

# UTAH STATE UNIVERSITY

## Professional School Counselor Education Outcome Data

### Internship Supervisor Evaluations

**Note:** Each intern in the Professional School Counselor Education program is required to meet with their internship supervisor for evaluation. During that meeting, the evaluation form is completed and discussed. Items are answered on a 5-point Likert scale:

*1=poor, 2=fair, 3=satisfactory, 4=good, 5=excellent*

See appendix A for the evaluation form in its entirety.

<b>1. PROFESSIONAL SCHOOL COUNSELOR IDENTITY</b>		
Professional School Counselors are licensed in school counseling and have unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities. (American School Counselor Association, Ethical Standards for School Counselors, adopted June 26, 2004)		
Item	Mean	Standard Deviation
Proper attire, professional appearance	4.80	0.41
Arrives on time	4.40	0.63
Completes assignments on time	4.73	0.46
Communication skills – uses tact and diplomacy with other professionals, teachers, parents and students	4.73	0.59
Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive Guidance policies and standards	4.73	0.46
All items	4.68	0.16

<b>2. SOCIAL AND CULTURAL DIVERSITY</b>		
Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multi-cultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious, and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities		
Item	Mean	Standard Deviation
Awareness of own culture and its impact on counseling activities	4.53	0.52

Knowledge and application of theories of multi-cultural counseling	4.36	0.50
Engages in social justice, advocacy, and conflict resolution	4.67	0.49
Engages in activities to remedy bias, prejudices, oppression, and discrimination	4.47	0.52
All items	4.51	0.13

### 3. HUMAN GROWTH AND DEVELOPMENT

Studies that provide an understanding of the nature and needs of individuals at all development levels

Item	Mean	Standard Deviation
Demonstrates understanding of the nature and needs of individuals and families across the lifespan	4.60	0.51
Demonstrates skills in assisting in successful transitions for students	4.71	0.47
Recognizes different learning styles and is familiar with associated strategies for student success	4.80	0.41
Demonstrates strategies for facilitating optimal personal, career, and academic development	4.73	0.46
Demonstrates an understanding of the implications of developmental crises, disability, exceptional behavior, addictive behavior, and psychopathology	4.60	0.51
All items	4.69	0.09

### 4. CAREER DEVELOPMENT

Studies that provide an understanding of career development and related life factors

Item	Mean	Standard Deviation
Demonstrates knowledge of career development theories and decision-making models and applies the knowledge to the SEOP process	4.62	0.65
Demonstrates ability to use electronic career information systems effectively	4.58	0.67
Demonstrates the ability to identify and interpret student academic, career, and personal/social competencies and effectively implements processes and activities in achieving these competencies	4.62	0.51
Demonstrates an understanding of the relationship between economic and labor market factors and career development	4.67	0.49
All items	4.62	0.04

## 5. HELPING RELATIONSHIPS

Studies that provide both theoretical and experiential understandings of professional helping relationships

Item	Mean	Standard Deviation
Demonstrates an understanding of essential interviewing and counseling skills	4.73	0.46
Demonstrates knowledge of counseling theories that effectively conceptualizes client presentation and selects and implements appropriate counseling interventions	4.67	0.49
Demonstrates knowledge of a systems perspective that recognizes family and other systems theories and related interventions	4.64	0.50
Makes wise decisions regarding counseling the intern should engage in and what is beyond the scope of a school guidance counselor or intern	4.60	0.51
Demonstrates knowledge of ethical and legal considerations in counseling relationships (i.e., confidentiality, transference, professional boundaries)	4.67	0.49
All items	4.66	0.05

## 6. GROUP WORK

Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches

Item	Mean	Standard Deviation
Demonstrates an understanding of group dynamics and processes	4.91	0.30
Demonstrates knowledge of group leadership styles and approaches	4.82	0.40
Demonstrates use of developmentally appropriate group counseling skills and interventions	4.91	0.30
Demonstrates an understanding of ethical and legal considerations for engaging elementary and secondary students in group work	4.80	0.42
All items	4.86	0.06

## 7. ASSESSMENT

Studies that provide an understanding of individual and group approaches to assessment and evaluation

Item	Mean	Standard Deviation
Demonstrates an understanding of individual and group approaches to assessment and evaluation	4.46	0.52
Demonstrates an understanding of basic concepts of standardized and non-standardized tests and other assessment techniques	4.33	0.62
Demonstrates appropriate use of strategies for selecting, interpreting and explaining assessment instruments and results	4.33	0.65
Ability to conduct assessments that consider multiple sources of information	4.75	0.45
All items	4.47	0.20

## 8. RESEARCH AND PROGRAM EVALUATION

A program of study that provides an understanding of research methods, statistical analysis, needs assessment, and program evaluation

Item	Mean	Standard Deviation
Demonstrates an understanding of the importance of research in the school counseling profession as a tool for evaluation of programs and interventions	4.83	0.39
Demonstrates an understanding of procedures for data gathering, analysis, and presentation	4.69	0.48
Demonstrates an understanding of the ways that technology and statistical methods are used in conducting research and program evaluation	4.75	0.45
Ability to communicate research to administrators and policy makers	4.62	0.51
All items	4.72	0.09

## 9. COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM MANAGEMENT

Studies that provide both theoretical and experiential understandings of comprehensive counseling and guidance programs

Item	Mean	Standard Deviation
Demonstrates understanding of the design, implementation, management, evaluation and enhancement of the Utah Model for Comprehensive Counseling and Guidance	4.79	0.43

Ability to develop and implement individual planning that supports the SEOP process at the secondary level and/or the SEP process at the elementary level	4.86	0.36
Ability to plan and present guidance curriculum to students	4.67	0.49
Ability to present guidance curriculum to school personnel and parents	4.83	0.39
Demonstrates the ability to design and implement preventative, developmental and organized systems for delivering responsive services	4.69	0.48
All items	4.77	0.08

### 10. FOUNDATIONS OF SCHOOL COUNSELING

Studies that provide an understanding of school counseling as it exists in the contexts of social, legislative, and technological systems.

Item	Mean	Standard Deviation
Demonstrates an understanding of the relationship between guidance counseling and student service programs	4.80	0.41
Applies leadership strategies designed to enhance the learning environment, organization, and administration of the school	4.50	0.52
Demonstrates knowledge of current issues, policies, laws and legislation relevant to school counseling	4.64	0.50
Demonstrates knowledge of current and emerging technology in school guidance counseling, and implements appropriate new technologies	4.58	0.51
All items	4.63	0.13

### 11. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community

Item	Mean	Standard Deviation
Advocates for all students	4.86	0.36
Demonstrates the ability to collaborate with administration, teachers, support personnel and community resources to support a student or guidance program	4.64	0.50
Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school-wide settings	4.69	0.48

Demonstrates knowledge of prevention and crisis intervention strategies	4.69	0.48
All items	4.72	0.10

## 12. ADDITIONAL KNOWLEDGE AND SKILL REQUIREMENTS

Studies of additional pragmatic or emerging skill sets that are not fully described by the previous standards.

Item	Mean	Standard Deviation
Demonstrates ability to prepare and implement an action plan/and or school counseling calendar	4.75	0.45
Demonstrates an awareness of the need for seeking and securing enhancement funding for program expansion	4.33	0.50
Demonstrates knowledge of strategies for identifying and utilizing corporate, individual and community resources to provide support for student achievement (i.e., grants)	4.36	0.67
Demonstrates the ability to recognize and assist children and adolescents who may use alcohol or other drugs or who may reside in homes where substance abuse occurs.	4.69	0.48
All items	4.53	0.22

## Supervisor Comments

### A selection of comments from Internship Supervisors

- Awesome understanding of student needs - communicates very well with the students always listens to them and gives them suggestions for what to do next time - Always makes sure that his staff are doing their job 110% and offers ideas on ways to improve
  - Team player - very knowledgeable - very creative - loves to collaborate
  - Relates well to students, parents and faculty - concern for others - problem solving skills - willing to ask questions
  - Asset to counseling department. A lot of experience and knowledge - willing - professional - hard working and enthusiastic
  - Organized, prepared, running groups, self-motivated, willing to help, responsible, took initiative, completed a grant
- Ability to work with students and parents in the SEOP process.
- High level of professionalism - very motivated - takes initiative to pursue additional studies
  - Passionate, willing, strong collaborator, very good presentation skills
  - Wonderful attitude towards learning skills - great advocate for students - good working knowledge of technology
  - Real love and appreciation for students - eagerness to learn - enthusiasm
  - Great with students - great with research and data
  - Completes assigned tasks - works well with students, parents, and staff - seeks out and completes tasks on her own
  - Communication skills - technology prowess, implementation of effective comprehensive guidance program
  - Worked many hours beyond required - very "in-touch" with students - very fun to work with great with groups and at-risk students - willing to implement new ideas

## Praxis Scores

The Praxis School Guidance and Counseling test is intended primarily for persons who are completing master's-level programs for counselors and intend to become counselors in the public schools. It measures knowledge and skills required of the professional school counselor in relation to those areas that constitute most of the work of the counselor. The test is designed to measure counselor functions and skills related to the primary and secondary school levels. A number of questions are applicable across school levels; other questions are especially applicable to the elementary school level, the middle or junior high school level, or the high school level. The content of the test is focused on questions that relate to the following four major categories: counseling and guidance, consulting, coordinating, and professional issues.

Praxis Scores		
The 11 students that comprised the USU Professional School Guidance Counselor Program 2008-09 graduating cohort was the first to participate in Praxis testing.		
Item	Mean	Standard Deviation
Praxis I Scores	670.91	52.62

### Praxis II Information\*

Possible Score range = 250 – 990

Average Performance Range = 620-700

\* Educational Testing Services (ETS)

## Graduate Survey Results

In February of 2009, an electronic, on-line survey was sent to all graduates of the USU Professional School Guidance Counselor Program. The survey included 17 items on which graduates rated their satisfaction with various aspects of the program. Respondents rated their satisfaction on a 5-point Likert scale:

*1 = very low satisfaction, 2 = low satisfaction, 3 = moderate satisfaction, 4 = high satisfaction, 5 = very high satisfaction*

Students were also invited to respond with written comments. Sample comments follow the quantitative data.

See Appendix B for the Survey in its entirety

<b>1. Satisfaction – All Years</b>		
This table is a summary of the satisfaction data from all 96 respondents.		
<b>Item</b>	<b>Mean</b>	<b>Standard Deviation</b>
Quality of Instruction	4.19	0.58
Availability of Faculty	4.22	0.71
Program Curriculum	4.00	0.67
Course Availability	4.39	0.81
Course Scheduling	4.39	0.65
Practicum Experience	4.39	0.71
Internship Experience	4.62	0.56
Quality of Advising	4.19	0.80
Value Rating	4.46	0.63
Compared to Other Programs	4.43	0.75
Diversity Skills	4.06	0.65
Empirically-based Changes	3.89	0.64
Communication	3.89	0.75
Preparation	4.19	0.73
Caring and Professional	4.51	0.57
Perception of Caring	4.55	0.57
Preparation for Mission Goals	4.21	0.80
All Items	4.27	0.16

### 3. Satisfaction – By Year

This table includes more detailed satisfaction information; data from the respondents is broken down by year of graduation.

Item	2000	2001	2003	2004	2005	2006	2007	2008
Quality of Instruction	4.00	4.29	4.08	4.20	4.38	4.33	4.11	4.14
Availability of Faculty	4.00	4.00	3.62	4.40	4.25	4.22	4.26	4.21
Program Curriculum	4.00	3.71	3.92	4.20	4.29	4.33	3.84	3.86
Course Availability	4.50	4.00	4.91	4.80	4.31	4.56	4.42	4.21
Course Scheduling	4.50	4.14	4.38	4.80	4.56	4.33	4.32	4.29
Practicum Experience	4.50	3.86	4.15	5.00	4.88	4.56	4.58	3.86
Internship Experience	5.00	4.29	4.51	5.00	4.94	4.44	4.84	4.38
Quality of Advising	4.50	4.00	3.92	4.40	4.49	3.89	4.26	4.21
Value Rating	4.50	4.43	4.48	4.60	4.56	4.44	4.42	4.14
Compared to Other Programs	4.50	4.29	4.48	4.60	4.67	4.33	4.72	4.15
Diversity Skills	3.00	4.14	3.85	4.40	4.38	4.22	4.00	3.86
Empirically-based Changes	3.50	3.71	4.00	4.20	4.07	4.11	4.00	3.62
Communication	3.50	3.71	3.92	4.20	4.07	4.11	3.78	3.77
Preparation	4.50	3.71	4.00	4.80	4.40	4.11	4.05	3.85
Caring and Professional	4.50	4.29	4.31	4.60	4.50	4.56	4.53	4.38
Perception of Caring	4.50	4.71	4.54	4.80	4.44	4.44	4.58	4.46
Preparation for Mission Goals	4.50	4.29	4.15	4.40	4.37	3.78	4.26	3.83
All Items	4.24	4.09	4.19	4.55	4.44	4.28	4.29	4.07

## Graduate's Survey - Sample Comments

In addition to the quantitative satisfaction rating questions, graduates were also asked to provide qualitative feedback through written comments. The following statements are selected from respondents' answers to the question *"What did you like best or find most useful about the program?"*

### Instructors

- Incredible instruction and a very meaningful practicum and internship. Constant help and guidance from professors who really cared about you. Great networking opportunities with professors and students in the cohort.
- The advisor and faculty seemed genuinely concerned about me as a student.
- The wide variety of instructors and their experience-especially those that have worked or are working in the field of school counseling.
- The way in which it was so easy to work with the educators. The power of the instruction and the passion of the teachers.
- The instructors were excellent and diverse.
- Instructors were approachable and helpful to the individual needs of those in the program!
- The professors were excellent!

### Format

- It is so greatly appreciated that the program is offered via distance ed. I would not have been able to accomplish it any other way.
- The schedule of classes one night a week. I think the USU program does a great job of teaching students about the Comprehensive Guidance model that is used in Utah.
- The flexibility in the program to allow me to work while finishing my degree.
- The fact that I could earn the master degree in a rural community and not have to live in Logan or another large city and could continue to work in my occupation.

### Diversity

- I especially value the information I got on brief counseling, and working with different cultures (and hearing from students who are members of those cultures). I also think the info on comprehensive guidance and doing the state review was really helpful. I loved the ability to have feedback and group discussions regarding the practicum/internships.
- Multi-cultural prep.
- Diversity training has proven to be very helpful as I work in a high ethnic diverse area.

### Courses

- Looking back I really feel that courses offered were needed and useful to prepare me for counseling work.
- I liked the coursework, especially interviewing students and the diversity classes- because they gave case studies/examples and then asked how would I respond as a counselor.
- I loved the idea of drilling into our heads the different scenarios we may come across,

because, oh, boy! I did come across almost all of those very same scenarios.

- It is a very reputable program in my district. Practicum and internship requirements. Ethics class.
- Responsive services courses: Intro to Counseling and Group Counseling cultural diversity class, practicum, internship, Utah counseling program class - how to prepare for yearly evaluations and 6 year reviews.

### **Practicum/Internship**

- I loved the counselors that came and listened during practicum--they had real life feedback--- They were awesome!
- The internship was the most helpful. It allowed me to use my learning in the actual environment and learn from current employed counselors.
- The practicum experience where we shared information back and forth and weekly went over questions that we had. I also enjoyed the opportunity we had to practice interviewing each other.
- I loved the Practicum / experience and how we were able to bring issues from our practicum schools to discuss in class. It was extremely helpful
- The practicum and internship provided me with the information I needed for the day to day response to students.
- I learned the majority of the skills that I needed in the classroom setting but those few skills that I didn't develop there, I developed while in my practicum and internship. I felt like the program really prepared me to be a good school counselor.
- The practical applications in projects and the practicum and internship experiences.

The following statements are selected from respondents' answers to the question ***"How could the program improve?"***

### **Format**

- USU has now addressed the problem, but when I was in the program they didn't offer it in my area and I had to travel quite a distance in order to attend the classes.
- It was difficult sometimes not having the teacher instruct in the room but overall it was easier for me to not have to travel to Kaysville
- I enjoyed having a small class size. I believe we started with approximately 20 students in our program and ended with around 15. It makes doing group work, hands-on practice, presentations and panels a manageable and cohesive number of people in a cohort. Continue to keep the program(s) small so that students are able to get quality educations and compete for jobs without unreasonable numbers of graduates.

### **Practicum/Internship**

- I think that there is very little follow through when you get into the internship. You are left to kind of do everything on your own and you don't have the same level of support and feedback as you did in the practicum. It is okay if your supervisor is very involved, but sometimes you don't always get the same level of training that you got in the practicum as far as feedback on

your performance and sources for information. It would be helpful to continue to have close contact with a specific instructor that you know you can go to for questions and feedback on specific situations. I also wish there was even more practice with developing and facilitating specific groups in schools. (**NOTE:** Please see the “Data-Based Decision-Making” section for this program, where this and similar comments immediately below were addressed).

- I would have liked to have a stronger component on legal issues. I have also felt that it would be very helpful to have some intermittent support from our instructors and classmates during the internship, as we did during the practicum. I personally still felt very inexperienced starting the internship and would have found a forum to discuss problems and questions very helpful.
- On-site advisor/liaison

### **Behavior Management**

-I had no classroom experience. Comp Guidance suggests about a third of our time should be spent in classroom guidance. If we are really supposed to be following the Comp Guidance model then I believe we should have had at least ONE class on classroom. (**NOTE:** Please see the “Data-Based Decision-Making” section for this program, where this and similar comments immediately below were addressed).

-A little more emphasis on classroom management maybe.

-Spend more time having students prepare actual classroom presentations and present them in class. This is a constant, non-stop job requirement for me.

-Teach students some public speaking or how to run a classroom.

**APPENDIX A**  
**INTERNSHIP STUDENT EVALUATION**

USU Professional School Guidance Counselor Education Program



## INTERNSHIP STUDENT EVALUATION

Intern Information	
Nam	A#
Internship Site	Date
Supervisor	School
Review Start	End date:
Total hours completed (from log) <b>(REQUIRED)</b>	

1. PROFESSIONAL SCHOOL COUNSELOR IDENTITY						
	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent	NA
Proper attire, professional appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arrives on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes assignments on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills – uses tact and diplomacy with other professionals, teachers, parents and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive Guidance policies and standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>						

2. SOCIAL AND CULTURAL DIVERSITY						
	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent	NA
Awareness of own culture and its impact on counseling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and application of theories of multi-cultural counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in social justice, advocacy, and conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Engages in activities to remedy bias, prejudices, oppression, and discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>						

3. HUMAN GROWTH AND DEVELOPMENT						
	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent	NA
Demonstrates understanding of the nature and needs of individuals and families across the lifespan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates skills in assisting in successful transitions for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes different learning styles and is familiar with associated strategies for student success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates strategies for facilitating optimal personal, career, and academic development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an understanding of the implications of developmental crises, disability, exceptional behavior, addictive behavior, and psychopathology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>						

4. CAREER DEVELOPMENT						
	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent	NA
Demonstrates knowledge of career development theories and decision-making models and applies the knowledge to the SEOP process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to use electronic career information systems effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Demonstrates the ability to identify and interpret student academic, career, and personal/social competencies and effectively implements processes and activities in achieving these competencies</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates an understanding of the relationship between economic and labor market factors and career development</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>						

<b>5. HELPING RELATIONSHIPS</b>						
	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent	NA
<b>Demonstrates an understanding of essential interviewing and counseling skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates knowledge of counseling theories that effectively conceptualizes client presentation and selects and implements appropriate counseling interventions</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates knowledge of a systems perspective that recognizes family and other systems theories and related interventions</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Makes wise decisions regarding counseling the intern should engage in and what is beyond the scope of a school guidance counselor or intern</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates knowledge of ethical and legal considerations in counseling relationships (i.e., confidentiality, transference, professional boundaries)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>						

<b>6. GROUP WORK</b>						
	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent	NA
<b>Demonstrates an understanding of group dynamics and processes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates knowledge of group leadership styles and approaches</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates use of developmentally appropriate group counseling skills and interventions</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Demonstrates an understanding of ethical and legal considerations for engaging elementary and secondary students in group work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>						

<b>7. ASSESSMENT</b>						
	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent	NA
<b>Demonstrates an understanding of individual and group approaches to assessment and evaluation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates an understanding of basic concepts of standardized and non-standardized tests and other assessment techniques</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates appropriate use of strategies for selecting, interpreting and explaining assessment instruments and results</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ability to conduct assessments that consider multiple sources of information</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>						

<b>8. RESEARCH AND PROGRAM EVALUATION</b>						
	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent	NA
<b>Demonstrates an understanding of the importance of research in the school counseling profession as a tool for evaluation of programs and interventions</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates an understanding of procedures for data gathering, analysis, and presentation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates an understanding of the ways that technology and statistical methods are used in conducting research and program evaluation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ability to communicate research to administrators and policy makers</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

### 9. COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM MANAGEMENT

	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent	NA
Demonstrates understanding of the design, implementation, management, evaluation and enhancement of the Utah Model for Comprehensive Counseling and Guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to develop and implement individual planning that supports the SEOP process at the secondary level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to plan and present guidance curriculum to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to present guidance curriculum to school personnel and parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates the ability to design and implement preventative, developmental and organized systems for delivering responsive services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						

### 10. FOUNDATIONS OF SCHOOL COUNSELING

	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent	NA
Demonstrates an understanding of the relationship between guidance counseling and student service programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies leadership strategies designed to enhance the learning environment, organization, and administration of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of current issues, policies, laws and legislation relevant to school counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of current and emerging technology in school guidance counseling, and implements appropriate new technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments						

### 11. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent	NA
<b>Advocates for all students</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates the ability to collaborate with administration, teachers, support personnel and community resources to support a student or guidance program</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school-wide settings</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrates knowledge of prevention and crisis intervention strategies</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>						

**12. ADDITIONAL KNOWLEDGE AND SKILL REQUIREMENTS**

	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent	NA
Demonstrates ability to prepare and implement an action plan/and or school counseling calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an awareness of the need for seeking and securing enhancement funding for program expansion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of strategies for identifying and utilizing corporate, individual and community resources to provide support for student achievement (i.e., grants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates the ability to recognize and assist children and adolescents who may use alcohol or other drugs or who may reside in homes where substance abuse occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>						

**EVALUATION**

SUPERVISORS: THE INTERN WILL RECEIVE A PASS/FAIL GRADE FOR THE INTERNSHIP. WHICH GRADE SHOULD THE STUDENT RECEIVE? PASS\_\_\_\_\_ FAIL\_\_\_\_\_

PLEASE IDENTIFY THE STRENGTHS OF THE INTERN. PLEASE PROVIDE AS MUCH DETAIL AS POSSIBLE.

PLEASE IDENTIFY THE WEAKNESSES OF THE INTERN. PLEASE PROVIDE AS MUCH DETAIL AS POSSIBLE AND SUGGESTIONS FOR ADDRESSING THE WEAKNESSES.

**VERIFICATION OF REVIEW**

*By signing this form, you confirm that you have discussed this review in detail with your supervisor. Signing this form does not necessarily indicate that you agree with this evaluation.*

Intern Signature

Supervisor Signature

Date

Supervisor preferred  
telephone number

Supervisor preferred

e-mail address

Evaluation reviewed  
by

Date

**APPENDIX B**  
**USU PROFESSIONAL SCHOOL GUIDANCE COUNSELOR EDUCATION PROGRAM**  
**GRADUATE STUDENT SURVEY**

# USU PROFESSIONAL SCHOOL GUIDANCE COUNSELOR EDUCATION PROGRAM GRADUATE STUDENT SURVEY

Emma Eccles Jones

College of Education and Human Services

Thank you for being willing to participate in this survey!

We at the USU Professional School Guidance Counselor Education Program are always seeking to maintain the high quality of the program and to learn about possible improvements or changes that could be made to better serve our students. As graduates of the program, and as professional school counselors, your input and feedback will allow us to better prepare our current students.

All responses will be confidential and will not be identified with individual responses.

If you have any questions about the survey, please contact Camille Odell ([camille.odell@usu.edu](mailto:camille.odell@usu.edu)) or Cory Myler ([cory.myler@usu.edu](mailto:cory.myler@usu.edu)).

The survey should take about 10 minutes to complete.

Thank you again for your participation.

---

1. In what year did you graduate (or will you graduate) from the USU Professional School Guidance Counselor Education Program?

- 2000
- 2001
- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009

2. Which format did you use for the majority of your courses?

- Statewide broadcast (EDNET/IVC)
- Live instructorship in Kaysville

3. What is your current primary employment position? (check all that apply)

- School guidance counseling intern
- Level 1 school guidance counselor
- Level 2 school guidance counselor
- Head of school-level school guidance program
- Head of district-level school guidance program
- Primary employment is currently not in K-12 school guidance counseling

4. In what setting are you currently employed? (check all that apply)

- Elementary School
- Middle School/Junior High
- High School
- College/University
- Other:

5. Which best describes the school(s) where you are employed? (check all that apply)

- Public
- Charter
- Private
- Other:

6. Are you working in a rural or urban setting (rural < 50,000)?

- Rural

- Urban

7. What is the estimated counselor/student ratio at your school?

- 1/50
- 1/100
- 1/200
- 1/300
- 1/400
- 1/500
- 1/600
- 1/ > 600

8. Are you currently working full-time or part-time in this position?

- Full-time
- Part-time

9. How long have you been working in this position?

- less than 1 year
- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- 6 years
- 7 years
- 8 years
- 9 years
- 10 years

10. What is your current annual salary? (optional)

- \$15,000
- \$20,000
- \$25,000
- \$30,000
- \$35,000
- \$40,000
- \$45,000
- \$50,000
- \$55,000
- \$60,000
- \$65,000
- \$70,000 or greater

With regard to the USU Professional School Guidance Counselor Education Program, how would you rate your satisfaction with the following:

- 1 = very low satisfaction, 2 = low satisfaction, 3 = moderate satisfaction, 4 = high satisfaction, 5 = very high satisfaction

11. The overall quality of the instruction?

1    2    3    4    5

Low      High

12. The overall availability of the faculty?

1    2    3    4    5

Low      High

13. Program curriculum?

1 2 3 4 5

Low      High

14. Course availability?

1 2 3 4 5

Low      High

15. Course scheduling?

1 2 3 4 5

Low      High

16. Usefulness of practicum experience?

1 2 3 4 5

Low      High

17. Usefulness of internship experience?

1 2 3 4 5

Low      High

18. Quality of advising?

1 2 3 4 5

Low      High

19. Given the cost, how would you rate the value of your education?

1 2 3 4 5

Low      High

20. How well do you feel your training compares to the training received by school counselors you have worked with who graduated from other school counselor education programs?

1 2 3 4 5

Low      High

21. The contribution of the program to your development of the skills necessary to address issues of diversity?

1 2 3 4 5

Low      High

22. The contribution of the program to your development of the skills necessary to evaluate and make changes to your program based on empirical evidence?

1 2 3 4 5

Low      High

23. Your preparation in terms of the content and information which you provide to students, parents and educators?

1 2 3 4 5

Low      High

24. Your preparation in terms of the skills required to be an effective school guidance counselor?

1 2 3 4 5

Low      High

25. How well do you feel the program prepared you to act in a caring and professional manner with your students?

1 2 3 4 5

Low      High

26. Please rate the degree to which you think the children and adolescents with whom you work see you as caring about them:

1 2 3 4 5

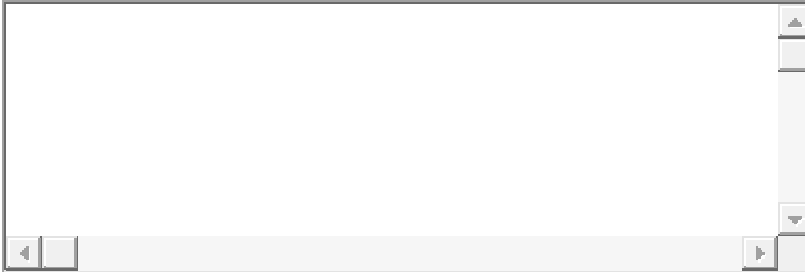
Low      High

27. Please rate your preparation to work towards the goals specified in the mission statement of the Utah Comprehensive Counseling and Guidance Model, "Every student in Utah will graduate from high school with the skills, knowledge and dispositions essential for success?"

1 2 3 4 5

Low      High

28. What did you like best or find most useful about the program?



29. How could the program improve?



30. What skills do you need that were not addressed by the program?



31. What do our present students need to know to help them succeed upon graduation?

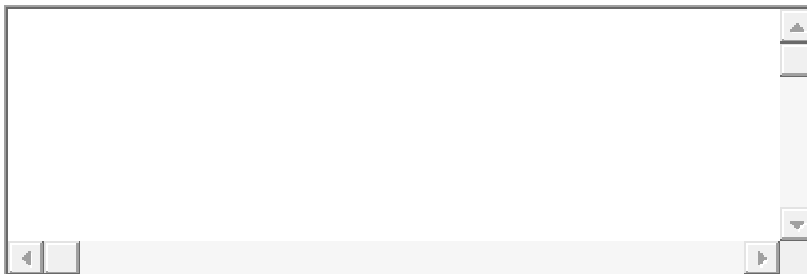


32. How happy are you in your career?

1    2    3    4    5

Very unhappy      Very happy

33. Thank you again for your participation in this survey. In closing, is there any other information that might be useful to us as we work towards maintaining a high-quality program?



Powered by [Google Docs Terms of Service](#) - [Additional Terms](#)