

## Program-Level Assessment: Annual Report

Program Name (no acronyms): Family Therapy

Department: Family and Community Medicine

Degree or Certificate Level: MA

College/School: School of Medicine

Date (Month/Year): December 2023

Assessment Contact: Max Zubatsky

In what year was the data upon which this report is based collected? 2022-2023

In what year was the program's assessment plan most recently reviewed/updated? 2022-2023

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? 2021

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

Outcome I.B.1: Students will attain competency in entry-level marriage and family therapy skills. Sub-objectives: a. Admission, Assessment and Diagnosis b. Treatment Planning and Case Management c. Therapeutic Interventions d. Legal Issues, Ethics and Standards e. Use of Supervision and Practicum f. Social Justice Issues and Self-Awareness

Outcome II.B.1: Students will understand and use research in clinical practice.

Outcome III.A.1.: Students will attain an increased cultural competence in working with diverse populations.

### 2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

The program uses multiple artifacts to evaluate student learning outcomes on a yearly basis. First, course evaluations and grades have been the most effective way to track outcomes. Every course has multiple graded assignments that determine specific competencies of students. Second, we replaced the first year PPDE evaluation with a "360 evaluation," which is more of a comprehensive overview of the student's work. Third, we have a Clinical skills evaluation to track benchmarks of clinical skills and application of course content into specific clinical work.

### 3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

The program has three main methods of evaluation:

- 1.) One method is through yearly advisor review meetings. The student reports all their accomplishments and benchmarks of the program in their annual advisor document.
- 2.) The second assessment method is using Foliotek, a portfolio that tracks the student completing benchmarks in core program goals and learning objectives. There are specific assignments tied to each Foliotek section.
- 3.) Third, the student has a new evaluation called a "360 evaluation," which helps track outcomes in courses, clinical work, and other professional areas of work.

#### 4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The following are the results of the previous assessments of the learning outcomes. These outcomes are from all oncampus courses and learning from the previous year:

- All students have passed the core courses in the program
- All students who have successfully defended their MA oral examination in the program on the first time.
- All students have completed their second year clinical internship on time and have completed the required clinic hours in the program.

#### 5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

The faculty have learned the following areas based on the results:

Learning Gaps and Curricular Remedies:

- Core and adjunct faculty are continuing to achieve student learning outcomes in coursework and helping students achieve high grades and assignment quality
- Students have been able to apply more of the student learning outcomes and course content into different internship areas of the program.

Strengths of Curriculum:

- The sequence of courses and teaching techniques continues to be effective in students achieving their outcomes and progression in the program.

#### 6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

We share the results of student learning outcomes and assessments in three different areas.

- 1.) First, the program reviews the data from the program outcomes and all courses at the faculty retreat. The faculty reviewed the course grades, course evaluations, yearly surveys, and the advisor meeting review data.
- 2.) Second, we have our Communities of Interest, which are all of the faculty, collaborators, and stakeholders of the program to help review and provide feedback of our findings.
- 3.) Third, in the summer of each year, the Program Director and Internship coordinator have the annual clinical site review meeting. Both faculty review the data and effectiveness of clinical sites for the progression of student's knowledge and skills.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For

example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

We have taken two areas of action as a result of the assessment findings for the master's program.

1. For one, we have added credits for the Thesis Research class. This is now a dedicated three credit class to help students develop a better thesis examination paper, which is also more research based in their writing and presentation assignments.

2. Second, we have adjusted the PPDE evaluation, now making this the "360 evaluation." We feel that this is a more comprehensive expansion of courses, clinical work, and professional skills.

If no changes are being made, please explain why.

## 7. Closing the Loop: Review of Previous Assessment Findings and Changes

### A. What is at least one change your program has implemented in recent years as a result of previous assessment data?

1. The new course for Thesis Research has now developed a better timeline and mentorship for students completing their thesis requirement in the program.

2. The program now has criteria for internship site placements for first year students. Previously, students would search for their own sites in internship. Now, the program has established yearly partnerships with sites that meet clinical hour, supervision hour, and experience criteria that were developed by both the program director and internship director.

### B. How has the change/have these changes identified in 7A been assessed?

The new Thesis Research course is assessed through both course grades and course evaluations.

The internship site criteria are determined based on the internship director and the Program Director holding an annual review of site feedback data. The review of data determines which sites are kept and which sites will not continue. Students complete a "rank list" of the top sites that they want to interview for and are approved by the program.

### C. What were the findings of the assessment?

The course grades were above average for all students in both courses. The course evaluations showed all high marks for the instructors for both courses.

The findings of the yearly internship reviews showed that the majority of sites offered strong competencies for student's clinical and curriculum development.

**D.** How do you plan to (continue to) use this information moving forward?

We will continue to track both course grades and evaluations by the program director and Department of Family and Community Medicine chair. The faculty will also look to continuous review information through frequent faculty meetings and smaller review committee meetings. We are going to get student feedback on how the process of the thesis mentorship class has been.

**IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.**

## Medical Family Therapy Program Master of Arts Goals and Outcomes

Program Mission: The mission of the Medical Family Therapy Program is to train marriage and family therapists as scientist practitioners who are engaged in service to individuals, couples, families, and the community. Through a scholarly and reflective process, we are involved in the development of professional clinicians and researchers who understand and recognize the primacy and importance of scientific inquiry, diversity, and social justice; who respect and accept multiple perspectives; who strive to practice in a collaborative engagement with other professionals and the community.

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
<p><b>Scholarship and Knowledge</b> By developing a well-rounded educational foundation which incorporates learning through experience, by becoming scholars in their chosen fields, and by dedicating themselves to the advancement of knowledge, students are prepared for advanced study, for their careers, and for lifelong learning.</p>	<p>I. To train sound clinicians who are equipped to work with a wide variety of presenting problems and a diverse array of families.</p>	<p>I.A.: Ground students in multiple theoretical orientations related to the field of MFT.</p> <p>I.B.: Teach students the basic clinical skills and competencies for entry into the field.</p>	<p>Graduation Rate: 50% within advertised length of program. 65% within maximum length of program.</p> <p>Licensure Rate: 70% annual average pass rate for students taking the exam.</p> <p>70% of graduating students will rank the program at or above a rating of 3 (above average) in meeting their educational needs.</p> <p>50% of alumni will be active in the profession. 70% of alumni will rank the program at or above a rating of 3 (above average) in preparing them for their profession.</p>	<p>I.A.1.: Students will be able to compare and contrast the major theoretical orientations related to the field of MFT.</p> <p>I.B.1.: Students will attain competency in entry-level marriage and family therapy skills. Sub-objectives: a. Admission, Assessment and Diagnosis b. Treatment Planning and Case Management c. Therapeutic Interventions d. Legal Issues, Ethics and Standards e. Use of Supervision and Practicum f. Social Justice Issues and Self-Awareness</p>	<ul style="list-style-type: none"> <li>• 60% of students will meet or exceed criteria for the Theory of Therapy Paper (MFT 6560) on first submission. – 80% of students will meet or exceed criteria for the Taxonomy of Theory (MFT 656) on final submission.</li> <li>• 60% of students will meet or exceed criteria for the Clinical Case Presentation (MFT 5410) on first submission. – 80% of students will meet or exceed criteria for the Clinical Case Presentation (MFT 541) on final submission.</li> <li>• 60% of students will meet or exceed criteria on the Clinical Skills (MFT 5410 &amp; MFT 5450) and Personal and Professional Development Evaluations prior to their last semester. – 80% of students will meet or exceed criteria on the Clinical Skills (MFT 5410 &amp;</li> </ul>	<p>Faculty will demonstrate knowledge and skill in training and preparing competent clinicians and academicians.</p> <p>Faculty will meet or exceed expectations in the area of teaching on their annual performance evaluation as evidenced by work product established by the department, school and university.</p>

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
			The MFT Program Advisory Council will review the Student Learning Outcomes Report and evaluate the program's fulfillment of expected outcomes.		MFT 5450) and Personal and Professional Development Evaluations on final evaluation.	
<b>Intellectual Inquiry and Communication</b> By developing the abilities of intellectual inquiry and communication, students are able to learn effectively, express ideas and concepts clearly, and apply their knowledge to new situations.	II. To foster and develop rigorous and original scholarship for both faculty and students.	II.A.: Train students in the scientist-practitioner model through the use of empirically supported practices.	80% of students and faculty will meet or exceed the criteria established for Student Learning Outcomes and Faculty Outcomes in the areas of Intellectual Inquiry & Communication.  The MFT Program Advisory Council will review the Student Learning Outcomes Report and Faculty Outcomes Report and evaluate the program's fulfillment of expected outcomes.	II.A.1.: Students will understand and use research in clinical practice.  II.A.2.: Students will contribute to competent clinical services and the profession through professional and scholarly modes of communication.	<ul style="list-style-type: none"> <li>60% of students will meet or exceed criteria for the Research Informed Therapy paper (MFT 6710) on first submission. – 80% of students will meet or exceed criteria for the Research Informed Therapy paper (MFT 6710) on final submission.</li> <li>60% of students will meet or exceed criteria for the Theory of Therapy Paper (MFT 6560) on first submission. – 80% of students will meet or exceed criteria for the Theory of Therapy Paper (MFT 6560) on final submission.</li> </ul>	Faculty will demonstrate the application, production and dissemination of research and scholarly contributions to the field.  Faculty will meet or exceed expectations in the areas of research and scholarly activity on their annual performance evaluation as evidenced by work product established by the department, school and university.
<b>Community Building</b> By welcoming and working with others, regardless of race, ethnicity, religion, or gender,	III. Students will be trained to be adept at understanding and working with clients from a	III.A.: The Program will increase students' knowledge, awareness and sensitivity of cultural injustices that occur in our local, national, and global	At least 50% of the clinical training will occur at sites serving underserved populations.  The Center for	III.A.1.: Students will attain an increased cultural competence in working with diverse populations.	<ul style="list-style-type: none"> <li>60% of students will meet or exceed criteria for the Fundamentals of Multicultural Therapy Final Project (MFT 5770) on first submission. – 80% of students will meet or</li> </ul>	Faculty will demonstrate and foster professional service and practice to clients and patients from a variety of multicultural backgrounds and underserved populations.

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
students build an inclusive community which leads to respect and compassion for human life and the dignity of each person.	variety of multicultural backgrounds, with a specific emphasis on the concerns of poor and underserved populations.	community.	<p>Counseling &amp; Family Therapy will consistently provide services to a diverse population.</p> <p>The MFT Program Advisory Council will review the Student Learning Outcomes Report, Faculty Outcomes Report and the CCFT Demographic Report and evaluate the program's fulfillment of expected outcomes.</p>		exceed criteria for the Fundamentals of Multicultural Therapy Final Project (MFT 5770) on final submission.	Faculty will meet or exceed expectations in the area of service, teaching, research and scholarly activity on objectives related to this goal on their annual performance evaluation; as evidenced by work product established by the department, school and university.
<p><b>Leadership and Service</b></p> <p>By serving others and by promoting social justice, students become men and women for others who lead by their example.</p>	IV. To educate professionals who are knowledgeable and skilled clinicians and leaders in their profession and community; and promote social justice among all people.	IV.A.: The Program will foster leadership and service through the exercise of personal and professional skills that promote social justice.	<p>At least 50% of the clinical training will occur at sites serving underserved populations.</p> <p>The Center for Counseling &amp; Family Therapy will consistently provide services to a diverse population.</p> <p>50% of alumni will be active in the profession. 70% of alumni will rank the program at or above a rating of 3 (above average) in</p>	IV.A.1. Students will demonstrate personal and professional skills that promote social justice through involvement and leadership in their communities.	<ul style="list-style-type: none"> <li>60% of students will meet or exceed criteria for the Outreach Requirement on first submission. – 80% of students will meet or exceed criteria for the Outreach Requirement on final submission.</li> </ul>	<p>Faculty will demonstrate their knowledge and skills as clinicians and leaders in the profession and community.</p> <p>Faculty will meet or exceed expectations in the area of service on their annual performance evaluation as evidenced by work product established by the department, school and university.</p>

SLU Dimensions	MFT Program Goals	Program Outcomes	Program Outcomes Benchmarks	Student Learning Outcomes	Student Learning Outcomes Benchmarks	Faculty Outcomes & Benchmarks
			preparing them for their profession.			
<b>Spirituality and Values</b> By developing their spirituality, values, and openness to the transcendent, students determine principles to guide their actions and their relationships with others.	V. To prepare reflective practitioners who understand themselves in relation to those they serve and who incorporate spiritual, moral, and ethical principles into their personal and professional lives.	V.A.: The program will create a context that incorporates spiritual, moral, and ethical principles into its curriculum and clinical experiences thus enabling students to safely explore/understand themselves and their values.	80% of students will meet or exceed criteria of sub-objectives d. Legal Issues, Ethics and Standards & f. Social Justice Issues and Self-Awareness on the Clinical Skills Evaluation.	V.A.1.: Students will effectively communicate their values and demonstrate how they guide their personal and professional lives.	<ul style="list-style-type: none"> <li>60% of students will meet or exceed criteria for the Theory of Therapy Requirement (MA Oral Exam) on first submission. – 80% of students will meet or exceed criteria for the Theory of Therapy Requirement (MA Oral Exam) on final submission.</li> </ul>	Faculty will effectively demonstrate and model reflective practice in their teaching, research and service.  Faculty will meet or exceed expectations on established objectives in the area of personal and professional development on their annual performance evaluation.

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