



# Course Outcomes Form Northwest Indian College

All hand-outs are posted on the faculty website at [ww2.nwic.edu/faculty](http://ww2.nwic.edu/faculty) (follow the Assessment link)

Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form*. Please submit this form electronically to Shidon Aflatooni at [safalatooni@nwic.edu](mailto:safalatooni@nwic.edu).

Last date this form was updated or edited	April 10, 2008
Course Number (e.g., ENGL 101)	ECED 108
Course Name (e.g., English Composition I)	Re-evaluation Counseling: Tools of the Trade
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Shelley Macy
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	<i>The List</i> by Harvey Jackins. Rational Island Publishers, Seattle. 1997. ISBN 1-885357-48-6
	“Present Time,” Quarterly Journal of the Re-evaluation Counseling Communities. Rational Island Publishers. Seattle.
	Recommended: <i>The Human Situation</i> by Harvey Jackins. 1991. Rational Island Publishers. Seattle. ISBN 0-913937-47-9

A. **NWIC outcomes:** From the *List of NWIC Outcomes*, select the most important outcomes you assess in this course (at least one NWIC outcome must be chosen- **maximum of four**).

NWIC outcome # (e.g., “Written communication: 2a. write standard English”)	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
1. Oral Communication Skills b-2 Pays consistent attention to non-verbal and verbal cues; consistently provides validation, and consistently responds with sensitivity and empathy.	Lecture and demonstration of skills by instructor.  Practice skills in class (mini-co-counseling sessions) and outside of class (longer sessions working up from 15 min. per person per week to 1 hour/person/week. Keep session logs.	Observation of student participation in class.  Session logs.  Student co-counseling reports in class.

**B. Course outcomes:** In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 10).

<p><b>Other course outcomes:</b> Complete the sentence – As a result of this course, students will be able to...</p>	<p><b>Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)</b></p>	<p><b>Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)</b></p>
<p>2. Explain the basic theory learned in class to at least one other person, one-on-one.</p>	<p>Instructor Lecture Readings and idea sharing from readings In-class practice “Sharing what you know” assignment</p>	<p>Participation in class discussion Participation in class practice “Sharing what you know” logs Report backs</p>
<p>3. Explain the process and assist at least one other person in conducting a co-counseling session with you.</p>	<p>Each-one-teach-one practice in class Answer questions posed by new students in class “Sharing what you know” assignment Readings</p>	<p>Observe student participation and willingness respond to beginners’ question(s). Accuracy of response or willingness to find answers when not known. “Sharing what you know” logs</p>
<p>4. Recognize at least three (3) co-counseling techniques in addition to the basic skill of listening.</p>	<p>Instructor lectures about techniques and demonstrations of counseling in class Discussion of counseling effectiveness, ideas, contradictions to distress. Practice co-counseling sessions in and out of class. Reports on co-counseling sessions. Completion of session logs</p>	<p>Participation in demonstrations as client and as counselor Pertinence of discussion to the situation at hand Observation of skill acquisition during co-counseling in class. Pertinence of questions asked and of co-counseling reports. Session logs</p>
<p>5. Take a leadership role in the class by assisting the instructor in at least three (3) ways:</p> <ul style="list-style-type: none"> <li>• ensuring that practical tasks are done</li> <li>• consulting with the</li> </ul>	<p>Provide opportunities for students to volunteer and mentor the carrying out of the task(s) Readings Meetings between students and instructor.</p>	<p>Record tasks Volunteered for Task completion Response to consultation meeting with instructor</p>

<p>instructor about the class</p> <ul style="list-style-type: none"> <li>• supporting your co-students to reclaim use of the discharge process</li> </ul>	<p>Sessions in and out of class</p> <p>Co-counseling reports</p>	<p>Observation of students counseling one another</p> <p>Content of co-counseling reports</p>
<p>6. Use the tools of theory, emotional discharge, and re-evaluation to clarify a situation in your early childhood setting that is a challenge to you.</p>	<p>Co-counseling sessions and demonstrations</p> <p>Question and answer sessions</p> <p>Reading selected section(s) from <i>the List</i></p> <p>Readings from Present Time</p>	<p>Willingness to use the discharge process to improve their thinking about a sticky issue in their early childhood programs</p> <p>Sharing of insights</p> <p>Pertinence of readings to the situation</p>