

Assessment Cycle

Academic Year 2016 – 2017

Addiction Studies Undergraduate Program

College: The Gallaspy Family College of Education and Human Development

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Date: 6/9/17

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Date: 6/9/17
6/15/17

Northwestern Mission Statement. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military.

Department of Psychology Mission Statement. The Department of Psychology (undergraduate degrees in Psychology and Addiction Studies and a master's degree in Clinical Psychology) is dedicated to providing high quality education by actively engaging in the discovery and dissemination of knowledge. Students develop a robust knowledge base of concepts and theories, scientific and critical thinking, ethical and social responsibility in a diverse world, communication, and professional development. As part of our educational mission, the Psychology Department provides encouragement and support for research and scholarship for both the faculty and students with opportunities for practicum and externship training

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experiences. These activities are designed to foster professionalism and prepare students for graduate education and/or immediate employment and service in the community.

Purpose: The purpose of the undergraduate degrees is to prepare students for entry-level positions in the helping professions, conducting research, working in the private and public sector, and for graduate school.

Methodology: The assessment process for the Bachelors of Science program is as follows:

(1) Data from assessment tools (both direct – indirect, quantitative and qualitative) are collected and returned to the program coordinator;

(2) The program coordinator will analyze the data to determine whether students have met measurable outcomes;

(3) Results from the assessment will be discussed with the program faculty;

(4) Individual meetings will be held with course stewards of core courses if required (show cause);

(5) The Program Coordinator, in consultation with the student learning outcome subcommittee and the South Southwest Addiction Technology Transfer Center, will propose changes to measurable outcomes, assessment tools for the next assessment period and curricula and program changes.

Student Learning Outcomes:

SLO 1. Knowledge Base. Students will be able to describe key concepts, principles, content domains, applications, and overarching themes in psychology. This outcome aligns with the first outcome of the APA Guidelines for the Undergraduate Psychology Major version 2.0, South Southwest Addiction Technology Transfer Center, Substance Abuse Mental Health Services Administration, International Certification & Reciprocity Consortium, and National Association for Addiction Professionals.

Course Map: Tied to course syllabus objectives.

AS 1010 – Introduction to Substance Abuse

AS 2050 – Family Dynamics

AS 2430 – Screening and Assessment

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AS 3010 – Addiction Counseling Skills
AS 3020 – Dynamics of Group Counseling
AS 4040 – Special Populations
AS 4450 – Co-Occurring Disorders
AS 4500 – Pharmacology of Addictions
AS / PSYC 4510 – Ethics for Psychology
PSYC 4700 – Seminar in Alcoholism
PSYC 1010 – Introduction to Psychology
PSYC 2050 – Developmental Psychology
PSYC 2430 – Experimental Psychology
PSYC 3010 – Physiological Psychology
PSYC 4450 – Abnormal Psychology

Measure 1.1. (Knowledge)

At the end of every semester, students enrolled in AS 1010 Introduction to Addiction will be administered a pre-test version from the Department of Psychology / Addiction Studies program comprehensive exam. Specifically the sections of the exam that will be a measure of SLO 1 are: Introduction to Addiction Studies; Family Dynamics; Screening and Assessment; Case Management; Addiction Counseling Skills; Dynamics of Group Counseling; Special Populations; Co-Occurring Disorders; Pharmacology of Addictions; Ethics in Psychology; and Seminar in Alcoholism. At least 70% of students will be able to demonstrate basic understanding of addiction studies related concepts by achieving a minimum grade of 70% on the exam.

Findings: Goal was not met.

A composite score of six quizzes across the semester in AS 1010 was computed to measure SLO 1. At least 70% of students were not able to demonstrate basic understanding of addiction studies related concepts by achieving a minimum grade of 70% on the quizzes as a whole.

Analysis: Of the 136 students who completed the quizzes, only 27.2% earned a grade of 70% or higher on all six quizzes combined, with an average grade of 61.15% (SD = 12.18%).

Action – Decision or Recommendation: Using six quizzes across the semester in the introductory course for Addiction Studies was not an adequate measure of content knowledge, largely because they were assessed as students were learning the material. A better measure would be to administer a comprehensive exam at the end of the semester which would mirror an exit exam (discussed in Measure 1.2) and serve as a pre-test exam. Therefore, it is recommended to create and administer a pre-test at the end of each semester to serve as a measure of SLO 1.

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Measure 1.2. (Knowledge)

Students enrolled in AS 4450 Co-Occurring Disorders will be administered a post-test version of the Department of Psychology Addiction Studies program comprehensive exam. Specifically the sections of the exam that will be a measure of SLO1 are: Introduction to Addiction Studies; Family Dynamics; Screening and Assessment; Case Management; Addiction Counseling Skills; Dynamics of Group Counseling; Special Populations; Co-Occurring Disorders; Pharmacology of Addictions; Ethics in Psychology; and Seminar in Alcoholism. At least 85% of students will be able to demonstrate advanced understanding of addiction studies related concepts by achieving a minimum grade of 75% on the exam.

Findings: Goal was not met.

A composite score of three quizzes across the first half of the semester in AS 4450 was computed to measure SLO 1. At least 85% of students were not able to demonstrate advanced understanding of addiction studies related concepts by achieving a minimum grade of 75% on the quizzes as a whole.

Analysis: Of the 28 students who completed the quizzes, only 50% earned a grade of 75% or higher on all three quizzes combined, with an average grade of 75% (SD = 10.48%).

Action – Decision or Recommendation: Using three quizzes across the first half of the semester was not an adequate measure of content knowledge. A better measure would be to administer a comprehensive exam at the end of the semester which would serve as an exit exam and serve as a post-test exam to compliment Measure 1.1. Therefore, it is recommended to create and administer a comprehensive exit exam the end of each semester to serve as a measure of SLO 1.

Measure 1.3. (Attitudes)

At the end of every semester, students enrolled in AS 4450 Co-Occurring Disorders, will be administered a survey. In the survey, the students will be asked to rate their agreement with the statement “During my undergraduate career in Addiction Studies, I developed a strong knowledge base of the key concepts and theories relating to addiction field” on a Likert scale where 1 – strongly disagree, 2 – disagree, 3 – neither agree nor disagree, 4 – agree, and 5 – strongly agree. At least 85% of the respondents will reply with a rating of 4 or 5 to indicate agreement with this statement.

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Action – Decision or Recommendation: There is an identified gap in the assessment of SLO 1. Specifically, it is deemed important to obtain a subjective measure of this student learning outcome from the students themselves. Therefore, we will begin to collect data on this measure in the Fall 2017 semester.

SLO 2. Scientific and Critical Thinking. Students will be able to apply scientific tools and understanding to psychological research. This outcome aligns with the second outcome of the South Southwest Addiction Technology Transfer Center, Substance Abuse Mental Health Services Administration, International Certification & Reciprocity Consortium, and National Association for Addiction Professionals.

Course Map: Tied to course syllabus objectives.

AS 2430 - Screening and Assessment
AS 3010 - Addiction Counseling Skills
AS 4450 - Co-Occurring Disorders
AS 4700 - Seminar in Alcoholism
PSYC 2430 – Introduction to Experimental Psychology
AS / PSYC 4510 – Ethics for Psychology

Measure 2.1. (Knowledge)

Every semester, addiction studies students in AS 4450 Co-Occurring Disorders will complete an assignment whereby they have to find a research article in their major and answer questions regarding the purpose, methodology, results, and conclusions of the paper (see Appendix A for rubric). At least 85% of students will earn a grade of 75% or higher on this paper.

Findings: Goal was met.

At least 85% of students earned a grade of 75% or higher on this paper, students are able to apply scientific tools and understanding to psychological research.

Analysis: Of the 25 students who completed this assignment, 96% earned a grade of 75% or higher, with an average grade of 91.08% (SD = 7.32%).

Action – Decision or Recommendation: There will be no change to the current measure for SLO 2.

Measure 2.2. (Knowledge)

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Students enrolled in AS 4450 Co-Occurring Disorders will be administered a post-test version of the Department of Psychology Addiction Studies program comprehensive exam. Specifically the sections of the exam that will be a measure of SLO2 are: Screening and Assessment, Addiction Counseling Skills, Co-Occurring Disorders, and Alcoholism. At least 85% of students will be able to demonstrate advanced scientific and critical thinking by achieving a minimum grade of 75% on the exam.

Findings: Goal was not met.

A composite score of four quizzes across the second half of the semester in AS 4450 was computed to measure SLO 2. At least 85% of students were not able to demonstrate advanced scientific and critical thinking by achieving a minimum grade of 75% on the quizzes as a whole.

Analysis: Of the 26 students who completed the quizzes, only 50% earned a grade of 75% or higher on all three quizzes combined, with an average grade of 76.72% (SD = 11.99%).

Action – Decision or Recommendation: Using four quizzes across the second half of the semester was not an adequate measure of scientific and critical thinking. A better measure would be to administer a comprehensive exam at the end of the semester which would serve as an exit exam. Therefore, it is recommended to create and administer a comprehensive exit exam the end of each semester and use portions of that exam to serve as a measure of SLO 2.

SLO 3. Ethical and Social Responsibility. Students will be able to apply ethical standards to psychological science and practices and adopt values that build communities. This outcome aligns with the third outcome of the APA Guidelines for the Undergraduate Psychology Major version 2.0, South Southwest Addiction Technology Transfer Center, Substance Abuse Mental Health Services Administration, International Certification & Reciprocity Consortium, and National Association for Addictino Professionals.

Course Map: Tied to course syllabus objectives.

AS 1010 – Introduction to Addictions
AS 2050 – Family Dynamics
AS 2430 – Screening and Assessment
AS 2450 – Case Management
AS 3010 – Addiction Counseling Skills
AS 3020 – Dynamics of Group Counseling
AS 4450 – Co-Occurring Disorders

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AS / PSYC 4510 – Ethics for Psychology
PSYC 4700 – Seminar in Alcoholism
PSYC 2430 – Introduction to Experimental

Measure 3.1. (Knowledge)

Every spring semester, students in AS 3010 Addiction Counseling Skills will complete an assignment whereby they identify their own biases, reflect on where those biases originated from, and describe how they plan to overcome those biases (see Appendix B for rubric). At least 85% of students will earn a grade of 80% or higher on this paper.

Findings: Goal was met.

At least 85% of students earned a grade of 80% or higher on this paper, students are able to identify, reflect, and plan to overcome, their own social biases, indicating ethical and social responsibility are being taught to the students.

Analysis: Of the 32 students who completed this assignment, 93.8% earned a grade of 80% or higher, with an average grade of 93.21% (SD = 10.28%).

Action – Decision or Recommendation: There will be no change to the current measure for SLO 3.

Measure 3.2. (Knowledge)

Students in AS / PSYC 4510 Ethics in Psychology will write a paper analyzing a case study concerning an ethical dilemma (refer to Appendix C for PSYC 4510 paper rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Goal was not met.

At least 85% of students did not receive a grade of 80% or higher. It is important to note that the assignment was handled differently across instructors, semesters, and course type. Students in some of the online sections of this course were given several different case studies (between 2 – 5 case studies, depending on the semester) without a set rubric, and a compiled score was used for the current analyses. However, students in the face to face sections were given one version of the assignment with a set rubric. Therefore there was no consistency in the assignment nor the grading.

Analysis: Of the 13 students who completed this assignment, only 53.8% earned a grade of 80% or higher (M = 78.71%, SD = 19.56%). Twelve of the thirteen were online students therefore it was not possible to analyze the grades based on course type.

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Action – Decision or Recommendation: The Department will use only one case study as the assessment for this measure and all instructors will follow the same rubric when grading the assignment. This modified assignment will serve as a measure of SLO 3.

Measure 3.3. (Knowledge)

Students in AS / PSYC 4510 Ethics in Psychology will complete the National Institute of Health protecting human research participants training course. At least 90% of students will complete the training and submit their certificate.

Findings: Goal was not met.

This measure was collected in a sample section of the Spring 2017 semester and was assigned as an extra credit option. Although the goal for this measure was not met, it is hopeful that when this assignment is a part of the course the goal will be reached. This assignment was given as an extra credit assignment. Therefore, participation was low and biased as presumably only those who needed the extra points completed the assignment.

Analysis: In the sample course (N = 3) only 33.3% of students completed the certificate.

Action – Decision or Recommendation: This measure will become a mandatory assignment in PSYC 4510 beginning Summer 2017 and serve as a measure of SLO 3.

SLO 4. Communication. Students will be able to write using field appropriate writing style (i.e. APA style) and be able to orally communicate psychological research. This outcome aligns with the fourth outcome of the APA Guidelines for the Undergraduate Psychology Major version 2.0.

Course Map: Tied to course syllabus objectives.

PSYC 2430 – Introduction to Experimental Methods

AS 2050 – Family Dynamics

AS 3010 – Individual Counseling Skills

AS 3020 – Group Counseling Skills

Measure 4.1. (Skills)

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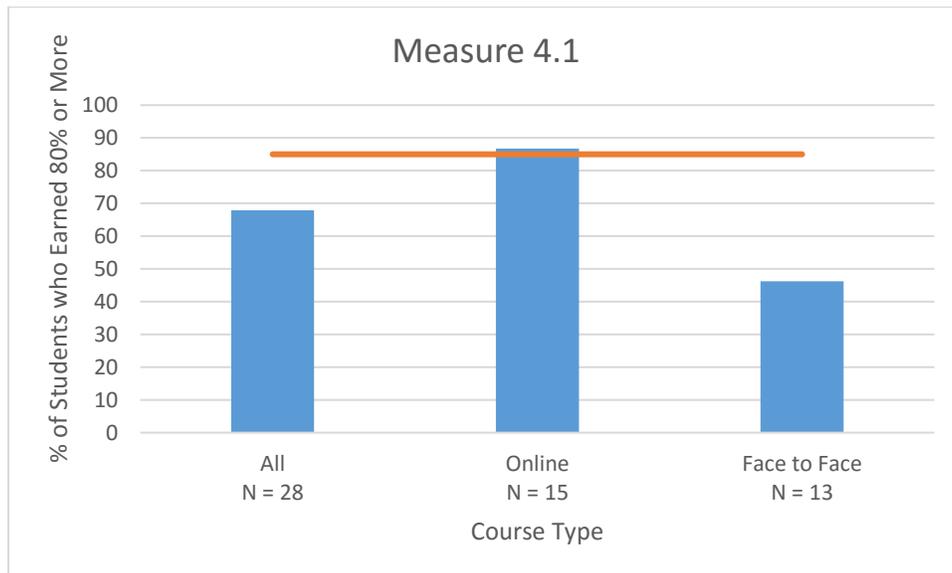
Students in PSYC 2430 Introduction to Experimental Methods will write a research paper whereby the entire grade is based on appropriate APA style (refer to Appendix D for PSYC 2430 paper rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Goal was not met.

At least 85% of students did not receive a grade of 80% or higher. The goal for this measure was not met by all students as a whole, however the online students did meet this goal as there is a clear discrepancy between class types.

Analysis: Of the 28 students who completed this assignment, only 67.9% earned a grade of 80% or higher. A chi-squared test for independence showed a significant relationship between course type and percentage of students who earned a grade of 80% or higher, $\chi^2(1) = 5.241, p = .022$, indicating that more students in the online sections (86.7%, $N = 15$) earned a grade of 80% or higher than those in the face to face sections (46.2%, $N = 13$; refer to Figure 4). However, there was not a significant difference in the average grades between the online ($M = 87.73\%$, $SD = 11.13\%$) and the face to face students ($M = 80.58\%$, $SD = 11.07\%$), $t(26) = 1.701, p = .101$.

Figure 4. Percentage of students who earned a grade of 80% or higher on Measure 4.1 for SLO 4 by class type. The orange line specifies the goal of this measure which is that 85% of students would earn a grade of 80% or higher.



Action – Decision or Recommendation: More intensive instruction needs to be made regarding how to write a research paper in APA style for the face to face sections. Also, the grading rubric needs to be enforced by all instructors. It may even be beneficial for

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the next assessment cycle to record and share the grades for all the sections (Title page, Abstract, Introduction, Methods, and References) of this assignment so the department can assess what specific areas is most troublesome for the students. This assignment will continue to serve as a measure of SLO 4.

Measure 4.2. (Knowledge and Skills)

Students in PSYC 2430 Introduction to Experimental Methods will orally present the research paper from Measure 4.1 (refer to Appendix E for PSYC 2430 presentation rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Goal was met.

At least 85% of students received a grade of 80% or higher, indicating that the Psychology undergraduate students can orally communicate psychological research.

Analysis: Of the 13 students in the face to face sections of this course, 92.3% earned a grade of 80% or higher, with an average grade of 90.0% (SD = 6.84%).

Action – Decision or Recommendation: There will be no change to the current measure for SLO 4, however, the department should also assess this measure in the online sections.

Measure 4.3. (Knowledge and Skills)

Students in AS 3020 Group Counseling Skills will write a research paper whereby half the grade is based on appropriate APA style and the other half is based on the content as it refers to material from the field of Addiction (see Appendix F for rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Goal was met.

At least 85% of students received a grade of 80% or higher, indicating that the Psychology undergraduate students can orally communicate psychological research.

Analysis: Of the 32 students who completed this assignment, 100% earned a grade of 80% or higher, with an average grade of 98.12% (SD = 3.97%).

Action – Decision or Recommendation: There will be no change to the current measure for SLO 4, however, the department should also assess this measure in the online sections.

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SLO 5. Professional Development. Students will be able to apply psychological content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation. This outcome aligns with the fifth outcome of the APA Guidelines for the Undergraduate Psychology Major version 2.0.

Course Map: Tied to course syllabus objectives.

AS 1010 - Introduction to Psychology
AS 2050 - Family Dynamics
PSYC 2040 - Psychology as a Profession
PSYC 2430 - Experimental Methods in Psychology

Measure 5.1. (Knowledge)

Students in AS 2050 Family Dynamics in Addiction Studies will write a reflection essay whereby they specify how the course and life experiences have influenced their career goals (refer to Appendix G for rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Goal was met.

At least 85% of students received a grade of 80% or higher, indicating that students are able to exhibit meaningful professional direction for life and career after graduation.

Analysis: Of the 93 students in this course, 100% earned a grade of 80% or higher, with an average grade of 98.8% (SD = 2.57%).

Action – Decision or Recommendation: There will be no change to the current measure for SLO 5.

Measure 5.2. (Skills)

Once a year, surveys will be distributed to the Department of Psychology / Addiction Studies' advisory committee which consists of professionals in the community who work with our students through internships or externships, or who have hired graduates from our department (refer to Appendix I for the survey). Five questions on the survey ask the respondent to rate our students on the 5 student learning outcomes on a Likert scale whereby 1 – lowest and 5 – highest. At least 80% of the respondents will rate our students an average of 4 or more on those 5 measures.

Findings: Goal was met.

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At least 80% of the respondents rated our students an average of 4 or more on those 5 measures, indicating that students are able to apply psychological content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation.

Analysis: Four members of the advisory committee completed the survey (N = 4), 100% of whom gave a minimum rating of 4 on all 5 measures. The overall average rating was 4.5 / 5. The average rating for each survey question was:

- 4.75 / 5 for content knowledge (SD = .50)
- 4.25 / 5 for scientific knowledge (SD = .50)
- 4.5 / 5 for ethics (SD = .58)
- 4.5 / 5 for communication (SD = .58)
- 4.5 / 5 for professional development (SD = .58)

Action – Decision or Recommendation: There will be no change to the current measure for SLO 5, however, the department will make more effort to collect responses from the entire advisory committee.

Summary:

SLO 1: There are three measures for this student learning outcome, two of which (1.1 and 1.2) were collected in the 2016-17 academic cycle. The goals for both those measures were not met, concluding that the goal for SLO 1 has not been achieved: students do not have a strong knowledge base in addiction studies-related concepts as assessed by these measures. It is determined that the problem lies in the measures used in the 2016-17 academic cycle. In the future, a comprehensive exam should be created and collected as a pre-test measure (Measure 1.1) and a post-test measure (Measure 1.2) to assess this student learning outcome. Also, a subjective measure, Measure 1.3, will be collected and analyzed to establish an all-inclusive measure of SLO 1.

SLO 2: There are two measures for this student learning outcome, one of which (2.1) was met, and the other (2.2) was not met. Therefore, students are demonstrating scientific and critical thinking in an article assignment, but not when assessed by quizzes. This is likely due to the fact that it has been determined that the current measure of 2.2 (and Measure 1.2) is not an adequate measure of student knowledge and therefore a comprehensive exam will be created and administered in the future that will also assess scientific and critical thinking.

SLO 3: There are three measures for this student learning outcome, two of which were collected in the 2016-17 academic cycle (3.1 and 3.2). The goal for Measure 3.1 was met. The

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goal for 3.2 was not met. This is likely due to different instructors using different case studies and rubrics. This issue will be rectified by using the same case study and rubric in all sections of the course. The third measure (3.3) was administered to a sample of students as an extra credit option. The goal for that measure was not met, however it will be implemented as part of the course in the future. In conclusion, the goal for SLO 3 (students demonstrating ethical and social responsibility) has somewhat been achieved, and will likely be met in the future without intervention.

SLO 4: There are three measures for this student learning outcome that were collected in the 2016-17 academic cycle. The goal for Measure 4.2 was met – students are demonstrating sufficient oral communication skills. The goal for Measure 4.1 – APA style paper – were not met by all students, only the online students met the goal. This discrepancy needs to be addressed. However, the goal for Measure 4.3 – also an APA style paper – was met. In conclusion, the goal for SLO 4 has largely been achieved – students are demonstrating adequate written communication skills appropriate for the field of addiction studies and psychology.

SLO 5: There are two measures for this student learning outcome that were collected in the 2016-17 academic cycle. The goals for both these measures were met, concluding that the goal for SLO 5 has been achieved: students are able to apply program content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation.

Future Recommendations:

As part of the 5-step assessment process, results from the assessment will be discussed with the Addiction Studies faculty, course stewards of core courses, and the student learning outcome subcommittee. The results from the assessment can suggest amendments to measurable outcomes, assessment tools for the next assessment period and, where needed, curricula and program changes. Given the assessment of the 2016-17 academic cycle, the following issues should be discussed and addressed for the future:

SLO 1: Measure 1.1 and 1.2. It is recommended that a comprehensive exit exam be created that will adequately measure content knowledge. This exam should be administered as a pre-test (Measure 1.) and a post-test (Measure 1.2).

SLO 1: Measure 1.3. It is recommended that a subjective measure be assessed from the students directly regarding how knowledgeable and prepared they feel at the end of their undergraduate degree.

SLO 2: Measure 2.2. It is recommended that a comprehensive exit exam be created that will adequately measure scientific and critical thinking (see Measure 1.2 as well).

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SLO 3: Measure 3.2. It is recommended that the department will use only one case study in all sections of this course and all instructors will implement the same grading rubric.

SLO 4: Measure 4.1. Students in the face to face sections of PSYC 2430 need to perform significantly better on this assignment. It is recommended that further instruction on how write an APA paper in psychology be shared with the students, and the same rubric be used by all instructors. It is also recommended that, temporarily, the instructors record and share the grades for the different sections of the assignment with the assessment coordinator to determine where students are struggling the most.

SLO 4: Measure 4.2. It is recommended that this measure be assigned to students in the online sections of this course as well.

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References

- American Psychological Association. (2013). APA guidelines for the undergraduate psychology major: Version 2.0. Retrieved from <http://www.apa.org/ed/precollege/undergrad/index.aspx>
- International Certification & Reciprocity Consortium (2017), <http://www.internationalcredentialing.org/>
- National Association of Addiction Professionals (2017), <https://www.naadac.org/>
- South Southwest Addiction Technology Transfer Center (2017), <https://socialwork.utexas.edu/site/ari/atcc/>
- Substance Abuse and Mental Health Services Administration (2017), <https://www.samhsa.gov/>

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Appendix A

Measure 2.1

AS 4450 – Co-Occurring Disorders

Research Article Rubric

Grade: /25

What is the purpose of the article? /5

Describe the methodological design of the experiment(s): /5

- **The procedure**
- **The independent variable(s)**
- **The dependent variable(s)**

What kinds of statistical analyses did the researchers conduct? /5

What were the results? /5

What did they conclude about the experiment(s)? /5

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Appendix B

Measure 3.1

AS 3010 – Addiction Counseling Skills

Reflection Paper Rubric

Total Grade: /50

- Appropriate Length: /15
 - Title page
 - 3 complete pages of body
- APA style: /10
 - Title page
 - Font, margins, spacing
- Content: /25
 - Addresses all questions
 - Reflections are thought-provoking

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Appendix C

Measure 3.2

AS / PSYC 4510 Ethics in Psychology

Ethical Dilemma Case Study Rubric

EVALUATION

Clarity, Structure, & Flow of Information (10 pts): (2pts) (1pt)
(0pts)

2 points possible on each questions
NO

YES PARTIALLY

1. Does the essay meet the minimum requirements? (500 words)			
2. Are all words spelled correctly?			
3. Are sentences written well? (grammatically correct)			
4. Does the essay communicate information clearly?			
5. Does it appear that editing occurred before submission?			

Accuracy & Depth of Reflection / Analysis (40 pts): (20-11pts) (10-01pt)
(0pts)

10 points possible for each question

YES PARTIALLY NO

1. Discussed why or why not Dr. Newhart is facing an ethical dilemma regarding Dr. Melfi's new work using the 6 step ethical decision making model? Is each step identified and discussed?			
2. Discussed whether Dr. Melfi is acting unethically or not from information evaluated using the 6 step model. Is this discussion conclusion backed up with facts and not just opinion?			

COMMENTS:

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Appendix D

Measure 4.1

PSYC 2430 – Introduction to Experimental Methods

Research Paper Rubric

Title Page _____ / 10

- ✓ One inch margin from all sides
- ✓ Half inch margin from the top of the page to running head
- ✓ Correct running head will have:
 - Page number
 - Running head title in all upper case and 50 characters
- ✓ Title 10 to 12 words and centered
- ✓ Author first name, middle name initial and last name
- ✓ Center the author name
- ✓ Affiliation
- ✓ Double spaced

Abstract _____ / 10

- ✓ One inch margin from all sides and half inch margin from the top of the page to running header
- ✓ Correct header and page number
- ✓ Correct Heading: Abstract – Centered, Not Bold
- ✓ Block paragraph and on separate page
- ✓ Not exceed 250 words
- ✓ Content

Introduction _____ / 30

- ✓ One inch margin from all sides and half inch margin from the top of the page to header
- ✓ Correct header and page number
- ✓ Correct heading: Title – Centered
- ✓ Paragraph format
- ✓ Correct format of citation
- ✓ content

Methods _____ / 25

- ✓ Continue after Introduction if space permitted

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- ✓ Correct heading: Method – Centered, Bold
- ✓ Participants: Left-justified – Bold
- ✓ Description of participants
- ✓ Materials or Apparatus: Left-justified – Bold
- ✓ Description of Material
- ✓ Correct citation
- ✓ Procedure: Left-justified – Bold
- ✓ Under procedure summarize each step in the execution of research
- ✓ Contents in paragraph format

References

_____ / 25

- ✓ Correct heading: References – Centered, Not Bold
- ✓ On separate page & correct margin
- ✓ Alphabetically order
- ✓ Hanging intend
- ✓ Author's name in correct format
- ✓ Year in correct format
- ✓ Article name in correct format
- ✓ Journal name in correct format
- ✓ Volume number and page number in correct format
- ✓ Book title in correct format & Publisher name in correct format

Remember that it is now 2 spaces after a period.

TOTAL

_____ / 100

Late Paper: Five points deduction for each day

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Appendix E

Measure 4.2

PSYC 2430 – Introduction to Experimental Methods

Research Presentation Rubric

Dress/ Posture/ Eye Contact – 5 points _____

Quality of Visual Aids-5 points _____

Knowledge of Material Presented-15 points _____

Creativity- 5 points _____

Summary- 15 points _____

Title and hypothesis _____

Variables and reason _____

Participants and material _____

Procedure_____

Beginning and Closing of Presentation- 5 points _____

Total _____
50

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Appendix F

Measure 4.3

AS 3020 – Group Counselling Skills

APA Paper Rubric

Total: / 100

APA STYLE: / 50

- Title Page – 5
 - Running head
 - Title, name, affiliation
 - spacing
- Abstract – 5
 - Word count
 - Summary of paper
- Body – 20
 - Headings
 - Citations
 - Quotations
- References – 10
 - Heading
 - Format
 - Order
 - Scholarly references

CONTENT: / 50

- Topic related to social psychology
- New and interesting perspective
- Tone of voice appropriate for a research paper
- Page count
- Introduction
- Conclusion

OVERALL COMMENTS

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Appendix G

Measure 5.1

AS 2050 – Family Dynamics

Personal Reflection Essay Rubric

Total Grade: /100

- Addressed all questions
- Reflections are thought-provoking
- Described course content
 - Specified course content and/or guest speakers that influenced goal
- Discussed why action plan was chosen
- Described skills possessed to reach career goal
- Appropriate length