

L&C MCFT Program Evaluation & Review

Student learning outcomes, program outcomes, and faculty outcomes are based on our program mission and philosophy. We evaluate these outcomes at regular intervals and use the results of evaluations to inform ongoing program decisions.

Student Learning Outcomes

The mission of the Master of Arts program in Marriage, Couple and Family Therapy is to prepare competent and effective professionals who practice relational therapy in ways that demonstrate: (a) integrity, compassion, and a sincere commitment to working with members of diverse groups, (b) excellent therapeutic skills with individuals, couples, and families, and (c) dedication to social justice and global citizenship. We promote intellectual curiosity among students, faculty, and supervisors in order to help all of us deepen our theoretical sophistication, research skills, and contributions to the understanding of families in context.

As stated in the program mission, students are expected to practice relational therapy in ways that demonstrate:

1. Integrity, compassion and commitment to working with diverse groups;
2. Excellent therapeutic skills with individuals, couples, and families; and
3. Dedication to social justice and global citizenship.

Measurements

We help students develop the awareness, knowledge and skills necessary to meet these learning outcomes throughout their coursework and clinical practice experiences. Following are some examples of how these objectives are embedded in the program:

Course assignments that require students to explore exemplifying student learning outcomes, e.g., worldview paper describing view of helping profession as informed by personal values and cultural, political & social context; family of origin project promoting self-in-context understanding and awareness of cultural diversity; final project in Advanced Family Therapy requiring students to demonstrate and videotape themselves applying a family therapy model.

Course skill building exercises which include role plays, peer and instructor input on skills demonstrated during role plays, and formal evaluations of in-class skill demonstrations.

In-class activities include reflective exercises, dyadic and small group discussions focusing on self-of-the-therapist and applying theoretical knowledge.

Supervisee evaluation process and document, which are based on program mission & AAMFT Core Competencies and encompassing student learning outcomes.

Practical skills evaluation demonstrating that students have the basic counseling skills required to begin seeing clients.

Clinical and supervision hours do not necessarily demonstrate competence, but are used as a guideline for meeting expected competencies.

Group supervision demonstrating student learning outcomes (e.g., basic therapeutic skills, assessing cultural and contextual factors in clinical practice, demonstrating compassion and integrity) evidenced by faculty observing students' clinical work.

Course objective evaluations demonstrating that student perceive themselves and the course as meeting each course objective. Course objectives are based on Core Competencies of the American Association for Marriage and Family Therapy (AAMFT), American Marriage and Family Therapy Review Board (AMFTRB) Knowledge & Task statements, the AAMFT Code of Ethics, and Lewis & Clark MCFT program mission.

Client evaluations are available for some student therapists on a regular basis. We will be working over the next 1-2 years to ensure all students get regular feedback about their therapeutic skills.

Philosophy of therapy paper completed during the last two semesters of clinical work exemplifies students' abilities to articulate their theoretical assumptions, personal relational style, stance on social justice, attention to context, and so on.

Program Outcomes As stated in our mission statement, as a program we expect to promote intellectual curiosity among students, faculty, and supervisors in order to help all of us deepen our theoretical sophistication, research skills, and contributions to the understanding of families in context. Outcomes based on this mission, include:

1. Graduating beginning family therapists that demonstrate competency based on field standards (e.g., Core Competencies, AAMFT Code of Ethics);
2. Contributing to the well being of families by ensuring students provide quality services through their clinical training and helping to prepare students to contribute to the betterment of communities after they graduate;
3. Producing field knowledge and emphasizing cultural democracy and social justice through research and scholarship; and
4. Connecting the graduate program with our local, national, and global communities; and
5. Contributing to cultural democracy and social justice by graduating a diverse student body who demonstrate social awareness and cultural competence in their work.

Measurements:

We evaluate our program's success in meeting the above outcomes by collecting data from numerous sources, including:

Graduation rates demonstrating that most students successfully complete their training.

Final supervisee evaluations demonstrating students are at or above competency as beginning family therapists.

Student portfolios as comprehensive demonstration of overall learning, competence, and educational experience.

National exam pass rates demonstrating that graduates meet national standards.

Post graduate employment and activity demonstrating alumni are contributing to society

Agency supervisor evaluations of program & students demonstrating that agency supervisors view intern therapists as prepared and program as competent and connected to the community.

Employer survey demonstrating that those who employ our graduates perceive L&C alumni as prepared and competent family therapists.

Alumni survey demonstrating that graduates retrospectively view their L&C education as helping prepare them for the field and preparation to work in a culturally diverse world.

Evaluations of practicum/internship sites ensure ongoing student placements in agencies students perceive as helpful in their development as therapists.

Faculty Outcomes

Faculty outcomes are based on the program philosophy:

The MCFT program is based on an integrative approach to family therapy. The field of marriage and family therapy flourishes as a result of the synergism between theory, research, and practice. In the Lewis & Clark program, students receive a broad overview of family therapy approaches and related theory from general systems, social constructionist, and critical social theory perspectives. Special emphasis is placed on approaches that are strength based, brief, critical, and contemporary. Course material is continuously applied through practice, with the goal of integrating theory, research and practice into a total learning experience.

The MCFT program at Lewis & Clark is committed to excellence and distinction as a learning and research community. As a program, we:

- Draw from systemic, social constructionist, and critical approaches unique to family therapy, while integrating knowledge from counseling psychology, addictions counseling, and community counseling;
- Value interdisciplinary knowledge and critique, seeking innovative contextual approaches to working with families.
- Encourage growth of student therapists through awareness of their emotional, psychological, and relational styles, family histories, and social identities (e.g., race, gender, social class, sexual orientation, ethnicity) that contribute to their worldviews and influence their work;
- Acknowledge that all knowledge is socially constructed within a particular time and place and is therefore socio-centric, encouraging students to critique existing family therapy approaches, recognize themselves as knowledge producers, and responsibly apply ideas in diverse contexts;
- Advocate for cultural democracy and social equity by infusing the curriculum with multiculturalism, highlighting issues of social justice, encouraging cultural immersion experiences, and promoting global citizenship in faculty, students, and supervisors; and
- Create a rich learning, research, and practice environment through collaboration with other Lewis & Clark programs and the Portland community, as well as national and global linkages.

Based on the program philosophy, in courses, supervision, and interactions with students faculty are expected to:

1. Draw from systemic, social constructionist, and critical approaches unique to family therapy, integrating established field standards (e.g., Core Competencies, Educational Guidelines, AMFTRB statements);
2. Value interdisciplinary knowledge and critique, seeking innovative contextual approaches to working with families;
3. Encourage growth of student therapists through awareness of their emotional, psychological, and relational styles, family histories, and social identities that contribute to their worldviews and influence their work;
4. Acknowledge that all knowledge is socially constructed within a particular time and place and is therefore socio-centric, encouraging students to critique existing family therapy approaches, recognize themselves as knowledge producers, and responsibly apply ideas in diverse contexts;
5. Advocate for cultural democracy and social equity by infusing the curriculum with multiculturalism, highlighting issues of social justice, encouraging cultural immersion experiences, and promoting global citizenship; and
6. Create a rich learning, research, and practice environment through collaboration with other L& C programs and the Portland community, as well as national and global linkages.

Measurements:

Course syllabi demonstrating integration of contemporary field knowledge, critical approaches to therapy, and integration of field standards in course objectives. Course readings include interdisciplinary knowledge and focus on context, culture, and societal power dynamics. Course assignments include contextual self-of-the-therapist exercises, demonstration of field knowledge, critique and ability to apply critical theoretical perspectives, assignments that include immersion in community, etc.

Standardized course evaluations demonstrating that students experience themselves learning and that faculty are knowledgeable, deliver knowledge in useful ways, and encourage positive learning communities. This includes analysis of MCFT courses over time.

Supervisor evaluations demonstrating students' perceptions of their supervisors as meeting educational goals.

Course objective evaluations demonstrating that students perceive themselves learning what faculty are intending to teach.

Student program evaluations demonstrating that faculty are meeting student expectations relative to the program mission, goals, and learning community.

Faculty CVs demonstrating production and delivery of family therapy field knowledge and knowledge that emphasizes cultural democracy, local community involvement, and global citizenship.