Section 1 – Applied Psychology Program Mission and Educational Objectives

Program Mission
The mission of the Bachelor of Science program in Applied Psychology is to enable students to apply general knowledge of psychology and in-depth knowledge and skills in specific areas of psychology to communicate effectively, think critically, behave ethically and with cultural awareness, and work interpersonally with people from a wide variety of backgrounds.

The Applied Psychology program's educational objectives are:

1. To produce graduates with effective interpersonal skills who can work in a variety of practical settings.
2. To enable students to obtain the knowledge and skills necessary for immediate employment and/or graduate study in psychology and related areas.
3. To provide opportunities for students to apply their psychological training to employment in business and human service-related organizations – such as (but not limited to) hospitals, mental/behavioral health centers, and the Department of Human Services.
4. To prepare undergraduate students for graduate study in various areas of psychology, such as Social Work, Applied Behavior Analysis, Experimental Psychology, or Marriage and Family Therapy.
5. To serve as a minor to complement other programs on campus.

Mission Alignment
The Bachelor of Science in Applied Psychology program is aligned with the university mission to provide a professionally focused program with hands-on learning. The program prepares students for careers that apply the principles of psychology in diverse settings. The program provides a strong core curriculum designed to ensure students understand the foundations, theories, and principles of each area of psychology. As **an applied program**, both core and elective courses have a **skills-based focus**, allowing students to identify personal strengths, **apply knowledge to real-world situations, create and implement new ideas, and ultimately be prepared to enter the workforce or continue on to graduate programs.** The Applied Psychology program has maintained networked connections with several local organizations in Klamath Falls – including Klamath Basin Behavioral Health, Dragonfly Transitions, the Department of Human Services, and Sky Lakes Hospital – allowing for our students to gain experiential learning through our externship opportunities, the OIT Well-being program, the Relationship Building Program, and the BIG Applied Behavior Analysis Clinic in Klamath Falls.
Through an Applied Experience requirement, students have the opportunity to participate in externships, advanced research courses, or community work to prepare themselves for exciting and rewarding careers or for additional course work in graduate programs.

Section 2 – Program Student Learning Outcomes

PSLO 1: Students will demonstrate an understanding of and be able to use major research methodologies in psychology, including design, data analysis, and interpretation

PSLO 2: Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the APA Code of Ethics.

PSLO 3: Students will demonstrate basic counseling techniques.

PSLO 4: Students will demonstrate effective writing conventions by using APA style effectively in empirically based reports, literature reviews and theoretical papers.

PSLO 5: Students will demonstrate effective oral communication skills in various formats (e.g. group discussion, debate and lecture).

Section 3 – Curriculum Map

Applied Psychology B.S. Student Learning Outcomes Table
F – Foundation   P – Practice   C – Capstone

	ISLO 2 – Inquiry & Analysis / ISLO 4 – Quantitative Literacy	ISLO 3 – Ethical Reasoning		ISLO 1 - Communication		ISLO 5 - Teamwork	ISLO 6 – Diverse Perspectives
COURSE	PSLO 1 Research	PSLO 2 Ethics	PSLO 3 Basic Counseling	PSLO 4 Writing-APA format	PSLO 5 Oral Communicatio		
PSY 201/202/203	F	F			F		
PSY 215/216		F	F		F		
PSY 301		P	P		P		P
PSY 311/312	F	F			F		
PSY 313	P	P		C	P		
PSY 317		P	F		P		
PSY 330/331	F	F			F		F
PSY 334/335		P			P		
PSY 339	F	F					
PSY 407	C	C	P		C		C
PSY 420		C			C		C
PSY 455	F	F			P		
PSY 475	C	C		C	C	P	

Section 4 – Assessment Cycle

Applied Psychology B.S. Cycle for PSLOs and ESLOs			
Outcome	**2021-22**	**2022-23**	**2023-2024**
PSLO 1		PSY 313	
PSLO 2	PSY 301 PSY 313		
PSLO 3	PSY 301		
PSLO 4			PSY 313 PSY 475
PSLO 5		PSY 475 PSY 313	
ISLO 1 Comm	PSY 313 PSY 475		
ISLO 2 I & A			PSY 313
ISLO 3 Ethics	PSY 301 PSY 313		
ISLO 4 QL			PSY 313
ISLO 5 TW	PSY 475		
ISLO 6 DP		PSY 301	

Going forward the Applied Psychology Program plans to follow the Oregon Tech's 3-year ISLO assessment cycle, and 3-year PSLO cycle and better align ISLOs and PSLOs. Any changes to the program assessment cycle will be reflected in the AY 2022-23 report.

Section 5 – Assessment Data Collection Processes

The Applied Psychology program faculty met on October 5, 2021, to review the program assessment plan for AY 2021-22. The 2021-2022 assessment addresses two PSLOs (#2 and #3) and three ESLOs (#1, #3, and #5). Multiple activities across multiple PSY courses were used to assess these learning outcomes.

PSLO 2: Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the APA Code of Ethics.
ESLO 3: Ethical Reasoning

- **Performance Target**
  The target performance level PSLO 2 was 70% of students earning 70% or higher on the relevant quiz and/or exam items and mean ratings of Moderate Progress (3) or higher on the IDEA course evaluation.
- **Activity**:

This outcome was assessed in two courses, PSY 313: Research Methods in Psychology and PSY 301: Basic Counseling.

Student understanding of ethical issues and the APA Code of Ethics was assessed in PSY 313 using 15 multiple choice test items. The exam was administered in Canvas.

Student understanding of ethical issues and the APA Code of Ethics was assessed in PSY 301 using 10 multiple choice test items. The exam was administered in Canvas.

Student ratings of the *amount of progress made on developing ethical reasoning and/or ethical decision making* were collected via IDEA Course Evaluations at the end of the term. Responding is voluntary and student responses are anonymous.

- **Sample**:
  PSY 313: A total of 66 students across three sections of PSY 313 completed the assessment activity. All students were upper division applied psychology majors. A total of 19 (29%) students completed the IDEA course evaluation.
  PSY 301: A total of 17 students completed the assessment activity in PSY 301. All students were upper division applied psychology majors. A total of 8 (47%) students completed the IDEA course evaluation.
  PSY 313 was offered across the online (Fall and Spring) and Klamath Falls (Winter) campus during AY 2021-22. Data were collected across all sections.
  PSY 301 was offered on the Klamath Falls campus only during AY 2022-23. Data were collected during Spring term.
- **Reliability**:
  Student performance was assessed via multiple choice quiz/exam items. These quizzes and exams were administered via the Quiz tool in Canvas and scored automatically.
- **Rubric:** n/a

PSLO 3: Students will demonstrate basic counseling techniques.

- **Performance Target**
  The target performance level PSLO was 70% of students earning 70% on the PSY 301 counseling skills rubric and mean ratings of Moderate Progress (3) or higher on the IDEA course evaluation.
- **Activity**:
  This outcome was assessed in PSY 301: Basic Counseling.
  The assessment activity involved a final "role-play" video demonstration of basic counseling skills along with an associated paper that the students had to write. Student performance was assessed using the Basic Counseling skills rubric.
  Student ratings of the *amount of progress made on developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course* were collected via IDEA Course Evaluations at the end of the term. Responding is voluntary and student responses are anonymous.
- **Sample**:
  A total of 17 students completed the assessment activity in PSY 301. All students were upper division applied psychology majors. PSY 301 was offered on the Klamath Falls campus only during AY 2022-23. Data were collected during Spring term.
- **Reliability**:
  Student performance in PSY 301 was assessed by the course instructor, Dr. Petersen. Dr. Petersen is the only member of the applied psychology faculty with the expertise to assess basic counseling skills.

ESLO 1: Communication

- **Performance Target**
  The target performance level was 70% of students earning a score of 3 (Proficiency) or 4 (High Proficiency on the Oregon Tech Communication Rubric and mean ratings of Moderate Progress (3) or higher on the IDEA course evaluation.
- **Activity**:
  This outcome was assessed in two courses, PSY 313: Research Methods in Psychology (Winter term, KF) and PSY 475: CAPstone (Spring term, remote, across campuses). The assessment activity in PSY 313 was an in-class presentation of an original empirical research idea. The assessment activities in PSY 475 course included an individual written assignment (Reflection Paper) and two group assignments - an in-class presentation and a written final paper. Students worked in groups throughout the term to prepare the presentation and final paper.
  Student ratings of the *amount of progress made on developing skill in expressing myself orally or in writing* were collected via IDEA Course Evaluations at the end of the term. Responding is voluntary and student responses are anonymous.
- **Sample**:
  A total of 21 students completed the assessment activity in PSY 313.
  A total of 10 students completed the assessment activities in PSY 475. Students were assigned to groups with three groups of 2 and one group of 4.
  All students were upper division applied psychology majors.
  PSY 313 was held on the Klamath Falls campus in winter term. PSY 475 was taught remote/synchronous (via Zoom) and included students from the Klamath Falls, Portland-Metro, and Online campuses.
- **Reliability**:
  Student performance in PSY 313 and PSY 475 was assessed by the course instructors, Dr. Carey Fitzgerald (PSY 313) and Dr. Maria Lynn Kessler (PSY 475). It was not possible to schedule a second observer to score the in-class presentations.
- **Rubric:**
  The Oregon Tech Communication ESLO Rubric was used to assess student performance.

ESLO 5: Teamwork

- **Performance Target**:
  The target performance level was 70% of students earning an average score of 3 or 4 on the Oregon Tech Teamwork ESLO Rubric and mean ratings of Moderate Progress (3) or higher on the IDEA course evaluation.
- **Activity**:
  This outcome was assessed in one course, PSY 475: CAPstone (Spring 2022). Students worked in small groups on a term long project and their performance was scored using the Teamwork ESLO rubric.
  Student ratings of the *amount of progress made on acquiring skills in working with others as a member of a team* were collected via IDEA Course Evaluations at the end of the term. Responding is voluntary and student responses are anonymous.

- **Sample**:
  Ten seniors in the Applied Psychology program participated in the assessment activity. The course modality was Remote/Synchronous with students from across all campuses (3-Klamath Falls, 6-

Portland-Metro, 1-Online). Students formed self-selected groups at the beginning of the term and worked with the same group throughout the term. Three groups had two members each and one group had four members. All groups included at least one Portland-Metro student; three groups included at least one Klamath Falls student.

- **Reliability**:
  Student performance in PSY 475 was assessed by the course instructors, Dr. Maria Lynn Kessler. Given the nature of the teamwork activity (term-long group activities), it was not possible for a second rater to assess the student's teamwork performance.
- **Rubric**:
  The Oregon Tech Teamwork ESLO Rubric was used to score individual student performance.

Section 6 – Assessment Data

Performance Criteria	Assessment Methods	Performance Target	Results	Met?
Communication	Individual presentation	70% of students scoring a score of 3 or higher on OT Communication Rubric	100% KF PSY 313 15	Yes
	Individual Paper	70% of students scoring a score of 3 or higher on OT Communication Rubric	100% KF/PM/OL PSY 475 10	Yes
	Group Presentation	70% of student groups scoring a score of 3 or higher on OT Communication Rubric	100% KF/PM/OL PSY 475 4 groups	Yes
	Group Paper	70% of student groups scoring a score of 3 or higher on OT Communication Rubric	100% KF/PM/OL PSY 475 4 groups	Yes
			4.67 KF PSY 313 6	Yes
	Student ratings of progress on	Mean rating of Moderate	3.43 KF/PM/OL PSY 475 7	Yes
				Yes

	IDEA course evaluations	Progress (3) or higher		
Ethics PSLO 2	Performance on quiz/exam items	70% of students scoring 70% or higher	91% OL PSY 313 23	Yes
			100%, KF PSY 313 21	Yes
			73%OL PSY 313 22	Yes
			88% KF PSY 301 17	Yes
	Student ratings of progress on IDEA course evaluations	Mean rating of Moderate Progress (3) or higher	4.13 OL PSY 313 8	Yes
			4.67 KF PSY 313 6	Yes
			3.8 OL PSY 313 5	Yes
			4.38 KF PSY 301 8	Yes
Teamwork	Group project	70% of students scoring 3 or higher	100% KF/PM/OL PSY 475 10	Yes
	Student ratings of progress on IDEA course evaluations	Mean rating of Moderate Progress (3) or higher	4.43 KF/PM/OL PSY 475 7	
PSLO 3	Assignment	70% of students scoring 70% or higher	88% PSY 301 KF 17	Yes
	Student ratings of progress on IDEA course evaluations	Mean rating of Moderate Progress (3) or higher	4.88 PSY 301 KF SP 2022 8	Yes
Graduation Rate	University Dashboard	6-year rate >50%	62.5%	Yes
Retention	University Dashboard	1-year rate >75%	66.7%	No

DFWI	University Dashboard	All program <12%	8.1%	Yes

- **History of Results**: 3-years (or more) of data from previous reports on these outcomes should be looked at for trends.

cohort	2013-14	2014-15	2015-16
Graduation Rate	45.7	56.8	62.5
year	**2018-19**	**2019-20**	**2020-21**
Retention	71.4	75	66.7
DFWI	8.3	8.0	8.1

	2018-19	2019-20	2020-21
PSLO 1 (research)			Met
ESLO 2 (I&A)			Met
ESLO 4 (TW)		Met	
PSLO 2/ESLO 3 (Ethics)	Met		

	Previous Action Plan	Previous Data	Current Data	Interpretation
ESLO 4 (TW)	None indicated	85.7%	100%	Success
PSLO 2/ESLO 3	Assess in multiple sections of PSY 313 instead of PSY 335	71.25%	73 – 100%	Improving

Section 7 – Data-driven Action Plans: *PSLO 2, 3 and ESLO 1, 3, 5*

- **Faculty Discussion:**

Applied Psychology faculty met weekly in October 2022 to review and discuss the assessment data.
We assessed a total of five learning outcomes during the 2021-22 academic year across multiple learning sites (Klamath Falls, Portland-Metro, and Online Learning). Our sample was an adequate representation of the Applied Psychology major. Data indicate that student performance on direct assessment measures is at or above performance targets. We will continue to assess in multiple sections, across locations, and across modalities whenever possible. Possible actions for improvement are addressed below.

The DFWI rate for all PSY courses is 8.1% - 26% of those are for Incompletes. The majority of Incompletes occur for students enrolled in PSY 420: Externship. We recognize that factors beyond the student's control may impact their ability to complete the required hours for their externship experience. We also recognize that a student's overall gpa and progress toward graduation may be negatively impacted by a lower grade. When warranted, we work with students to allow them to continue progress in the externship and to eventually receive a passing grade (as well as a positive experience). Although the DFWI rate is often viewed as an indicator of equity gaps, the appropriate use of the Incomplete grade can provide the support that students need to succeed. Possible actions for improvement are addressed below.

The 2020-21 AY saw a decline in retention for applied psychology students. This may be a reflection of the challenges faced by students during the pandemic. We will continue to monitor retention. We will also continue to provide flexibility in scheduling (e.g., offering hybrid and remote options). We recognize that providing remote courses may present a financial challenge for resident students since the recent HECC determination that all remote courses be classified as online. We will continue to explore equitable access options for our students.

Faculty noted that students in fully online programs may be more likely to follow part-time paths to graduation. This population of students typically seeks more flexibility in timing of courses and is more willing to stop out for periods of time. We recognize that this flexibility increases access for students even while depressing retention and graduation rates.

Look backwards

1. Did you implement the changes you stated in previous years' program assessment report?
   We expanded the number of sections/locations/modalities sampled in our assessment process this year.
   We attempted to align PSLOs and ISLOs. We will continue to review our PSLO's and how to best align with the revised ISLO assessment process.
   It may be challenging to expand assessment activities across courses taught primarily by adjunct instructors. Additional support for adjunct instructors, monetary and other, would increase our ability to engage with them on assessment.

2. What additional changes and improvements overall did you make in your program last year?
   In response to changes in faculty workload and continued understaffing in the program, we sought to increase our pool of qualified adjunct instructors. We continue to struggle to find qualified adjunct instructors for our Klamath Falls program.
   To ensure access to required courses in a timely manner and to further support students who face on-going challenges balancing school and family/work/health, we expanded our offerings of hybrid and online courses. We continue to work with students who face challenges during the term, offering the option for an incomplete when warranted.

3. What changes in budget or resource allocations did you make in your program last year and why (i. e. new faculty, new equipment, etc.)?
   NA; we continue to request additional full-time faculty, however, these funds have not been allocated to the department budget.

4. What curriculum changes did you do in your program this last year and why?
   No changes were made to the curriculum in 2021/22.

5. What improvements do you plan this next year that will impact job success, curriculum improvements, even better alignment with industry needs and resource allocations? What data do you need to collect this next year to help support decisions for improvements you want for your program?
   - During 2022-23, we will review our PSLO's to determine alignment with the APA guidelines for undergraduate psychology programs. PSLO's will be revised if needed.
   - We will review curriculum for course additions and/or deletions. We will submit a new course request so that the PSY 407 WellBeing program will have a permanent course number.

- Faculty will seek opportunities to participate in professional development related to DICE. Where possible, faculty will incorporate high impact practices related to DICE in courses.
  - Resources to support faculty professional development is needed.
- We will continue to provide students with applied experience opportunities (i.e., DHS programs and ABA clinic). We will expand opportunities to include a study abroad experience (OSSO program).
- Psychology courses also fulfill social science requirements for general education. Program faculty will continue to participate in GEAC and on ISLO committees. We will monitor changes from the state regarding common course numbering and make any necessary curricular changes.
- Faculty will continue to engage in professional development related to teaching and learning (e.g., OTET and WPA conferences). And will incorporate changes as appropriate.
  - Resources to support faculty professional development is needed.
- We will continue to work with the Advising and Retention Office on supporting students

6. What are your greatest student success and achievement stories that you have had in the last year?

- **Graduation Rates**
  We have seen improvement in BPSY graduation rates even as overall graduation rates for the university have remained relatively stable. Improvements for the 2015-16 cohort may reflect improvements to the curriculum following the 2015/16 curriculum revision. The revision increased the core course requirements to be consistent with American Psychological Association standards, eliminated the requirement to select an emphasis/track, required applied experience course credit, and increased academic advisors' ability to help students select electives best suited to their specific career path. We also began offering the applied psychology major as a fully online program at that time. Therefore, students had greater access to all required courses and were not limited to the on-campus schedules.

	2011-12	2012-13	2013-14	2014-15	2015-16
6-year graduation rate					
BPSY	48.2%	48.1%	45.7%	56.8%	62.5%
OIT	46.5%	48.1%	49.9%	50.7%	50.8%
4-year graduation rate					
BPSY	46.4%	40.4%	37%	40.9%	47.5%
OIT	33.7%	34.1%	37.1%	38.1%	37.7%

- **Graduate Success**
  Graduates of the Applied Psychology program report immediate success in terms of employment (70% immediately employed) and graduate school admission (67% continuing to graduate programs).

Recent examples – employment:
- Applied Psychology graduate **Jarrett Foster** was offered a full-time Residential Staff position at Connections365 in Salem, OR on October 6, 2021.
- Applied Psychology graduate **Samantha McLean** was offered a full-time position at Options for Southern Oregon in Grants Pass, OR on October 1, 2021.
- Applied psychology major **Amber Martinez** was offered a full-time position with Citizens for Safe Schools in Klamath Falls.

- Applied Psychology major **Claire Petersen** was offered the position of First Year Experience Coordinator at Klamath Community College on October 6, 2021. The position begins on October 11, 2021.
- Applied Psychology major **Alexis Waller** just accepted the position as "shelter specialist" at the Annie Ross House (part of Northwest Housing Alternatives) in Milwaukie, OR. The position begins on November 1, 2021.
- Applied Psychology student Crystal Moreno just gained full-time employment at Klamath County Developmental Disabilities Services (KCDDS) on February 23, 2022.

- **Student Research**

  Undergraduate student involvement in applied research projects has resulted in poster presentations at the Western Psychological Association Annual Conferences and one publication. (Student presenters in italics)

Presentations

Dobry, C., Bryant, K., Augustine, T., Alderman, S., Kessler, M. L., & Petersen, T. Community engagement by families in the DHS child welfare system. Poster accepted for presentation at the 100th Annual Convention of the Western Psychological Association, Virtual, October 29-November 1, 2020. [invited to present poster in person at the 102nd Annual Convention of the Western Psychological Association, Portland, OR., April 27 – May 1, 2022.]

Wingard, L., Augustine, T., Dobry, C., Bryant, K., Collier, K., Jungling, R., Kessler, M. L., & Petersen, T. (October 2020). Parent-child attachment benefits of DHS affiliated family mentoring program. Poster presented at the 100th Annual Convention of the Western Psychological Association, Virtual, October 29-November 1, 2020. . [invited to present poster in person at the 102nd Annual Convention of the Western Psychological Association, Portland, OR., April 27 – May 1, 2022.]

McKimm, L. & Fitzgerald, C. J. (2022). Personality traits of conspiracy theorists: Big Five and QAnon followers. Poster presented at the 102nd Annual Convention of the Western Psychological Association, Portland, OR., April 27 – May 1, 2022.

Huntoon, A. & *Marszelek, R.* (2022). Collaboration with colleagues: Open Educational Resources. Poster presented at the 102nd Annual Convention of the Western Psychological Association, Portland, OR., April 27 – May 1, 2022.

Publications

Fitzgerald, C. J., Thompson, J., & *Moreno.,* C. (2022) Predicting Online Infidelity Chapter in DeLecce, T. & Shackelford, T. (Eds.) The Oxford Handbook of Infidelity, Oxford University Press. Doi: 10.1093/oxfordhb/9780197502891.001.0001.

Student Award

Rebecca Marszalek: She was included in a post on Oregon Tech's webpage https://www.facebook.com/OregonTech on September 9th. Due to Rebecca's competence, high GPA, and good interpersonal communication, she was able to work closely with faculty as an educational assistant. Through this experience, she was entrusted with developing educational material and providing feedback to students in their academic activities. She learned about open educational resources and their development. As part of her involvement in this area, she co-presented at the 2022 Western Psychological Association conference.

Rebecca's achievements were recognized in spring 2022 when she received the **Portland-Metro Outstanding Academic Achievement Award.**

Section 8 – Closing the Loop: Reflection on previous work

- **Improvements in Assessment Process:** What improvements will be made to the assessment process? What indicated that this change should be made? How will they yield better, more actionable information?

Sampling: Feedback from 2020-21 assessment report indicated a need to assess across multiple sections of courses, where possible. We were able to collect assessment data across multiple sections, campus locations, and course modality for most outcomes. We will continue to look for opportunities to assess across all sections, locations, and modalities.

Teamwork Rubric: Previous assessment reports indicated a need to better incorporate the Oregon Tech Teamwork Rubric in courses with group projects. Students in PSY 475 were provided with the Teamwork Rubric at the beginning of the term and informed that it would be used to assess performance. Although student performance on the rubric met our performance criteria, feedback from students indicated that they would like more training. We will look for ways to provide additional support to students during group projects.

Inquiry & Analysis: The 2020/21 assessment report indicated a plan for faculty to seek additional training on how to better address Inquiry & Analysis skills in relevant courses. The primary course where Inquiry & Analysis is taught is PSY 313. The instructor for all sections of PSY 313 left the university at the end of the year. A new instructor has joined the program and will take on this task in upcoming terms. We will continue to seek opportunities for faculty development in this area as well as opportunities to support student learning.

- **Faculty Discussion:** Summarize takeaways from all data in this report regarding program performance. How, when, to who were results presented discussed by program faculty? May include meeting minutes from when faculty evaluated assessment data and other meetings where assessment data were presented in the appendix.
  - Applied Psychology faculty met weekly in October 2022 to review and discuss the assessment data. Overall, student performance appears to be at acceptable levels. Faculty noted that student perception of progress on outcomes may reflect a lack of confidence rather than a lack of skill. Faculty will continue to seek to incorporate high impact teaching practices to support student learning.
  - Overall graduation and retention rates are improving. Faculty noted a decrease in retention for 2020-21and hypothesized that this reflects the greater challenges that students have faced since the start of the COVID-19 pandemic. Faculty will continue to seek opportunities to support students, including working with the Advising and Retention Office and utilizing the student early alert system.

Appendix

Basic Counseling
Video & Paper Rubric

This paper will be graded based on completely and thoughtfully addressing each of the below skills as explained in the syllabus:

1) Restating = **5 points**
2) Reflecting content/paraphrasing = **5 points**
3) Reflecting content and feeling = **5 points**
4) Engagement questions = **5 points**
5) Fact-finding questions = **5 points**
6) Hunches = **5 points**
7) Challenges = **5 points**
8) Simple prompts (verbal and nonverbal) = **5 points**
9) Silence = **5 points**
10) Paradoxical intervention = **5 points**
11) Affirming = **5 points**
12) Validating = **5 points**
13) Cheerleading = **5 points**
14) Promoting immediacy = **5 points**
15) Self-disclosure = **5 points**
16) Responding to direct questions = **5 points**
17) Avoiding giving advice = **5 points**
18) Goal setting = **5 points**
19) Action planning = **5 points**
20) Closing the session = **5 points Total points**

possible = 100

*Students start with earning all 100 points until points are deducted for one of the below reasons:

- Up to five points may be deducted under any of the 20 content areas listed above (i.e., up to 2.5 points total can be deducted for part A and 2.5 points total can be deducted for part B for each content area).
  - Part A) Deductions are made if the skill is not adequately demonstrated in the video. The demonstration of the skill does not need to be well refined if it is accurately understand and a good faith effort is made to implement it.
    - One point deducted for every 2 minutes shorter than 15 minutes the video is.
  - Part B) Deductions are made if the skill is not thoughtfully discussed in the paper (e.g., they did not critique whether or not they believe they did so effectively and according to the spirit of the Person-Centered Therapy approach).
    - One point deducted for every bullet point/section (i.e., skill) with less than 5 sentences.

- One point deducted for every three grammar/spelling mistakes made.

- One point deducted for every formatting error made.
  - Should be 4 pages double spaced at minimum, 1-inch margins on all sides, 12-point Times New Roman Font, and APA style.