



2022-23
M.S. Marriage & Family Therapy
Assessment Report
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Section 1 – Program Mission and Educational Objectives

Program Mission

Oregon Tech's Master of Science (MS) in Marriage and Family Therapy (MFT) Program prepares graduates to become skilled Marriage and Family Therapists with multicultural competence, expertise in rural mental health care, and advanced specialty training in medical family therapy and substance use disorder treatment.

In strong collaboration with local child and family service organizations, health care and mental health care providers, the MFT Program supports and strengthens mental health care and child and family services in rural southern Oregon .

Graduates of the MFT Program work in mental health, substance use disorder treatment, or integrative behavioral health care settings directly following graduation and upon becoming MFT Associates, who will work under supervision to complete their full licensure requirements. Mental health and substance use disorder treatment settings in which our students will work include, but are not limited to, the following: community mental health centers, private practice clinics, residential substance use disorder treatment centers, corrections facilities, hospitals and medical centers, churches and religious institutions, and government agencies.

In five to ten years following graduation, it is anticipated that students will be fully licensed MFTs, working as clinicians, supervisors, managers, and/or continuing their education as students in a mental health related doctoral program.

Mission Alignment

The MFT Program's mission aligns well with the Oregon Institute of Technology's mission for the following reasons:

- Students in the program complete work throughout the curriculum that is directly applicable to their future practice as Marriage and Family Therapists. For example:
 - Students practice therapeutic skills within their classes and receive feedback on this from well-trained faculty.
 - Students complete shadowing experiences with experts in the community, thus getting exposure to the myriad of possible work settings following graduation.
- Students complete a hands-on practicum experience during the last four quarters of the program. This gives students the opportunity to perform clinical work and other related duties in a community agency. The practicum experience is the culmination of all the preparation students have received in the MFT Program. Completing the practicum experience gives students the real-life experience of working in a clinical setting, which enables them to be extremely marketable upon graduation. All our graduates are practicing in the mental health field in the state of Oregon.

Section 2 – Program Student Learning Outcomes

Program Student Learning Outcomes (PSLOs)

Students who graduate from the MFT Program at Oregon Tech will have attained the following six (6) PSLOs as a result of their education and hands-on training:

Outcome One: Theoretical Knowledge

Apply principles and constructs of various human development and systems theories to marriage and family practice.

Outcome Two: Clinical Knowledge

Apply family therapy skills and techniques to assess, structure and direct therapy, help clients to find solutions, identify strengths, and stay engaged in the therapeutic process.

Outcome Three: Professional Identity and Ethics

Develop professional identity consistent with professional attitudes and behaviors outlined in the AAMFT Code of Ethics and applicable laws and regulations, with particular attention to cultural competence.

Outcome Four: Cultural Competency

Demonstrate knowledge about systemically and culturally contextualized experiences of members of socio-cultural majority and minority groups, integrating that knowledge into ethical practice as marriage and family therapists.

Outcome Five: Research

Analyze research and translate research findings for improvement of family therapy services using statistics and program evaluation methods.

Outcome Six: Interpersonal Effectiveness

Achieve personal development and demonstrate positive relationship skills via effective communication, respect for others, and awareness of their impact on others.

Essential Student Learning Outcomes (ESLOs)

NOTE: It is important to mention that, as a graduate program, the MFT Program is not required to collect data on ESLOs as part of the program's assessment process. However, the MFT Program will be collecting data on direct and direct measures that meet the MFT state (i.e., OBLPCT) requirements and discipline-specific (i.e., COAMFTE) requirements. The MFT PSLOs are specifically linked to corresponding COAMFTE standards, and this document is found in the Appendix section.

Section 3 – Curriculum Map

MS Marriage and Family Therapy Program Student Learning Outcomes Table

F = Foundation (Introduction/Core)

P = Practice (Application)

C = Capstone (Synthesis)

Course	Outcome One: Theoretical Knowledge	Outcome Two: Clinical Knowledge	Outcome Three: Professional Identity & Ethics	Outcome Four: Cultural Competency	Outcome Five: Research	Outcome Six: Interpersonal Effectiveness
Couples Therapy	F/P					
Theory of Change	C					
Practicum		P			P	P
Ethics			F			
Culture				F		F
Rural Considerations in SUDs Treatment & Prevention				F/P		
Research Methods					F	
Self of Therapist						C
Lifespan Development					F/P	
MFT Capstone	C	C	C			C

Section 3: Curriculum Map (Cont'd)

Origin and External Validation

The above six (6) PSLOs were established in 2015 and were developed in accordance with the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT) competencies and the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) standards. The OBLPCT is the professional board that licenses Marriage and Family Therapists in the state of Oregon. COAMFTE is the national accreditation body for Marriage and Family Therapy education programs. Oregon Tech's MFT Program meets the curriculum standards of the OBLPCT. All graduates of the MFT program have been able to continue onto becoming MFT Associates and, for those who completed the necessary requirements, fully licensed MFTs in Oregon.

Changes

There have been no changes made to the MFT Program's PSLOs since they were originally developed in accordance with state and national standards. There are no indications that such changes need to be made to the PSLOs. However, future changes may be made based upon indicative assessment data collected during the 2022-23 academic year and subsequent evaluative periods.

Section 4 – Assessment Cycle

NOTE: It is important to mention that, as a graduate program, the MFT Program is not required to collect data on ESLOs as part of the program’s assessment. However, the MFT Program collects data on direct and direct measures that meet the MFT state (i.e., OBLPCT) requirements and discipline-specific (i.e., COAMFTE) requirements, as explained below.

The 2020 cohort, who started the MFT program in the fall of 2020 and graduated in the spring of 2023, completed a series of three (3) Capstone classes -- MFT 592: Self of the Therapist (formerly Capstone I), MFT 593: Theories of Change in MFT (formerly Capstone II), and MFT 594: Capstone (Formerly Capstone III) – during the last three quarters in the program. In MFT 592, students first learned about self-of-the-therapist work as it directly and indirectly relates to clinical work and client outcomes. In MFT 593, students developed their preferred theory of change, articulating how they integrate primary models of therapy and clinical interventions when working therapeutically with individuals and families. Finally, in MFT 594, students completed an in-depth literature review, clinical application paper, and presentation where they demonstrated mastery of the PSLOs. MFT Faculty evaluated the paper and presentation using rubrics. Successful completion of the project indicated approval to graduate.

Direct measures.

The 2020 cohort developed their preferred Theory of Change in the MFT 593: Theories of Change course, articulating how they integrate primary models of therapy and clinical interventions when working therapeutically with individuals and families. One MFT faculty member who taught this course evaluated the Theory of Change using a rubric.

The 2020 cohort completed the Healthy Couple Interview Assignment within the MFT 522: Couple’s Therapy course. The Healthy Couple Interview entails students interviewing two couples in different stages of the family life cycle to enhance students’ knowledge of family systems. One MFT faculty member who taught the course evaluated the Interview using a rubric.

The 2020 cohort completed the Professional Identity and Ethics Reflection Paper within the MFT 593: Theories of Change in MFT course. The Professional Identity and Ethics Reflection entails students outlining their professional identity as a Marriage and Family Therapist. One MFT faculty member who taught this course evaluated the Reflection using a rubric.

The 2020 cohort completed the Multiple Relationships in Rural Communities Assignment Ethical Dilemma #2. This activity requires students to demonstrate appropriate ethical reasoning for a clinical situation in which students might encounter in their clinical practice. One MFT faculty member who taught this course evaluated this measure using a rubric.

The assignments related to the Capstone classes were revised. Students now take a Using Self in Therapy (SOTT) course and an MFT Theories of Change course before taking their Clinical Capstone course. Revisions of the Capstone process occurred based upon student and faculty experiences and feedback. The cohorts which graduated in 2020, 2021, 2022, and 2023 all completed a Clinical Capstone Portfolio necessary to graduate, wherein they demonstrated mastery of PSLOs through capstone assignments and the inclusion of identified assignments

(i.e., supportive artifacts/evidence) from previous courses. Many of the supportive artifact assignments for the Clinical Capstone class are being used as direct measures for students' achievements of PSLOs. These direct measures are found in the table below starting on page 8, which link specific assignments/artifacts with corresponding PSLOs. This 2022-23 assessment cycle's direct measures (which are reported on within this report) are listed first, followed by the next assessment cycle's measures, and so on, within the Appendix section.

Indirect measures. Graduating students complete a university-level exit interview survey at the end of their time in the MFT program. Included on this Exit Survey are specific questions asking them about their learning of the six program outcomes below. The questions on the Exit Survey are found in the Appendix section at the end of this assessment report on page 29.

PLEASE SEE TABLE STARTING ON PAGE 8.

MS Marriage and Family Therapy Program Student Learning Outcomes: Cycle, Direct & Indirect Measures, & Assessment Periods

The table below shows the direct and indirect measures that will be used to assess student learning of the following program outcomes (PSLOs) during each assessment period. All measures will be collected annually by the MFT Program, but data will be reported for the following direct and indirect measures, as indicated below, during each evaluative period every three (3) years.

Outcome	2022-23	2023-24	2024-25
One: Theoretical Knowledge	<u>Direct Measures:</u> <ol style="list-style-type: none"> 1. Succinct Theory of Change Paper (MFT Capstone course; 3rd year) 2. Healthy Couple Interview Assignment (MFT 522: Couples Therapy course; 3rd year) <u>Indirect Measures:</u> <ol style="list-style-type: none"> 1. Graduate Exit Survey Item (3rd year) 2. Learning Objectives/Reflection Paper (Applicable MFT courses; 1st, 2nd, 3rd years) 		
Two: Clinical Knowledge			<u>Direct Measures:</u> <ol style="list-style-type: none"> 1. Clinical Knowledge Development Paper (MFT Capstone course; 3rd year) 2. Clinical Competence Evaluation (MFT 574: Practicum IV course; 3rd year) <u>Indirect Measures:</u> <ol style="list-style-type: none"> 1. Graduate Exit Survey Item (3rd year)

Three: Professional Identity & Ethics	<u>Direct Measures:</u> <ol style="list-style-type: none"> 1. Professional Identity Statement (MFT Capstone course; 3rd year) 2. Multiple Relationships in Rural Communities Assignment Ethical Dilemma #2 (MFT 550: Ethics course; 1st year) <u>Indirect Measures:</u> <ol style="list-style-type: none"> 1. Graduate Exit Survey Item (3rd year) 2. Learning Objectives/Reflection Paper (Applicable MFT courses; 1st, 2nd, 3rd years) 		
Four: Cultural Competency		<u>Direct Measures:</u> <ol style="list-style-type: none"> 1. Cultural Roots Paper (MFT 560: Developing Cultural Competencies course; 1st year) 2. Rural Mental Health Care Paper (MFT 562: Rural Considerations in MH Care class; 1st year) <u>Indirect Measures:</u> <ol style="list-style-type: none"> 1. Graduate Exit Survey Item (3rd year) 	
Five: Research			<u>Direct Measures:</u> <ol style="list-style-type: none"> 1. Literature Review Assignment (MFT 502: Lifespan Development course; 1st year) 2. Clinical Competence Evaluation Literature Review (MFT 574: Practicum IV course; 3rd year) <u>Indirect Measures:</u> <ol style="list-style-type: none"> 1. Graduate Exit Survey Item (3rd year)

Six: Interpersonal Effectiveness		<u>Direct Measures:</u> <ol style="list-style-type: none"> 1. Select items on the Basic Skills Evaluation Device related to interpersonal effectiveness (MFT 599: Clinical Practicum; 3rd year) <u>Indirect Measures:</u> <ol style="list-style-type: none"> 1. Graduate Exit Survey Item (3rd year) 	
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Section 5 – Assessment Data Collection Processes

Performance Targets & Activities (Assessments)

MS Marriage and Family Therapy Program Student Learning Outcomes: Targets & Measures

Program Outcomes (PSLOs)	Minimal Acceptable Performance	Assessment
One: Theoretical Knowledge	80% achieve a grade of A or B, or passing score	Succinct Theory of Change Paper
	80% achieve a grade of A or B, or passing score	Healthy Couple Interview Assignment
	80% achieve a rate of 3 or 4	Graduate Exit Survey Item
Two: Clinical Knowledge	80% achieve a grade of A or B, or passing score	Clinical Knowledge Development Paper
	80% achieve a grade of A or B, or passing score	Clinical Competence Evaluation
	80% achieve a rate of 3 or 4	Graduate Exit Survey Item
Three: Professional Identity & Ethics	80% achieve a grade of A or B, or passing score	Professional Identity Statement
	80% achieve a grade of A or B, or passing score	Multiple Relationships in Rural Communities Assignment
	80% achieve a rate of 3 or 4	Graduate Exit Survey Item
Four: Cultural Competency	80% achieve a grade of A or B, or passing score	Cultural Roots Paper
	80% achieve a grade of A or B, or passing score	Rural Mental Health Care Paper
	80% achieve a rate of 3 or 4	Graduate Exit Survey Item
Five: Research	80% achieve a grade of A or B, or passing score	Literature Review Assignment
	80% achieve a grade of A or B, or passing score	Clinical Competence Evaluation Literature Review
	80% achieve a rate of 3 or 4	Graduate Exit Survey Item
Six: Interpersonal Effectiveness	80% achieve a passing score	Applicable Items on BSED
	80% achieve a rate of 3 or 4	Graduate Exit Survey Item

Samples, Reliability, & Rubrics

The below table highlights the PSLO, samples (% of students who completed the assessment/activity), reliability of each activity, and provides information about the rubrics – if any – utilized for that activity during this evaluative period.

PSLO	Performance Target	Activity (assessment)	Samples (% of students who complete activity)	Accountability or Reliability	Representation	Rubrics (if any used/needed)
One: Theoretical Knowledge	80% achieve a passing score	Theory of Change Paper (direct)	100%	Dr. Garrett was the only instructor to grade this activity.	Course completed through asynchronous Zoom for all students.	Please see rubric in the Appendix section.
	80% achieve a grade of A or B	Healthy Couple Interview (direct)	100%	Dr. Garrett was the only instructor to grade this activity.	Course completed through synchronous Zoom for all students.	Please see rubric in the Appendix section.
	80% achieve a rate of 3 or 4	Graduate Exit Survey Item (indirect)	100%	Graduating students complete the exit survey and answer questions specific to this indirect activity.	An online survey completed by alumni of the program.	N/A
	N/A	Learning Objectives Reflection Paper (indirect) *Note: this activity was proposed as an assessment tool for the 2022-23 year but was not implemented.	N/A	N/A	N/A	N/A

Three: Professional Identity & Ethics	80% achieve a passing score	Professional Identity Statement (direct)	100%	Dr. Garrett was the only instructor to grade this activity.	Course completed through asynchronous Zoom for all students.	Please see rubric in the Appendix section.
	80% achieve a grade of A or B	Multiple Relationships in Rural Communities: Ethical Dilemma #2 (direct)	93% *Note: one student did not complete this activity.	Dr. Garrett was the only instructor to grade this activity.	Course completed through synchronous Zoom for all students.	Please see rubric in the Appendix section.
	80% achieve a rate of 3 or 4	Graduate Exit Survey (indirect)	100%	Graduating students complete the exit survey and answer questions specific to this indirect activity.	An online survey completed by alumni of the program.	N/A
	N/A	Learning Objectives Reflection Paper (indirect) *Note: this activity was proposed as an assessment tool for the 2022-23 year but was not implemented.	N/A	N/A	N/A	N/A

Section 6 – Assessment Activity

Performance Criteria	Assessment Methods/Activities	Performance Target	Results	Interpretation	Equity Gap?
PSLO One: Theoretical Knowledge	Theory of Change Paper (direct)	80% achieve a passing score	100% (2 out of 2 students) passed the Theory of Change Paper.	Yes	No
	Healthy Couple Interview (direct)	80% achieve a grade of A or B	100% (2 out of 2 students) scored a grade of A or B.	Yes	No
	Graduate Exit Survey Item (indirect)	80% achieve a rate of 3 or 4	100% (2 out of students) achieved a rate of 3 or 4.	Yes	N/A Not linked to curriculum
	Learning Objectives Reflection Paper (indirect) *Note: this activity was proposed as an assessment tool for the 2022-23 year but was not implemented.	N/A	N/A	N/A	N/A
PSLO Three: Professional Identity & Ethics	Professional Identity Statement (direct)	80% achieve a passing score	100% (2 out of 2 students) passed the Professional Identity Statement.	Yes	No

	Multiple Relationships in Rural Communities: Ethical Dilemma #2 (direct)	80% achieve a grade of A or B	Of the 13 out of 14 students who completed the assignment, 100% achieved a grade of A or B.	Yes	No
	Graduate Exit Survey Item (indirect)	80% achieve a rate of 3 or 4	100% (2 out of students) achieved a rate of 3 or 4.	Yes	N/A Not linked to curriculum
	Learning Objectives Reflection Paper (indirect) *Note: this activity was proposed as an assessment tool for the 2022-23 year but was not implemented.	N/A	N/A	N/A	N/A

Performance Criteria	Previous Action Plan	Previous Data	Current Data	Interpretation
PLSO 1: Theoretical Knowledge	Emailing students the Exit Survey as they prepare to graduate to enhance completion rate (indirect)	100% for Theory of Change Paper & Healthy Couple Interview (direct) 25% for the Exit Survey (indirect)	100% for Theory of Change Paper & Healthy Couple Interview (direct) 100% for the Exit Survey (indirect)	Students continue to meet the performance targets on the direct assessment activities. The Exit Survey completion rate improved.
PLSO 3: Professional Identity & Ethics	Emailing students the Exit Survey as they prepare to graduate to enhance completion rate (indirect)	100% for the Professional Identity Statement & Ethical Dilemma #2 (direct) 25% for the Exit Survey (indirect)	100% for Professional Identity Statement (direct) 93% for Ethical Dilemma #2 (direct) 100% for the Exit Survey (indirect)	Students continue to meet the performance targets on the direct assessment activities. The Exit Survey completion rate improved.
Graduation Rate	University Dashboard	---	See note about Graduation Rates below.	N/A

Retention	University Dashboard	---	See note about Retention below.	N/A
Certification	Accreditor's Report	The MS MFT program had to place seeking accreditation on hold due to only having one core MFT faculty member. COAMFTE (MFT's accreditation body) said that at least 2 core MFT faculty are needed.	See note about this to the left.	N/A
DFWI	University Dashboard	MFT program <12% 2.3% (2021-22 evaluative period)	See note about DFWI below.	N/A

Evidence of Improvements in Student Learning PSLOs

This is the second time these 2 PSLOs were assessed/measured in the MFT program. The MFT program's first assessment period and report were for the 2019-20 academic year. In comparing these two assessment periods, students have continued to meet performance targets for the direct measures (Theory of Change Paper, Healthy Couple Interview, Professional Identity Statement, and Multiple Relationships in Rural Communities-Ethical Dilemma #2). The completion rate of the Graduate Exit Survey has improved to a 100% completion rate compared to the 25% seen in the 2021-2022 assessment period.

Graduation Rates

The university has not yet collected or reported this data for the 2022-23 academic year. Therefore, we are unable to provide data on graduation rates for this evaluative period. However, when this data is reported, it will be reviewed to determine whether changes are indicated to program instruction and/or the evaluation process.

Retention

The university has not yet collected or reported this data for the 2022-23 academic year. Therefore, we are unable to provide data on retention. However, when this data is reported, it will be reviewed to determine whether changes are indicated to program instruction and/or the evaluation process.

Certification

The MS MFT program had to place seeking accreditation on hold due to only having one core MFT faculty member. COAMFTE (MFT's accreditation body) said that at least 2 core MFT faculty are needed prior to the accreditation process being initiated.

DFWI

The university has not yet collected or reported this data for the 2022-23 academic year. However, data from the 2021-2022 assessment report demonstrated that the MS MFT program has never surpassed 12% in this category. Please note that the DFWI rates for the 2021-22 evaluative period were the lowest since the MFT program's inception, only being 2.3%. However, when this data is reported for the 2022-23 evaluative period, it will be reviewed to determine whether changes are indicated to program instruction and/or the evaluation process.

Section 7 – Data-driven Action Plans

Action To Be Taken

Action specifics. Based upon the 2022-23 assessment cycle data collected and reported above, as students met the minimum allowable targets on direct measures, no changes to instruction or assessment appear indicated. However, the MS MFT program did not implement an indirect assessment activity proposed from the previous assessment cycle (i.e., Learning Objectives Reflection Paper). For the 2023-2024 assessment cycle, faculty, including the Program Director and Visiting Instructor, will determine if the Learning Objectives Reflection Paper should be used as an assessment activity. If it is decided that the Learning Objectives Reflection Paper will not be used as an assessment activity, faculty will determine if said activity should be replaced with another assessment activity. Additionally, to improve accountability or reliability of evaluation for course assignments used as assessment activities, more than one faculty member needs to be involved in the evaluation process. As the MS MFT program only has one core faculty member, it needs to be determined if the Visiting Instructor or Adjunct Instructors will be involved in the evaluation of course assignments used as assessment activities for the 2023-2024 assessment cycle.

Section 8 – Closing the Loop

Improvements & Faculty Discussions

First, when comparing whether students continued to meet the performance targets from the 2019-2020 assessment cycle (the last time PSLO 1 and 3 were assessed), the data indicates performance targets have continued to be achieved. The 2021-2022 assessment report indicated a specific action plan to improve the completion rate of the Graduate Exit Survey. As is demonstrated in the data, the completion rate improved from 25% to 100%. Thus, the program's efforts to email students the Survey as they are graduating as well as after they graduate have led to a vast improvement in the Survey completion rate. These efforts will be continued for the 2023-2024 assessment cycle.

Second, the 2021-2022 assessment report indicated an action plan to include other Faculty in the evaluation process of assessment measures to improve reliability. For the 2023-2024 assessment cycle, MS MFT faculty will work to include other Instructors in the evaluation process. As the MS MFT Program only has one core faculty member, it was challenging to coordinate with Adjunct Instructors to fulfill this previous action plan for this assessment cycle.

Third, the MS MFT Program Director will review the Learning Objectives Reflection Paper to determine if this is an adequate assessment activity to implement for the 2023-2024 assessment cycle. Overall, the data indicates students in the MS MFT Program have continued to successfully meet performance targets, and further consideration will be given to the

evaluation process to improve reliability.

APPENDIX

Direct Measures

Theory of Change Rubric	20
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PLSOs and Corresponding COAMFTE Standards – Titled “Program Learning Outcomes and COAMTE Core Competencies”	29
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Grading Rubric: Theory of Change Paper

Theoretical Knowledge				
SLO: Apply principles and constructs of various human development and systems theories to marriage and family practice				
	Superior	Satisfactory	Needs Improvement	Unacceptable
	Student demonstrates an in-depth reflection on, and articulation of, their integrated theory of therapy. Viewpoints and interpretations of theoretical knowledge are insightful and well-supported. Clear, detailed examples are provided. Assignment includes all components of the assignment prompt.	Student demonstrates a general reflection on, and articulation of, their integrated theory of therapy. Viewpoints and interpretations of theoretical knowledge are supported. Appropriate examples are provided. Assignment includes all components of the assignment prompt.	Student demonstrates minimal reflection on, and articulation of, their integrated theory of therapy. Viewpoints and interpretation of theoretical knowledge are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment. Assignment is missing components of the assignment prompt.	Student demonstrates a lack of reflection on, and articulation of, the integrated theory of therapy. Viewpoints and interpretations of theoretical knowledge are missing, inappropriate, and/or unsupported. Examples, when applicable are not provided. Assignment is missing components of the assignment prompt.
Capstone Assignment (Succinct Theory of Change)				
Theory of Change Paper	Original assignment is included, in full, in the Clinical Capstone Portfolio.		Original assignment is not included in the Clinical Capstone Portfolio.	
Healthy Couples Assignment	Original assignment is included, in full, in the Clinical Capstone Portfolio.		Original assignment is not included in the Clinical Capstone Portfolio.	

Grading Rubric: Healthy Couple Interview

Component	Possible points	Points Earned
Professionalism in presentation ~ clarity, graphics, talking points on slides ~ not paragraphs, etc.	10	
Professionalism in materials / handouts Format: grammar, sentence structure, effective use of outline format, APA style referencing, etc. Applicability: Effective summaries, merit, applicability, clarity, etc.	10	
Knowledge Description of the couples, each of the partners, the life stage of the couple, length of relationship. This section should include information about race, gender, sexual identity, ethnicity, culture, religion, employment, socio-economic status etc. Why you chose this couple as example of "healthy relationship." (<i>Reference Long and Young</i>)	20	
Referencing APA style referencing Explanation of why you chose the questions you chose Reference to material in Long and Young	10	
Information Specific documentation of the information you gathered: these are the self-identified positive, functional, interactive strengths identified by the couples, with <i>specific references to the readings in Long and Young</i> .	30	

In summary: <ul style="list-style-type: none"> • Any inconsistencies / incongruencies in the information provided to you, and your commentary on same • As you project into your future as an MFT, what material will or will not stay with you and why/why not • Questions / curiosities that the material raises for you • Ways the material challenges your worldview or previous assumptions and how you are thinking / feeling about those challenges • Ways the material increases your self-awareness, insight into your own family of origin and/or current family system and how that insight can contribute to your development as an MFT 	20	
Total Points	100	

Grading Rubric: Professional Identity & Ethics Statement

Professional Identity and Ethics				
SLO: Develop professional identity consistent with professional attitudes and behaviors outlined in the AAMFT Code of Ethics and applicable laws and regulations, with particular attention to cultural competence and cultural humility				
	Superior	Satisfactory	Needs Improvement	Unacceptable
Capstone Assignment (Professional Identity Statement)	Student demonstrates an in-depth reflection on, and articulation of, professional identity and ethics, as related to the marriage and family therapy identity. Viewpoints and interpretations of professional identity are insightful and well supported. Clear, detailed examples are provided. Assignment includes all components of the assignment prompt.	Student demonstrates a general reflection on, and articulation of, professional identity and ethics, as related to the marriage and family therapy identity. Viewpoints and interpretations of professional identity are supported. Appropriate examples are provided. Assignment includes all components of the assignment prompt.	Student demonstrates minimal reflection on, and articulation of, professional identity and ethics, as related to the marriage and family therapy identity. Viewpoints and interpretations of professional identity are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment. Assignment is missing components of the assignment prompt.	Student demonstrates a lack of reflection on, and articulation of, professional identity and ethics, as related to the marriage and family therapy identity. Viewpoints and interpretations of professional identity are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. Assignment is missing components of the assignment prompt.
Professional Disclosure Statement	PDS is included. PDS contains all components required as outlined by the OBLPCT.		PDS is not included in the Clinical Capstone Portfolio; <i>OR</i> all components required, as outlined by the OBLPCT, are not included on the PDS submitted.	
Professional Vita	Up-to-date professional vita is included. Vita is logically organized, appropriately flows, and includes an overview of professional activities – including clinical, research, teaching, and other relevant work.		Professional vita is not included in the Clinical Capstone Portfolio; <i>OR</i> submitted vita is lacking organization and overall professionalism.	
Annual Student Evaluation(s)	Annual Student Evaluation(s) is/are included. All components of the student evaluation are answered fully.		Annual student evaluation(s) is/are not included; <i>OR</i> all components of the student evaluation are not answered fully.	
Ethical Dilemma Assignment 2 (Multiple Relationships)	Original assignment is included, in full, in the Clinical Capstone Portfolio.		Original assignment is not included in the Clinical Capstone Portfolio.	

Grading Rubric: Multiple Relationship in Rural Communities- Ethical Dilemma #2

Student name: _____				
Assignment #3: Ethical Dilemmas #1 and #2 Rubric (each separate assignment is worth 75 points)				
Criteria	Superior	Satisfactory	Needs Improvement	Unacceptable
Required Components: 60 points possible	60 points <ul style="list-style-type: none"> Assignment includes reprint of questions in bold font in the exact formatting, as found in syllabus. Each response includes superior reasoning and appropriate citations of the required codes of ethics and scholarly source. Responses do not use bullet points, are not only one- or two-sentence responses. 	48 points <ul style="list-style-type: none"> Assignment includes reprint of questions in bold font in mostly correct formatting, as found in syllabus. Each response includes adequate reasoning and appropriate citations of the required codes of ethics and scholarly source. Responses do not use bullet points, are mostly not one- or two-sentence responses. 	46 points <ul style="list-style-type: none"> Assignment includes most questions in bold font and/or does not follow instructions for this part of the assignment well. Each response does not include adequate reasoning and appropriate citations of required codes of ethics/scholarly source. Responses include some bullet points and/or long quotations; responses do not summarize codes of ethics well. 	0-44 points <ul style="list-style-type: none"> Assignment does not follow instructions well on any of the previous categories. It appears that student did not refer to syllabus, did not refer to the Example Ethical Dilemma as posted in Canvas as a sample formatted document.
Appropriate Spelling, Grammar, Punctuation 7 points possible	6-7 points <ul style="list-style-type: none"> There are no more than three spelling, grammar, or syntax in the assignment. 	5 points <ul style="list-style-type: none"> There are no more than five spelling, grammar, or syntax errors in the assignment. 	4 points <ul style="list-style-type: none"> There are <u>more than</u> five spelling, grammar, or syntax errors in the assignment. 	0 points <ul style="list-style-type: none"> There are numerous spelling, grammar, or syntax errors, which make it hard to read and understand what

				is being expressed in the assignment.
APA Style 8 points possible	8 points <ul style="list-style-type: none"> Follows APA style when completing the Dilemma assignment (1 error or less per page) 	7 points <ul style="list-style-type: none"> Adequately follows APA style when completing the Dilemma assignment (2 errors per page) 	6 <ul style="list-style-type: none"> Does not adequately follow APA style when completing the Dilemma assignment (3 errors per page) 	0-5 <ul style="list-style-type: none"> Does not follow APA style at all when completing the Dilemma assignment (4+ errors per page)
Points Possible 75	Total Points Earned →			

Marriage and Family Therapy, M.S.

Department Chair: Maria Lynn
Kessler

Program Director: Kevin Garrett
Assessment Coordinator: Kevin Garrett

MM FT- PROGRAM QUESTIONS (4 QUESTIONS)

Q1

Please rate your proficiency in the following areas.

High Proficiency Proficiency Some Proficiency No Proficiency

Q1

How much has your experience at Oregon Tech contributed to your knowledge, skills, and personal development in the following areas.

Very much (4) Quite a bit (3) Somewhat (2) Very little (1) .

Theoretical Knowledge:

Applying principles and constructs of various human development and systems theories to marriage and family practice.

Clinical Knowledge:

Applying family therapy skills and techniques to assess, structure and direct therapy, help clients to find solutions, identify strengths, and stay engaged in the therapeutic process.

Professional Identity and Ethics:

Developing a professional identity consistent with professional attitudes and behaviors outlined in the AAMFT Code of Ethics and applicable laws and regulations, with particular

attention to cultural
competence.

Cultural Competency;

Demonstrating knowledge about systemically and culturally contextualized experiences of members of socio-cultural majority and minority groups, integrating that knowledge into ethical practice as marriage and family therapists.

Research Analyzing;

research, and translating research findings for improvement of family therapy services using statistics and program evaluation methods.

Interpersonal effectiveness:

Achieving personal development and demonstrate positive relationship skills via effective communication, respect for others, and awareness of their impact on others.

Q2

What is your overall rating of the quality of education you received?

Program Learning Outcomes (SLOs) and COAMFTE Core Competencies

Program Learning Outcomes are statements that clearly articulate what students should be able to do, achieve, demonstrate, or know, including statements of student/graduate achievement. Includes program aggregate data on SLOs at the program level.

MS MFT Program Outcomes

1. Theoretical Knowledge

Competency: Apply principles and constructs of various human development and systems theories to marriage and family practice.

2. Clinical Knowledge

Competency: Apply family therapy skills and techniques to assess, structure and direct therapy, help clients to find solutions, identify strengths, and stay engaged in the therapeutic process.

3. Professional Identity and Ethics

Competency: Develop professional identity consistent with professional attitudes and behaviors outlined in the AAMFT Code of Ethics and applicable laws and regulations, with particular attention to practicing with cultural competence

4. Cultural Competency

Competency: Demonstrate knowledge about systemically and culturally contextualized experiences of members of socio-cultural majority and minority groups, integrating that knowledge into ethical practice as marriage and family therapists.

5. Research

Competency: Analyze research and translate research findings for improvement of family therapy services using statistics and program evaluation methods.

6. Interpersonal Effectiveness

Competency: Achieve personal development and demonstrate positive relationship skills via effective communication, respect for others, and awareness of their impact on others.

1. Theory: Graduates will demonstrate understanding of theories of human development and theories of individual, couple, family and, and will use theoretical knowledge to guide assessment and treatment. Formal assessments document that graduates demonstrate the following AAMFT core competencies.

1.1.1	Conceptual	Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
2.1.1	Conceptual	Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g., family, relational, and system dynamics).
3.1.1	Conceptual	Know which models, modalities, and/or techniques are most effective for presenting problems.

2. Clinical Skill: Graduates will demonstrate mastery of individual, family, and group therapy skills. Formal assessments document that graduates demonstrate the following AAMFT Core Competencies.

2.3.1	Executive	Diagnose and assess client behavioral and relational health problems systemically and contextually.
2.3.5	Executive	Screen and develop adequate safety plans for substance abuse, child and elder maltreatment, domestic violence, physical violence, suicide potential, and dangerousness to self and others.
2.3.6	Executive	Assess family history and dynamics using a genogram or other assessment instruments.
3.3.1	Executive	Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective.
4.4.1	Evaluative	Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan.

3. Cultural Awareness and Cultural Humility: Graduates will understand systemically and culturally contextualized experiences of members of socio-cultural majority and minority groups; and will integrate that understanding into ethical practice as marriage and family therapists. Formal assessments document that graduates demonstrate the following AAMFT core competencies.

2 . 16	Conceptual	Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
4 . 3 . 2	Executive	Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
4 . 4 . 1	Evaluative	Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan.

4. Research and Program Evaluation: Graduates are able to critically analyze research and its applications to clinical practice and program evaluation. Formal assessments document that graduates demonstrate the following AAMFT core competencies.

6 . 1 . 2	Conceptual	Understand research and program evaluation methodologies, quantitative and qualitative, relevant to MFT and mental health services.
6 . 32	Executive	Use current MFT and other research to inform clinical practice.
6 . 3 . 4	Executive	Determine the effectiveness of clinical practice and techniques.

5. Ethics and Professional Development: Graduates will demonstrate understanding of the laws and codes of ethics pertaining to professional practice as Marriage and Family Therapists, with commitment to ongoing personal and professional development. Formal assessments document that graduates demonstrate the following AAMFT core competencies.

5.1.2	Conceptual	Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
5.1.4	Conceptual	Understand the process of making an ethical decision
5.2.2	Perceptual	Recognize ethical dilemmas in practice setting.
5 . 31	Executive	Monitor issues related to ethics, laws, regulations, and professional standards.

6. Interpersonal Effectiveness: Graduates will demonstrate a commitment to ongoing personal and professional development as Marriage and Family Therapists. Formal assessments document that graduates demonstrate the following AAMFT Core Competencies.

5.1.2	Conceptual	Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
5.2.2	Perceptual	Recognize ethical dilemmas in practice setting.
5.3.10	Executive	Implement a personal program to maintain professional competence.
5.4.2	Evaluative	Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.
5.5.2	Professional	Consult with peers and/or supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work.
5.5.3	Professional	Pursue professional development through self-supervision, collegial consultation, professional reading, and continuing educational activities.