

**DEPARTMENT REPORT
OF
PROGRAM LEARNING OUTCOMES ASSESSMENT**

Department: Mental Health Technology

Program (Degree): Mental Health Technology (MHT)

Type of Degree: X AAS AA AS ATS AIS

Chairperson: Paul VanMarter Date: 05/04/2000

Person(s) Interviewed: Paul VanMarter, Susan Sutton, Tom McElfresh

- I. **Program Curriculum:** A description of the basis for the program curriculum (i.e., how it is derived and validated). Include accreditation organizations, advisory committees or external groups that influence curriculum. Describe curriculum review activities including the review of course master syllabi.*

The curriculum has been developed by faculty over a long period of time. The Council for Standards in Human Service Education is the national accreditation body. The last accreditation visit was in 1999 and the Department received a five-year accreditation. The next formal accreditation scheduled for 2004.

The local Advisory Committee Members provide guidance and input to the Department on an on-going basis. Additionally, information from graduate surveys, exit interviews, part-time faculty (community professionals) and agency practicums providers are used to assess curriculum effectiveness.

The department chairperson is active in the Ohio Coalition of Associate Degree Human Service Educators. This professional group meets quarterly to discuss curriculum, learning strategies and assessment issues. The department is now using student portfolios as a result of involvement in this group.

All MHT students are provided a First Year Handbook that lists minimum competencies and examples of behaviors corresponding with the MHT program learning outcomes.

The Master Syllabi have been reviewed and updated as needed.

- II. **Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities.*

The Mental Health Technology (MHT) learning outcomes have not been revised during the past year.

An entry-level graduate with an Associate of Applied Science Degree in Mental Health Technology from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Accurately gather information through clinical interviews and observation.	MHT 115, 201-204
2. Assess and prioritize client needs.	MHT 115, 201-204
3. Plan effective intervention strategies.	MHT 115, 202-204, 221
4. Demonstrate interventions to meet client needs.	MHT 202-204, 205, 211-213, 221
5. Establish/maintain effective therapeutic relationships with others.	MHT 115, 201-204, 211-213
6. Demonstrate professional and ethical practice with sensitivity to and respect for cultural, ethnic, and life-style diversity.	MHT 101, 115, 201-204, 211-213, 245
7. Demonstrate effective self-management.	MHT 101, 115, 126, 201-204, 205, 211-213, 221, 245
8. Facilitate group interactions reflecting a knowledge and understanding of group dynamics.	MHT 202-204, 211-213, 221
9. Demonstrate effective oral and written reporting skills.	MHT 101, 115, 126, 201-204, 205, 211-213, 221, 245
10. Demonstrate an understanding of the dynamics and patterns contributing to the development of an individual's current functioning.	MHT 101, 126, 201-204, 205, 211-213, 245

III. Assessment Method(s): A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

a. **Formative Assessment Method(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Each MHT major is required to participate in a videotaped interview in MHT 201, 202, & 203. Second year MHT students interview first year MHT students about a current issue or problem the student is personally experiencing. Each student conducts a self-assessment of the video, the faculty member evaluates it, and feedback is given by students in the class. The videotaped interview focuses on interviewing skills, attending behaviors,

active listening skills, intervention skills and assessment skills. Specific criteria are established for evaluating each written critique of the videotaped interviews. Each student's grade is a sum of input from the students' critique and the faculty member's evaluation. Students must achieve a "C" or better to pass. If they do not pass they must repeat the course to continue in the program. Knowledge, behavioral, and practical skills are all assessed through the videotaped interviews.

A portion of the students learning hinges on completion of a family analysis paper applied to their own family. This document requires students to express themselves clearly in written form on issues related to the family and the relational health within the family. Formative feedback regarding conceptual understanding of key concepts, thinking and writing skills is afforded through this activity.

All MHT majors must complete three major Practicums: 202, 203 & 204, Practicum I, II and III. For each practicum 176 contact hours per quarter are required. Students are placed in 2-3 different pre-approved agencies over the course of their final year. Students must complete a series of clinical reports which includes an initial intake, a psychosocial data base, a mental status examination, a treatment plan, and clinical progress notes. Each practicum includes a four-hour processing seminar per week. Some clinical reports have to be adapted due to variations in agencies where students are placed.

The clinical supervisor provides a quarterly written evaluation of each student's performance and submits this to the supervising faculty member. Standard questions are contained on the clinical supervisor's form.

In MHT 211, Group Dynamics I, students must write an "Issues Paper" which is an in-depth autobiography of their life experiences and current attitudes. The "Issues Paper" is assessed on how well each student understands the concepts taught in MHT and how well he/she articulates information and his/her position. The course includes a take home exam that can be completed by groups of students. Group Dynamics is a three-quarter-sequence course and students must pass each course with a "C" or better. Additionally, self-evaluation of learning achievement constitutes a small portion of each student's final grade.

MHT majors are required to focus on the development of group leadership skills in MHT 221, Activity Therapy and 211, Group Dynamics. Faculty observe each student's behavior and skill in group leadership activities. Peer assessment is also utilized in group leadership activities.

Students work in small groups in MHT 221 to research activity plans on the Web that meet specific clinical goals. Work throughout the course is collected in a portfolio.

In MHT 115, students complete a written self-assessment regarding a personal concern. Using helping relationship skills, they assess a problem, develop a goal outcome, and write a step-by-step intervention plan.

IN MHT 205, Psychosocial Interventions, students make group presentations from research on a topic. Videos and panel discussions are used to elicit active learning from students. Students also complete a paper describing specific treatment interventions with a client from their agency practicums.

In MHT 245, students form small groups and perform family counseling skits, called family theater, to demonstrate their understanding of the family dynamics and counseling interventions for a particular issue.

Faculty informally discuss student progress at weekly department meetings to determine if there are specific deficiencies/ weaknesses and also to point out strengths. If deficiencies are noted a meeting is held with the student to discuss and suggest ways to improve. Student strengths are also noted and shared with them.

Student feedback is received at the end of each course and welcomed on an on-going basis. More feedback is being received during each quarter now that students use Web pages and e-mail in coursework.

MHT agency supervisors are informally contacted each quarter to discuss their needs and how effective SCC is meeting those needs.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

MHT 204, Practicum III, is the final practicum for MHT majors. A "client folder" is completed by each student which is a compilation of clinical reports completed during Practicum III. A videotape interview is also completed during Practicum III and the student must then use the videotape to teach the class members about what is occurring in the actual interview. Furthermore, MHT 204 offers qualifying students an option to teach a module or to make a case presentation in lieu of traditional examination.

A second major summative assessment method occurs in MHT 213, Group Dynamics III. Students are required to lead a group of peers in open discussions about personal issues and concerns (group therapy format). Faculty assess the student's skill in leading the discussion and their ability to theorize. Checklists of twenty behaviors are used to assess each student. Students within groups of peers are also part of the feedback process.

A student survey is given to students completing the program in an effort to receive feedback about the curriculum, textbooks, etc. End of group sequence evaluations afford students opportunity to assess appropriateness of course sequencing.

An employer survey is administered every three years. The next employer survey is scheduled for 2002.

MHT agency supervisors are often contacted to discuss their needs and how effective SCC is meeting those needs.

Data from a primary transfer institution (Capital University) offers annual feedback regarding transferring students.

Informal student feedback is received and welcomed on an on-going basis.

IV. Results: A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

In response to questions about program structure, students identified the need to be able to fulfill practicum contact hours on weekends and evenings. This was needed as a result of their busy schedules with work, families, and other responsibilities.

A difficulty has been encountered regarding a lack of attention to detail in much of the student work for the MHT program. In response a 100-item check sheet is being developed.

Employer feedback indicates they are quite pleased with SCC MHT graduates. Many MHT employers request SCC graduates.

Approximately one-half of MHT graduates eventually transfer to four-year institutions to pursue a bachelor's degree. This has increased as a result of strengthening the articulation agreement with Capitol University.

The number of students completing the MHT program is very high once they enter the second year of the program. Approximately 30-40 students graduate each year.

In response to an expressed community need continuing education credit is available through the MHT department. Subsequently, two additional substance abuse classes are being offered.

The MHT department maintains a student database to track scheduling, retention, student counseling, course competencies and letters received.

V. Analysis/Actions: From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

Arrangements have been made for students to fulfill practicum hours during evening and weekend shifts when necessary. Offerings of the practicums have also been increased to include one evening session of the practicum seminar every quarter.

The development of a “core” Allied Health curriculum has had some impact on the MHT curriculum. MHT students continue to be served well in ALH 104, Health Informatics, and ALH 103, Introduction to Healthcare Delivery.

A 100-item checklist is being developed to increase the clarity of expectations and instructor consistency for intake assessment reports completed in a host of MHT courses. This tool will aid in providing students clear and succinct formative assessment in response to the identified problems with student “attention to detail” addressed above.

The University of Cincinnati has agreed to accept SCC MHT students in a credit-for-credit articulation agreement.

The department has incorporated computer skills and adaptations utilizing computer technology to enhance student learning. MHT 101 is a Web-enhanced course to complement ALH 104. Students use Web pages, e-mail and search engines for course work.

MHT 211 is being reviewed to improve end of program outcomes.

Enrollment has increased in MHT 151-152, Art Therapy. The Gerontology program requires both courses in their degree program. Also, the Arts department has developed an articulation agreement with Capital University that includes the Art Therapy sequence. Sinclair is also meeting a community need for art therapy now that Wright State has eliminated that program.

MHT courses have been modified to meet needs for training employees of the Twin Valley Psychiatric System. Courses in the Psychology, Disability Services and Mental Health departments are used to train direct client care employees in contextual learning methods. In order to meet that need discussions across four departments (Mental Health Technologies, Psychology, Disability Services and sociology) have been initiated

A series of substance abuse courses was added as a result of a need identified in the community. Many individuals enroll in these courses on a personal interest basis.

VI. General Education: A description of where and how within the major the three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Written communication skills are reinforced in every MHT class. A modified version of the Writing checklist has been used by faculty to assess written course work.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral communication skills are reinforced throughout the MHT program. The 100-point checklist includes aspects of interpersonal and interviewing communication and listening skills. Group communication skills are also emphasized.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Critical thinking skills are reinforced and stressed through the "Issues Paper," clinical reports, videotaping, and group leadership activities. Students are encouraged to look beyond the obvious. Thinking skills are required through probing interview activities

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values/citizenship is stressed through the use of modules in ethics, conduct, professionalism, and confidentiality. Cultural diversity issues and values are emphasized in several MHT classes. Ethical standards established by the American Group Psychotherapy Association (AGPA) are discussed and expected in many courses including, but not limited to, MHT 211 and MHT 212. Practicum activities encourage students to consider and apply issues of values and ethics to service projects.

VII. Recommendation(s)/Comments:

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.