



## Student Development in Higher Education Program

*Signature Assignment for SDHE 516*

*Dialogue Partner Project*

### Student Learning Outcome(s) Assessed:

**SLO #2:** Apply fundamental counseling skills, theoretical orientations, and advising and referral plan to dialogue partner and fieldwork experiences.

### Description of the Signature Assignment

Candidates counsel an adult student partner during the course of the semester, meeting on eight occasions for one hour. Reflective journals are completed after each meeting and submitted for instructor feedback. After several meetings, each candidate makes a 30-minute video recording during one session. The journals and video are reviewed with the candidate and evaluated for demonstration of counseling skills and application of adult development theories. The Dialogue Synthesis Paper is the summative report collected that reflects on each of the meetings with the dialogue partner, the video recording, and the journals.

### Directions for Students

#### Helping and Learning Dialogue Project (meetings, journals, video, summative paper)

The purpose of this project is for students to gain skill in applying counseling skills while working with an adult learner.

#### *Meetings with Dialogue Partner*

The dialogues enable students to process the course content with someone whose educational experience corresponds to that content. This is an opportunity for students to test the assumptions of theories and to practice communication and counseling skills. The dialogue relationship is not one of client and counselor, with the student entering into a therapeutic relationship. Rather, the relationship should develop with the student as respectful learner and counselor-in-training.

Each student will seek out a currently or recently enrolled adult student and arrange to **meet at least eight times for one hour** during the semester, in as professional a setting as possible, for ongoing dialogue about the adult student experience. Dialogue partners should meet at least one of the following criteria: (a) began undergraduate study at age 25 or older, (b) began graduate study at age 30 or older, or (c) returned to undergraduate or graduate study after a break of at least 10 years. Students may not choose members of their immediate families or significant others.

#### *Dialogue Journals*

Students will maintain a formal journal of notes about each dialogue meeting and submit these to the instructor online within one week following each session. The first dialogue journal submission will be a one-page goal statement with:

- At least three learning and development outcomes for the helping and learning dialogue meetings (candidate's goals, not the dialogue partner's goals)
- A brief rationale for the choice of the dialogue partner
- A brief biography of the dialogue partner including age, sex, ethnicity, and background

- Contact information (days/hours of operation, and phone numbers) for at least three agencies, services, or offices that could be used if a counseling referral becomes necessary.

The remaining eight dialogue journal submissions (one after each of the eight meetings with the partner) should include consideration of (a) *situation* (events in partner's life and candidate's), (b) *self* (candidate's own thoughts and feelings, strengths and weaknesses), (c) *supports* (resources for candidate and partner), and (d) *strategies* (methods, plans, skills).

Journal entries should be written as soon after the meeting as is practical. The value of this process lies in capturing immediate recall of the session, feelings, insights, and "aha!" moments.

Journals are confidential between student and instructor. This is a valuable opportunity for reflection and development as a counselor. Instructor feedback will be provided promptly, ideally before next dialogue meeting.

#### *Dialogue Video*

Each candidate will **submit a 30-minute video recording** of one meeting with the dialogue partner. Students will then **schedule a one-on-one consultation with the instructor** for feedback.

#### ***Dialogue Synthesis Paper (Summative Report)***

This is the artifact that will be collected and assessed using the rubric below. Each candidate will reflect upon and write a summative report of their dialogue sessions, feedback provided by the instructor on the video and the journals. The final report will be organized around these questions:

- What have you learned through this dialogue and the group consultations?
- How did the theories discussed in class apply (or not apply) to your dialogue partner and to you? (Discuss at least five sources from the course readings, include references)
- How has your understanding of adult learners developed in the dialogue and the class?
- What role did the peer consultation groups play?
- Where do you need to focus your growth and development in the future? What are your personal strengths and challenges?
- To what degree did you accomplish your self-identified learning outcomes?

### Scoring Rubric:

Skill Areas	4 = Exceeded assignment criteria		3 = Met all assignment criteria		2 = Met some assignment criteria		1 = Did not meet assignment criteria		0 = Cannot assess; incomplete assignments
<b>Theory Application/Analysis &amp; Understanding of Adult Learners</b>	Student exhibits exceptional analysis & application of theories discussed in class to adult learning partner & to self as counselor-in-training. Discusses at least five sources from the course readings. Analysis demonstrates development of understanding of adult learners.		Student exhibits above average application and analysis of theories and literature from course in demonstrating understanding of adult learners & notes several theories (but less than 5) in application to practice in working with population in field.		Student exhibits average application of theories from course to practice in counseling adult learners. Few theories noted (3 or less). Understanding of adult learners is heavily relied on with minimal support from course readings for claims.		Student does not exhibit integration of theories from course and counseling skills theory in to practice. One or no theories noted. Minimal general development of understanding of adult learners is demonstrated.		Student has not completed the course elements that allow for these criteria to be assessed.
Points	5	4.5	4.25	4	3.75	3.5	3.25	3	0
<b>Personal Growth &amp; Learning Outcomes</b>	Student exhibits exemplary understanding of their own growth & development as counselor in training using both DP meetings & peer consultation group examples as evidence to claims. Student addresses each learning outcome from first journal – whether & how they accomplished each goal. (Student exhibits exemplary achievement of all stated learning goals).		Student exhibits above average understanding of personal growth & development as counselor in training. Student uses examples from both DP meetings & peer consultation groups to form argument, but relies heavily on just one with little reference to other. Learning outcomes are addressed, but student does not address how goals were met. (Student exhibits above average achievement of several learning goals).		Student exhibits average understanding of personal growth & development as counselor in training. References made to <b>either</b> DP meetings or peer consultation groups as example, but synthesis of both is not present in evidence to claims. Learning outcomes are broadly addressed, but specifics are missing. (Student exhibits average achievement of a few learning goals).		Student does not exhibit understanding of personal growth & development from DP project. Does not address self-reflection & growth. Little to no mention of learning outcomes. (Student does not exhibit achievement of learning goals).		Student has not completed the course elements that allow for an assessment of personal growth & achievement of learning outcomes.
Points	5	4.5	4.25	4	3.75	3.5	3.25	3	0

<b>Quality of Paper &amp; APA</b>	The document is free of grammatical errors. Sentence and paragraph structure is strong. Ideas are expressed effectively. The paper is well organized & APA style including use of headings, citations, and references are correct.		There are some grammatical errors and minor problems with sentence and paragraph structure. Organization of paper & APA are generally used correctly, especially the reference list.		There are many grammatical errors and recurring problems with sentence and paragraph structure. APA errors abound in the headings, citations and references lists.		The paper looks as if it is a first draft. APA errors & missing references.		Student has not completed the course elements that allow for these criteria to be assessed.	
	Points	5	4.5	4.25	4	3.75	3.5	3.25	3	0
<b>TOTAL</b>	/15									

### Legend

Letter Grade	Total Points	College of Education Assessment Scale Equivalent
<b>A</b>	13.5 - 15	4 (Exceeds Expectations)
<b>B</b>	12-13	3 (Meets Expectations)
<b>C</b>	10.5-11	2 (Meets Some Expectations)
<b>D</b>	9-10	1 (Does Not Meet Expectations)
<b>F</b>	0-8.5	0 (Can't Score)