

**Degree/Certificate: Masters of Science in Counselor Education**

**Major/Option: Mental Health Emphasis**

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**Part I – Program SLO Assessment Report for 2015-16**

**Part I – for the 15-16 academic year:** Because Deans have been asked to create College-Level Synthesis Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

Provide accurate assessment, diagnosis (where appropriate) and treatment planning for a diverse client population.

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

\_\_\_\_\_ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;  
\_\_\_\_\_ SLO is met, but with changes forthcoming;  
\_\_x\_\_ SLO is met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.
  - a. Examinations in PSYC 575 DSM Treatment Issue for Counselors - to test the students on types of diagnoses and understanding of criteria sets. In addition, best practice for treatment and treatment planning were assessed on exams using case studies.
  - b. Case studies in PSYC 575 – discussion of variation of diagnosis and treatment plans Presented in class.
  - c. Clinical application of diagnosing and treatment plans as interns during PSYC 697 internship – done for each client and supervised by site supervisor (licensed counselor) and instructor, evaluated by supervisor for correctness and appropriateness of fit of diagnosis for client.
  - d. Examination in PSYC 545 Appraisal in Mental Health Counseling – assessed ability of student to choose correct/appropriate assessments for clients based on diagnosis as well as cultural background including education and development level. Students also learned and were tested on Mental Status Exam in 545 & 575. MSE is critical in understanding client’s mental state as well as is instrumental in providing diagnosis.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.
  - a. Findings: 100% of students passed the PSYC 575 and PSYC 545 course during the AY2015-16 with a 3.0 or above. 100% of student successfully completed internships.
  - b. Analysis of findings: The way the program is teaching the information seems to be conducive to student learning as well as application based on feedback from supervisors in the community.
  
5. **What program changes will be made based on the assessment results?**
  - a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).
    - a. Review of coursework and feedback from students will lead to adding even more case studies that are timely and relevant to the DSM course. In addition, since the last time this SLO was reported on, some sections of the DSM class are now covered in additional courses including PSYC 548 Counseling children and adolescents and PSYC 5 Addictive behaviors. This was done to ensure that all sections of the DSM were covered more in depth. The challenge of covering the entire manual in 10 weeks in winter was overwhelming. In addition, PSYC 575 was moved from a Monday to a Friday to account for the fact that winter quarter has 2 Monday holidays.
    - b. Ongoing Plan: Incorporate CACREP new clinical mental health standards during AY 2016/2017. Continue to add case studies.
  
  - b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.
    - a. The 2016 CACREP standards will be embedded into the syllabi and each assignment and lecture will be connected to the applicable standard.
  
6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

Ongoing revision of our assessment process will continue. There are biweekly programmatic faculty meetings to discuss student progress as well as challenges and any relevant curriculum changes. Any corrections will be addressed during the quarter and adjusted during the next quarter if applicable (didactic classes are taught once per year).

**NEW: PART II – CLOSING THE LOOP**  
**FOLLOW-UP FROM THE 2015-16 PROGRAM ASSESSMENT REPORT**

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2013-14, and then describe actions taken during 2014-15 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

**PLEASE NOTE:** The College-Level Synthesis report includes a section asking Deans to summarize which programs/certificates have demonstrated "closing-the-loop" assessments and findings based on the previous year's assessment report.

**Working definition for closing the loop:** *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.* Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.

1. **Student Learning Outcome(s)** assessed for 2015-16  
Describe the ethical and legal considerations that govern the practice of mental health counseling.
  
2. **Strategies implemented** during 2014-15 to improve student learning, based on findings of the 2015-16 assessment activities.  
Incorporation of new case studies and more class time dedicated to learning the codes of ethics. In addition, section on legal issues such as child abuse and neglect reporting was added to the introduction to mental health counseling course. New standards for program accreditation mandate students also learn about managed care and how insurance fits into treatment.
  
3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.  
PSYC 535 now spends more time on the ACA Code of Ethics. In addition students complete ethical logs to connect ethical thinking and resolving ethical dilemmas to every day life. All students passed this section of the National Counseling Examination and program Comprehensive Exam. Subsequently, we have received no feedback about unethical behavior at internship sites.

4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?  
In 16/17 new standards are being applied in preparation for a reaccreditation. No substantial changes have been made as the program has been committed to making sure the students understand the codes of ethics and the laws regarding mental health counseling.

#### Definitions:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Overall evaluation of progress on outcome:** This checklist informs the reader whether or not the SLO has been met, and if met, to what level.
3. **Strategies and methods used to gather student performance data,** including assessment instruments used, and a description of how and when the assessments were conducted.  
Examples of strategies/methods: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc.  
Additional information could describe the use of rubrics, etc. as part of the assessment process.
4. **Observations gathered from data:** This section includes findings and analyses based on the above strategies and methods, and provides data to substantiate the distinction made in #2. For that reason this section has been divided into parts (a) and (b) to provide space for both the findings and the analysis of findings.
5. **Program changes based on the assessment results:** This section is where the program lists plans to improve student learning, based on assessment findings, and provides a broad timeline of how and when identified changes will be addressed in the upcoming year. Programs often find assessment is part of an ongoing process of continual improvement.
6. **Description of revisions to the assessment process the results suggest are needed.**  
Evaluation of the assessment plan and process itself: what worked in the assessment planning and process, what did not, and why.

Some elements of this document have been drawn or adapted from the University of Massachusetts' assessment handbook, "Program-Based Review and Assessment: Tools and Techniques for Program Improvement" (2001). Retrieved from [http://www.umass.edu/oapa/oapa/publications/online\\_handbooks/program\\_based.pdf](http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf)