

Certificate Assessment Plan 2012-13

*Office of the Provost
University of Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement Series*

Disaster Mental Health
Certificate

College of Education

Edil Torres-Rivera, Ph.D.
edil0001@coe.ufl.edu

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Disaster Mental Health Counseling

College of Education

Certificate Assessment Plan

A. Rationale

Current research on social justice-oriented outreach activities suggests that participants experience increased awareness of sociopolitical context, enhanced cultural competence, and a more complex understanding of their role as advocates when intervening with clients. Identifying and resolving problems in partnership with clients results in more client-centered, client-empowered, and transformative engagements for both the client and the counselor. Outreach experiences can aid professional counselors in developing advocacy and social justice skills.

The Graduate Certificate in Disaster Mental Counseling from the College of Education is designed for mental health counselors seeking to specialize in disaster response. The graduate certificate program will allow participants to learn new skills related to disaster mental health and to build their credentials for this emerging discipline.

B. Mission

The mission of this certificate is to advance exemplary practitioners that are already dealing with human problems in a diverse global community to respond during and after a disaster of any kind occurs in their community. This mission aligns with the mission of the College of Education as it strives to prepare exemplary practitioners and collaborate with others to solve critical educational and human problems in a diverse global community. Correspondingly, the mission of this graduate certificate also aligns with the University of Florida's service and teaching missions and fulfills this element of the university mission: "The University aspires to advance by strengthening the human condition and improving the quality of life."

C. Student Learning Outcomes (SLOs)

1. Students will use and apply professional knowledge to address a wide variety of circumstances within the disaster mental health counseling (DMHC) context. (knowledge)
2. Students will demonstrate proficiency in counseling skills by applying principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. Candidates also apply multicultural competencies to disaster mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (skill)
3. Students will collaborate with other professionals, reflect upon their own practices, and demonstrate a sense of efficacy and ethical practice. (professional behavior)

D. Assessment Timeline for Certificates

Program: Disaster Mental Health Certificate College: College of Education

Assessment	Assessment 1	Assessment 2
SLOs		
#1	Paper and Pencil Test	
#2	Portfolio/Project	Video Tape Evaluation using the CSPD-RF
#3	Portfolio/Project	Video Tape Evaluation using the CSPD-RF

E. Assessment Cycle Chart for Certificates

Program: Disaster Mental Health Certificate College: College of Education

Analysis and Interpretation: Fall (by October 1)
 Improvement Actions: Completed by Spring (by April 1)
 Dissemination: Completed by Spring (by April 1)

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
#1					X	X	X
#2					X	X	X
#3					X	X	X

F. Methods and Procedures

A paper and pencil test will be administered to students during the course to assess for content knowledge. Videotapes of the student’s performance during counseling sessions will be used to evaluate the student’s counseling skills and professional behaviors using the Counselor Skills Personal Development Rating Form (Appendix 1). Students will be evaluated using the rating form on several occasions, with the expectation that there will be growth (i.e., an increase in total score) over time. Total scores on the CSPD-RF reflect the overall performance of counselors-in-training in observed counseling situations. Total scores of 80 to 120 are considered acceptable, and students receiving an item score of “3” or lower on the final administration of the instrument may not pass the course. Internal consistency of all 20 items of the CSPD-RF range from .91 to .95 (Cronbach’s alpha coefficient, Cronbach, 1951). The split-half reliability coefficient range from .83 and .84. This reliability is consistent with a previous study using the CSPD-RF in which Cronbach’s alpha coefficient was .95 (Phan, 2001; Torres-Rivera, Phan, Maddux, Wilbur, & Garrett, 2001). Students of the Disaster Mental Counseling graduate certificate will also compile

a portfolio and must earn a rubric score of 83% or higher on the culminating portfolio/project using the DMHC Portfolio Evaluation Rubric. A committee will evaluate this portfolio and project.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Edil Torres Rivera	Coordinator, School of Human Development and Organizational Studies in Education	Edil0001@coe.ufl.edu	(352) 273-4325
Harry Daniels	Director, School of Human Development and Organizational Studies in Education	harryd@coe.ufl.edu	(352) 273-4321
Elayne Colón	Director of Assessment and Accreditation, College of Education	epcolon@coe.ufl.edu	(352) 273-4132
Tom Dana	Associate Dean, College of Education	tdana@coe.ufl.edu	(352) 273-4134

Appendix 1: Counselor Skill and Personal Development Rating Form (CSPD-RF)

(Wilbur, 1991, modified by Torres Rivera, 1995)

Directions: Using the following 20 items, rate the counselor’s personal and/or skill development (depending on the personal development or skill focus of the item) based on your observation of his/her counseling session with the client. Each of the 20 items is to be rated, using the following Likert-type scale, from 1 (the lowest rating) to 6 (the highest rating). Circle a number, for each of the 20 items, that best indicates your observation and rating of the counselor’s personal and/or skill development in the session with the client.

Please respond to each question according to the following scheme:

1	2	3	4	5	6
Unacceptable	Very Poor	Poor	Good	Very Good	Outstanding

1. The counselor’s observed ability to communicate directly and honestly in her/his interaction with the client.

1	2	3	4	5	6
Unacceptable	Very Poor	Poor	Good	Very Good	Outstanding

2. The counselor’s observed use of clarification skills in responding to client’s statements.

1	2	3	4	5	6
Unacceptable	Very Poor	Poor	Good	Very Good	Outstanding

3. The counselor’s observed awareness of his/her own emotional states while interacting and communicating with the clients.

1	2	3	4	5	6
Unacceptable	Very Poor	Poor	Good	Very Good	Outstanding

4. The counselor’s observed personal congruence between his/her own verbal and nonverbal behaviors in the session with the client.

1	2	3	4	5	6
Unacceptable	Very Poor	Poor	Good	Very Good	Outstanding

5. The counselor’s observed emotional sensitivity (empathy, not sympathy) toward the client’s statements of feelings, problems issues, conflicts, life situations, etc.

1	2	3	4	5	6
Unacceptable	Very Poor	Poor	Good	Very Good	Outstanding

6. The counselor's observed use of paraphrasing and summarization skills in responding to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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7. The counselor's observed use of feedback skills in responding to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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8. The counselor's observed awareness of his/her own personal strengths and weakness while interacting and communicating with the client.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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9. The counselor's observed use of attending and observational skills while responding to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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10. The counselor's observed use of giving/providing directives in his/her responses to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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11. The counselor's observed use of confrontation skills in responding to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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12. The counselor's observed tolerance for differences between his/her perspectives (be they cultural, socio-economic, socio-political, gender, sexual preference, race, age, ethnicity, etc.) and differing perspectives observed in or expressed by the client.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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13. The counselor's observed use of advise/information and educational/instructional skills in his/her responses to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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14. The counselor's observed awareness of his/her sexist, racist, ageist, and etc. beliefs, feelings, and behaviors while interacting and communicating with the client.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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15. The counselor's observed use of interpretation skills in his/her responses to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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16. The counselor's observed awareness of his/her own interpersonal influence on the client while interacting and communicating with the client.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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17. The counselor's use of reflection of meaning and reflection of feelings skills while responding to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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18. The counselor's observed awareness of his/her own general beliefs while responding to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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19. The counselor's observed awareness of his/her own personal and familial development in response to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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20. The counselor's observed use of self-disclosure skills in responding to client's statements.

1 Unacceptable	2 Very Poor	3 Poor	4 Good	5 Very Good	6 Outstanding
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Figure 1. University of Florida Certificate Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program: Year:

Component	Criteria	Rating			Comments
		Met	Partially Met	Not Met	
Rationale	The Rationale is clear.				
	The value-added for students is clear.				
Mission Statement	The certificate supports the department, college, and university missions.				
Student Learning Outcomes (SLOs)	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
Curriculum Map	The Curriculum Map links SLOs to certificate courses.				
	The Curriculum Map identifies where SLOs are introduced, reinforced, and assessed.				
	The Curriculum Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Certificate Assessment Plan Rubric, continued

Component	Criteria	Rating			Comments
		Met	Partially Met	Not Met	
Methods and Procedures	Methods and procedures are clear.				
	Measurements occur at appropriate times in the certificate program.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of certificate assessment tools.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				