

Program Assessment: *Annual Report*

Program(s): Medical Family Therapy Program, MA

Department: Family and Community Medicine

College/School: School of Medicine

Date: January 29, 2018

Primary Assessment Contact: Dr. Doug Pettinelli

1. Which program student learning outcomes were assessed in this annual assessment cycle?

Program Outcome I.A: Ground students in multiple theoretical orientations related to the field of MFT. B: Teach students the basic clinical skills and competencies for entry into the field.

Program Outcome II: Train students in the scientist-practitioner model through the use of empirically supported practices.

Program Outcome III: The Program will increase students' knowledge, awareness and sensitivity of cultural injustices that occur in our local, national, and global community.

Student Learning Outcome I.1: Students will be able to compare and contrast the major theoretical orientations related to the field of MFT.

Student Learning Outcome I.2: 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

Student Learning Outcome

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

Student Learning Outcome II.2: Students will contribute to competent clinical services and the profession through professional and scholarly modes of communication.

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

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

No Madrid artifacts.

Personal and Professional Development Evaluation (Fall and Spring Year 1), Clinical Skills Evaluation (Spring and Summer Year 1), Clinical Specialization Paper, Ethical Decision Making Paper, Taxonomy of Theory Comparison Paper, Cultural Immersion Project, Integrative and Evidence-Based Theory Paper

3. How did you analyze the assessment data? What was the process? Who was involved?

NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

The students completed PPDE Self-Evaluations and Interviews with a committee of faculty members.

Clinical Skills Evaluations were given by practicum instructors and off-site supervisors.

Other projects/papers were scored by the instructors of the courses they are assigned in.

See attached rubrics.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

NOTE: If necessary, include any tables, charts, or graphs in an appendix.

Students were performing satisfactorily. However, it was difficult to gather data due to our TaskStream portfolio system.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

Given our analysis, the program decided to implement a change from using TaskStream to collect data to FolioTek. FolioTek went live in November 2017.

6. Did you follow up (“close the loop”) on past assessment work? If so, what did you learn? (*For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?*)

Given our analysis, the program decided to implement a change from using TaskStream to collect data to FolioTek. FolioTek went live in November 2017.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.