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Students Learn About Trauma and Black Adolescents: Integrating Evidence-Based Instruction

Bridget Weller  
*Western Michigan University*, bridget.weller@wmich.edu

Winifred Wilson  
*Western Michigan University*, winifred.e.wilson@wmich.edu

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Students Learn About Trauma and Black Adolescents: Integrating Evidence-Based Instruction
Created by Bridget E. Weller, Ph.D. (School of Social Work) & Winifred E. Wilson, B.S. (Counseling Psychology)
Western Michigan University, Kalamazoo MI 49008

Project Overview

Purpose of Student Learning Assessment Project
To evaluate the impact of integrating evidence-based instructional strategies in a graduate-level course on trauma and black adolescents

Key Findings

Assessment Question 1: How well did the teaching strategies used in the course achieve the intended student learning outcomes?

Assessment Question 2: What particular teaching strategies had a positive impact on student learning?

Sample

“Trauma and Black Adolescents” has been taught five times to a total of 64 graduate students. Response rate of 88% (n=56).

86% identified as female
43% identified as first-generation college student
70% enrolled in master of social work program

Analyses

Assessment Question 1:
Used SPSS to conducted paired-sample t-test

Assessment Question 2:
Used Nvivo 12 as a data management program, conducted open axial coding and identified themes

Findings

Assessment Question 1: How well did the teaching strategies used in the course achieve the intended student learning outcomes?

Assessment Question 2: What particular teaching strategies had a positive impact on student learning?

Next Steps

Conduct interviews and focus groups with students to further examine effectiveness of integrating evidence-based teaching strategies

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