

Signature Assignments

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Signature Assignments

Signature Assignments and General Education Learning Outcomes

This section of the CourseBook provides guides and instructions for the completion of a set of assignments referred to collectively as “Signature Assignments.”

According to the Association of American Colleges and Universities:

Signature assignments require students to demonstrate and apply their proficiency in one or more key learning outcomes. This often means synthesizing, analyzing, and applying cumulative knowledge and skills through problem- or inquiry-based assignments or projects. Signature assignments may also follow a theme across curricular and co-curricular experiences tied to the institutional mission or features of the surrounding community, allowing students to apply their growing knowledge and

abilities to meaningful questions over time. At some institutions, all signature assignments must include specific components, such as a “real-world” application, reflective writing, or collaborative work.

The most distinctive feature of signature assignments is the way programs integrate them across the educational pathway to help students demonstrate their growth, make connections across the curriculum and co-curriculum, and apply their knowledge to real world problems.

[AAC&U, Retrieved June 14, 2017](#)



The AAC&U has defined what it feels is essential knowledge and skills for undergraduate education and defines them through their VALUE Rubrics (Value Added Learning in Undergraduate Education.)

These outcomes outline important expectations for higher education.

Click [HERE](#) to visit the AAC&U website that outlines each of these areas.

KVCC and the Educated Person (Essential Learning Outcomes)

Kennebec Valley Community College has adopted a number of recognized general education learning outcomes (aligned closely with the VALUE Rubrics) to provide an operational definition of the outcomes we ensure all students have upon graduation from any program.

Here is a summary of the KVCC Essential Learning Outcomes

Critical Thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. (AAC&U)

Problem Solving is the process of defining the problem, designing, evaluating and implementing a strategy to answer a question, achieve a desired goal, or reach a solution. (AAC&U modified)

Quantitative Reasoning also known as Numeracy or Quantitative Literacy (QL) - is a habit of mind characterized as competency in working with numerical data. Individuals with QR skills possess the ability to reason and solve quantitative problems

from a wide array of contexts. They understand and can create reasonable sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate). (AAC&U modified)

Effective Communication is the transactional process of sending and receiving verbal, nonverbal, and visual symbols to create and share meanings based on form and purpose.

Students will demonstrate effective communication in written communication.

Written Communication is the development and expression of ideas and information in writing. Written communication involves learning to work in many genres and styles. Written communication abilities develop through iterative experiences across the curriculum. (AAC&U modified)

And students will demonstrate effective communication in one or more of the following ways:

- **Oral Communication** is a prepared and delivered purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, emotions, values, beliefs, or behaviors. (AAC&U modified)

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- **Interpersonal Communication** is the process of message transaction between two or more people for developing and maintaining professional and personal relationships. (West & Turner; University Nebraska Lincoln)
 - **Teamwork** consists of the behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team process) to achieve mutual goals. (AAC&U modified)

What you will see...

To address this aspect of your education, we have designed a variety of assignments that engage students in higher-order thinking targeting a number of specific learning outcomes and contextualized within the course material.

You will find assignments throughout this program (in the CourseBooks) that align with teaching and learning of EVERY one of the VALUE Rubrics and the KVCC ELOs. We feel it is essential that we address each of these across the curriculum to ensure that all of our graduates not only leave KVCC with the skills specific to their field, but the general abilities and knowledge that they need to be successful at anything they want to do.

It is hoped that most of these assignments could be categorized as “high-impact” activities. “High impact” activities may be defined as those that require a higher degree of creativity, engagement, attention, and an ability to integrate information and skills.

In addition...

You might, on occasion, see other types of assignments in this section. Assignments that are important to the course but are not necessarily identified as “Signature Assignments” or aligned with a specific general education learning outcome.

These assignment will still be high impact and engaging.

Ethical Reasoning

Using Ethical Guidelines



Learning Outcomes

- Create realistic scenarios that provide ethical challenges to case managers.
- Apply the ACA Code of Ethics guidelines to formulate a response to the ethical dilemma.

PART I - GROUP WORK - Working with the ACA Code

This assignment will entail working in small groups to explore decision making related to the ACA Code of Ethics.

1. Each of you will be assigned into a small group.
2. Each group will be assigned ONE of the Sections in the ACA Code of Conduct.
3. Group members will use the group discussion board to select THREE specific standard within their Section.
4. Working together the group will select ONE of these Standards and create a "case study" that exemplifies a situation in which this standard could be applied. ("Case Manager Bob made an appointment with his first client of the day, Helen...and so on)

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5. The group will post a final document with the case study, the Standard that applies to the case study, and a short list of the other two Standards the group considered.

For example

Let's say your group has been assigned Section B: Confidentiality and Privacy. Your group decides that Standards "B.1.b: Respect for Privacy", "B.2.b.: Confidentiality Regarding End of Life Decisions" and "B.5.b.: Responsibility to Parents and Legal Guardians" are the most interesting.

[Click here to download the 2014 ACA Code of Ethics](#)

The group will be graded on this assignment based on the finished product.

PART II - INDIVIDUAL WORK - Ethical Reasoning Quiz

Once all of the Group Work is done, your Professor will construct a quiz based on each of these case studies. The quiz will include each Case Study from each group and identify the Section in which the group was working. For each case study you will all need to identify the specific Section in the ACA Code (you will copy the entire Section word-for-word in your answer) and then a brief description (in a separate paragraph) as to what you would do in this situation.

Each of you must complete this task for EACH case study, including the one your group completed.

These questions will be posted in the Ethical Reasoning Quiz

PART III - COLLECTIVE WORK - Ethical Reasoning - Reporting Out

At the conclusion of the grading of the quiz, your Professor will construct a document that lists each response to each Case Study based on the original document submitted by each group and based on the answers that were provided by your fellow students. This document will be made available in the Ethical Reasoning Discussion Board.

Each group should review and comment on the diversity of the responses to their own case study.

Participation in this Online (or classroom) discussion has the same expectations as regular graded discussions.

Inquiry and Analysis

Counseling Topics Presentation



Learning Outcomes

- Identify a creative, focused, and manageable topic.
- Synthesize information from a variety of sources.
- Outline conclusions on the topic with support from your sources.
- Identify limitations and implications for personal practice based on the conclusions.

Research and Presentation

This particular assignment is going to ask you to do some basic research to learn about a topic related to counseling psychology. Your task will be to explore a sample of the existing professional literature and create an online presentation which explores and teaches others about the topic.

Selecting a Topic

Click [HERE](#) for a Wikipedia based list of topics. Select from one of these. (If you click on the actual link for you topic you will be brought to the information page within Wikipedia. Sometimes you can find links to peer reviewed articles right in there!)

Working with Topics

The list that is mentioned above is a "starting point" in your topic selection. Essentially, research sets out to answer questions, so you need to formulate a question in your mind as you approach doing research.

Let's say you picked "email counseling" as your topic from the list I provided...you want to formulate a specific question about email counseling that you can research...here are some examples:

- "How effective is email counseling?"
- "What are the ethical guidelines related to email counseling?"
- "What email counseling services are available in Maine?"
- "To what extent do insurance companies reimburse for email counseling?"

THESE are the types of questions you begin to do your research on. For THIS assignment you should start on the web with simply Google searches. Eventually you need to have 4 sources of information that you use as the basis for your presentation.

ONE of those sources needs to be "Peer Reviewed" so be sure that you understand what a peer reviewed sources is. I've included some links below to help with that.

What is a Peer Reviewed article?

Using Google for research?

Using Online Databases for Research.

(ALL OF THIS SHOULD BE IN THE CORE CONTENT RESOURCE)

Steps in the Process

1. Select a topic and get approval for the topic from your instructor.
2. Conduct research on the topic that includes information from FOUR sources with AT LEAST ONE "peer reviewed" journal article...additional information can come from other sources.
3. Prepare your presentation using Adobe Spark Video.
4. You will be sharing your presentation with members of the class in a special discussion board and the presentations will become a permanent part of this class!

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Presentation Tips

Keep in mind that this is a presentation...this means that the total of what you are submitting consists of graphic/word representations of the information you discovered in your research and your recorded voice.

This means that your slides do not need to contain EVERY word that you say! Your slides should be simple, attractive, colorful, and meaningful. The voice-over is where you will go into some additional details to explain the content of the slides.

Also, be sure to include your APA citations for ALL of your sources in your presentation.

Make sure you EXPLICITLY cover every aspect of the items in the grading rubric.

Topics Presentation Rubric

MHT 110: Interviewing and Counseling - Counseling Topics Presentation - STUDENT NAME		
Item	Comment	Grade
Introduction	Provide a brief introduction to the topic. (This can be accomplished in the first couple slides...make sure you have a title slide as your first one)	10
Comments		
Sources		
List of Sources	Provide a list of the sources you have used to develop your presentation. You must list your sources in the slide itself and describe them. You must have at least 4 sources, at least ONE source must be a peer reviewed source. You may have a separate slide for each source if you wish.	10

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