

MA Expressive Arts Therapy Program

Analysis of academic assessment and the achievement of PLO's: Comparison of 2010-2014.

Academic Assessment: EXA Integrative Seminar 2010

In the spring of 2010, Denise Boston, EXA Assessment Coordinator, launched a new assessment protocol using the prior learning outcomes which focused on evaluating the EXA Integrative Seminar final course and its alignment with the department's cumulative student learning objectives and outcomes. This course integrates personal, artistic, academic, and clinical elements of the program. The final paper articulates each student's philosophy and approach to expressive arts therapy.

In the 2010 pilot evaluation year, 22 students presented practicum case presentations at a one-day EXA conference held at the First Unitarian Universalist Church of San Francisco. The conference schedule consisted of seven panels of case presentations running concurrently in morning and afternoon sessions. The case presentations were attended by first and second year EXA students. Each panel session consisted of 3-4 student presenters with one core faculty rater/moderator and a student videographer. Students used PowerPoint presentations, client aesthetic responses, and other art modalities to demonstrate a practicum clinical experience with an individual client or group. At the completion of each student presentation, the faculty rater used the oral presentation scoring rubric to assess the following areas:

- 1.1 Organization and Preparation
- 1.2 Content
- 1.3 Delivery/Relating to Audience
- 1.4 Response to Questions

Below is a summary of the results rating the Oral Presentations for the spring 2010 semester (22 students were assessed).

Student Learning Objectives	3 Exceeds Standards	2 Meets Expectations	1 Below Expectations
1.1	18	4	0
1.2	20	2	0
1.3	19	3	0

1.4	22	0	0
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Final Paper Evaluation Instrument

The oral presentation was accompanied by a final 20-page paper. The final paper required a demonstration of a clearly defined case with a client, clinical applications, and an understanding of an integrated framework. Student papers were assessed by (1) faculty and (1) supervisor evaluator (names were hidden and numbers were assigned to each paper) using an evaluation rubric for the following four learning outcomes:

- 2.1 Demonstration of the ability to develop a working hypothesis with client and conceptualize and implement interventions, both traditional and EXA.
- 2.2 Demonstration of the ability to translate their working hypothesis into DSM-IV and standard treatment planning language.
- 2.3 Demonstration of thorough comprehension of the inter-relationship between EXA and traditional approaches.
- 2.4 Demonstration of the ability to integrate theoretical concepts with application leading to effective applications of core competencies in clinical practice.

Below is a summary of the results inter-rater (faculty/supervisor) evaluation for the Integrative Seminar final paper (22 students were assessed).

Core Faculty Rater

Student Learning Objectives	3 Excellent	2 Acceptable	1 Poor
2.1	19	3	0
2.2	8	12	1
2.3	19	3	0
2.4	19	3	0

(2.2 - 1 NA)

VII. Academic Assessment: EXA Integrative Seminar 2014

The EXA Integrative Seminar in 2014 has evolved since the initial capstone assessment and the learning objectives were revised to reflect the current mission of the EXA program. Based on the recommendations from the 2010-2013 course years and the restructuring the placement of the Research Methodology course to the first year flowchart several additions and requirements were added to the course. An emphasis has been placed on a case study methodology in final paper conceptualization and client data analysis.

Rubrics were developed for the oral presentation and final paper based on the learning objectives stated in the syllabus. See section on Supplemental Documents for rubrics. Co-faculty course instructors assessed case study papers using the rubric, which consisted of a three-point scale reflecting standards of: exceeds standards, meet standards, and does not meet standards. Oral case presentations were also assessed by core faculty and EXA supervisors.

The final paper required a demonstration of a clearly defined case with a client, a case study research method, clinical applications, and an understanding of an integrated framework. Twenty-six student papers were assessed by the instructors using an evaluation rubric for the following four learning outcomes:

- 2.1 Demonstrating an ability to provide their analysis of the case including a good discussion of the background for the case, identification of both traditional & EXA therapeutic approaches.
- 2.2 Demonstrating an ability to translate their working hypothesis into DSM-IV and standard treatment planning language.
- 2.3 Demonstrating thorough comprehension of the inter-relationship between EXA and traditional approaches
- 2.4 Demonstration of the ability to integrate theoretical concepts with application leading to effective applications of core competencies in clinical practice.
- 2.5 Demonstrating the ability to incorporate issues related to the ADDRESSING model associated with sociocultural, gender and power differentials which may arise in the therapeutic relationship.
- 2.6 Demonstrating the ability to compose paper with attention to APA format, grammar and style.

Below is a summary of the results of the evaluation of the Integrative Seminar final paper (26 students were assessed).

Core Faculty Rater (Denise Boston and Shoshana Simons)

Student Learning Objectives	5 Exceeds expectations	3 Meets standard	1 Below standard
2.1	21	5	0
2.2	21	5	0
2.3	19	4	3
2.4	21	5	0
2.5	22	4	0
2.6	16	8	2

The final paper and oral presentations are very good indicators of the acquisition of knowledge generated from the newly developed EXA program curriculum. Both the

Psychotherapy Theories and Practices and Therapeutic Communication first-year courses included the required textbook, *Addressing Cultural Complexities in Practice: Assessment, Diagnosis, and Therapy* by Pamela Hays. This book established the foundation of culturally responsive counseling, and in particular, Hays' "ADDRESSING" framework enabled students to better recognize and understand societal influences and the intersectionality of identity. The flow and sequence of courses and the institution of this cultural model has been an essential asset in how students critically assess mental health in individuals, family, couples, and community-based social problems. The data in this report indicates that this cohort is better equipped to utilize a culturally-appropriate, solution-focused therapeutic approach in their practicum settings. Both cohorts were the recipients of the new curriculum which focused on building culturally-responsive competence, cultivating compassion and connection, and integrating an arts-focused evidence-based therapeutic approach. The 2014 graduating cohort represents a full cycle of the new program initiative and offers a measurable assessment of how the new curriculum and benchmarks are being implemented and achieved in the Integrative Seminar course.

Case Study Research

An area of focus in 2011 involved transitioning the Research Methodology course from the third year flow chart to the first year in order to introduce students in the beginning of their psychological study to qualitative and quantitative assessment. It was a pivotal move that was designed to be congruent with the with theoretical and clinical skill building in the revised curriculum. The Research Methods course was re-developed to incorporate not only traditional research methodologies but also community-based research, participatory-action research, and feminist research models. The class also required students to develop a project-based research study which focused on a specific population, issue, theory, and arts-based intervention. Ten minute oral presentations on particular topic areas were developed and presented to their class. The exercise was a precursor to the conference presentation format that is required in the Integrative Seminar course. The evidence of the proficiency in their understanding of case study research and its application in assessing their client/therapist relationship is demonstrated in the data in this report.