

**Template
Degree Program
Assessment of Student Learning Plan
Kansas State University**

MAR 23 2005

BY:.....

- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date

College: *College of Human Ecology*
Department: *Family Studies and Human Services*
Date: *November 1, 2004*

B. Contact Person(s) for the Assessment Plans

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C. Degree Program

M.S. in FSHS (Specialization: Marriage and Family Therapy)

D. Assessment of Student Learning Three-Year Plan

• **Student Learning Outcome(s)**

1. Students will demonstrate familiarity with a variety of therapeutic models, including evidence based, and their application (MODELS)
2. Students will understand the process of making an ethical decision (ETHICS)
3. Students will demonstrate the ability to differentiate between process and content (PROCESS)

Special rationale for selecting these learning outcomes (optional):

A key component of clinical programs is helping students learn and apply different clinical models to their work with clients. Evaluating SLO #1 will help us ascertain if we are successful in this endeavor. Clinical work is guided by legal and ethical guidelines and often involves assisting people in

dealing with complex issues; hence we must evaluate SLO #2 as we train our students to ensure that they can make ethical decisions when they are practicing on their own. Finally, part of the evolution of a therapist involves the ability to help clients understand underlying issues and patterns and move beyond “arguing about the details.” Thus SLO#3 is an important skill to assess.

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Graduate Programs)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. MODELS	✓			
2. ETHICS	✓		✓	
3. PROCESS		✓		

- ◇ How will the learning outcomes be assessed? What groups will be included in the assessment?
- ◇ When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?
- ◇ What is the unit’s process for using assessment results to improve student learning?

1. Students will demonstrate familiarity with a variety of therapeutic models, including evidence based, and their application (MODELS)

Assessment Details			Measures	
When	Where	Who*	Direct	Indirect
SPR 2005	FSHS 870 ¹	Y1:2 nd Sem	1. Structural exam 2. Behavioral & Emotionally Focused exam 3. Solution-focused and Group exam	
SPR 2005	FSHS 868 ²	Y1: 2 nd Sem	Clinical Observations write-ups	
SPR 2005	FSHS 879 ³	Y1: 2 nd Sem	Evidence-based practice paper	
SPR 2006	FSHS 896 ²	Y2: 2 nd Sem	Personal position paper on selective use of theory	
SUM 2005 FALL 2005 SPR 2006 SUM 2006 FALL 2006	FSHS 885 ⁴	Y1: 3 rd Sem Y2: 1st Sem Y2: 2 nd Sem Y2: 3 rd Sem Y3: 1 st Sem	The Basic Skills Evaluation Device (BSED)** is completed in individual supervision at the conclusion of every semester; it includes a Conceptual Skills domain that is evaluated by both student and supervisor	Self-assessment: <i>Knowledge of MFT Theories Rating Sheet</i> ***

*The assessment of this SLO will initially focus on the fall 2004 cohort

** Attached

*** To be created

Assessed by: (¹=Course instructor: Dr. Briana Nelson Goff; ²= Course instructor: Dr. Candy Russell; ³= Course instructor: Dr. Mark White; ⁴=All five MFT faculty as a group)

The MFT faculty meets as a group at the end of each semester to assign practicum (FSHS 885) grades to our students. Thus it will not be difficult to incorporate the results of the assessment of this SLO into our regular, end-of-semester grading meeting. At the conclusion of the **spring 2005** semester, we will discuss the results of the three exams in FSHS 870, student performance on the Evidence-based practice paper in FSHS 879, and the quality and accuracy of student write-ups of their clinical observations for FSHS 868 (Pre-Practicum in MFT). We will incorporate this assessment information into enhancing student learning in the following three ways. **First**, it will provide Dr. Russell with data about the clinical models-related strengths and deficits of the fall 2004 cohort of students as they begin the advanced clinical theories course, FSHS 896 (Advanced Family Therapy), which will be taught in the spring 2006 semester. She will be able to revise her teaching of the various models to emphasize those theories that this group of students may not understand as well. **Second**, this information will highlight necessary revisions in how the key models and approaches are taught in FSHS 870 to the Fall 2005 cohort of students during this same semester (Spring 2006). **Third**, as Dr. White prepares his syllabus for FSHS 879 (Systemic Treatment of Psychopathology) for the spring of 2006, he will know what evidence-based models to cover to a greater degree prior to students completing their evidence-based practice papers.

Next, we will examine the BSED ratings, as well as the indirect measure of students' self-ratings of knowledge of clinical models, for this cohort of students during each of our grading meetings for the **summer 2005, fall 2005, spring 2006, summer 2006, and fall 2006** semesters. During the **spring 2006** meeting, we will also include Dr. Russell's appraisals of the Personal Position Paper on Selective Use of Theory that these students completed during that semester. In each of these meetings we will discuss specifically the performance of the fall 2004 cohort of students as it relates to knowledge and application of clinical models. This information will help us know where to focus our clinical supervision efforts each semester in terms of enhancing this cohort of students' knowledge of and ability to apply clinical models. Student performance on the Personal Position Paper on Selective Use of Theory will also inform Dr. Russell about any necessary changes in her course or that assignment in spring 2007.

2. Students will understand the process of making an ethical decision (ETHICS)

Assessment Details			Measures	
When	Where	Who*	Direct	Indirect
FALL 2005	FSHS 878 ¹	Y1: 1 st Sem	1. Professional Ethics Examination 2. Final Examination	
SUM 2005 FALL 2005 SPR 2006 SUM 2006 FALL 2006	FSHS 885 ²	Y1: 3 rd Sem Y2: 1 st Sem Y2: 2 nd Sem Y2: 3 rd Sem Y3: 1 st Sem	The Basic Skills Evaluation Device (BSED)** is completed in individual supervision at the conclusion of every semester; it includes a Professional Skills domain that is evaluated by both student and supervisor	

*The assessment of this SLO will initially focus on the fall 2005 cohort

** Attached

Assessed by: (1=Course instructor: Dr. Candy Russell; 2=All five MFT faculty as a group)

At the end of **fall 2005** the MFT faculty will meet and discuss the results of the two exams in FSHS 878. The performance of the students on these two examinations will highlight what aspects of the ethical code and ethical decision-making process students understand, as well as identify deficits in their understanding. Dr. Russell will use this information to revise her syllabus for when she teaches the course in the fall of 2006. Dr. Russell also has this same cohort of students the following semester (spring 2006) in FSHS 868 (Pre-Practicum in MFT) and thus will be able to alter what she covers in this course to address any concerns about their ability to make ethical decisions.

This cohort of students will begin clinical work at the conclusion of the spring 2006 semester. As the MFT faculty and students jointly complete the BSED at the conclusion of each semester, we will explicitly attend to the student's ability to understand the process of making an ethical decision. The results of these evaluations will be shared with the MFT faculty as a group during our regular end-of-semester grading meetings for the next five semesters (**summer 2005, fall 2005, spring 2006, summer 2006, & fall 2006**), and we will discuss how to address these issues during both individual and group supervision with this cohort.

3. Students will demonstrate the ability to differentiate between process and content (PROCESS)

Assessment Details			Measures	
When	Where	Who*	Direct	Indirect
FALL 2007 SPR 2008 SUM 2008 FALL 2008	FSHS 885 ¹	Y2: 1st Sem Y2: 2 nd Sem Y2: 3 rd Sem Y3: 1 st Sem	The Basic Skills Evaluation Device (BSED)** is completed in individual supervision at the conclusion of every semester; it includes a Perceptual Skills domain that is evaluated by both student and supervisor	Self-assessment: Differentiating Between Process & Content Rating Scale***

*The assessment of this SLO will initially focus on the fall 2006 cohort

** Attached

*** To be created

Assessed by: (1=All five MFT faculty as a group)

As this skill usually requires some time in the role of therapist to develop, we will not begin assessing this SLO with the fall 2006 cohort until they have completed two semesters of supervised clinical work (**fall 2007**). We will examine the BSED ratings and the indirect measure of their self-assessed ability to differentiate between process and content. This information will assist Dr. Russell in determining if she needs to include more material on this skill in FSHS 896, which this group of students will take in spring 2008. It will also help us focus our clinical supervision efforts with this cohort during subsequent semesters. Until this

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cohort graduates, we will continue to address this issue in each end-of-semester grading meeting (**spring 2008, summer 2008, fall 2008**) and incorporate the knowledge learned into our supervisory efforts each semester.