SAINT LOUIS UNIVERSITY.

# Program-Level Assessment: Annual Report

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| Program Name (no acronyms): Medical Family Therapy Program | Department: Family and Community Medicine |
| Degree or Certificate Level: Master's of Arts in Family Therapy | College/School: School of Medicine |
| Date (Month/Year): July 2021 | Assessment Contact: Max Zubatsky, PhD |
| In what year was the data upon which this report is based collected? 2018 | |
| In what year was the program's assessment plan most recently reviewed/updated? 2020 | |

## 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

SLO 1.A.1.  Students will demonstrate an expanded knowledge of theoretical and clinical practice of MFT, medical family therapy and integrative care

SLO 1.B.1: 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.

SLO II.A.1: Students will  understand and use  research in clinical  practice.

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

SLO III.A.1.:  Students will attain an increased cultural competence in working with diverse populations.

SLO IV.A.1. Students will demonstrate personal and professional skills that promote social justice through involvement and leadership in their communities

SLO V.A.1.: Students will effectively communicate their values and demonstrate how they guide their personal and professional lives.

## 2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

No artifacts were collected from online, Madrid campus, or any other off-campus location

The following are used to determine student achievement and outcomes on a yearly basis:

- Personal and Professional Development Evaluation (Fall and Spring Year 1)- Assesses for areas of maturity, respect, professionalism, and integrity of students both in courses and in training
- Clinical Skills Evaluation (Fall, Spring and Summer Year 1)-Assesses for clinical skills for students in the first year of the program around all SLO's
- Clinical Case Presentation- A competency exam that is the qualifying exam for the program degree, assessing all competencies and SLO's for students.
- Clinical Specialization Paper- Assesses for SLO's I and II for clinical techniques and skills that students can show in this paper.

- Ethical Decision Making Paper- Determines the ethical and legal knowledge of students for SLO 1, where students reflect on a clinical case.
- Cultural Immersion Project- An assignment for multicultural course covering SLO's 3,4 and 5, reflecting on cultural and gender areas of the student's life.
- Integrative and Evidence-Based Theory Paper- Paper that assesses the research skills and ability to incorporate findings into clinical work, meeting SLO 2.

3. **Assessment Methods: Evaluation Process**

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

- Personal and Professional Development Evaluation (Fall and Spring Year 1)-Student completes PPDE in FolioTek portfolio and evaluated by faculty.
- Clinical Skills Evaluation (Fall, Spring and Summer Year 1)- Student completes CSE in Foliotek portfolio and is evaluated by faculty.
- Clinical Case Presentation- Student presents a clinical case and paper for the committee and uploads into Foliotek for scoring.
- Clinical Specialization Paper- Student uploads document in FolioTek portfolio to be evaluated by faculty to reach competency score.
- Ethical Decision-Making Paper- Student uploads document in FolioTek portfolio to be evaluated by faculty to reach competency score.
- Cultural Immersion Project- Student uploads document in FolioTek portfolio to be evaluated by faculty to reach competency score.
- Integrative and Evidence-Based Theory Paper- Student uploads document in FolioTek portfolio to be evaluated by faculty to reach competency score.

4. **Data/Results**

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, another off-campus site)?

Over 90% of all current and recently graduated students met all benchmarks of assessments for the program. 100% achievement was reached on the Personal and Professional Development benchmark and Clinical Skills Evaluation benchmarks for all current students in the master's program. The program portfolio (FolioTek) was able to demonstrate that students meet Student Learning Outcomes and Program Goals through all the aforementioned assessments evaluations.

Achievement this past year did not differ online vs face to-face, because of most courses going online due to COVID-19. The program only holds courses on the north campus and at no other locations.

5. **Findings: Interpretations & Conclusions**

What have you learned from these results? What does the data tell you?

Overall, the program has learned that the assessment evaluations have effectively tracked student learning outcomes and goals for students during the program. The courses and assignments are effectively showing competencies of students in all areas of the program. Most students meeting all benchmarks the first time on assessments shows that the faculty are providing effective teaching and mentoring skills that help students achieve the intended goals and outcomes.

6. **Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings**

   A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

   There are several ways that the faculty disseminate this information:

   -The program website reports graduation rates and student achievement criteria
   -The yearly Community of Interest Meeting reports data and assessments on an annual basis
   -The yearly program retreat and Fall retreat, where faculty review the assessments, along with bringing on members from the Communities of Interest.

   B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

   | Changes to the Curriculum or Pedagogies | • Course content | • Course sequence |
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   | | • Teaching techniques | • New courses |
   | | • Improvements in technology | • Deletion of courses |
   | | • Prerequisites | • Changes in frequency or scheduling of course offerings |
   | Changes to the Assessment Plan | • Student learning outcomes | • Evaluation tools (e.g., rubrics) |
   | | • Artifacts of student learning | • Data collection methods |
   | | • Evaluation process | • Frequency of data collection |

   Please describe the actions you are taking as a result of these findings.

   There were several changes in recent years to help improve teaching and/or learning in the program:

   Changes to the curriculum or Pedagogies:
   1.The course of study was revised for the incoming 2020-2021 cohort. There were additions to a new self of the therapist course, research course, and Medical Family Therapy course. We also reduced the length of the full-time program to two years for students.
   2. In 2020, during the adjustments of COVID-19, faculty provided lectures on Panapto, as a way to incorporate more asynchronous learning for when courses shifted online for the year.
   3. We expanded more off-site assignments for students including incorporating more activities as part of their off-site internship experience.  These are benchmarks in student portfolios that are required for graduation.

   Changes to the Assessment Plan:
   1. Starting in 2019, we have started to survey off-site internship supervisors more frequently, capturing more data of student learning outcomes and clinical competencies.
   2. The program added several assessments (via Qualtrics surveys) to capture information from The Program Director effectiveness, Safety and Climate of the Program, and Faculty Effectiveness in Yearly Output.

   If no changes are being made, please explain why.

7. **Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes**

   A. What is at least one change your program has implemented in recent years as a result of assessment data?

The MA program has implemented two main changes as a result of the assessment data. One, revised internship sites for the clinical training and internship course for years 2-3 in the program. This allowed for students to not only find more internship sites in St. Louis, but also help further skills in the course. This also allowed for more competencies and SLO's to be met for students. Second, from the yearly student focus groups, we re-arranged course of study for the MA program, where a MedFT course, research course, and Self of the Therapist course was added to achieve more SLO's and Program goals.

**B.** How has this change/have these changes been assessed?

For the internship sites, the Program Director and Director of Clinical Services conducts a yearly internship site evaluation meeting. The scoring includes the feedback from student surveys and the overall quality of the sites. The new list of internship sites will continually be assessed on a yearly basis. For the course of study, we continue to assess the course changes through course evaluations and alumni/exit surveys.

**C.** What were the findings of the assessment?

We found that the expanded internship placements and increased involvement in our clinic resulted in more students graduating under the advertised length of the program. We also found that students were getting more relational hours quicker, which is a requirement in our program. The course of study changes allowed for students in recent years to move through the program quicker. The changes in course pedagogy and structure helped prepare graduates for more careers in the field.

**D.** How do you plan to (continue to) use this information moving forward?

We will continue to monitor the course of study and off-site clinical work through periodic surveys and communication with students. The Yearly Focus Group has helped students provide input from year to year on any course or curriculum issues in the program. We will also look to move all of our surveys online via Qualtrics, and continue to assess aggregate data at our yearly program retreat.

**IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.**