



Assessment Status 2018

Program: MFT
Date: Fall 2018

	Yes	No	Comments
Are PLOs approved and posted on website?	Y		PLOs updated during 15/16 academic year
Is there a current curriculum map?		N	
Has a rubric been developed for at least one PLO?	Y		Yes, a rubric has been created for the first PLO, Self-awareness and cultural understanding.
Has a direct assignment been identified?	Y		
Is the annual assessment plan complete?		N	To be completed in the Fall 2018 semester
Are student entry and exit surveys reviewed?	Y		
Has program review been completed for this cycle?	Y		PR completed in 2017
Has the action plan been completed?	Y		Action plan completed in 2017 and attached
What actions have the program taken as a result of annual assessment or program review?	Y		See action plan.

Program Learning Outcomes:

I. Current PLOs

Self-Awareness and Contextual Understanding: The MFT program will prepare students to become culturally competent therapists who can critically analyze themselves and their clients across ecological contexts. Students will be able to:

- Develop a practice of cultural self-awareness and reflectiveness that critically evaluates how one's beliefs, values, behaviors, personal experiences and cultural context affect one's approach towards providing mental health treatment with clients of diverse backgrounds, belief systems, and relationship constellations.
- Identify the ways in which the surrounding socio-political, historical, and cultural contexts impact the mental health experiences of individuals and communities of diverse identities and cultural backgrounds.
- Explore and analyze power, privilege, and marginalization, as it relates to therapy practice, through multiple perspectives, worldviews, and epistemologies.

Theoretical Grounding: The MFT program will prepare students to identify and critically analyze theory to address a wide range of clinical counseling and mental health issues, such that students will be able to:

- Identify the legal and ethical standards related to marriage and family therapy and professional clinical counselor practice and understand how they apply in various service contexts and with diverse populations.
- Understand the major theoretical concepts of counseling and mental health treatment to address a variety of mental health concerns and diagnoses from a strengths-based and culturally inclusive perspective.

Diagnosis, Assessment, and Research: The program will prepare students to become culturally competent therapists who understand socio-cultural complexities associated with diagnosis, assessment, and research. As culturally responsive therapists, students will be able to:

- Conduct culturally sensitive clinical and diagnostic assessments of clients' mental health functioning that account for the influences of relationships, cultural backgrounds, identity, biological determinants, historical context, and developmental variables.
- Conceptualize psychopathology and psychiatric diagnosis in a way that recognizes the impact of environmental variables, social norms, cultural values, physiological and biological determinants, and relationship dynamics as variables that influence the presence of pathology.

- Develop foundational crisis assessment and intervention strategies that promote stabilization, utilize community resources and strengths, and respects clients' unique cultural, developmental, mental health needs.
- Understand concepts of psychological trauma, including the range of traumatic experiences, symptomatology, and issues related to diagnosis, developmental impacts, and counseling treatment.
- Understand ethical research, procedures and practices, such as reflexivity in the role of the researcher, and what methods align with distinct forms of inquiry.
- Understand how to be a consumer of research in marriage and family therapy and how to use research to inform and improve culturally competent practice.

Therapeutic Interventions and Clinical Practice: Students in the program will be able to understand, develop, identify, and demonstrate the foundational components of culturally competent counseling in marriage and family therapy, clinical counseling, and relationship therapy. As practitioners, students will be able to:

- Understand the components of collaborative treatment planning, employing a client-centered and strengths-based approach.
- Identify culturally accountable, strengths-based evidence-based treatment interventions for application to diverse populations with a variety of mental health diagnoses.
- Provide effective, evidence-based, and culturally responsive therapy and counseling treatment for individuals, children, groups, families, couples, and diverse relational constellations dealing with mild to severe mental health issues under appropriate supervision of trained mental health practitioners.
- Demonstrate culturally responsive, evidence-based counseling and psychotherapy skills necessary for working with a wide range of individuals, families, couples, groups, and other relationship constellations across the lifespan.

When were the PLOs last reviewed or updated?

The PLOs were reviewed and updated during the 2015 – 2016 academic year. The Director of Assessment hosted several PLO workshops and held individual meetings with each department. The faculty updated the PLOs to meet WSCUC standards, reflect the current curriculum, and to align with the CEL mission and goals.

Self-Awareness and Contextual Understanding: The MFT program will prepare students to become culturally competent therapists who can critically analyze themselves and their clients across ecological contexts. Students will be able to:

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Cultural Self-Awareness	Exhibits curious and open awareness of own cultural beliefs and biases with an active understanding of the context in which those belief systems were created.	Demonstrates a curious stance towards one's own belief systems with a desire to better understand how individual context shaped these belief systems.	Exhibits surface awareness of own cultural worldview without appreciation of its place within a social context.	Shows minimal awareness of own cultural worldview with little understanding the concept of cultural worldviews and their existence.
Knowledge of Diverse Worldviews	Demonstrates a non-defensive non-judgmental and curious stance towards diverse cultural belief systems and worldviews.	Demonstrates an understanding that multiple perspectives exist among diverse cultural groups. Exhibits mild bias towards own perspective, yet maintains a desire to better understand diverse worldviews.	Demonstrates a superficial understanding of other worldviews. Recognition that other worldviews exist with little interest or movement to gain more knowledge about different cultural groups. Exhibits defensiveness about own worldview.	Demonstrates minimal to no knowledge of the perspectives of other cultural groups. Little understanding of the existence of multiple perspectives.
Critical Evaluation of Diverse Belief Systems	Fully recognizes the fluctuating dynamics of belief systems for self and others. Recognizes that context is also in flux and informs one's worldviews. Actively seeking more information about other cultural viewpoints.	Actively seeking information to better understand the dynamic relationship of beliefs systems with socio-cultural context.	Partial understanding that belief systems are under flux and evolve over time. There is some awareness of the role of context and social influence, but there is a passive engagement with broadening this understanding.	Believes that belief systems are static and unchanging. Little understanding or evaluation of the dynamic relationship of belief systems with other belief systems and other social contexts. Lack of curiosity and of seeking additional information.
Understanding of Dynamics of Power, Privilege, Marginalization	Student has an exceptional level of understanding the systems of power, privilege and marginalization through multiple perspectives, worldviews and epistemologies. This is demonstrated in assignments,	Student has an expected level of understanding the systems of power, privilege and marginalization through multiple perspectives, worldviews and epistemologies. They are open to self-awareness and	Student acknowledges the existence of these systems based on the readings, but is not able to conceptualize how these dynamics affect them personally. They understand the importance of advocacy for the underserved	Student does not acknowledge the existence of issues of power, privilege and marginalization in therapy practice. They are not open to examining multiple perspectives, different worldviews, and

	class conversations, and other course activities. Their awareness goes beyond the classroom and is displayed in their involvement with underserved communities. They have established ongoing advocacy work	self-examination as outlined in syllabi. They have taken initial steps to understand community needs and engage in advocacy.	in these systems, but are unable to participate in such actions outside of coursework	epistemologies. They demonstrate no self-awareness and are unable to participate in activities related to course work.
Awareness or understanding of the impact that systemic oppression has on the mental health of individuals, couples, and families	Demonstrates sophisticated understanding of how systemic oppression impacts the life and mental health of individuals, couples, families, and communities.	Demonstrates adequate understanding of how systemic oppression impacts the life and mental health of individuals, couples, families, and communities.	Demonstrates partial understanding of how systemic oppression impacts the life and mental health of individuals, couples, families, and communities.	Demonstrates minimal understanding of how systemic oppression impacts the life and mental health of individuals, couples, families, and communities.
Knowledge of how issues of class, vulnerability, discrimination, prejudice, and disempowerment affect the mental health of minority groups in the U.S. , and how this impacts the client's problem and help seeking process in	Clearly articulates knowledge of how experiences of economic deprivation, discrimination, and prejudice affect the mental health of minority groups in the U.S.	Recognizes how experiences of economic deprivation, discrimination, and prejudice affect the mental health of minority groups in the U.S.	Identifies how experiences of economic deprivation, discrimination, and prejudice affect the mental health of minority groups in the U.S.	Shows minimal awareness of how experiences of economic deprivation, discrimination, and prejudice affect the mental health of minority groups in the U.S.

<p>counseling and in agency settings.</p>				
<p>Knowledge of how historical legacies and dominant social discourses impact the current mental health of individuals, couples, families, and communities.</p>	<p>Demonstrates excellent ability to ask complex questions about how historical legacies and dominant social discourses impact the current mental health of individuals, couples, families, and communities.</p>	<p>Demonstrates adequate understanding of how historical legacies and dominant social discourses impact the current mental health of individuals, couples, families, and communities.</p>	<p>Demonstrates partial understanding of how historical legacies and dominant social discourses impact the current mental health of individuals, couples, families, and communities.</p>	<p>Demonstrates surface understanding of how historical legacies and dominant social discourses impact the current mental health of individuals, couples, families, and communities.</p>