

Program Level Assessment: Annual Report

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

- 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 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 (do not just refer to the assessment plan).

- Personal and Professional Development Evaluation (Fall and Spring Year) Student completes PPDE in FolioTek portfolio and evaluated by faculty.
- Clinical Skills Evaluation (Fall, Spring and Summer Year) Student completes CSE in Foliotek portfolio (r)-0.7]1.7 (n)

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 year 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 rearranged 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.

3. 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 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/exits surveys.

4. 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.

5. 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 move all of our surveys online via Qualtrics, and continue to assess aggregate data at our yearly program retreat.