

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

FEB 17 2005

Received

- 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

Ph.D. in Human Ecology (Specialization: Marriage and Family Therapy)

D. Assessment of Student Learning Three-Year Plan

• **Student Learning Outcome(s)**

1. Students will use MFT and other research to inform clinical practice (INFORMED)
2. Students (supervisor candidates) will be able to articulate a personal model of supervision that is related in a coherent way to one's preferred model of therapy (SUPERVISION)
3. Students will demonstrate the ability to conduct independent research (RESEARCH)

Special rationale for selecting these learning outcomes (optional):

As scientist-practitioners, we expect doctoral graduates to be informed consumers of the clinical literature and use this literature to inform their clinical practice, hence SLO #1. SLO #2 is important because in their second year in the program we also train them to be clinical supervisors. A central component of this training focuses on assisting them in formulating their own model of supervision, part

of which involves understanding how their therapeutic model informs their supervision model. As doctoral students they must complete a dissertation, and we also encourage them to seek out opportunities to be involved in or initiate research projects, thus SLO #3 is a critical skill they must develop.

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. INFORMED	✓	✓	✓	
2. SUPERVISION	✓		✓	
3. RESEARCH	✓	✓		

- ◇ 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 use MFT and other research to inform clinical practice (INFORMED)

Assessment Details			Measures		
When	Where	Who*	Direct	Indirect	
FALL 2005 SPR 2006 SUM 2006	FSHS 985 ¹ " "	Y1:1 st Sem Y1:2 nd Sem Y1:3 rd Sem	Students and faculty supervisors jointly complete the Postgraduate Competency Document (PCD)** at the end of each semester. At present, the PCD does not include an item specifically assessing research-informed clinical practice. We will add such an item to the PCD and then specifically emphasize this issue during our six semesters of clinical supervision with this cohort.	Self-assessment: Research Informed Clinical Practice Summary***	
FALL 2006 SPR 2007 SUM 2007	FSHS 986 ¹ " "	Y2:1 st Sem Y2:2 nd Sem Y2:3 rd Sem			
SUM 2007	FSHS 970 ²	Y2: 3 rd Sem			1. Topic summary papers 2. Clinical Specialization Presentation

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

** Attached

*** To be created

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

The MFT faculty meets as a group at the end of each semester to assign practicum (FSHS 985) grades to our students. Thus it will not be difficult to incorporate the assessment results

associated with this SLO into our regular, end-of-semester grading meeting. During students' second year in the program, as they begin to provide clinical supervision, we continue to meet with them individually in supervision, but broaden the focus to address both their performance as a supervisor and their clinical work as well. Thus we will assess this SLO at the end of each of their first three semesters in FSHS 985, as well as in each of the next three semesters, when they are enrolled in FSHS 986. We will also discuss their self-assessment form, where they list their clinical cases and identify the research that has informed their treatment of that case. We will use each semester's assessment results to inform our supervisory emphases the following semester.

During their second year in the program, this cohort of students will enroll in FSHS 970 (Clinical Specialization in MFT), where they use the clinical literature to develop areas of clinical specialization. Their performance on the two assessments for this course will be discussed during our **summer 2007** grading meeting. Dr. Nelson Goff will use the assessment results to refine her syllabus for the next time this course is taught. The faculty will also use this information in their final supervisory evaluation of this cohort. Based on their performance on these assignments and their clinical work over the past six semesters, we will prepare a recommendation letter that will summarize our perception of their strengths in this area, as well as note those areas of growth we recommend they focus extra attention on.

2. Students (supervisor candidates) will be able to articulate a personal model of supervision that is related in a coherent way to one's preferred model of therapy (SUPERVISION)

Assessment Details			Measures	
When	Where	Who*	Direct	Indirect
FALL 2005	FSHS 984 ¹	Y2:1 st Sem	Personal Philosophy of Supervision Paper	
FALL 2005 SPR 2006 SUM 2006	FSHS 986 ²	Y2: 1 st Sem Y2: 2 nd Sem Y2: 3 rd Sem	The University of Rochester Supervisor-in-Training Evaluation Form (SIT)** is completed in supervision of supervision at the conclusion of every semester; although it doesn't include a "personal model of supervision" section, we will discuss how each area that is rated is informed by the supervisor candidate's personal model of supervision	
Variable	Supervisory Context	Variable	Students/alums of our program usually seek the Approved Supervisor designation from the American Association for Marriage and Family Therapy at somepoint just before or after graduating from the program. Their major professor evaluates the supervisor candidate's Philosophy of Supervision document that is part of the application process. AAMFT has provided a scoring form for this document**	

Last revised 10/4/04

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

** Attached

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

In the grading meeting at the end of **fall 2005**, Dr. Russell will share her evaluation of students' philosophy of supervision papers. We will incorporate into that discussion their performance during their first semester as supervisors (based on the SIT form). We will use this assessment information to inform our next semester of supervision of their supervision. Dr. Russell will also determine if any changes are necessary to her supervision course (FSHS 984) the next time she teaches it.

During our end-of-semester grading meetings for the following two semesters (**spring 2006, summer 2006**), we will continue to use the assessment information documented on the SIT to guide our supervision of supervision efforts with this cohort. Once the members of this cohort seek the Approved Supervisor designation and have their major professor evaluate their Philosophy of Supervision document, we will also have that assessment information to feedback into supervision practice and FSHS 984.

3. Students will demonstrate the ability to conduct independent research (RESEARCH)

Assessment Details			Measures	
When	Where	Who*	Direct	Indirect
FALL 2006 Variable	Committee meeting	Y1: 1st Sem Variable	Dissertation ¹	Doctoral Competency Plan: Research Skills Self-Assessment ^{2**}

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

** To be created

Assessed by: (¹=Major profejssor and doctoral supervisory committee; ²=A committee of at least 3 MFT faculty members)

During students' first semester in the program, they'll meet with the MFT Program Director and two other MFT faculty members (or their doctoral advisory committee if in place) to discuss their assessment of their competencies related to clinical work, research, and teaching/outreach. They will also discuss with this committee their plans for how to increase their competencies in these three areas. Their self-assessment of their research skills at this time will provide us with an indirect measure of this SLO. Their major professor and doctoral supervisory committee will work with them as they take their preliminary examinations and their dissertation proposal. The definitive direct measure of this SLO will be the successful completion of the dissertation.

We will use this information to refine how we teach MFT research in FSHS 983 (MFT Research), to explore deficiencies in the other research methods and statistics courses that they take as part of their program of study, and to refine the process by which we assist students in completing their dissertations.