

assignments, program curriculum, and other issues as a means of keeping the program current and effective. As a result, one area currently being implemented is the use of consistent program/content specific terms, language, and reference information throughout the program so that students may transfer learning from one course to another.

All MHT students are provided a First Year Handbook and now also a Second 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; SOC 145 Section 06 only
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

Learning Outcomes	Related Courses
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, and 204. 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 students in the class give feedback. 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. Students' grades are a sum of input from the students' critique and the faculty members' 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 database, 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 midterm and final written evaluation of each student's performance and submits this to the supervising faculty member. In addition, a mid-term evaluation is also required as a way of identifying student strengths while required weekly logs help to assess student learning.

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.

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 (now an elective course as determined by the Advisory Committee) 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. . These students also complete a 9-11 page research paper regarding an issue (such as divorce or incest) in which family, parental, and children’s dynamics are examined; along with clinical interventions by a family therapist and case manager. This paper includes references from both the web and professional journals.

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. A few students also make use of having online access to faculty by which they may communicate and e-mail in coursework.

MHT agency supervisors are formally contacted each quarter to discuss their needs, how effective SCC is meeting those needs, and student progress. These contacts are in the form of at least one site visit per quarter

- 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 content and methodology.

An employer survey is administered every three years. However, the Community Needs Survey was conducted as a replacement and to meet accreditation requirements.

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 graduate 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 was developed and has now expanded to a total of three check sheets, all developed to increase the clarity of expectations and instructor

consistency in assessing student performance. Students using these check sheets see a marked improvement in their work. These check sheets are used in both the First Year and Second Year handbooks.

Employer feedback, both formally and informally, 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 and the University of Cincinnati.

Students are not formally accepted into the program until they have taken the introductory course, MHT 101. After that time, students are sent a letter and are then interviewed to determine their understanding and commitment to the program. Furthermore, faculty also visit the MHT 201 course to inform students as to what they need in terms of competencies in their second year. Thus, the number of students completing the MHT program is very high once they enter the second year of the program. Approximately 25-35 students graduate each year.

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

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

- 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 was developed to increase the clarity of expectations and instructor consistency for intake assessment reports completed in a host of MHT courses. This tool aids in providing students clear and succinct formative assessment in response to the identified problems with student "attention to detail" addressed above. These checklists are also embedded within two other student reports with courses to help reinforce clarity of expectations.

The University of Cincinnati has agreed to accept SCC MHT students in a credit-for-credit articulation agreement which allows SCC graduate to enroll in UC's Bachelor of Arts in Addiction Studies and to take what are called "bridge courses" on Sinclair's campus as part of their curriculum at UC.

The department has incorporated computer skills and adaptations utilizing computer technology to enhance student learning. MHT 101 and MHT 140 are Web-enhanced courses to complement ALH 104. Students use Web pages, e-mail and search engines for course work.

Enrollment has increased in MHT 151-152, Art Therapy. The Gerontology program requires both courses in their degree program. Also, the Art 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 were modified to meet needs for training employees of the Twin Valley Psychiatric System, and this training has now been completed. Continuation of this training will be based on need and request. Courses in the Psychology, Disability Services, Sociology, Allied Health, 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, Allied Health, and Sociology) are on going. Also, offerings have been increased as a result of students wanting more than the 25-hour certificate; now, they are interested in pursuing the entire program.

MHT 205, Psycho-Social Intervention, will be revamped so as to not create an overlap in content with an existing required course. Rather, the remaining component will be increased to include information/discussion on the unrecognized cultural and lifestyle constituents.

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.

A new department web page was developed and has resulted in numerous requests from prospective students for additional program information.

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. Interpersonal and interviewing communication and listening skills are required parts of the videotaping, interviewing, and role-playing components of the program. For example, MHT 204 requires that students do a half-hour videotape interview and then, using the videotape, conduct a class during which time group communication skills are also emphasized. Also, in MHT 213, students are required to facilitate one group discussion/interaction.

- 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 and the case studies which are the basis for role-playing in MHT 126.

- 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. Also, a number of course modules have been developed to address diversity issues; these courses are MHT 101, 202, 203, and 204. To this same end, the Building Connections to Instruction Learning Group (a collaboration between the MHT and SOC departments) exposes students to issues of cultural/social/gender diversity.

VII. Recommendation(s)/Comments: