1. **Assessment information collected**

   A. RHS certificate completion rate for the program for the 2017-2018 was 75%.

   B. The RHS 287 Practicum course was selected for assessment of the RHS program objectives and outcomes. The same process was implemented as the previous 2017-2018 review in order to gauge improvement and/or consistency. Ten representative student Practicum reports, summaries, and activities were selected and evaluated. The Practicum materials were evaluated for demonstration of:

   - **Application of critical thinking skills related to the behavioral health field:** This was reviewed via the assessment of their community readiness/needs survey/data collected by the student. (Steps 1 & 2)

   - **Efficacy in analyzing, summarizing written and oral community project goals and objectives:** This was done through analysis of the goals and objective assignments embedded in the Practicum course. (Step 3)

   - **Demonstration of increased understanding and skill in one or more areas of behavioral health: chemical dependency, behavioral health, case management, family, and/or community based programming:** This was evaluated through review of the final Practicum reports submitted by all students. (Step 5)

   * Materials from the Practicum used for this assessment also included journals, summary reports, and presentation materials.
2. Conclusions drawn from the information summarized above

1. Application of critical thinking skills related to the behavioral health field:

Pertinent materials from the RHS Practicum submissions were evaluated using four characteristics of critical thinking: striving for accuracy, linking multiple concepts, clear communication, and reasonable conclusions.

This assessment indicated continued strength in drawing reasonable conclusions and striving for accuracy when describing ideas and concepts. In our last review we discovered only passable development in linking multiple concepts and clear communication of ideas and conclusions. We set as a goal improvement in this area and used English classes as a way to hone this skill. Current review indicates improvement in student’s ability to articulate their analysis of data collected. Student’s also demonstrated more organization of their conclusions and in taking data, analyzing it, and creating community project plans that clearly show direct correlation to their data analysis and results.

2. Efficacy in analyzing and summarizing written and oral community project goals and objectives:

Students continue to demonstrate understanding of and how to outline goals and objectives for a community project. Students were clear about how their community functions, via their project goals and objectives, also had impact on their own personal and professional goal development. It appears that this assessment plan objective continues to be met. Faculty discussed continuation of particular classroom activities that are currently used to enhance this skill and further discussed how to ensure that adjunct faculty are oriented and prepared to adhere to program goals via this course.

Addition: Prepare public presentations of their practicum work as part of the evaluation of their practicum.

3. Demonstration of increased understanding and skill in one or more areas from the behavioral health field:
Review of the practicum materials for this assessment was through the lens of a behavioral health provider. In other words, did the student reflect, communicate and evaluate their final report via an emerging behavioral health provider identity and knowledge base?

Notably the practicums evaluated demonstrated what is a hallmark of behavioral health ethics, that is, skill with personal awareness with assessment and also skill at responding to rural community needs.

All of the practicums reviewed had a particular behavioral health focus as assessed and identified by the community the student worked with (for example: chemical dependency, family systems, social issues, student initiated community wide wellness programs).

Notable: The practicum continues to be one of the more strenuous and intensive courses. Students struggled with creating practicum projects “from scratch.” Although directed with templates and step by step activities, faculty observe that there needs to be more changes made to this course. Those changes are reflected below.

3. Curricular changes resulting from conclusions drawn above

1. Critical thinking skill development recommendations:
   - Continue to orient faculty including adjuncts teaching within the RHS program towards the need for highlighting multiple perspectives when engaging class dialogue. Provide exercises and materials that help facilitate the development of student’s ability to critically evaluate multiple perspectives and theories.
   - Ongoing coordination with the English teacher on dovetailing reading and writing more closely with RHS curriculum. This would help with student ability to clearly communicate via writing their analytical thoughts about RHS course content. This is especially important for those whose first language is not English.
   - Create a practicum rubric or learning contract with clear objectives and activities to be completed by students before they begin their practicum.
   - Prepare practicum placements in advance of the course by faculty as options for students.
2. In addition to the practicum changes, faculty will remain cognizant of the developmental needs and processes of diverse adult learners. Faculty will continue to view the curriculum as a whole process. That is, conceptual learning develops course by course towards a well-rounded person, critical thinker, and professional provider of behavioral health services. To that end, faculty will continue discussions on how curriculum in the RHS program builds over the duration of the program. Faculty will delineate how sequencing of courses constitutes a developmental process for personal, academic, and professional growth for students. These ideas will be captured and reported upon in the next Program Review.

4. **Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting**

Diane McEachern  RHS Program Head/KuC RHS Lead faculty

Robyn Henry  IAC RHS Lead faculty

Annie Hopper  RHS Program Manager