

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.

Lifelong Learning

Program Review



Learning Outcomes

- Describe the course requirements for the Associates in Applied Science in Mental Health
- Relate each course description to fundamental components of the PSR philosophy
- Identify short- and long-term career goals and plans

Reviewing the Program

There are two major tracks of study in Mental Health at KVCC. One is the **Mental Health Certificate Program** and the other is the **Associates of Applied Science in Mental Health**.

Click [HERE](#) to visit the KVCC Mental Health website that describes these two programs.

The Certificate Program is made up of the 10 Core Curriculum mental health classes and the 1-credit Mental Health Seminar class.

The Degree program has additional requirements in general education classes including writing, communication, math, and science.

Each degree leads to the MHRT/C certification.

Throughout each of these classes there is a running connection and that connection is Psychosocial Rehabilitation. The concepts developed and explored in this class relate to every single class in the Core Curriculum.

The point of this assignment is to have you review the content of each of the classes in the Core Curriculum and reflect on how each one relates to the goals, values, and principles of PSR.

Here is what you are going to do:

Steps

Step 1 - Review the Program Requirements

Review the program requirements (only the MHT courses) in your program. For each class identify the course description. You will find this course description in each individual syllabus that you may have or you can refer to the course descriptions in the KVCC Course Catalog. (Click [HERE](#) to visit the KVCC website to access digital copies of the Course Catalog. Remember that these are large PDF files so it might take a while to download it.)

Since there is no specific order in which you have to take these classes, you may find that you have taken a number of these

classes already or you may be just starting your journey through them.

Step 2 - Reflect on the PSR Goals

For **EACH** course, reflect on how the following two GOALS of PSR are supported in the class content. If you have not already taken the class, you will need to speculate as to how you think the class would address the two goals.

The two goals of PSR are:

Goal #1: The goal of all PSR is to restore each person's ability for independent living, socialization, and effective life management. It is a holistic approach that places the person at the center of all interventions.

Goal #2: Effective rehabilitation builds on a person's strengths and helps the individual to compensate for the negative effects of the psychiatric disability.

Step 3 - Reflect on your own Career Plan and Goals

Based on what you know about the field, potential jobs in mental health, your interests, etc., reflect on your own career plan. Consider questions such as:

- Do I want to get a job right when I graduate?
- Do I want to continue my education?

- Where do I want to go?
- What are my ultimate career goals?
- What do I need to do that job?
- Where am I going to get that education?

Step 4 - Write a Reflection Paper

Put all this reflection into a single paper and submit it to the appropriate drop box in iTunes U.

Use the following rubric to guide your writing.

Use the icon below to review resources on writing papers in the iOS and App Tutorial CourseBook.

Look up in iOS and App
Tutorial CourseBook



Program Review Rubric

MHT 124 - Program Review - Student Name		
Item	Comment	Grade
Title Page		
Name/Course/Date (10)	Standard title page	10
Comment		
Curriculum		
	For EACH class include the following:	
Course Code and #	For instance, write "MHT 124: Psychosocial Rehabilitation" in BOLD font.	10
Course Description	Write out, word-for-word, the course description.	10
Reflect on Goal #1	Write out your reflection on how the course teaches and supports this goal.	15

Click the image to see this full size!

Written Communication

Feature Article



Learning Outcomes

- Interview and/or job shadow a person who holds a position in the mental health field
- Contrast the content of the interview or job shadow with descriptions of the position available through the Department of Labor
- Demonstrate competency in writing

You have been hired!

You are a feature reporter for the Morning Sentinal newspaper. You have been tasked with writing a feature article about jobs in the mental health field. Your audience is the general population of Waterville, ME so you cannot assume that this population understands mental health jargon and terms.

The purpose of the feature article is to educate the public as to what these jobs entail, their working conditions, and what makes the jobs different from "official" sources of job descriptions (Occupational Outlook Handbook).

Write a compelling, entertaining, descriptive, and educational article reflecting your interview and/or job shadow experience.

You should include information about the individual you are interviewing, their educational/career path, challenges and joys in their current work, advice to those who may want to do the same kind of work, etc.

You should also do research in the [Occupational Outlook Handbook](#) to see how the person’s description of the work compares to “official” statistics.

[Here are some examples](#) of articles in the magazine SCIENCE...this is SORT of what I'm looking for...the personal story...but I'm also asking for you to go into details about the career from a research standpoint as well. So you are providing both the data about the work from your research and a specific example from the person you interview.

Use the icon below to review resources on writing papers in the iOS and App Tutorial CourseBook.



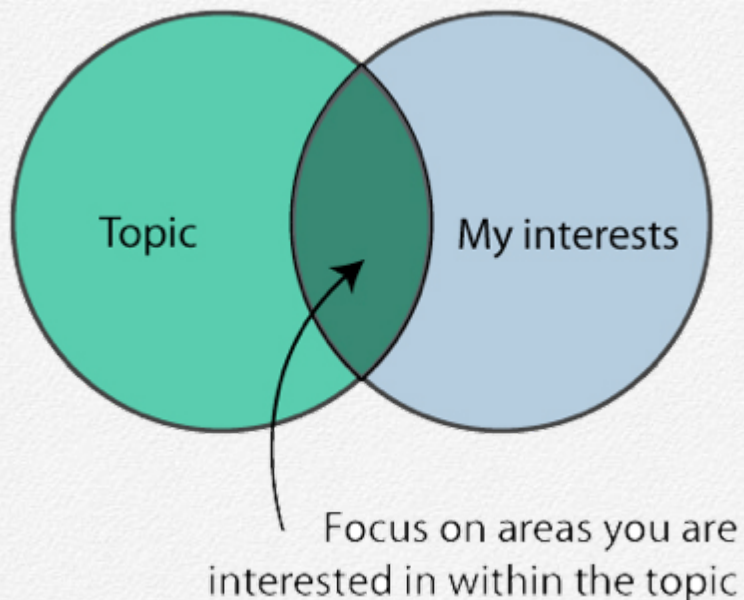
Feature Article Rubric

MHT 124 - Feature Article - Student Name		
Item	Comment	Grade
Format		
News Article	Paper is written and formatted like a newspaper article.	20
Comment		
Story		
	Include the following in your story...Remember, this is not an academic paper...all of this is written in the manner of a public interest story for a general readership audience.	
Name and Occupation	Include details on the person's name, where they work, and their job title.	10
Job Description	In the words of the person you are interviewing, what is their job description. How does it differ from the one they were given?	10
Career Path	Describe the person's career path (education, other jobs, etc.)	10

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Information Literacy

Topic of Interest



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 your 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!

Click the app icon below to get this app!



Use the icon below to review resources on writing papers in the iOS and App Tutorial CourseBook.

Look up in iOS and App
Tutorial CourseBook



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.

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	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
List of Sources		

Click the image to see this full size!

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.