**UAA Logo**

# Graduate Certificate in Children’s Mental Health

# Academic Assessment Plan

**Adopted by**

**The Psychology Department faculty**

**The School of Social Work faculty**

**October 30, 2024**

Reviewed with curriculum by the college committee: 11/20/24

Reviewed with curriculum by the dean: 11/20/24

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## Mission Statement

The Graduate Certificate in Children's Mental Health prepares graduate degree program students and post graduates to work with agencies and systems that serve children and families with mental health challenges. This certificate is designed to strengthen competencies for work in education, social work, psychology, or public health jobs that specialize in children's mental health. The program builds on the knowledge and skills acquired through current or previous master's degree study in these or related fields.

The 12-credit graduate certificate is designed to supplement each candidate's existing experience and academic preparation and the extent to which each candidate achieves the program outcomes. Therefore, specific required courses are not listed for some of the course requirements, since individual graduate studies plans may vary based on the prior coursework of each candidate. The faculty advisors will use the program's academic preparation requirements derived from state and national children's mental health workforce competency guidelines to guide coursework selections included on the graduate studies plan.

Students in this program will develop advanced knowledge and competencies for working with children's mental health issues as well as interprofessional skills for working in Alaska's systems of care. Applicants may be in an education, psychology, social work, public health, or related degree graduate degree program or have graduated from an approved graduate degree program.

## Program Student Learning Outcomes

Students graduating with a Graduate Certificate in Children’s Mental Health will be able to:

* Foster collaborative relationships with families using relationship-based, family-centered practices
* Identify and implement culturally-responsive methods of screening and assessment in infant/early childhood and/or children’s mental health
* Apply theoretical knowledge to choose and implement evidence-based, culturally-responsive interventions and methods of evaluation in infant/early childhood and/or children’s mental health
* Describe systems of care and interprofessional practices related to children’s mental health
* Engage in reflective practice within one’s own discipline

## Measures

Table 1. Description of Measures

| Measure | Description | Frequency/  Start Date | Collection Method | Administered by |
| --- | --- | --- | --- | --- |
| 1. Qualtrics Program Student Learning Outcomes Pre-Post Self-Assessment Survey | Qualtrics survey was developed by CMH faculty which measures level of knowledge and application for each of the program student learning outcomes. | Survey is completed at admission and at the end of the program. | Survey link is emailed directly to the student. | CMH Program Coordinator |
| 1. Final Grades in student’s two CMH elective course areas | Student’s final grades in the following two areas: (1) Family Systems and Family-Centered Practices and (3) Specialty Content Area for Children’s Behavioral Health | Per course completion for each course applying toward the students graduate certification | Students Degree Works | CMH Program Coordinator |
| 1. Evidence-based Practices Assessment Exam | Competency-based exam focused on evidence-based practices in assessment in infant/early childhood mental health (PSY/SWK A620) OR children’s mental health (PSY A638) | Completed in PSY/SWK A620 and/or A638 | Assignment collected and graded by instructor | Course Instructor; reported to CMH Program coordinator |
| 1. Treatment Team Collaboration and Plan of Care | Collaborative assignment in which students apply systems of care principles to communicate with each other as role-played stakeholders and in response to a children’s mental health vignette | Completed during PSY/SWK A691 | Assignment collected and graded by instructor | Course Instructor; reported to CMH Program coordinator |
| 1. Final Children’s Mental Health Systems of Care Paper | In-depth research review of relevant topic related to one’s own discipline with integration of interprofessional practices and systems of care | Completed during PSY/SWK A691 | Assignment collected and graded by instructor | Course Instructor; reported to CMH Program coordinator |
| 1. Exit Qualtrics Survey | Exit Survey and Interview will ask students to reflect on the application of the CMH content to their own discipline and work setting | Exit survey and interview is completed the end of the program. | Survey link is emailed directly to the student.  Interview is conducted in-person or via phone. | CMH Program Coordinator |

Table 2: Alignment of Student Learning Outcomes and Assessment Measures

|  |  |
| --- | --- |
| Student Learning Outcomes | Assessment Measures |
| 1. Foster collaborative relationships with families using relationship-based, family-centered practices | Assessment Measure #1  Assessment Measure #2 |
| 1. Identify and implement culturally-responsive methods of screening and assessment in infant/early childhood and/or children’s mental health | Assessment Measure #1  Assessment Measure #3 |
| 1. Apply theoretical knowledge to choose and implement evidence-based, culturally-responsive interventions and methods of evaluation in infant/early childhood and/or children’s mental health | Assessment Measure #1  Assessment Measure #4 |
| 1. Describe systems of care and interprofessional practices related to children’s mental health | Assessment Measure #1  Assessment Measure #5 |
| 1. Engage in reflective practice within one’s own discipline | Assessment Measure #1  Assessment Measure #6 |

## Process

The Children’s Mental Health (CMH) Graduate Certificate assessment plan will be conducted independently from each of the 3 departments’ (Psychology, Social Work, Special Education) program evaluation processes. At the end of each semester, the Program Coordinator for the CMH Graduate Certificate will gather and summarize data from the formative and summative assessment measures identified in Table 1. Data from the measures will be disaggregated by students who are enrolled in the CHM Graduate Certificate only, as all of the courses may be taken as electives for graduate students in other programs.

The CMH program’s assessment committee (comprised of faculty from the participating departments) will meet twice annually at the end of semesters (Fall and Spring) to review the data collected by the Program Coordinator. The two meetings result in recommendations for program changes that are designed to enhance performance relative to the program’s objectives and outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15th each year. A plan for implementing the recommended changes, including communicating the changes to all the program’s stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to the programs objectives and outcomes. Recommended changes will consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

* changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
* changes in faculty/staff assignments
* changes in advising methods and requirements
* addition and/or replacement of equipment
* changes to facilities