

Year 2015-2016

Program: Counseling

Dept. Chair: Norma Gerell

Date: Fall 2015

Student Learning Outcome	Assessment	Benchmark	Results	Decision/Improvement Made
<b>1. Knowledge--</b> A. The methods of maintaining professional and personal growth and avoiding burnout	Discussion Board assignment	Grade of 90% or better	100% (11 out of 11 students)	
B. The issues involved in terminating counseling relationships	Discussion Board assignment	Grade of 90% or better	100% (11 out of 11 students)	
C. The skills and tasks for engaging a new client/students	Role Play	Grade of 90% or better	100% (11 out of 11 students)	
D. Different methods of goal setting with clients/students	Discussion Board assignment	Grade of 90% or better	100% (11 out of 11 students)	
E. Issues in deepening the relationship with clients/students	Discussion Board assignment	Grade of 90% or better	100% (11 out of 11 students)	
F. The perspective of a client in a counseling session	Role Play evaluation	Grade of 90% or better	100% (11 out of 11 students)	
G. The in-depth thoughts and feelings of an experienced therapist while working with specific clients	Group Paper on "Love's Executioner"	Grade of 90%	100% (11 out of 11 students)	This is a group paper. Each individual student's grade reflects the overall paper, but also their individual contributions as measured by the group Wiki.
<b>2. Skills--</b> A. The use of Cognitive-Behavioral Therapy in an online role-play	First Role Play assignment	Grade of 90% or better	36% (4 out of 11 students)	This is the first role play completed by the students. I provided detailed feedback on each student's role play

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				transcript to help her understand how to more effectively use this theory. It may be helpful to meet with the class online to practice role playing the theory before they attempt this on their own.
B. The use of Gestalt Therapy in an online role-play	Second Role Play assignment	Grade of 90% or better	45% (5 out of 11 students)	I provided links to video examples of how to use this theory. But meeting with the class to discuss the theory may help improve the role plays. Students are less likely to use this theory when they become professional counselors.
C. The use of Existential Therapy in an online role-play	Fourth Role Play assignment	Grade of 90% or better	82% (9 out of 11 students)	One of our assigned books describes how to use this theory. I also provide links to videos of counselors using this theory. I provided detailed feedback on the role play transcript.
D. The use of Solution-Focused Brief Therapy in two online role-plays	Third and Fifth Role Play assignments	Grade of 90% or better on each role play	55% (6 out of 11 students) on Third Role Play 56% (4 out of 11 students)	It was disappointing that students did not significantly improve the second time they use this approach. Part of the reason could be the fifth role play involves working with a very resistant, mandated client.
E. The effective evaluation of peer led role-plays using a variety of counseling theoretical	Evaluations of four role plays conducted by other students	Grade of 90% or better for overall assignment	36% (4 out of 11 students) on first evaluation 82% (9 out of 11)	It is challenging to evaluate another student's role play. I provide detailed instructions on how to do

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approaches			students) on second evaluation 82% (9 out of 11 students) on third evaluation 73% (8 out of 11 students) on fourth evaluation	this and two sample papers, one done well, another done poorly. However, not every student reads all of the information I provide. The students who did not perform well on these assignments were the same students each time. Despite the feedback I provided, they continued to struggle.
F. Self-evaluation skills of counseling abilities	Evaluation of own fifth role play	Grade of 90% or better	82% (9 out of 11 students) on fifth evaluation	The students did not complete the assignment correctly. These were the same two students who struggled throughout the semester. I provided very detailed feedback to them both.
G. The ability to adjust counseling performance as a result of constructive feedback	Self-Assessment Survey completed at the beginning of the semester, compared to completion of the survey at the end of the semester	100% of students will see improvement in counseling skills	100%	Many students were surprised at the improvement they saw in their scores.
H. The use of Wikis to construct group papers	Completion of group papers	Successful submission of 100% of papers	100%	
I. The use of AdobeConnectPro to conduct, record, and review online role-plays	Completion of five role plays and three webcams with the instructor	Successful recording of 100% of role plays	100%	We switched our program from Adobe ConnectPro to Zoom, and all students appreciated the change!
<b>3. Dispositions--</b> A. The responsibility to provide appropriate constructive feedback to peers	Evaluations of four role plays conducted by other students	Grade of 90% or better for each assignment	36% (4 out of 11 students) on first evaluation 82% (9 out of 11 students) on second evaluation	

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			82% (9 out of 11 students) on third evaluation 73% (8 out of 11 students) on fourth evaluation	
B. The willingness to accept constructive feedback from peers and the instructor	Completion of third webcam session with instructor	Grade of 90% or better	91% (10 out of 11 students)	One student never scheduled her final webcam, or responded to my attempts to schedule it.
C. The willingness to collaborate with peers in writing group papers	Completion of group paper	Grade of 90% or better	100%	
D. Concern for the professional development of peers	Effective feedback on student role plays	Grade of 90% or better on each role play evaluation	36% (4 out of 11 students) on first evaluation 82% (9 out of 11 students) on second evaluation 82% (9 out of 11 students) on third evaluation 73% (8 out of 11 students) on fourth evaluation 82% (9 out of 11 students) on fifth evaluation	I provided a sample paper to be read prior to completing the first evaluation, and then gave detailed feedback on the completed evaluation to help improve each student's ability to provide effective feedback.
E. Self-awareness of personal and professional characteristics that impact counseling skills	Completion of self-assessment of basic helping skills survey	Completion of survey	100%	
F. Appreciation for the need to continually reflect on counseling skills	Discussion Board assignment	Grade of 90% or better	100%	

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4. Diversity Proficiencies-- A. An awareness of personal biases	Discussion Board assignment	Grade of 90% or better	100%	
B. An appreciation for the need to accept student/client ethnic, racial, socio-economic, language, religious, exceptionalities, geographical and gender differences.	Discussion Board assignment	Grade of 90% or better	100%	