SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): Medical Family Therapy	Department: Family and Community Medicine
Degree or Certificate Level: PhD in Medical 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 I.B.2: Students will demonstrate competency in a student-selected area or clinical specialization or expertise.

SLO II.B.1: Extend the knowledge base of MFT through original research and intellectual inquiry

SLO II.B.2: Contribute to the field through the development of effective teaching skills.
Student Learning

SLO II.B.3: Attain basic competency in providing clinical supervision

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
- Integrated Health Skills Evaluation (Fall, Spring, Summer Year 2)- Assess for Medical Family Therapy skills in second year practicum class.
- Medical Family Therapy Case Presentation- A competency exam that is a preliminary exam to the dissertation, assessing for all SLO's in the program

- Theories and Models of MedFT Paper- A required paper covering SLO's I, II and III in the Theories and Models course that assesses for competencies in applying theory to clinical practice
- Theory and Supervision Paper- Assesses competencies in supervision of MFT students in route towards becoming an approved supervisor
- Theory and Therapy Paper- An outcome paper that assesses for SLO's I and III of knowledge of theory and principles of MFT.

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.
- Integrated Health Skills Evaluation (Fall, Spring, Summer Year 2)- Quatrics survey is used by off-site supervisor or contact provider to evaluate skills of the student in clinical, collaborative and professional areas.
- Medical Family Therapy Case Presentation- Student presents presentation and paper to committee for evaluation on a separate rubric.
- Theories and Models of MedFT Paper- Student uploads document in FolioTek portfolio to be evaluated by faculty to reach competency score.
- Theory and Supervision Paper- Student uploads document in FolioTek portfolio to be evaluated by faculty to reach competency score.
- Theory and Therapy 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, other 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 doctoral program. The program portfolio (FolioTek) was able to demonstrate that students meet Student Learning Outcomes and Program Goals through all the 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 Current 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
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan
- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking because 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 of a new research course (filling more of SLO II.B.1) a new teaching course (filling more of SLO II.B.2) and a community health course (addressing more of SLO's III and IV. The program deleted the "self of the therapist" course because it aligned more with master's level work with clients.
2. In 2020, during the adjustments of COVID-19, faculty provided lectures on Panapto, to incorporate more asynchronous learning for when courses shifted online for the year.
3. More course content moved to our medical clinics, where supervision in first and second year has shifted on-site at these locations.

Changes to the Assessment Plan:
1. Starting in 2019, the original clinical case presentation was modified to become the "Medical Family Therapy Exam." This was to align with more Student Learning Outcomes and Program Goals for the Doctoral students prior to their dissertation exam.
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 Previous 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 program has implemented two main changes as a result of the assessment data. One, we moved course content moved to our medical clinics, where supervision in first and second year has shifted on-site at these locations. This 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 program, replacing courses that met more research, teaching and clinical areas of Medical Family Therapy.

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

Both changes were assessed via course evaluations, student yearly surveys, Integrated Behavioral Health Skills Evaluations, and the Medical Family Therapy Portfolio Exam.

C. What were the findings of the assessment?

We found that students not only increased their average scores of these assessments, but that students were better equipped for their dissertation and internship work in later years of the program. We also found that students were starting to graduate much sooner in the program based on data from recent cohorts.

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.