



CAPS: Group: ADHD Support Group AY 2012-13

Public

Name of Assessment Project: CAPS: Group: ADHD Support Group AY 2012-13

Project:

Name(s) of Person(s) Responsible for Assessment Project:

Role
Director (Sam Park)

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Other Contacts:

Providing Department: Counseling & Psychological Services

Other Units/Departments Involved in Assessment Project:

Program, Service, or Event Related to Assessment Project

This assessment project is part of the CAPS Group Counseling program. This group meets quarterly to provide education and support for students dealing with ADHD. Led by Dr. Dane Ripellino.

Assessment Project Description

The main purpose of this assessment project is to measure outcomes related to student learning and outcomes related to ADHD education and support. Students complete identical pre- and post-assessments related to ADHD education/knowledge, identification, and behaviors. The results of this project are to help enhance student well-being, knowledge, and support regarding ADHD.

Group Description:

This group is for graduate or undergraduate students who have any of the symptoms of ADHD. You do not need the diagnosis to participate. If you have trouble concentrating, organizing, procrastination being distracted, you may be a good candidate for the group. It is a quarterly support group where members will share their experiences and strategies for management of the symptoms associated with ADHD.

The purpose of this 5 week group is to de-stigmatize students with ADHD through educating them about the neurobiological, environmental, and genetic components of this disorder, and to provide behavioral management strategies to increase their academic, personal and relational success.

Unit/Program Specific Goals and Learning Outcomes

See attached Worksheet.

CAPS LO Worksheet - ADHD Group - Ripellino

Relationship to Student Affairs Advance a Plan for Personal, Academic, and Professional Success, Lead in a Diverse Global Society

Learning Outcomes:

Assessment Project Start: 10/1/2012

Assessment Project End: 6/30/2013

Population/Sample

Twenty-one (21) students participating in the ADHD Support Group during the 2012-13 academic year. These students were referred by CAPS psychologists, OSD specialists, and some self referrals from students

Type of Assessment: Student learning outcomes and/or behavioral outcomes

Other Assessment Type(s):

Assessment Methods: Surveys

Other Assessment Method(s):

Data Collection Tools

Paper/pencil.

Data Analysis Methods

Pre and Post Tests:

Students were given a Pre-test, and Post-test regarding their knowledge of the above mentioned domains. Additionally, students were given an anonymous satisfaction survey, to assess the effectiveness of the presenters and the group.

Tools used to conduct the Assessment:

- For the screening of students: An assessment interview, a self-report check-list, and a survey of questions as part of the interview (see attached).
- For the assessment of the student's learned outcomes: a Pre-test and Post-test
- For the assessment of the efficacy of the presenters: a Satisfaction Survey

Presentation of Findings

Progress:  100%

Link Assessment Project in Campus Labs Baseline





Source Name	Project Name
No items to display.	

Summary of Findings

Based on the pre and post tests, students demonstrated and increased understanding and exposure to management strategies in the following areas:

- **The neurobiological basis of ADHD and its effects on executive functioning**
- **Organization and time management strategies**
- **The pros and cons of medications, and the 3 classes used in ADHD treatment**
- **Recognition of cognitive distortions and mindfulness techniques for symptom management: (e.g. procrastination, perfectionism)**
- **The impact of ADHD on relationships**
- **Based on the survey/test data, the content of each of the 5 modules becomes tailored to the next group of students who attend.**
- **Students make more informed choices about using medications, and report themselves better equipped to succeed both academically and personally.**
- **Students inform other students about the usefulness of this group.**

Please refer to attached Report Summary and Data for more details.

-  ADHD LO Report
-  ADHD PRE-TEST AND POST-TEST STATS
-  ADHD SUPPORT GROUP EVALUATION
-  PRE-TEST POST-TEST ADHD GROUP

Impact of Assessment

Based on the pre and post tests (see attached data sheets), students demonstrated and noticeable increased understanding and exposure to management strategies in the following areas:

- The neurobiological basis of ADHD and its effects on executive functioning Organization and time management strategies.
- The pros and cons of medications, and the 3 classes used in ADHD treatment. - Recognition of cognitive distortions and mindfulness techniques for symptom management (e.g. procrastination, perfectionism).
- The impact of ADHD on relationships.
- Based on the survey/test data, the content of each of the 5 modules becomes tailored to the next group of students who attend.
- Students make more informed choices about using medications, and report themselves better equipped to succeed both academically and personally.
- Students inform other students about the usefulness of this group

Lessons Learned

What advice do you have for your colleagues who wish to launch an assessment project similar to yours?

Because of the nature of this disorder, repeated reminders to participants, through multiple methods is imperative to have a full group. Participants need to be contacted immediately before the group begins, and reminded to put the time, date and electronic reminders into their phones and calendars

Supplemental Information

CAPS will continue to measure Learning Outcomes for the ADHD Support Group annually.

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