

SITE SUPERVISORS' EVALUATION OF TRAINING

FACILITY:

Elementary School	4	24%
Middle School	4	24%
High School	2	12%

I think that my student would have benefited more if she would have understood how the entire school district works together. Maybe if WIU and the district coordinated the process it would help (the agreement is a huge help for the future).

Greater emphasis in theories courses on becoming familiar with both a “depth” (historically-based/developmentally-based) theory and an “action” (eg. behavioral, brief therapies) therapy. More exposure to assessment/appraisal (eg. psy testing) would be useful. More work with DSM – IV – TR or etc. would help prepare the student for the clinic.

Add training in Domestic Violence and crisis management both individual and larger scale.

Everything looks good. Increased collaboration between facilities and your program may improve the process.

Other ideas or suggestions:

On the evaluation form for practicum and internship students allow for more written feedback.

Like teachers, have school counselors work in a school classroom prior to internship even for a brief period of time.

It would be helpful to know more details about the actual course expectations to help support the students. For example, when they need to do reading, maybe some of the reading could be suggested by the site supervisor.

I disagree with Western’s policy of allowing students to do their practicum/internship at their place of employment in their primary position. I believe this prohibits students from gaining valuable new experience in the counseling field.

Your “Supervisor Handbook” was/is useful and a good introduction to your program expectations. Although it is a hassle (I know) it may be good for actual classroom supervision professor to visit a site (at least those that are first-time sites for WIU students). Follow-up by a “local” afterwards would be fine. This would help both the student and the site-supervisor feel more connected to your program.