**Assessing Learning and Other Outcomes through the Medical Leave Process/Experience**

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| **Divisional Outcomes****Personal Development**Students who engage in Student Affairs programs, activities, and services will develop an integrated sense of personal identity, a positive sense of self, and a personal code of ethics. | **Divisional Outcomes****Cognitive and Practical Skills**Students who engage in Student Affairs programs, activities, and services will acquire and use cognitive and practical skills that will enable them to live healthy, productive, and purposeful lives. |

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| **Department Outcomes**Students who engage in programs, activities, and services provided by Student Assistance and Support Services will be able to describe how well-being and health are central to their success (academic, residential, co-curricular, social) at Northwestern. | **Department Outcomes**Students who engage in programs, activities, and services provided by Student Assistance and Support Services will be able to reflect on their personal behavior and how it impacts themselves and the community and create a plan with specific behavioral and treatment goals designed to create positive change. | **Department Outcomes**Students who engage in programs, activities, and services provided by Student Assistance and Support Services will employ strategic help seeking behaviors and positive coping skills that promote self-advocacy and self-efficacy. |

Students who participate in the voluntary medical leave process for mental health related reasons will be able to:

1. Reflect on what internal and external factors led to their request for a medical leave (Insight)
2. Explain how they will manage a similar set of circumstances differently should they arise again after reinstatement (Coping skills)
3. Describe a recent situation when he/she used help-seeking and positive coping skills learned during the voluntary medical leave to manage a stressful situation.
4. Present an on-going plan with specific behavioral and treatment goals designed to allow her/him to safely and effectively function in the Northwestern Community (continued treatment)
5. Identify at least one resource on- or off-campus that they can access when they need assistance/support. (Support System)

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| **Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Gender: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Ethnicity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Class Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****SASS Team Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­\_** | **First or Second Leave \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Length of Leave \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Reason: \_\_\_ Leave \_\_\_ Reinstatement** |
| **Learning and Other Outcomes Associated with the Medical Leave Process****Student Assistance and Support Services****(Revised 8-25-14)** |
|  |  | **1 – Area of Concern** | **2 – Opportunity for Development** | **3 - Solid** | **4 – Relative Strength** |
| **FUNCTIONING** | **Academic Functioning** | Is not going to class; has not completed multiple class assignments/tests over an extended period of time; on academic probation | Sporadically attends class; has difficulty completing class assignments; already on or in jeopardy of being on academic probation | Attends most classes and completes most assignments/tests; academically in good standing | Regularly attends classes; completes assignments/tests on time; academically in good standing |
| **Help Seeking Behaviors**  | Is not currently participating regularly as prescribed in a course of professional treatment to address the underlying issue | Is sporadically participating in prescribed course of professional treatment | Participating fairly regularly as prescribed in a course of professional treatment  | Participates regularly as prescribed in a course of treatment to address the underlying issue(s) |
| **Daily Functioning** | Unable to care for self, including personal hygiene; experiencing hypersomnia or insomnia; not eating regularly, if at all; nutrition highly problematic; known to use unhealthy substance and engage in unhealthy activities; engages in little physical activity or is over exercising; if prescribed, unwillingness to take medication; unable to balance health and academic studies; is too often unable to control behavior to ensure personal safety | Has some difficulty with personal hygiene; sometimes experiencing hypersomnia or insomnia; not actively working on going to bed earlier and getting more sleep; often does not eat regular meals; may be known to use unhealthy/illegal substances; engages in some physical activities, although inconsistently; if prescribed, willing to take medication, but does so sporadically’; sometimes unable to control behavior to ensure personal safety | Demonstrates satisfactory hygiene; seldom experiences hypersomnia or insomnia; is working on going to bed earlier and getting more sleep; sometimes eats irregularly, but tying to eat healthier; engages in some regular physical activity; generally avoids unhealthy substances/activities or is quite open to getting help and actively trying to quit; if prescribed, taking medication as prescribed; usually controls his/her behavior to ensure personal safety | Consistently demonstrates good hygiene; has a regular sleep routine; eats balanced and health meals regularly; engages in regular physical activity; stays away from unhealthy substances/activities; if prescribed, taking medication as prescribed; takes controlled risks to learn and improve, but not at the cost of personal safety |

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|  |  | **1 = Not Developed** | **2 = Developing** | **3 = Developed** | **4 = Fully Developed** |
| **LEARNING** | **Help-Seeking and Coping Skills** | Unable to describe any help-seeking or coping strategies to deal with the normal stresses of college student life; describes often being unable to handle stress and frustration and may express this in unhealthy, unsafe, or disrespectful ways | Able to describe at least one coping strategy that he/she uses in stressful situations; can describe efforts he/she is making to handle stress and frustration in more healthy ways | Able to describe two or more help-seeking or coping strategies he/she uses and/or learned through counseling; can describe what triggers stress in his/her life and how he/she is learning to deal with stress in healthy ways | Able to describe a recent situation when he/she used help-seeking and positive coping skills in a stressful situation with a positive outcome; describes times when he/she handled varying levels of stress and frustration; can articulate an understanding of his/her limits and ways he/she deals with feelings in very healthy ways |

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|  |  | **1 – Not Developed** | **2 - Developing** | **3 - Developed** | **4 – Fully Developed** |
| **LEARNING, continued** | **Insight Into Problem(s)** | Demonstrates little self-awareness; unable to articulate what it means to be physically and psychologically well; unable to describe how personal behavior is affecting him/herself or others; unable to describe the connection between well-being, health and academic success; voices an unwilling—even resistance—to seeking help; may even display behavior that is out of touch with reality | Demonstrates some self-awareness and introspection; can describe how various aspects of behavior are affecting him/herself and, perhaps, others, but reluctant to take responsibility for changing that behavior; may minimize issues; may blame others for situation; seems somewhat open to getting help | Demonstrates much self-awareness and introspection; can describe unhealthy patterns of behavior in which he/she may have engaged, but may be unable to describe a plan for how to break these patterns; willing to seek help | Able to describe what he/she learned about self and others while in therapy; can describe how well-being and health are central to their success (academic, co-curricular, social) at NU; clearly articulates how past behaviors were unhelpful; has a plan for breaking unhealthy patterns of behavior and/or balancing health and studies; able and willing to self-advocate and take control of his/her life |
| **Relationships with Others** | Able to identify few —if any—close, trusting relationships with others; expresses difficulty being warm, open, and concerned about others; describes feelings of isolation and frustration with interpersonal relationships; not willing to make compromises to sustain important ties with others; not receptive to feedback from others | Can describe a close, trusting relationship with at least one other person; able to describe groups on campus in which he/she feels a sense of belonging; describes being receptive to feedback from others, but may respond defensively  | Can describe a close, trusting relationship with at one or two other people; able to describe groups on campus in which he/she feels a sense of belonging; describes being receptive to feedback, but needs assistance to reflect on how the feedback relates to the situation and what changes should be made | Can describe a number of warm, satisfying, trusting relationships with others; expresses concern about the welfare of others; capable of empathy, affection, and intimacy; can explain give and take of human relationships; can describe a time when received feedback from others and how he/she reflected on the feedback and changes that should be made |
| **Self-Reliance** | Describes being overly concerned about the expectations and evaluations of others; relies on judgments of others to make important decisions; conforms to social pressures to think and act in certain ways; often seeks needless reassurance | Occasionally relies on external cues and feedback; recognizes social pressures, and sometimes—but not always—conforms; still needs consistent reassurance | Describes being largely self-reliant, rarely requiring reassurance; able to resist social pressures | Expresses confidence in ability to function independently; able to resist social pressures to think and act in certain ways; regulates behavior from within; evaluates self by personal standards |
| **Self-Efficacy** | Has difficulty managing everyday affairs; feels unable to change or improve surrounding context; is unaware of surrounding opportunities; lacks sense of control over external world; leads a life of extremes with little regulation | Adequately manages day-to-day responsibilities, but easily overwhelmed; changing structures and/or environments troublesome | Manages everyday affairs responsibly; adapts to new situations with some unease, but willing to “see them through” | Has a sense of mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; able to choose or create contexts suitable to personal needs and values |
| **Sense of Purpose/Direction** | Lacks a sense of meaning in life; cannot articulate personal goals or plans; lacks sense of direction; does not see purpose of past life; has no outlook or beliefs that give life meaning | Can articulate personal goals and a sense of direction, but has no clear plan to achieve those goals; can articulate potential obstacles and solutions with assistance, but cannot describe how to adapt his/her plan to changing circumstances/needs | Can articulate personal goals and a plan to achieve those goals; can identify potential obstacles and possible alternative goals; | Has goals in life and a sense of directedness; feels there is meaning to present and past life; holds beliefs that give life purpose; has aims and objectives for living; expresses willingness to be adaptable when circumstances change |
| **Knowledge of Resources** | Unable to describe any resources on- or off-campus that can be accessed when needing assistance/support; cannot describe when they might need to use these resources | Has some knowledge of resources on- or off-campus but cannot describe how to access them or when they might need to use these resources | Can identify at least one resource on- or off-campus that they can access when needing assistance or support, knows how to access the resource; cannot describe when they might need to use these resources | Can identify at least one resource on- or off-campus that they can access when needing assistance or support; knows how to access that resource; can describe when they might be prompted or need to access this resource |
|  | **TOTAL LEARNING:** |