

Vignette 1

Faculty from Volcano University's psychology program endeavor for seniors to hold an effective consultation meeting.

The program has defined effective consultation meetings as having the following components: A) building rapport, B) providing an overview of the consulting process, C) asking clients what they need help with, D) helping clients clarify their needs, E) encouraging clients to think through solutions to the stated problem, F) helping clients develop a plan of action. According to the program's curriculum map, these skills are targeted in PSYCH 280, PSYCH 380, and PSYCH 480 (consultation capstone).

All students, in the last semester of the program (typically 50 students per year), are evaluated on their consultation skills via a course-embedded mock consultation. Two faculty members review a video of the consultation and give scores on each element, A through F, listed above using a behaviorally anchored rubric. Each element is rated 1 for "beginning"; 2 for "developing"; 3 for "good"; or 4 for "excellent". The rubric is from our professional organization.

Here are the results...

Student Consultation: Average Scores

	Rapport	Overview	Needs	Clarification	Solutions	Action Plan
2017 (n = 47)	2.3	3.1	3.3	3.1	3.0	2.9
2018 (n = 54)	2.1	3.2	3.5	3.2	3.0	3.2
2019 (n = 49)	2.3	3.1	3.3	3.3	3.2	3.0

The scores seem to be relatively stable across the three years, with students on average performing about a 3 ("good") or slightly better across the consultation elements. The one exception is "Rapport." The scores in this area are closer to 2 ("developing") each year.

We're not sure what the issue is here. We'll continue to keep an eye on it.

Vignette 2

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	Rapport	Overview	Needs	Clarification	Solutions	Action Plan
2017 (n = 47)	2.3	3.1	3.3	3.1	3.0	2.9
2018 (n = 54)	2.1	3.2	3.5	3.2	3.0	3.2
2019 (n = 49)	2.3	3.1	3.3	3.3	3.2	3.0

The scores seem to be relatively stable across the three years, with students on average performing about a 3 ("good") or slightly better across the consultation elements. The one exception is "Rapport." The scores in this area are closer to 2 ("developing") each year.

The faculty discussed these results and came to the conclusion that parts of the rubric related to "Rapport" do not match what we think is important.

For next year, we will tweak the rubric so that the "Rapport" element is better aligned with our definition.

Vignette 3

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All students, in the last semester of the program (typically 50 students per year), are evaluated on their consultation skills via a course-embedded mock consultation. Two faculty members review a video of the consultation and give scores on each element, A through F, listed above using a behaviorally anchored rubric. Each element is rated 1 for "beginning"; 2 for "developing"; 3 for "good"; or 4 for "excellent". The rubric is from our professional organization.

Here are the results...

Student Consultation: Average Scores

	Rapport	Overview	Needs	Clarification	Solutions	Action Plan
2017 (n = 47)	2.3	3.1	3.3	3.1	3.0	2.9
2018 (n = 54)	2.1	3.2	3.5	3.2	3.0	3.2
2019 (n = 49)	2.3	3.1	3.3	3.3	3.2	3.0

The scores seem to be relatively stable across the three years, with students on average performing about a 3 ("good") or slightly better across the consultation elements. The one exception is "Rapport." The scores in this area are closer to 2 "developing" each year.

The faculty discussed these results and agreed: students' rapport building is not where it should be. Specifically, many students launched into the meeting overview without first making sure the client felt comfortable. Best practice suggests that social pleasantries are appropriate for the first two to three minutes of a 30-minute meeting.

We then examined the curriculum relative to rapport building. Students were never given an opportunity to practice rapport building in our classes, nor had they received formative feedback.

Moving forward, we will:

- 1. Model rapport building in PSYCH 280, 380, and 480.**
- 2. Give students five practice opportunities in rapport building in PSYCH 380 and five more opportunities in 480.**
- 3. Provide formative feedback on those practice attempts using the rubric.**

Vignette 4

Faculty from Volcano University's psychology program endeavor for seniors to hold an effective consultation meeting.

The program has defined effective consultation meetings as having the following components: A) building rapport, B) providing an overview of the consulting process, C) asking clients what they need help with, D) helping clients clarify their needs, E) encouraging clients to think through solutions to the stated problem, F) helping clients develop a plan of action. According to the program's curriculum map, these skills are targeted in PSYCH 280, PSYCH 380, and PSYCH 480 (consultation capstone).

All students, in the last semester of the program (typically 50 students per year), are evaluated on their consultation skills via a course-embedded mock consultation. Two faculty members review a video of the consultation and give scores on each element, A through F, listed above using a behaviorally anchored rubric. Each element is rated 1 for "beginning"; 2 for "developing"; 3 for "good"; or 4 for "excellent". The rubric is from our professional organization.

Here are the results...

Student Consultation: Average Scores

	Rapport	Overview	Needs	Clarification	Solutions	Action Plan
2017 (n = 47)	2.3	3.1	3.3	3.1	3.0	2.9
2018 (n = 54)	<u>3.1</u>	3.2	3.5	3.2	3.0	3.2
2019 (n = 49)	<u>3.6</u>	3.1	3.3	3.3	3.2	3.0

The scores seem to be relatively stable across the three years, with students on average performing about a 3 ("good") or slightly better across the consultation elements. The one exception is "Rapport." **The scores have risen dramatically since 2017's average of 2.3.**

After seeing the 2017 results, faculty agreed that rapport was an issue, and that action needed to be taken. Specifically, many students launched into the meeting overview without first making sure the client felt comfortable. Best practice suggests that social pleasantries are appropriate for the first two to three minutes of a 30-minute meeting.

In 2017, we examined the curriculum relative to rapport building. Students were never given an opportunity to practice rapport in our classes, nor had they received formative feedback.

Over the next two years, we instituted the following changes to the program:

- 1. Model rapport building in PSYCH 280, 380, and 480.**
- 2. Give students five practice opportunities in rapport building in PSYCH 380 and five more opportunities in 480.**
- 3. Provide formative feedback on those practice attempts using the rubric.**

In 2018, seniors received the re-vamped 480, and we attribute the 2.3 to 3.1 increase to the added practice and feedback in 480. 2019 seniors had received the modified 380 (as juniors) and 480 classes. We attribute the additional 0.5 bump to the "double" dose of rapport building across 380 and 480.