

**Clinical Mental Health & School Counseling Supervisor and Employer
Survey
2020 Results and Programmatic Response
Xavier University
N=10**

Estimated Number of Graduates Employed in Last (3) years: 4 respondents employed 1-3 graduate(s), 3 respondents employed 4-6 graduates, and 3 respondents are unsure.

Type of Population: 2 respondents indicated to work with students, 1 respondent indicated to work with Alcohol/Drug Addiction, 4 respondents indicated to work with Clinical Mental Health, and 3 respondents indicated to work with all populations.

Age of Clients/ Students: 2 respondents indicated to work with High School students, 1 with adult clients, 6 indicated to work with all ages, and 1 indicated to work with elementary, middle, High School and adolescents.

Q6-The following questions are designed to assess our graduates' abilities when first employed at your agency/school. Please provide an overall rating of graduates in EACH area.

NA/No Basis for judgement 6	Very Good Performance 5	Good Performance 4	Needs Improvement 3	Unsatisfactory 2	No report 1
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Methodological Note: 6 and 1 responses were not included in the mean and the percentages to avoid inaccurate readings of the information

	<u>Mean</u>	<u>Percentage of Good or Very Good Performance</u>
1) Demonstration of Clinical Skills	4.38	100%
2) Application of theory in working with clients	4.13	87.5%
3) Demonstrates clinical skills related to group work	4.40	100%
4) Consistently evaluates effectiveness of counseling activities	4.25	87.5%
5) Practices ethical and legal procedures	4.63	100%
6) Maintains professional work habits (including timely completion of paperwork)	4.63	100%

Q7-Professional Responsibilities:

	<u>Mean</u>	<u>Percentage of Good or Very Good Performance</u>
1) Identifies with the Counseling Profession.	4.38	100%
2) Makes counseling a primary job responsibility	4.88	100%
3) Maintains a positive, responsive attitude	4.88	100%
4) Maintains confidentiality	4.88	100%
5) Ability to work effectively with diverse populations	4.50	100%
6) Pursues professional growth and development through seminars, workshops, and conventions	4.63	100%

Q8-Consultation:

	<u>Mean</u>	<u>Percentage of Good or Very Good Performance</u>
1) Demonstrates resourcefulness in offering suggestions to assist in problem solving	4.38	87.5%
2) Appropriately consults with colleagues, supervisors, and other relevant individuals as needed to perform professional duties	4.88	100%
3) Coordinates client care with appropriate agency, school and community personnel to provide necessary resources for clients	4.63	100%

Q9- Assessment/Evaluation/Testing (clinical):

	<u>Mean</u>	<u>Percentage of Good or Very Good Performance</u>
1) Identifies Assists in the identification of those who have special needs and gathers information needed for effective problem identification	4.33	100%
2) Knowledgeable of special programs and services available and maintains appropriate referral network	4.14	100%
3) Demonstrates understanding of the purposes and uses of various types of assessments or standardized tests and evaluations their appropriateness and fairness for use with your client population	4.17	100%

Q10 Discuss the professional strengths you have observed in our graduates:

1. Solid background in theory and case conceptualization. Strong willingness to learn and consult on cases. Excellent team players both with internal and external partners.
2. They come to us with great "natural" instincts as well as good training. The interns I specifically have hired for my programs have been excellent. Strong understanding of use of self and self-disclosure and the value of supervision.
3. I have found Xavier graduates to be consistently effective as clinicians. I think that they are well-trained and ethical. They are particularly strong at diagnosis and counseling theories/case conceptualization.
4. Strong theoretical and clinical skills. Strong problem-solving skills and ability to work in a multidisciplinary setting.
5. The graduates and students we have had have acted professionally and have absorbed the supervision style of our group practice and have generally fit in well with our culture.

Q11 Discuss the professional challenges you have observed in our graduates:

1. Not unlike other schools, the reality in community mental health can be challenging transition from grad school.
2. I haven't seen any unusual challenges--just the challenges of youth for some and natural fear they have no idea what they are doing
3. I have not observed gaps in the training of XU students. When I have encountered performance issues, they are much more related to the personal attributes of the employee/student, rather than gaps in training. Sometimes I have found that new counselors struggle when moving into "real world" jobs either due to a gap in their organizational skills or, sometimes, due to emotional and personal challenges related to working with tough populations and managing the stress related to that.
4. None to report
5. The students and graduates we have had generally have difficulty using an evidence-based theory of choice to conceptualize cases. On several occasions, we have asked students and graduates to provide treatment outcome research to support their use of a particular approach.

Q12 If you were asked to identify one or two areas that our program needs to focus attention on improvement, what would they be? What suggestions would you offer?

1. I am wracking my brain and really can't seem to make any suggestions right now which is unusual for me but your students are typically very strong. I will let you know if I can think of any.
2. I really can't think of curriculum gaps at XU. I don't know if anything can be done to prepare students to build their own professional and personal resilience as they prepare to work with challenging populations but I certainly have found that the issues that are most likely to trip people up are related to organizational skills, ability manage time/stress, and having the personal resilience to cope with working with challenging populations.
3. Continuing to discuss utilization of group services with students to understand the various modalities associated with them. Discussing the role of organizations having performance metrics/expectations.

Utilization of collaborative documentation and utility of it as engagement strategy. Continue to discuss the role of trauma and correlation with substance use and mental health.

4. We have not hired any new school counselors at the high school in the last three years although three of our school counselors are Xavier graduates.

The last time that we have had an XU school counseling intern was the 2018-2019 school year. I encourage interested candidates to email me in January 2021 at fisherb@sycamoreschools.org.

Thank you and Happy Holidays! Peace,

Brenda

5. Case conceptualization related to evidence-based theories of choice and learning the "business" side of private practice.

Programmatic Responses to Likert Scores and Concerns Noted in Comments:

General: We are proud of the extremely high likert averages for most of the program evaluation questions and we recognize the low number of respondents and will continue to seek feedback from supervisors and employer. The likert averages for most every question on the survey reported students agreed or strongly agreed. Several outstanding themes that emerged were comments about our students being excellent team players, well trained, effective clinicians with strong theoretical and clinical skills, with excellent ability to consume and value supervision.

Concerns: When asked about challenges, and to identify areas of program improvements most of the respondents were at a loss for suggestions. Some of the suggestions were assisting students with the adjustment of being a new clinician. Exposure to treatment related to Trauma, Substance use and managing a private practice.

For many years, the faculty have made a concerted effort at addressing and integrating self-care and self-compassion within the curriculum to assist with the transition from student, to full-time clinical practice. Most of the comments about transitioning came from employers from the clinical program; we find it beneficial to emphasize self-care, self-compassion counselor development in both programs.

Within the past two years we have focused our attention on the integration of trauma, substance use and managing a private practice. If we are to address specific curriculum needs it can be accomplished with our workshops that are offered in spring or summer semesters. In 2019 we offered a 1 hour workshop on Trauma and Resiliency and a 1 hour workshop on managing a private practice. In addition, we continue to offer two substance use and addiction courses that exceed most CACREP accredited programs curricular offerings.