

Drexel MFT Program

Program Goals, Student Learning Outcomes, Measures, and Benchmarks

Goal #1 To graduate students who have acquired the theoretical knowledge and clinical skills for face to face and telehealth practice in the field of Marriage and Family Therapy		
Student Learning Outcomes (SLOs):	Measurements (Ms):	Benchmarks (Bs):
SLO 1: <i>Employ a systemic/relational perspective to identify, assess, and treat clinical and mental health issues using evidence-based and traditional MFT practices, and psycho-diagnostic categories</i>	Grading rubric for Family System of Origin Final Paper Assignment in CFTP 500 Introduction to Systems Theory	80% of students will score a B (84%) or higher, on the assignment per the rubric
	Competency Based Evaluation Instrument <i>Domain 1: Theoretical Knowledge Assessment;</i> <i>Domain 2: Theoretical Skills Assessment</i> <i>5-item Likert Scale: Not applicable to Exceeds Expectations</i>	80% of supervisors will rate our student clinicians as meeting or exceeding their expectations, on these domains
	Practicum Site Evaluation of Students <i>Q3: How would you rate your family therapy student's preparation for clinical practice?</i> <i>5-item Likert scale: Poor to Very Good</i>	80% of supervisors will rate their student supervisees as Fair to Very Good on this assessment item
SLO 2: <i>Identify, assess, and understand individual and family development across the family life cycle, and its related influence on clinical, physical, and mental health issues.</i>	Grading Rubric for Family Life Cycle Paper in CFTP 571 Family Life Cycle/Human Development	80% of students will score a B (84%) or higher, on the assignment per the rubric
	Competency Based Evaluation Instrument <i>Domain 4: Assessing and Diagnosing Skills Assessment</i> <i>5-item Likert Scale: Not applicable to Exceeds Expectations</i>	80% of supervisors will rate our student clinicians as meeting or exceeding their expectations, on this domain item.
Goal #2: To graduate students who can identify and execute the legal and ethical responsibilities to face to face and telehealth practice in the field of Marriage and Family Therapy		
Student Learning Outcomes (SLOs):	Measurements (Ms):	Benchmarks (Bs):
SLO 3: <i>Maintain a professional couple and family therapy identity and ethical conduct to support future MFT licensure credentialing.</i>	<i>Student Learning Measures:</i> Competency Based Evaluation Instrument <i>Domain 3: Convening and Structuring Skills Assessment</i> <i>5-item Likert Scale: Not applicable to Exceeds Expectations</i>	80% of supervisors will rate our student clinicians as meeting or exceeding their expectations, on this domain item.
	<i>Graduate Achievement Measures:</i> Graduation/Retention Rate	80% of students enrolled will graduate from the program

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	MFT Licensure Exam Pass Rate	80% of graduates will pass the MFT licensure exam
	Graduate Employment/Job Placement	80% of graduates will report employment in the MFT field.
SLO 4: <i>Identify ethical and legal issues and responsibilities related to the practice of couple and family therapy.</i>	Grading Rubric for Legal and Ethical Case Study Assignment in CFTP 522	80% of students will earn a grade of B (84%) on the assignment.
	Competency Based Evaluation Instrument <i>Domain 7: Professional Skills Assessment</i> <i>5-item Likert Scale: Not applicable to Exceeds Expectations</i>	80% of supervisors will rate our student clinicians as meeting or exceeding their expectations, on this domain
Goal #3 To graduate students trained to identify cultural and contextual factors, to use their self in the therapeutic process, who understand the historic and ongoing connections between social locations, power, privilege, oppression, and marginalization, and who serve diverse peoples and communities in the practice of couple and family therapy.		
Student Learning Outcomes (SLOs):	Measurements (Ms):	Benchmarks (Bs):
SLO 5: <i>Identify and utilize foundational and current, contemporary directions in couple and family therapy practice.</i>	Competency Based Evaluation Instrument <i>Domain 5: Intervention Skills Assessment</i> <i>5-item Likert Scale: Not applicable to Exceeds Expectations</i>	80% of supervisors will rate our student clinicians as meeting or exceeding their expectations, on these domains
	Practicum Site Evaluation of Students <i>Q2: Please rate our students' technical competence in demonstrating up to date clinical knowledge and skills</i> <i>5-item Likert scale: Strongly Disagree to Strongly Agree</i>	80% of supervisors will agree that our students demonstrate up to date knowledge and clinical skills

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<p>SLO 6: <i>Understand, respect, and maintain understanding of cultural differences in couple and family therapy practice.</i></p>	<p>Competency Based Evaluation Instrument <i>Domain 6: Person/Practice of Therapist Skills Assessment;</i> <i>Domain 8: Advanced Student Assessment</i> <i>5-item Likert Scale: Not applicable to Exceeds Expectations</i></p>	<p>80% of supervisors will rate our student clinicians as meeting or exceeding their expectations, on these domains</p>
<p>Goal #4: To graduate students who can consume and apply the Marriage and Family Therapy research literature.</p>		
<p>Student Learning Outcomes (SLOs):</p>	<p>Measurements (Ms):</p>	<p>Benchmarks (Bs):</p>
<p>SLO 7: <i>Demonstrate knowledge of traditional and contemporary research practices in couple and family therapy</i></p>	<p>Grading Rubric: In-class Research Development Projects and Presentations Assignment in CFTP 525</p> <hr/> <p>Grading Rubric: Four Research Article Critique Assignment in CFTP 525</p>	<p>80% of students will earn a grade of B (84%) on these assignments</p>
<p>SLO 8: <i>Identify ethical responsibilities in couple and family therapy research practices.</i></p>	<p>Grading Rubric: Group Workshop Presentation Assignment for CFTP 524</p> <hr/> <p>Grading Rubric: Interview Assignment, Critical Analysis Paper, and Discussion Board in CFTP 524</p>	