

**Graduate Counseling Program
Program Assessment Plan
Annual Report
2007-2008**

Submitted by: Michael D. Burton, Program Director
Counseling Program
Graduate School of Education & Professional Development

Program Description

The Master of Arts in Counseling is a 48 to 60 hour sequentially planned program of study designed to prepare culturally competent mental health professionals who have the knowledge and skills necessary for client services positions in schools, community agencies and institutions of higher education. The Counseling Program offers graduate education by providing a curriculum that blends didactic and experiential course work with an emphasis on mental health and wellness. The Counseling Program is developmental in nature and is based upon a practitioner based training model designed to provide students with a strong foundation in counseling theory, human development, research, human appraisal, cultural diversity and clinical practices.

Each student must complete 30 hours of required coursework and select an area of emphasis consisting of 18 to 30 hours of required and elective coursework. This foundation supports the knowledge, skill and understanding developed through concentrated study in a specialized area of counseling. The culminating experience for all counseling students is an intensive clinical practicum and clinical internship experience. Both clinical experiences provide the faculty an opportunity to assess the professional growth and development of counseling students throughout their degree program.

Program Goals

The primary goals of the Counseling Program are:

- to prepare counseling students for entry into the mental health profession;
- to prepare culturally competent students who have knowledge and skills necessary for client service positions;
- to provide students with a coordinated, sequential program of study that approximates the accreditation standards espoused by the major accreditation by the profession;
- to provide students with experiential course work, clinical and internship experiences reflective of the cultural diversity of their professional community;
- to provide students with curricular opportunities for self-enhancement, critical thinking, and personal/professional growth.

Program Objectives

The program objectives reflect current knowledge and positions concerning professional counseling and development in a pluralistic society as taken by the American Counseling Association and explicit in common-core areas of CACREP (Council for Accreditation of Counseling and Related Educational Programs). Therefore, the student's overall graduate program of study, personal development, professional development and training is based upon a foundation of knowledge and clinical application in a specialized area of emphasis. Each emphasis area is supported by a required core of courses that are designed to provide students with knowledge and understanding in assessment, career development, counseling theory, human development, human relations, group work, professional identity, cultural diversity and clinical application.

Students completing the degree program should be able to:

- think critically, logically and creatively about the counseling profession and about serving as a professional counselor within the context of the social, political and economic forces which impinge on the counseling profession;
- demonstrate knowledge and skills needed to practice effectively and ethically in client services positions in schools, community agencies and institutions of higher education;
- demonstrate competency in providing professional services to people from diverse cultural backgrounds
- understand the history of the counseling profession-including the theories, values, developments and practitioners that have influenced the counseling profession and its current purpose and place in society;
- communicate effectively, both orally and in writing with respect to their clients, work setting and other professionals involved in the counseling profession;
- evaluate the social and psychological influences that help to shape all children, adolescents and adults in conjunction with counseling roles in agencies, school, higher education settings, private practice and other settings;
- recognize and solve problems in counseling through the use of effective formal and informal inquiry;
- utilize, integrate and demonstrate a basic understanding and application of technology in the practice of counseling.

These student performance goals subsume sets of learning objectives which are specific to the counseling program, counseling profession and endorsed by CACREP. CACREP (Council for Accreditation of Counseling and Related Educational Programs) is the national accrediting body for the counseling profession and sets the standards for the training, certification and licensing of counseling professionals.

Target Population

The Counseling Program serves the needs of students seeking a Master's Degree and employment in schools, community and human services, mental health facilities and Institutions of higher education.

Data Sources

The Counseling Program collects data from multiple sources for the purposes of program planning, program development, program improvement and program decision-making:

- *Student Self-Assessment – surveys student perception of performance and knowledge of the field of counseling at the beginning of the degree program.
- *Pre-Practicum Self-Assessment – surveys student knowledge and perception of clinical skills prior to and upon entry into practicum.
- *Pre-Clinical Self-Assessment – surveys student perception of performance, knowledge and clinical skills prior to and upon entry into internship.
- *Internship Self-Assessment – surveys student knowledge and perception of clinical skills and internship experience upon completion of the internship.
- Comprehensive Exam – surveys student knowledge of counseling practices throughout the program.
- Praxis II Test – students who desire to be certified school counselors must achieve a passing score on the content specialization Praxis Test II.
- National Counselor Exam – student who desire to be licensed professional counselors must achieve a passing score on the NCE exam.

Data are also collected from the Unit (School of Education) for the purposes of program planning, program development, program improvement and program decision-making:

- Graduate Survey – graduate follow-up survey data is collected internally at the program level and externally at the institutional level. Graduate survey data provides feedback appropriate for program planning or program development.
- Employer Survey - employer follow-up survey data is collected by the Unit to provide feedback on the performance of our graduates in the workplace. Employer survey data is used for program development and program planning.

Program Viability

The viability of the Counseling Program is evidenced by ongoing inquiries about the program and requests for delivery of the program in various parts of the State. The Counseling Program is currently being offered in Charleston, Huntington, Beckley, Martinsburg, WV. The Counseling Program will culminate its cohort delivery in the Martinsburg area in the spring of 2009 and will start a new cohort delivery of the counseling program in Elkins, WV. in the fall of 2009.

Program Admissions

Students seeking admission to the Counseling Program must have a minimum undergraduate GPA of 2.75. Students must obtain a minimum combined score of 800 on the Quantitative and Verbal subtest on the GRE (Graduate Record Exam) or 398 scale score on the MAT (Miller Analogies Test).

In 2007-2008 the Counseling Program admitted 59 students to the counseling program. The GPA for students admitted during this period averaged 3.05 with an average combined GRE score of 865 or average MAT scale score of 388.

Student Performance

Student performance in the program is monitored by the student maintaining a minimum GPA of 3.0. Students are encouraged to meet with their advisor immediately upon admission to the program. Students are closely supervised during their clinical practicum and internships. Students experiencing difficulty meet their advisor and if needed, a designated group of faculty (including the advisor) will meet to determine the best way to assist the student. Throughout the degree program, students' complete three self-assessments to provide feedback on their perception of their performance (*see Appendix V*). Students seeking certification as a School Counselor must successfully complete the Praxis II Test for School Guidance Counselors. The test results for 2007 indicated that 27 students took the test, with 92% of the students scoring at or above the 92nd percentile. In 2008, 4 students took and successfully completed the NCE (National Counselor Exam). Students who successfully complete the degree program are eligible to sit for the NCE, which is the licensing exam required for counselor licensure. The results on the 2008 National Counselor Exam from NBCC (National Board of Certified Counselors) indicated that Marshall University counseling students scored higher than all other groups (nationwide) in the following areas:

- Human growth and development
 - Career and lifestyle development
 - Appraisal
 - Research and program evaluation
 - Professional orientation and ethics
 - Group counseling
 - Assessment and career counseling
 - Clinical interventions
- and equal to CACREP programs nationwide in the following areas:
- Social and cultural foundations
 - Helping relationships
 - Fundamentals of counseling
 - Professional practice issues

Plans for 2008-2009

- The Counseling Program will use a course competency checkout matrix (**Appendix III**) to insure that course competencies are consistent with the broad program/student outcome competencies.
- Continue to refine assessment process to improve data retrieval and utilization
- The Counseling Program faculty is continuing to prepare the Self-Study documentation required for CACREP accreditation. The faculty will be seeking accreditation in the areas of: Mental Health and School Counseling.
- Continue external mission of the program. Create new cohort groups for delivering the counseling program in underserved areas of the region.

Assistance Needed

- Continue to seek additional full-time resources on GSEPD South Charleston Campus
- Continue to seek assistance/technical assistance in refining program assessment tools and data collection and improved incorporation of data into the program assessment process.

Lesson Learned

- The Annual Assessment Report process continues to provide an opportunity to review and assess goals for the previous year and to make recommendations.
- The assessment points inserted throughout the degree program must continue to be refined to make the data collection more easily attainable.
- Based upon the feedback received from our assessments, the faculty has incorporated a course competency review into the assessment process, to insure that course competencies, objectives and outcomes are consistent across all courses and CACREP standards.
- It is important to compare and assess the specific course competency goals with the broad program/student outcome goals to insure that they are being met on a consistent basis.

Appendix I

**Marshall University
Assessment of Student Outcomes
Counseling Program
November 24, 2008**

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
1. Candidates meets admission criteria for the program	Admission Committee, Program Faculty, Program Director	Self-Assessment Undergraduate GPA MAT Score GRE Score Plans of Study	Narrative & Writing Sample Minimum – 2.75 Minimum – 398 (raw score of 40) Minimum – 800 (combined Verbal and Quantitative subtests) Successful completion of all coursework	Faculty continues to reconsider provisional admission of students. Initiate pre-admission self-assessment prior to admission.	Develop Pre & Post Self-Assessment Survey for potential degree candidates as a part of the admission process and check-out procedure prior to graduation.
2. Candidates demonstrate improved self understanding, critical thinking, knowledge and skills based upon current CACREP, ASCA and ACA standards for counselor training and the profession	Program Faculty	Self-Assessment Evaluation Pre-Clinical Assessments Comprehensive Exam Scores Praxis II Test Scores	Excellent/Good Rating Excellent/Good Rating Complete/Passing score on comprehensive assessment Passing score on Praxis II	Faculty feels the need to provide continuous self-assessment of student’s thinking, perception of knowledge, skills and understanding during the Pre-Clinical phase of the candidates program. Initiate Pre-Clinical Assessment prior to Clinical experience	Revise Pre-Clinical Assessments to incorporate a Likert Scale Review the process of developing and administering comprehensive exam Provide increased opportunity for students to assess

		Employer Survey	Distinguished/Proficient Rating		scale Faculty request that questions specific to counseling students be added to employer follow-up survey
4. Candidate recognizes, applies and solves problems through the use of effective formal and informal inquiry.	Program Director Program Faculty	Post-Clinical Assessment	Excellent/Good Rating	Faculty feels the need to administer continuous Self-Assessment upon students' completion of degree program	Faculty revised Post Clinical Assessment to be administered upon completion of degree program. Collect Post-Clinical Assessment data
		Employer Survey	Distinguished/Proficient Rating	Maintain assessment rating data throughout assessment period	Continue to explore the use of Portfolio as a means of more systematically collecting student performance information/data at all assessment points in the degree program.
		Praxis II Test	Passing score on Praxis II Test		
		Licensure Exam (NCE)	Passing score on NCE		Strengthen retrieval of graduate and employer follow-up survey data for programmatic improvement purposes

					<p>Continue to refine data collection assessments to strengthen program development and to make adjustments to the program when needed</p> <p>Continue to utilize CACREP standards for program development and program improvement</p> <p>Include course competency matrix in the assessment process</p>
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Appendix II

**Course/Outcomes Matrix
Counseling Program
November 24, 2008**

Program's Student Learning Outcomes	Courses Offered in the Major														
	Coun 574	Coun 600	Coun 602	Coun 603	Coun 604	Coun 605	Coun 607	Coun 608	Coun 692 & 698	Edf 621					
1. Candidate will meet admission criteria for the program and demonstrate self understanding.	I, R	I, R	I, R	I,R	R, A	R, A	R, A	R,A	A	A					
2. Candidate will demonstrate improved self understanding, critical thinking, knowledge and skills based upon current CACREP, ASCA and ACA standards for counselor training and the profession.	I,R,A	R	R	R	R, A	R	R	R, A	A	A					
3. Candidate will demonstrate improved self-understanding, ability to communicate with diverse populations and other professional in counseling, and utilization of technology.	I, R	I, R	I, R	I,R	R, A	R, A	R, A	R, A	R, A	R, A					
4. Candidate will demonstrate, recognize, apply and solve problems through the use of effective formal and informal inquiry.	R,A	R,A	R,A	R,A	R,A	R,A	R,A	R,A	R,A	R,A					
5.															

I = Introduced; R = Reinforced; A = Assessed

Appendix III

**Assessment of Student Course Competencies Matrix
Counseling Program
November, 24, 2008**

General Curriculum Area Competency Assessment	574	600	601	602	603	604	605	606	607	608	630	631	691	670	672	673	675	698	555	EDF 621	Psy 508
1. Professional Identity		X																	X		
a. History/Philosophy	X	X						X											X		
b. Professional roles	X	X																			
c. Tech Competencies /Computer Literacy		X																			
d. Professional Organizations		X																			
e. Professional Credentialing																					
f. Public/Private Policy																					
g. Advocacy Process	X																		X		
h. Ethical Standards	X	X																	X		
2. Diversity	X																				
a. Multicultural Trends	X																				
b. Attitudes/Beliefs	X							X													
c. Strategies for Diverse Populations	X																		X		
d. Counselor Roles	X							X													
e. Multicultural Theories	X																				

f. Ethical/Legal	X																				
3. Human Growth/Develop																					
a. Individual/Family Dev								X													
b. Learning/Personality				X																	
c. Human Behavior/Exceptional				X																	
General Curriculum areas	574	600	601	602	603	604	605	606	607	608	630	631	691	670	672	673	675	698	555	EDF 621	Psy 508
d. Strategies				X																	
e. Ethical/Legal				X																	
4. Career Development								X													
a. Career Theories				X				X													
b. Information Resources								X													
c. Program Planning				X				X													
d. Interrelationships	X			X				X													
e. Planning Evaluation				X				X													
f. Assessment				X				X													
g. Technology								X													
h. Process, Resources				X				X													
i. Ethical/Legal				X				X													
5. Helping Relationships																					
a. Counselor Characteristic		X				X		X												X	
b. Counseling Skills		X			X			X												X	
c. Counseling Theories					X																

d. Systems Perspective					X																	
e. Consulting																						
f. Technological Strategies		X			X																X	
g. Ethical/Legal		X																			X	
6. Group Work																						
a. Group Dynamics						X																
General Curriculum areas	574	600	601	602	603	604	605	606	607	608	630	631	691	670	672	673	675	698	555	EDF 621	Psy 508	
b. Leadership Styles						X																
c. Group theories						X																
d. Group Methods						X																
e. Other Groups						X																
f. Preparations Standards						X															X	
g. Ethical/Legal						X																
7. Assessment																						
a. Historical Perspectives							X															
b. Basic Concepts							X															
c. Statistical Concepts							X	X														
d. Reliability							X	X														
e. Validity							X	X														
f. Cultural Factors							X															
g. Strategies							X															
h. Case Conceptualization							X															
i. Ethical/Legal							X															
8. Research and Program Eval																						
a. Importance of Research																					X	
b. Research Methods																					X	

c. Technology and Stats																					X		
d. Program Eval and Modifications																						X	
e. Counseling Effectiveness	X																					X	
f. Ethical/Legal																						X	

Appendix IV

Sample Plans of Study

Appendix IV – Plans Of Study

**Marshall University Graduate College
Plan of Study for School Counseling
TO BE FILLED OUT IN THE FIRST SEMESTER OF STUDY**

Name: _____ MU ID # _____

Address: _____ Phone: _____

Degree/Major/Program: _____ Advisor _____

Area of emphasis if applicable: _____

Minor if applicable _____
(Signature of Graduate Director of program/department offering minor.)

Term and year you plan to graduate: _____
(This date must be within **7 years** of the first course counted toward the degree.)

NOTE: This declaration of intent to graduate at a specific time does not put you on the tentative graduation list. You must apply for graduation at the beginning of the semester/term you plan to graduate, pay the diploma fee, and return the graduation application form to the Graduate College office.

Graduate Catalog of Record _____

Graduate Record Examination, Miller's Analogy or GMAT score _____

(An official score report must be on file in the Office of Admissions and Records.)

Are you submitting a thesis as part of the degree requirements? _____

List below the graduate courses currently in progress or completed. (If the course is to be transferred, indicate the institution where credit was earned. An Application for Approval of Transfer Credit must accompany the Plan of Study.) Any change in coursework or completion date must be approved in writing by your advisor and Graduate Dean or their successors.

Dept/Course No.	Course Title	Date Completed	Instructor	Credit Hrs.	Grade
	<i>Phase I</i>	<i>Students must complete following courses before next phase.</i>			
	<i>Coun 600 Professional Orientation</i>			3	
	<i>Coun 602 Human Development & Psychopathology</i>			3	
	<i>Coun 574 Social & Cultural Foundations</i>			3	
	<i>EDF 621 Research & Writing</i>			3	
	<i>Phase II</i>	<i>Students must complete following courses before next phase</i>			
	<i>Coun 603 Counseling Theories</i>			3	
	<i>Coun 604 Group Counseling & Theories</i>			3	
	<i>Coun 605 Theory & Practice of Human Appraisal</i>			3	
	<i>Coun 607 Counseling Techniques & Human Relations</i>			3	
	<i>Phase III</i>	<i>Students must complete following courses before next phase.</i>			
	<i>Coun 606 Career & Lifestyle Development</i>			3	
	<i>Coun 608 Practicum</i>			3	
	<i>Phase IV</i>				
	<i>Coun 698 Internship: School Counseling</i>			6	
	<i>Documentation of PPST prior to Emphasis Courses.</i>				
	<i>Required Emphasis Courses should be completed as student moves through each phase of the program.</i>				
	<i>Coun 670 Intervention: Current Issues in School Counseling</i>			3	
	<i>Coun 672 Org. & Adm. In School Counseling Programs</i>			3	
	<i>Coun 673 Counseling Children, Adolescents & Parents</i>			3	
	<i>Coun 675 Legal & Ethical Issues for School Counseling</i>			3	
	<i>Total Credit Hours (Including Core)</i>			48hrs	
	<i>*Alternative Certification Courses for Non-education Majors</i>				
	<i>EDF 665 Sociology of American Schools or LS 532 Human Relations for Leaders</i>			3	
	<i>CI 521 Behavioral Char of Exceptional Children</i>			3	
	<i>Documentation of passing PRAXIS II (580)</i>				
	<i>Total Credit Hours (Core & Certification Courses)</i>			54hrs	

Marshall University Graduate College
Plan of Study for Marr. Couple & Family Counseling
TO BE FILLED OUT IN THE FIRST SEMESTER OF STUDY

Name: _____ MU ID # _____

Address: _____ Phone: _____

Degree/Major/Program: _____ Advisor _____

Area of emphasis if applicable: _____

Minor if applicable _____

(Signature of Graduate Director of program/department offering minor.)

Term and year you plan to graduate: _____

(This date must be within **7 years** of the first course counted toward the degree.)

NOTE: This declaration of intent to graduate at a specific time does not put you on the tentative graduation list. You must apply for graduation at the beginning of the semester/term you plan to graduate, pay the diploma fee, and return the graduation application form to the Graduate College office.

Graduate Catalog of Record _____

Graduate Record Examination, Miller's Analogy or GMAT score _____

(An official score report must be on file in the Office of Admissions and Records.)

Are you submitting a thesis as part of the degree requirements? _____

List below the graduate courses currently in progress or completed. (If the course is to be transferred, indicate the institution where credit was earned. An Application for Approval of Transfer Credit must accompany the Plan of Study.) Any change in coursework or completion date must be approved in writing by your advisor and Graduate Dean or their successors.

Dept/Course No.	Course Title	Date Completed	Instructor	Credit Hrs.	Grade
<i>Phase I</i>		<i>Students must complete following courses before next phase.</i>			
	<i>Coun 600 Professional Orientation</i>			3	
	<i>Coun 602 Human Development & Adjustment</i>			3	
	<i>Coun 574 Social and Cultural Foundations</i>			3	
	<i>EDF 621 Research & Writing</i>			3	
	<i>Required Emphasis Courses/Adv. Approved Elective</i>				
<i>Phase II</i>		<i>Students must complete following courses before next phase</i>			
	<i>Coun 603 Counseling Theories</i>			3	
	<i>Coun 604 Group Counseling & Theories</i>			3	
	<i>Coun 605 Theory & Practice of Human Appraisal</i>			3	
	<i>Coun 607 Counseling Techniques & Human Relations</i>			3	
	<i>Required Emphasis Courses/Adv. Approved Elective</i>				
<i>Phase III</i>		<i>Students must complete following courses before next phase.</i>			
	<i>Coun 606 Career & Lifestyle Development</i>			3	
	<i>Coun 638 Practicum</i>			3	
	<i>Required Emphasis Courses/Adv. Approved Elective</i>				
<i>Phase IV</i>					
	<i>Coun 693 Internship: Marr. Couple & Fam. Counseling</i>			6	
	<i>Total Credit Hours Required(including core)</i>			48hrs	
	<i>Required Emphasis Courses or Advisor Approved Electives should be completed as student moves through each phase of the program.</i>				
	<i>Coun 622 Parent Education</i>			3	
	<i>Coun 632 Intro. Marr. Couple & Family Counseling</i>			3	
	<i>Coun 636 Couple Counseling</i>			3	
	<i>Coun 637 Adult Development & Transition</i>			3	

Marshall University Graduate College
Plan of Study for Community Counseling
TO BE FILLED OUT IN THE FIRST SEMESTER OF STUDY

Name: _____ MU ID # _____

Address: _____ Phone: _____

Degree/Major/Program: _____ Advisor _____

Area of emphasis if applicable: _____

Minor if applicable _____

(Signature of Graduate Director of program/department offering minor.)

Term and year you plan to graduate: _____

(This date must be within **7 years** of the first course counted toward the degree.)

NOTE: This declaration of intent to graduate at a specific time does not put you on the tentative graduation list. You must apply for graduation at the beginning of the semester/term you plan to graduate, pay the diploma fee, and return the graduation application form to the Graduate College office.

Graduate Catalog of Record _____

Graduate Record Examination, Miller's Analogy or GMAT score _____

(An official score report must be on file in the Office of Admissions and Records.)

Are you submitting a thesis as part of the degree requirements? _____

List below the graduate courses currently in progress or completed. (If the course is to be transferred, indicate the institution where credit was earned. An Application for Approval of Transfer Credit must accompany the Plan of Study.) Any change in coursework or completion date must be approved in writing by your advisor and Graduate Dean or their successors.

Dept/Course No.	Course Title	Date Completed	Instructor	Credit Hrs.	Grade
	<i>Phase I</i>	<i>Students must complete following courses before next phase.</i>			
	<i>Coun 600 Professional Orientation</i>			3	
	<i>Coun 602 Human Development & Adjustment</i>			3	
	<i>Coun 574 Social and Cultural Foundations</i>			3	
	<i>EDF 621 Research & Writing</i>			3	
	<i>Required Emphasis Courses/Adv. Approved Elective</i>				
	<i>Phase II</i>	<i>Students must complete following courses before next phase</i>			
	<i>Coun 603 Counseling Theories</i>			3	
	<i>Coun 604 Group Counseling & Theories</i>			3	
	<i>Coun 605 Theory & Practice of Human Appraisal</i>			3	
	<i>Coun 607 Counseling Techniques & Human Relations</i>			3	
	<i>Required Emphasis Courses/Adv. Approved Elective</i>				
	<i>Phase III</i>	<i>Students must complete following courses before next phase.</i>			
	<i>Coun 606 Career & Lifestyle Development</i>			3	
	<i>Coun 608 Practicum</i>			3	
	<i>Required Emphasis Courses/Adv. Approved Elective</i>				
	<i>Phase IV</i>				
	<i>Coun 692 Internship: Community Counseling</i>			6	
	<i>Total Credit Hours Required(including core)</i>			48hrs	
	<i>Required Emphasis Courses or Advisor Approved Electives should be completed as student moves through each phase of the program. Select 12 hrs from courses listed below.</i>				
	<i>Coun. 575 Prevention & Treatment of Addictions</i>			3	
	<i>Coun. 611 Introduction to Community Counseling-req</i>			3	
	<i>Coun. 631 Diagnosis & Treatment Planning</i>			3	
	<i>Coun. 632 Intro. Marr., Couple & Fam. Counseling</i>			3	

Appendix V

Sample of Assessment Tools

Pre-Practicum Self Evaluation

Marshall University Graduate College School of Education & Professional Development Counseling Program

Practicum Student: XXXXXXXXXXXX

Student ID: XXXXXXXXXXXX

**Note: Name and Student ID are optional(not required). The information below is to assist us in assessing the quality of your preparation prior to Practicum and Internship.*

Semester _____ Course #: _____

Please rate your competence on the following items that relate to the basic skills, techniques and professionalism of the practicum student.

Assessment of your competence prior to beginning Practicum will assist us in strengthening your counselor training.

**RATING SCALE: 5 = Excellent 4 = Good 3 = Adequate 2 = Needs Improvement 1 = Unsatisfactory
n/a = Not Applicable**

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Understanding of counseling theory and its application to counseling practices. | 5 | 4 | 3 | 2 | 1 | n/a |
| 2. Understanding of cultural differences and its application to counseling practices. | 5 | 4 | 3 | 2 | 1 | n/a |
| 3. Understanding of the role and function of the counselor in a school or community setting. | 5 | 4 | 3 | 2 | 1 | n/a |
| 4. Understanding of human development and its application to counseling practices. | 5 | 4 | 3 | 2 | 1 | n/a |
| 5. Understanding of legal and ethical issues and its application to counseling practices. | 5 | 4 | 3 | 2 | 1 | n/a |
| 6. Understanding of basic attending skills and its application to counseling practices. | 5 | 4 | 3 | 2 | 1 | n/a |
| 7. Understanding of the effects of counselee behavior on the counseling process and counselor behavior. | 5 | 4 | 3 | 2 | 1 | n/a |
| 8. Understanding of group counseling and group dynamics as they apply to counseling practices. | 5 | 4 | 3 | 2 | 1 | n/a |
| 9. Understanding of human appraisal and assessment techniques and its application to counseling practices. | 5 | 4 | 3 | 2 | 1 | n/a |
| 10. Understanding of case formulation and case study and its application to counseling practices. | 5 | 4 | 3 | 2 | 1 | n/a |
| 11. Understanding of the rationale for and use of | | | | | | |

treatment plans and progress notes as they apply to counseling practices.	5	4	3	2	1	n/a
12. Understanding of marriage, couple and family issues as they apply to counseling practices.	5	4	3	2	1	n/a
13. Understanding of the major dynamics of the therapeutic environment.	5	4	3	2	1	n/a
14. Understanding of the organizational dynamics of agency or school settings and their impact on counselees and the counseling process.	5	4	3	2	1	n/a
15. Understanding of career theory and assessments as they apply to counseling practices.	5	4	3	2	1	n/a
16. Understanding and knowledge of professional organizations (ACA, ASCA, NBCC, etc) and their contributions to counseling practices.		1	2	3	4	n/a

Add any additional information that you feel would have improved your competence in preparing for Practicum and Internship.

Please return your completed Self-Evaluation in the enclosed envelope to: Counseling Program, Marshall University Graduate College, 100 Angus E. Peyton Drive, South Charleston, WV, 25303.

**Thanks,
MUGC Counseling Faculty**

Practicum Evaluation

Marshall University Graduate College School of Education & Professional Development Counseling Program

Practicum Student: _____ Student ID: _____

Semester _____ Course #: _____

Practicum Site: _____

Faculty/Site Supervisor: _____

Please rate the practicum student on the following items. Your opinion and evaluation of the practicum student is important to the continuing quality and success of the practicum.

5 = Excellent Applicable 4 = Good 3 = Adequate 2 = Needs Improvement 1 = Unsatisfactory n/a = Not

Personal Characteristics

1. Demonstrates professionalism and a professional demeanor by manner of conducting self.	5	4	3	2	1	n/a
2. Demonstrates sensitivity to clients, students, faculty and staff.	5	4	3	2	1	n/a
3. Demonstrates understanding and acceptance of clients.	5	4	3	2	1	n/a
4. Demonstrates enthusiasm, self-confidence and involvement in the clinical setting.	5	4	3	2	1	n/a

Communication Skills

5. Communicates effectively with clients, students, staff and others.	5	4	3	2	1	n/a
6. Integrates knowledge of various counseling theories, techniques and interventions into counseling practices.	5	4	3	2	1	n/a
7. Demonstrates sensitivity to individual differences and demonstrates flexibility in the client/counselor relationship.	5	4	3	2	1	n/a
8. Demonstrates effective use of listening skills and reflects feelings of clients into the counseling process.	5	4	3	2	1	n/a
9. Establishes rapport with clients and uses open-ended and close ended questions to explore client's problems.	5	4	3	2	1	n/a
10. Utilizes basic attending skills to identify, clarify, paraphrase and summarize client issues and problems.	5	4	3	2	1	n/a
11. Assists clients in planning effective goals and						

objectives for counseling.	5	4	3	2	1	n/a
12. Understands the rationale for and use of treatment plans and progress notes in the counseling process.	5	4	3	2	1	n/a
13. Demonstrates knowledge of group counseling and group dynamics in the counseling process.	5	4	3	2	1	n/a

EFFECTIVENESS

14. Understands the role of the counselor and practices ethical behavior.	5	4	3	2	1	n/a
15. Demonstrates maturity and professionalism in handling confidential issues related to the counseling process.	5	4	3	2	1	n/a

Comments about student’s overall effectiveness:

GRADING

Before assigning a grade to the trainee, please consider the following criterion for A, B, C, or D. Letter grades will be given on the following considerations.

- Attendance at the clinic site and at required clinic site/class meetings.
 - Professional enthusiasm and demeanor.
 - Completion of the required number of clock hours.
 - Evaluation of skills and performance during the practicum period.
- A Indicates that in addition to completing all course requirements in a timely and professional manner, the student, demonstrates excellent counseling skills, high standards of professional and personal behavior, a continued willingness to learn and a commitment to the profession of counseling.
- B Indicates that in addition to completing all course requirements in a timely and professional manner, the student demonstrates strong counseling skills, average standards of professional and personal behavior, a continued willingness to learn and a commitment to the profession of counseling.
- C Indicates that the student did not complete all course requirements in a timely and professional manner, needs to improve counseling skills, may need to examine personal and/or professional standards, and appears to be unwilling to learn or is lacking in commitment to the profession of counseling.
- D Indicates that the student did not fulfill requirements and should reconsider career goals. A letter of “D” will lead to a re-evaluation of the student’s participation in the school counseling program by his or her faculty advisor and

Practicum Student

Date

Faculty/Clinic Supervisor

Date

Suggested Grade: _____

Note: This evaluation form should be completed at the mid-point and at the end of each semester.

School Internship Evaluation

Marshall University Graduate College School of Education & Professional Development Counseling Program

Internship Student: _____ Student ID: _____

Semester: _____ Course#: _____

Internship Site: _____

Site Supervisor: _____

Faculty Supervisor: _____

Please rate the internship student on the following items. Your opinion and evaluation of the internship student is important to the continuing quality and success of the internship.

5 = Excellent **4 = Good** **3 = Adequate** **2 = Needs Improvement** **1 = Unsatisfactory** **n/a = Not Applicable**

PRACTICE OF SCHOOL COUNSELING

1. Evidence of personal organization; proficiency in organization and administration of the school counseling program to promote a positive learning environment for students.	5	4	3	2	1	n/a
2. Providing individual counseling to students; sensitivity to individual differences; flexibility in counseling relationships with students; assisting students in planning and achieving appropriate academic & personal-social goals; and assisting newly enrolled student to adjust to school.	5	4	3	2	1	n/a
3. Providing timely, appropriate, and productive group counseling for students; developing a calendar for small group counseling and large group guidance.	5	4	3	2	1	n/a
4. Assistance with student records; assistance with standardized testing; interpretation of student information; identification of special needs students; reviewing and responding to student progress at the end of grading periods.	5	4	3	2	1	n/a
5. Assisting with career development of students; providing career information; assisting students with self-awareness; & exploring student long-range plans.	5	4	3	2	1	n/a
6. Providing students with educational planning; working with groups and individual students; communicating with parents about student progress; and assisting in educational planning for special needs students & at-risk students.	5	4	3	2	1	n/a
7. Assisting with referrals; acting upon referrals from school staff; utilizing community resources/agencies to provide services; promoting use of resources.	5	4	3	2	1	n/a
8. Assisting in academic & job placement of students; counseling students about appropriate course/activity placement; assisting with grouping for instruction; and coordinating activities to assist students prepare for job placement.	5	4	3	2	1	n/a
9. Consulting with students, parents, teachers, administrators, etc.; working with family situations which affect student performance; and working with school staff to apply strategies for improving student learning.	5	4	3	2	1	n/a
10. Coordination of school counseling program evaluation; conducting follow-up of students; evaluation of existing school counseling program; making recommendations for productive changes.	5	4	3	2	1	n/a
11. Demonstrating professionalism; using correct oral and written communication; demonstrating general knowledge of school policy and adheres to rules; adhering to professional ethical standards (ACA and ASCA).	5	4	3	2	1	n/a

