SAINT LOUIS UNIVERSITY.

Program Assessment: *Annual Report*

Program(s): Medical Family Therapy Program, PhD

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: Provide more in-depth knowledge and training in major MFT theoretical models.
> Program Outcome I.B: Expand students understanding and ability to apply advanced clinical skills.
> Program Outcome II. A: Provide students the necessary resources and training for their development as researchers, teachers, and supervisors.
> Program Outcome III. A: 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.A.a1: Students will demonstrate an expanded knowledge of theoretical and clinical practice in MFT, medical family therapy and integrative care.
> Student Learning Outcome I.B.b1: Students will demonstrate advanced competency in clinical practice.
> 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 I.B.b2: Students will demonstrate competency in a student-selected area of clinical specialization or expertise.
> Student Learning Outcome II.A.1: Extend the knowledge base of MFT through original research and intellectual inquiry.
> Student Learning Outcome II.A.2: Contribute to the field through the development of effective teaching skills.
> Student Learning Outcome II.A.3: Attain basic competency in providing clinical supervision.
> Student Learning Outcome III.A.1. 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), Integrated Health Skills Evaluation (Fall, Spring, Summer Year 2), Clinical Case Presentation, Theories and Models of MedFT Paper, Theory and Supervision Paper, Theory and Therapy 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 and Integrative Health Skills Evaluations were given by practicum/internship

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? <u>Summarize</u> 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?)*

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