Graduate Degree Program Assessment Plan Cover Sheet (rev. 07):
UNIVERSITY OF ARKANSAS AT LITTLE ROCK Plan No. _____

Degree Program: Marriage and Family Therapy Certificate Program

Department and College: Graduate School of Social Work

Degree Type(MA, MS, EdS, EdD, PhD, Certificate): Graduate School of Social Work Certificate

Prepared by: LaVerne Bell-Tolliver, Assistant Professor

Submitted to College Assessment Committee on_____
Approved on_____

Submitted to Provost Assessment Advisory Group on_____
Approved on_____

Respond to all four questions, following the Degree Program Assessment Plan Form Instructions. Attach additional pages as needed.

1. **What are your student learning goals for this degree program?**
   (Goals were revised 3/2011; 4 and 5 were added)

a. *Students will understand and demonstrate knowledge of the legal and ethical issues and responsibilities that confront practice with clients, and the community.*
b. *Students will understand, demonstrate the ability to utilize various theories, and to engage in critical thinking as they articulate those theories pertaining to human development and marriage and family therapy.*
c. *Students will demonstrate competence in working with diverse types of families, including those with special considerations.*
d. *Students will establish and maintain appropriate and productive working relationships with client populations.*
e. *Students will be able to assess, evaluate, and select effective evidence-based interventions strategies in working with families.*

2. What are your learning objectives or outcomes associated with each student learning goal? *(Objectives were revised 3/2011; 4 and 5 were added)*

Students will demonstrate:

a. *Knowledge of professional ethics and standards of practice that apply to the practice of marriage and family therapy.*
b. *The ability to utilize conceptual frameworks (General Systems Theory and Cybernetics; human development and family life cycle) practice models and theories (Bowen, structural, cognitive behaviors, solution focused, narrative) in assessing families.*

c. *The ability to continuously improve upon self-awareness and to assess all aspects of diversity (culture, race, ethnicity, age, gender, disabilities, sexual orientation, income and class, etc.) in addition to racism, social and economic injustice and oppression impact couples and families, that impact and influence family systems.*
d. *Students will demonstrate the ability to effectively engage and maintain relationships with client populations through the use of clinical skills such as empathy, use of self, and other interpersonal skills.*
e. *The ability to complete a family assessment, establish a mutually agreed upon treatment plan, evaluate treatment outcomes via assessment tools, and determine when to continue, terminate, or refer client populations for additional services.*

3. Where will the objectives be addressed in your program? In which courses and through which activities will they be assessed? (*See Curriculum Assessment Map)*

4. **How will you assess each objective? (a) Methods; b) Design; c) Assessment cycle; d) Stakeholder involvement.)** (*See Curriculum Assessment Map for a*)

b) Design: This section should also include which data you will collect from each of several different populations:

Marriage and family therapy students will complete an assignment in Ethics in Marriage & Family Therapy that will specifically measure successful completion of goal one and related objective. In addition, students enrolled in the ethics course will complete a pre/post survey that provides the students' perspective of their level of competency concerning ethical issues in MFT.

Students will write papers specifically in Advanced Direct Practice II (ADP II, Human Development, Family Life Cycle, Intergenerational Family Therapy, and Couples Treatment, courses that will determine whether they successfully completed goal 2 and related objectives pertaining to knowledge of family theories. They will also complete exams that will reflect their knowledge of clinical skills and theoretical knowledge. In addition, students enrolled in these courses will complete a pre/post survey in ADP II that provides the students' perspective of their level of competency concerning knowledge of and competency in using MFT theories.

Successful completion of goal three and its related objective will be measured by paper and exams in and exams in Diversity and Oppression. In addition, students enrolled in this course will complete a pre/post survey that provides the students' perspective of their level of competency concerning matters related to diversity.

Successful completion of goal four and its related objective will be measured by observation in role play experiences in ADP II, and by successful completion of the internship field experience (where applicable for MSW students). In addition, students enrolled in ADP II, Couples' Treatment, and Intergenerational MFT will complete a pre/post survey that provides the students' perspective of their level of competency concerning use of clinical skills.

Successful completion of goal five and its related objective will be measured by completion of a paper in ADP II that includes an assessment, treatment plan, and interventions. A second assignment measures the students' ability to locate an assessment tool that evaluates clients' progress following a treatment intervention. In addition students enrolled in ADP II will complete a pre/post survey that provides the students' perspective of their level of competency concerning assessment, treatment outcomes and evaluation.

Update – March, 2011
The course *Ethics in Marriage and Family Therapy* will be taught effective Fall 2011. Assessment measures for *Goal I* will be collected 2012-2013.

c) Over what time period will you implement the proposed plan?
The proposed plan was implemented in the 2009/2010 school year, beginning with distribution of an MFT overall program Self-Efficacy scale in April, 2010 to each active MFT certificate student and mailed to all MFT certificate graduates.

Update – March, 2011

Goal II Assessed Spring 2010/2011 – MFT student papers from ADP II, and Intergenerational Family Therapy, and Couples Treatment accurately reflect students' knowledge of MFT theories. Family Life Cycle is being taught for the first time in several years during this spring 2011 semester. EDFN 7330 Human Development is being utilized this spring for the first time. Currently, we have no students enrolled in the course. Completion of this objective for these two courses will be measured in a future cycle.

Students' completion of tests provided a more objective measure of their theoretical knowledge. For example, the Spring 2011 ADP II MFT students have completed one of their two theory based tests and yielded an average of 92%, whereas the results of the Spring 2010 midterm for MFT students was 88% and the result of the Spring 2010 final was a slightly lower 86%.

Results of the Spring 2010 post survey (no pre-survey was given) for MFT ADP II students reflected the summary rating of *3.4 – (between confident and very confident)* in all areas pertaining to knowledge of theories. This result is to be compared with the Spring 2011 pre-survey MFT students, who yielded a *2.82 (between somewhat and confident)* rating. MFT students enrolled in the Fall Intergenerational Marriage and Family Course also completed a post-test survey and generated an average rating of 3.07, (*confident*).

One factor for the lower self-rating score for the ADP II students that may prove to be somewhat difficult to control is the fact that MFT students are currently able to enroll in the program and into classes during any semester without regard to class sequencing. Some MFT students will therefore enroll in the ADP II class as their first course in the

program. This, however, is one of the final clinical courses for social work students, who will have had at least one other theory related course by this time in their experience. The lower scores (below 3.0) could mean that MFT students may have some difficulty assimilating the new information at this point in their academic careers. Post-test scores for the ADP II course will help to determine whether students have gained more confidence toward accomplishing objective 2 as a result of taking the course.

How many years will it take to assess all of the program goals and objectives? Five years, beginning 2010. *One goal, along with the accompanying objective, will be reviewed each year. Goal two is currently being reviewed in 2010-2011; goal three will be measured in 2011/2012; goal one will be measured in 2012/2013; goal four will be measure in 2013/2014; and goal five will be measured in 2014/2015.*

How did the program decide on that time frame? *It was decided by mutual consent, and based on the fact that some of the courses (specifically, Ethics in MFT, Domestic Violence) were not currently being taught at the time of the initial evaluation in 2009.*

d) Stakeholder involvement**.**
Beginning 2010, self efficacy scales that measure overall program effectiveness will be distributed to graduates to ascertain whether graduates believe that they are demonstrating knowledge of theories and content, along with skills relating to goal and objective.

Update: March 2011

Surveys were mailed to former graduate stakeholders and to previous students of the program. Four completed surveys were returned, although approximately 25 were mailed to graduates, including the 2010 graduates. One of the surveys was returned, but had missing information. It will therefore not be counted in the results. Approximately 10 of the 25 packets were returned to our university marked “returned to sender”. Unfortunately, we have been unsuccessful in maintaining an updated mailing list of our students.

The surveys that were received primarily rated three goals as listed in our 2009/2010 assessment. Those goals are primarily listed above, with some revision for this 2010/2011 assessment year.

Goal 1: *Students will understand and demonstrate knowledge of the legal and ethical issues and responsibilities that confront practice with clients, and the community.*

The results from the 4 surveys indicated that all of the participants felt *extremely confident* in (but not limited to) the following areas:

a. Attend to professional roles and boundaries in working with individuals, families, and groups.

b. Apply ethical decision-making skills to issues specific to working with individual, families, and groups (recognize situations in which ethics, laws, professional liability, and standards of practice apply)
c. Recognize ethical dilemmas in practice settings
d. Use supervision and consultation to further enhance expertise with individuals, families and groups
e. Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence (and report information to appropriate authorities as required by law)
f. Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting

At least two of the participants reported that they felt *not at all confident* in two areas concerning ethical concerns:

a. Understand the concept, liabilities, or practice of billing clients and third-party payers in accordance with professional ethics, relevant laws and policies, and seeking reimbursement only for covered services
b. Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy

Overall, however, more MFT graduates reported they felt *confident* or very confident in the areas pertaining to goal one.

Goal 2: *Students will understand, demonstrate the ability to utilize various theories, and to engage in critical thinking as they articulate those theories pertaining to human development and marriage and family therapy.*

The results from the 4 surveys indicated that all of the participants felt *extremely confident* in (but not limited to) the following areas:

a. 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
b. Identify, evaluate and apply effective evidence-based treatment strategies for working with individuals, families and groups
c. Complete case documentation in a timely manner and in accordance with relevant laws and agency policy
d. Demonstrate effective oral and written communication in working with individuals, families and groups

None of the participants indicated that they felt *not at all confident* in the areas concerning knowledge of theory. One participant, however, reported that he or she felt *somewhat confident* in one area concerning theories:

a. Understand systems concepts, theories, and techniques (including evidence-based therapies and culturally sensitive approaches) that are foundational to the practice, and engage in critical thinking as they articulate those theories of marital, couple, family, and group therapy

Overall, students reported that they felt *confident* to *very confident* in their understanding of theory and their ability to demonstrate the concepts.

Goal 3: *Students will demonstrate competence in working with diverse types of families, including those with special considerations.*

The results from the 4 surveys indicated that all of the participants felt *extremely confident* in (but not limited to) the following areas:

a. Recognize contextual and systemic dynamics (e.g., gender, age, socio-economic status, culture/race /ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
b. 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).
c. Demonstrate increased self-awareness in working with individuals, families and groups
d. Consider health status, mental status, other therapy, and other systems involved in the clients' lives (e.g., courts, social services).
e. Understand the behavior health care delivery system, its impact on the services provided, and the barriers and disparities in the system

None of the participants indicated that they felt *not at all confident* in the areas concerning knowledge in the area of diversity. Indeed, none of the participants reported that they felt *somewhat confident* in any area. The majority of the responses in this area were rated as *very confident.* One participant reported that he or she felt *confident* in the following three areas concerning diversity:

a. Assess all aspects of diversity that impact and influence individuals, families and groups
b. Students will demonstrate competence in working with diverse types of families, including those with special considerations.
c. Engage in practices that advance social and economic justice for individuals, families and groups

Although the survey covered additional material, the results that were provided correlated with the three goals outlined in the 2009/2010 assessment.

MFT Curriculum Assessment Map: Degree Program Assessment

This map includes all goals and objectives, in which courses they will be addressed, and how they will be assessed.

Emphasis:	Extensive	Somewhat	Little	None	
Assessed:	Exam	Paper	Project	Other	Not Assessed

		Goal # 1: Legal and ethical issues (To be assessed 2012/2013)					
Courses and Activities	**How Outcomes are Addressed and Assessed**	**Outcome # 1** Understand one's value and ethics	**Outcome # 2**	**Outcome # 3**	**Outcome #4**	**Outcome # 5** .	**Outcome # 6** .
1. Ethics in Marriage & Family Therapy (3 hours)	Emphasis: Assessed: *Course will be offered Fall, 2011*	Extensive TBA					
2. Intergenerational Family Therapy (3 hours)	Emphasis: Assessed:	Somewhat Discussion					
3. Diversity & Oppression (3 hours)	Emphasis: Assessed:	None					
4. Family Life Cycle (3 hours)	Emphasis: Assessed	None					
5. Couples Treatment (3 hours)	Emphasis: Assessed:	Extensive Paper					

6. EDFN 7330, Human Development (3 hours)	Emphasis: Assessed:	None					
7. Advanced Direct Practice II (3 hours)	Emphasis: Assessed:	Somewhat Discussion, Exams					

MFT Curriculum Assessment Map: Degree Program Assessment

This map includes all goals and objectives, in which courses they will be addressed, and how they will be assessed.

Emphasis:	Extensive	Somewhat	Little	None	
Assessed:	Exam	Paper	Project	Other	Not Assessed

		Goal # 2: Students will understand, demonstrate the ability to utilize various theories, and to engage in critical thinking as they articulate those theories pertaining to human development and marriage and family therapy. **(Assessed 2010/2011)**					
Courses and Activities	**How Outcomes are Addressed and Assessed**	**Outcome # 1** Utilize conceptual frameworks, practice models and theories.					
1. Ethics in Marriage & Family Therapy (3 hours)	Emphasis: Assessed	None					
2. Intergenerational Family Therapy (3 hours)	Emphasis: Assessed:	Extensive, Paper					
3. Diversity & Oppression (3 hours)	Emphasis: Assessed:	None					
4. Family Life Cycle (3 hours)	Emphasis: To be assessed in the future	Extensive, papers, exams					
5. Couples Treatment (3 hours)	Emphasis: Assessed	Extensive Paper					

6. EDFN 7330, Human Development (3 hours)	Emphasis: assessed:	Extensive Quizzes, paper					
7. Advanced Direct Practice II (3 hours)	Emphasis: Assessed	Extensive, Exams, Paper					

MFT Curriculum Assessment Map: Degree Program Assessment

This map includes all goals and objectives, in which courses they will be addressed, and how they will be assessed.

Emphasis:	Extensive	Somewhat	Little	None	
Assessed:	Exam	Paper	Project	Other	Not Assessed

		Goal # 3: Demonstrate competence in working with diverse types of families (Assessed 2011/2012)					
Courses and Activities	**How Outcomes are Addressed and Assessed**	**Outcome # 1** The ability to continuously improve upon self-awareness	**Outcome # 2** Ability to assess all aspects of diversity	**Outcome # 3**	**Outcome #4**	**Outcome# 5 .**	
1. Ethics in Marriage & Family Therapy (3 hours)	Emphasis: Assessed: *Course will be offered Fall 2011*	TBA	TBA				
2. Intergenerational Family Therapy (3 hours)	Emphasis: Assessed:	Somewhat Paper	Somewhat Paper				
3. Diversity & Oppression (3 hours)	Emphasis: Assessed	Extensive Paper	Paper and exam				
4. Family Life Cycle (3 hours)	Emphasis:	None	None				
5. Couples Treatment (3 hours)	Emphasis: Assessed	Somewhat Class Discussion	Somewhat Class Discussion				
6. EDFN 7330, Human Development (3	Emphasis: Assessed:	None					

hours)							
7. Advanced Direct Practice II (3 hours)	Emphasis Assessed	Somewhat Exam Discussion Paper	Somewhat Exam Paper Discussion				

MFT Curriculum Assessment Map: Degree Program Assessment

This map includes all goals and objectives, in which courses they will be addressed, and how they will be assessed.

Emphasis:	Extensive	Somewhat	Little	None	
Assessed:	Exam	Paper	Project	Other	Not Assessed

		Goal 4: Students will establish and maintain appropriate and productive working relationships with client populations. (*Assessed 2013/2014)*					
Courses and Activities	**How Outcomes are Addressed and Assessed**	**Outcome # 1** *Demonstrate the ability to effectively engage and maintain relationships with client populations*	**Outcome # 2**	**Outcome # 3**	**Outcome #4**	**Outcome# 5 .**	
1. Ethics in Marriage & Family Therapy (3 hours)	Emphasis not Assessed						
2. Intergenerational Family Therapy (3 hours)	Emphasis: Assessed	Somewhat Paper					
3. Diversity & Oppression (3 hours)	Emphasis not Assessed						
4. Family Life Cycle (3 hours)	Emphasis not Assessed						
5. Couples Treatment (3 hours)	Emphasis: Assessed	Extensive Class Discussion					
6. EDFN 7330,	Emphasis:	None					

Human Development (3 hours)	Assessed:						
7. Advanced Direct Practice II (3 hours)	Emphasis: Assessed	Extensive Role Play Exam					

MFT Curriculum Assessment Map: Degree Program Assessment

This map includes all goals and objectives, in which courses they will be addressed, and how they will be assessed.

Emphasis:	Extensive	Somewhat	Little	None	
Assessed:	Exam	Paper	Project	Other	Not Assessed

		Goal # 5: Students will be able to assess, evaluate, and select effective evidence-based interventions strategies in working with families. *(Assessed 2014/2015)*					
Courses and Activities	**How Outcomes are Addressed and Assessed**	**Outcome # 1** Complete a family assessment	**Outcome # 2** Establish a mutually agreed upon treatment plan	**Outcome # 3** Evaluate treatment outcomes via assessment tools	**Outcome #4** Determine when to continue, terminate, or refer client		
1. Ethics in Marriage & Family Therapy (3 hours)	Emphasis: Assessed: *Course will be offered Fall 2011*	TBA	TBA				
2. Intergenerational Family Therapy (3 hours)	Emphasis: Assessed	Extensive Paper	None	Extensive Genogram Paper	None		
3. Diversity & Oppression (3 hours)	Emphasis: Not assessed						
4. Family Life Cycle (3 hours)	Emphasis: Not assessed						
5. Couples Treatment (3 hours)	Emphasis: Not Assessed:	Somewhat Class Discussion	Somewhat Class Discussion				
6. EDFN 7330, Human	Emphasis: Assessed	None					

Development (3 hours)							
7. Advanced Direct Practice II (3 hours)	Emphasis: Assessed:	Extensive Paper	Extensive Paper	Extensive Paper	Extensive Paper		