

2009-10 Program Assessment Update

Department & Program: CEDP Department: Master of Science in Applied Psychology: Mental Health Counseling Emphasis

submitted by: Keely Hope, Ph.D.

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2009-10, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2010. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2009-10.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
Provide accurate assessment, diagnosis (where appropriate) and treatment planning for diverse client population	(1) Supervised clinical practice in internship settings with a variety of client population; (2) practical assessment using diagnostic tests for clinical evaluation; (3) National Counselor Exam standardized scores on assessment; (4) in-class exams on assessment and diagnostic skills	(1) Faculty and clinical supervisor observed accuracy of assessment in clinical practice; (2) 100% passed clinical test evaluation written assignment; (3) performance on appraisal section (M=14.42, SD = 2.38) of NCE greater than one standard deviation national mean (M=11.57); (4) 100% passed comprehensive midterm and final exam on both appraisal and diagnostic course.	Continue course of instruction as it has been successfully developed and implemented over past several years.	Plan: Incorporate new diagnostic criteria when DSM-V is distributed (2013); incorporate new psychological diagnostic tests that have adequate reliability, validity and utility; begin to incorporate CACREP new clinical mental health standards during AY 2011/2012.	This SLO is a key component in Mental Health Counselor preparation. IN this category our program exceeds accepted standards.

Consult the example of a completed assessment table on the following page. If you have questions, please contact Leslie Swannack at x4675 in Academic Affairs.

Department of Counseling, Educational, and Developmental Psychology
2010 Assessment of Student Learning Outcome:

By Ginny Mehler, M. S., Field Study Student Advisor, Dept. of CEDP

STUDENT LEARNING OUTCOME (DISCIPLINARY KNOWLEDGE AND SKILLS): Students in the Applied Developmental Psychology major will “complete two quarters of field work in a community setting that provides human service.”

Summary and Requirements

For the year 2010, during Winter and Spring Quarters a total of 34 students successfully completed two consecutive quarters of field study in the Department of Counseling, Educational, and Developmental Psychology by enrolling in one of the following three courses (section 21 was for Winter Quarter and section 22 was for Spring Quarter): CEDP 492 (Field Study in Child Issues); CEDP 493 (Field Study in Adolescent Issues); or CEDP 494 (Field Study in Adult Issues). Of the 34 students, 11 students (32.35%) enrolled in CEDP 492, 12 students (35.3%) enrolled in CEDP 493, and 11 students (32.35%) enrolled in CEDP 494.

Each student was required to turn in two completed and signed official learning contracts for Winter Quarter and two copies for Spring Quarter, with one copy going to the instructor and a second copy going to the Career Services office in Showalter 114. All 34 students completed this requirement (100% compliance).

Each student was required to work a minimum of 110 to 120 hours at their community site EACH quarter, for a total of 220-240 hours for both quarters. The variation from 110-120 hours is explained by the fact that students who had no more than one excused absence from the ten weekly one-hour class meetings were permitted to meet the minimum of 110 hours, while those who had two excused absences or any unexcused absences were required to complete the full 120 hours at their site. All students completed this requirement (100% compliance).

Each student was required to turn in a weekly journal to the instructor, starting the second week that class met, for a total of nine journal entries. Only 6 of 34 students failed to turn in a total of nine journal entries (77.77% compliance), and those six students (17.6%) missed one week, for a total of eight journal entries rather than nine.

Each student was assessed twice each quarter by the site supervisor, using uniform

midterm and final evaluation forms provided by the Career Counseling Center. The site supervisors rated students on a 4-point Likert scale in two areas (workplace competencies and foundational skills). The ratings were described as follows: 4 = very good; 3 = satisfactory; 2 = needs improvement; and 1 = not applicable. A summary of each of the 34 students' midterm and final evaluation average ratings from their final Spring Quarter follows:

STUDENT #	Midterm Evaluation Workplace Comps/Found. Skills	Final Evaluation Workplace Comps/Found. Skills
1	4/4	4/4
2	4/4	4/4
3	3.5/3.33	3.8/4
4	3.6/4	3.89/4
5	4/4	4/4
6	3/3	3.12/3.66
7	4/4	3.75/4
8	3.5/2.66	3.5/3
9	4/4	2.84/3.3
10	4/4	4/4
11	3.5/4	4/4
12	3.4/3.83	3.92/4
13	3.2/3.0	3.23/3.66
14	4/4	4/4
15	3.5/4	3.93/4
16	4/4	3.78/4
17	4/4	3.85/4
18	3/3	3/3
19	3/3	3.13/3.33
20	3/3	3.13/3.66
21	4/4	4/4
22	3/3	3.28/3.66
23	3/3	3.28/3.33
24	4/4	3.83/4
25	4/4	4/4
26	3/3	3.28/3.33
27	3.75/4	3.78/4
28	4/4	4/4
29	3/3	3.06/3
30	3.8/3.66	2.55/3
31	3.2/3.66	3.81/4
32	4/4	3.6/3.6
33	3.2/3.3	3.3/3.3
34	4/4/	4/4

The following is a list of the 26 different sites that students worked at during the

assessment period, a short description of the students' title or position, and the number of students who worked at each site.

- 1) Spokane Public Schools, Hamblen and Moran Prairie Elementary Schools - School Psychology Undergraduate Field Study (1 student)
- 2) Church of the Nazarene, Cheney - Assistant Classroom Teacher (1 student)
- 3) Brecht and Woods, Inc. (Private Practice Counseling) - Undergraduate Counseling Field Study (1 student)
- 4) Lutheran Community Services - Therapeutic Aide (1 student)
- 5) Medical Lake School District, Medical Lake Middle School and Medical Lake Elementary School - School Counselor Undergraduate Field Study (2 students)
- 6) Spokane Mental Health/First Call For Help - Crisis Telephonist (8 students)
- 7) Eastern Washington University Basketball Program - Manager and Assistant Coach (1 student)
- 8) Educational School District 101, Spokane, Youth Build Program - Crew Leader (1 student)
- 9) Northeast WA Educational School District 101, Mead, Farwell Elementary School - Preschool Classroom Intern (1 student)
- 10) Vanessa Behan Crisis Nursery, Spokane - Certified House Parent (1 student)
- 11) Cheney Parks and Recreation - Recreation Specialist (1 student)
- 12) ECHO K-5 Before/After School Program, Cheney - Youth Program Coordinator (1 student)
- 13) Eastern Washington University's Office of Students' Rights and Responsibilities - Victim Advocate (1 student)
- 14) Giggling Guest Childcare, Cheney - Lead School-Age Teacher (1 student)
- 15) Eastern Washington University, Domino Project Preschool - Teaching Assistant (1 student)
- 16) Deer Park Middle School and Deer Park Elementary School - School Counselor Undergraduate Field Study (1 student)
- 17) YMCA of the Inland Northwest - Teen Program Intern (1 student)
- 18) Tamarack Center, Spokane - Therapeutic Recreation Specialist (1 student)
- 19) Lutheran Community Services - Client Advocate (1 student)
- 20) Pathways, Spokane - ABA Tutor (1 student)
- 21) New Heights Church, Spokane - Outreach Coordinator (1 student)
- 22) Sacred Heart Children's Hospital - Child Life Specialist Field Study (1 student)
- 23) The Lighthouse, Inc., Spokane Valley - Direct Care Technician (1 student)
- 24) Rosalia High School, Rosalia and Tekoa High School, Tekoa - School Counselor Undergraduate Field Study (1 student)
- 25) Spokane County Juvenile Court Services - Juvenile Court Official Intern (1 student)
- 26) Crosswalk Youth Center, Spokane - Volunteer Intern (1 student)

Discussion

The 34 students fairly evenly represented the three levels of human development,

with approximately 1/3 assigned to work with children, 1/3 with adolescents, and 1/3 with adults. Additionally, the 34 students worked in a variety of community settings that included private practice therapeutic settings, local mental health and advocacy/outreach agencies, public schools (elementary, middle school, and high school levels), churches, parks and recreation programs, and preschool settings, for example.

The site that accepted the most students was Spokane Mental Health, where 8 of the 34 students (23.5% of the class) were assigned to answering that agency's community crisis and referral hotline. Most of these students intend to pursue a career in mental health or family counseling and this setting provided ample opportunities for the students to practice skills such as empathic listening that will aid them in their chosen fields.

Five students (14.7% of the class) were able to complete field study experiences as undergraduates working alongside school counselors and school psychologists, which prepares them for advancement to graduate school in those majors.

Several students found field study opportunities that allowed them to work with people in unique settings that will prepare the students for diverse careers in fields such as college coaching, church youth group ministry, daycare or preschool teaching, sexual assault victim advocacy, child life specialty in a hospital, and group home living for people who are homeless, developmentally disabled, or in the foster care system. Two students worked closely with clients who have autism, for example, while others worked with teenagers living on the street or who have dropped out of high school and are working on earning a GED.

Overall, the students in the CEDP department are finding appropriate field study sites that relate to their future educational and career goals and that provide excellent learning opportunities over the two consecutive quarters in which they are enrolled.

The evaluation forms that are completed by the site supervisors provide an opportunity to inform the department of areas that students might improve upon. Only 3 students (8.8% of the class) received a rating average that was less than satisfactory (rated less than 3 on average). But this may imply that earlier attention in class on the part of the instructor to focus students' attention on professional behaviors and performances in the worksite may eliminate any ratings that are less than satisfactory in the future. There is always room for improvement with regard to workplace competencies and foundational skills. Perhaps student papers can be assigned early in the first (Winter) quarter to allow students to focus on the specific competencies and skills at their sites before they are assessed at the midterm evaluation. Certainly, class discussions should facilitate the students' attention to these areas of concern as well, with topics such as client confidentiality, reporting to work on time, dressing and speaking appropriately, handling uncomfortable comments from clients, supervisors, and/or co-workers as possible areas to address.

Student attendance and journal writing requirements were satisfactorily completed by all students in this assessment period. These will continue as course requirements in the future as well.