

STUDENT LEARNING OUTCOMES PSYCHOLOGICAL COUNSELING AND WELLNESS

- 1.) What are the learning objectives that your program has (explicit or implicit) for students using your services?
 - a) The appropriate use of our counseling services
 - b) The nature of the client/counselor relationship and how it can be helpful
 - c) That they do not have to remain stuck in old patterns or behaviors – that they have the power to change their lives for the better.
 - d) That life decisions are theirs to make – they have options and some degree of control
 - e) To reduce stigma associated with help seeking behavior (that it is okay to seek help, one doesn't have to be "crazy" to seek help)
 - f) That students learn to address fear of/closed off or negative attitude toward emotions
 - g) That all difficulties can be viewed from an ecological perspective, are socially situated and multiply determined.
 - h) That there are many resources on campus in place to support students health, well being, personal and academic growth (e.g. DSS, career center, health center, Learning Center, clubs and organizations, etc) and that they should be utilizing them.
 - i) That students need to achieve a balance between work and play and to pay attention to the consequences of tipping this balance.
 - j) That people in general are more comfortable around people perceived as like them. That difference makes people uncomfortable, and that increasing our understanding of others can help alleviate this discomfort.

- 2.) What are the indicators by which you estimate the extent to which students are learning each of those things your program intends for them to learn?
 - a) Questionnaire/survey?
 - b) Infer from certain questions on counselor evaluation
 - c) Infer from certain questions on counselor evaluation?
 - d) Maybe we need to look at the questions on the evaluation? (yes)
 - e) Much of this information is in client's notes and is of a qualitative nature. Students make comments about this stuff in sessions all the time. We could track quotes that are unsolicited.
 - f) We could quantify some of this by keeping a tally of those who followed through with referrals- I always ask to see if they followed through with referrals suggested to see if they did and to see if it was helpful. We may be able to tally this for just a semester. We could also tally other criteria by thinking through how that is communicated and zipping through a checklist while recording a sample statement.
 - g) Since we are supposedly taping some sessions- this is another way (tedious) to code and look for examples. This could be a good training tool/research project for interns to review tapes- obviously it is a pretty skewed sample.
 - h) Conduct focus groups to get qualitative data.