teaches. More communication with the university, such as quarterly check-ins would have been appreciated though.
- Continue the school/community interaction you foster to ensure practitioners have input to classroom discussions to give "real world" insights and to obtain intellectual revitalization.
- Provide more in-depth exposure to specific clinical approaches, ie.CBT. Improved case conceptualization skills. More knowledge of A&D assessment, diagnosi, and tx. planning.
- More full-time faculty that support student needs. Not using as many adjunct faculty.
- None right now