

University of Rochester School of Medicine MS MFT Program
Outcome-Based Educational Achievement Annual Assessment Plan

Our UR MS MFT Program Outcome-Based Educational Achievement annual assessment plan incorporates the collection, review and program improvement processes related to our program mission, goals, student learning outcomes, measures and targets. Communities of interest (faculty, supervisors, current students, departmental education committee colleagues) contribute to the annual assessment plan. Whenever relevant, Institute for the Family leadership, and other departmental or university colleagues may be consulted for their input as well.

MISSION STATEMENT:

We prepare competent relational/systemic therapists (MFTs) to care for and promote biopsychosocial/whole health with people across diverse communities.

Program Goal 1: Demonstrate knowledge of the MFT Profession

- SLO 1: Students will demonstrate knowledge of the history, key systemic ideas and theoretical approaches of the Marriage and Family Therapy profession.
- SLO 2: Students will demonstrate knowledge of MFT professional networks (national, state and international).
- SLO 3: Students will demonstrate knowledge and skill as advocates for MFT profession and relevant family/systems-oriented law and policies.

Program Goal 2: Demonstrate ability to provide culturally-attuned, evidence-informed, ethical care to a broad diversity of patients and families as a self-reflective relational systemic clinician.

- SLO 4: Students will demonstrate culturally-attuned care for a diverse caseload.
- SLO 5: Students will demonstrate evidence-informed assessment and treatment of individuals and relational systems.
- SLO 6: Students will demonstrate ethical practice aligned with the AAMFT Code of Ethics and pertinent regulatory bodies.
- SLO 7: Students will demonstrate self-reflective practices about their clinical work.
- SLO 8: Students will demonstrate biopsychosocial (whole health) and relational systemic clinical skills.
- SLO 9: Students will demonstrate collaborative skills with interdisciplinary colleagues.

Program Goal 3: Demonstrate lifelong learning practices.

- SLO 10: Students will establish a continuous individualized learning plan that is reflective of self-of-the-therapist growth, ongoing professional improvement, and effective ethical culturally-attuned treatment for diverse populations.
- SLO 11: Students will demonstrate the ability to stay current with the evolving body of MFT knowledge as well as evidence-informed best practices to build foundational skills for maintaining professional competency post-graduation.

The Family Therapy Training Program Coordinator and MS MFT Program Director are responsible for the data management processes and implementation of the annual assessment plan with the input of our communities of interest and relevant others whenever appropriate (e.g., leadership from the Institute for the Family, Department of Psychiatry, Graduate Education and Post-doctoral Affairs, New York State Education Department).

The OBE framework assessment plan incorporates Program Achievement data from throughout the year that is prepared by the Program Coordinator and Program Director: graduate achievement data; relevant course assignment grades; Mid-Clinical Assessment Day data; Practicum Evaluation ratings; Capstone Portfolio ratings. Additional program data collected include: course evaluations, supervision feedback, program leadership feedback from faculty/supervisors, current student survey, exiting cohort feedback and alumni survey data.

The Program Achievement data and other program data are formally presented for review and discussion as follows:

January	Annual MS MFT Faculty and Supervisor Retreat (first Friday)
January	Annual MFT Program Review to Departmental Education Committee (end of January)
February	Annual Student Cohort Representatives Meeting (early February)

In addition, program data (course evaluations, supervision feedback, exiting cohort data) is reviewed as it occurs each semester or upon exit in July, and brought to faculty and/or supervisor meetings as appropriate to the agenda content (e.g., aggregated semester review of course evaluations or supervision feedback the following meeting after collected and distributed individually; exiting cohort feedback typically reviewed at faculty and supervisor monthly meetings in August or September).

The review of our OBE framework occurs at the conclusion of the above annual cycle, in late February. The Program Director and Program Coordinator prepare summary minutes and action items from the Annual Program Retreat, Annual Review to Department of Psychiatry Education Committee and MS MFT Student Cohort Rep meeting. The Program Director and Core Faculty review themes and trends including discussing any recommended changes to the OBE framework, assessment plan, inclusion of additional communities of interest, and incorporation of input from other Institute for the Family, Departmental, Graduate Education and Postdoctoral Affairs, NYSED, COAMFTE, or other colleagues. The Program Director also discusses the overall plan and process with Associate Chair for Education at their annual review in late February.

As part of the COAMFTE self-study process, the following template was completed in February 2023. More specific details about each program goal, student learning outcome, target, measure and assessment process are included below:

Program Achievement Component	Data collection and preparation for review: who and how	Data review and action: who and how	COI input into review process: who and how	Calendar for review cycle completion
Program Goal #1: Demonstrate knowledge of the MFT Profession				
<p>SLO #1: Students will demonstrate knowledge of the history, key systemic ideas and theoretical approaches of the Marriage and Family Therapy profession.</p> <ul style="list-style-type: none"> • At least 80% of students will attain an B grade or above on PSI 539 Family Therapy Theory and Technique, “Final Theory Quiz Assignment” • At least 80% of students will attain a B grade or above on PSI 560 Narrative and Integrative Approaches, “Case Conceptualization Assignment” • At least 80% of students will attain a “meets expectations” or above on Mid-Clinical Assessment Day “Conceptualization: Articulates rationale for intervention and theoretical perspective” • 100% will attain “meets expectations” or above on “Clinical Competency” section of the Capstone Portfolio, allowing for resubmission to meet required criteria. <ul style="list-style-type: none"> ○ Case conceptualization/s: demonstrating theoretical approach, culturally-attuned, BPS/whole health, relational/systemic, collaborative care 	<p>Program Coordinator obtains relevant course assignment grades from course instructors and inputs;</p> <p>Program Coordinator obtains relevant Mid-Clinical Assessment Day rating from previous cohort</p> <p>Program Coordinator obtains Capstone Portfolio rubric ratings from Program Director upon cohort (or part time graduate) exit</p>	<p>Program Director reviews in preparation for annual program retreat first Friday in January and annual report end of January</p>	<p>Faculty and supervisors attend annual program retreat, first Friday in January</p> <p>Education Committee annual review with interdisciplinary educational leadership in Department of Psychiatry in late January</p> <p>Student rep meeting (February)</p>	<p>December data prepared for past year and most recent exited cohort</p> <p>First Friday in January annual program retreat (all faculty & supervisors)</p> <p>End of January Department of Psychiatry Education Committee annual program review</p> <p>February: student rep meeting</p>
<p>SLO #2: Students will demonstrate knowledge of MFT professional networks (national, state and international).</p> <ul style="list-style-type: none"> • At least 80% of students will attain an “8” score or above on PSI 548 Ethics & Professional Practice, “MFT Professional Networks Assignment” • 100% will attain “meets expectations” or above on “Professional Development” section of the Capstone Portfolio, allowing for resubmission to meet required criteria <ul style="list-style-type: none"> ○ Plan for ongoing professional development and networking (AAMFT, NYMFT or other Geographical Interest Networks, Topical Interest Networks, CFHA, IFTA, other) 	<p>Program Coordinator obtains relevant course assignment grades from course instructors and inputs;</p> <p>Program Coordinator obtains Capstone Portfolio rubric ratings from Program Director upon cohort (or part time graduate) exit</p>	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>

<p>SLO #3: Students will demonstrate knowledge and skill as advocates for MFT profession and relevant family/systems-oriented law and policies.</p> <ul style="list-style-type: none"> At least 80% of students will attain a “B” grade or above on PSI 564 Family Law, Policy and Social Systems, “Advocacy Assignment” 	<p>Program Coordinator obtains relevant course assignment grades from course instructors and inputs;</p>	Same as above	Same as above	Same as above
<p>Program Goal #2: Demonstrate ability (practice) to provide culturally-attuned, evidence-informed, ethical care to a broad diversity of patients and families as a self-reflective relational systemic clinician.</p>				
<p>SLO #4: Students will demonstrate culturally-attuned care for a diverse caseload.</p> <ul style="list-style-type: none"> At least 80% of students will meet clinical standards (3 or above on practicum evaluation) within the expected practicum time (3 semesters FT; 6 semesters PT) <ul style="list-style-type: none"> Domain 1: Admission to Treatment [all] Domain 2: Clinical Assessment and Diagnosis [all] Domain 3: Therapeutic Relationships Domain 4: Therapeutic Interventions Domain 5: Sensitivity to Providing Culturally-attuned Care Telehealth: Sensitivity to Providing Culturally-attuned Care Telehealth: Diagnostic Interviewing Telehealth: Therapeutic Interventions 	<p>Program Coordinator obtains final Practicum Evaluation ratings from supervisors (prior to December 2022) and eValue system (effective December 2022).</p>	Same as above	Same as above	Same as above
<p>SLO #5: Students will demonstrate evidence-informed assessment and treatment of individuals and relational systems.</p> <ul style="list-style-type: none"> At least 80% of students will meet clinical standards (3 or above on practicum evaluation) within the expected practicum time (3 semesters FT; 6 semesters PT) <ul style="list-style-type: none"> Domain 4: Therapeutic Interventions Telehealth: Therapeutic Interventions 	<p>Program Coordinator obtains Practicum Evaluation ratings from supervisors (prior to December 2022) and eValue system (effective December 2022).</p>	Same as above	Same as above	Same as above
<p>SLO #6: Students will demonstrate ethical practice aligned with the AAMFT Code of Ethics and pertinent regulatory bodies.</p> <ul style="list-style-type: none"> At least 80% of students will meet clinical standards 	<p>Program Coordinator obtains final Practicum Evaluation ratings from</p>	Same as above	Same as above	Same as above

<p>(3 or above on practicum evaluation) within the expected practicum time (3 semesters FT; 6 semesters PT)</p> <ul style="list-style-type: none"> ○ Domain 5: Knowledge and application of ethics and the law ○ Domain 5: Professional responsibility in documentation ○ Domain 5: Maintains professional functioning and quality patient care ○ Telehealth: Knowledge and application of ethics and the law ○ Telehealth: Professional responsibility in documentation 	<p>supervisors (prior to December 2022) and eValue system (effective December 2022).</p>			
<p>SLO #7: Students will demonstrate self-reflective practices about their clinical work.</p> <ul style="list-style-type: none"> ● At least 80% of students will meet clinical standards (3 or above on practicum evaluation) within the expected practicum time (3 semesters FT; 6 semesters PT) <ul style="list-style-type: none"> ○ Domain 4: Effective use of emotional reactions (self of the therapist reflection) ○ Domain 5: Maintains professional functioning and quality patient care ● 100% will attain “meets expectations” or above on “Clinical Competency” section of the Capstone Portfolio, allowing for resubmission to meet required criteria <ul style="list-style-type: none"> ○ Case application of self-of-the-therapist reflection 	<p>Program Coordinator obtains Capstone Portfolio rubric ratings from Program Director upon cohort (or part time graduate) exit</p> <p>Program Coordinator obtains final Practicum Evaluation ratings from supervisors (prior to December 2022) and eValue system (effective December 2022).</p>	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>
<p>SLO #8: Students will demonstrate biopsychosocial (whole health) and relational systemic clinical skills.</p> <ul style="list-style-type: none"> ● At least 80% of students will meet clinical standards (3 or above on practicum evaluation) within the expected practicum time (3 semesters FT; 6 semesters PT) <ul style="list-style-type: none"> ○ Domain 1: Admission to Treatment [all] ○ Domain 2: Clinical Assessment and Diagnosis [all] ○ Domain 3: Therapeutic Relationships ○ Domain 3: Treatment Planning ○ Domain 4: Therapeutic Interventions ○ Telehealth: Therapeutic Relationships 	<p>Program Coordinator obtains final Practicum Evaluation ratings from supervisors (prior to December 2022) and eValue system (effective December 2022).</p>	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>

<ul style="list-style-type: none"> ○ Telehealth: Diagnostic Interviewing ○ Telehealth: Therapeutic Interventions 				
<p>SLO #9: Students will demonstrate collaborative skills with interdisciplinary colleagues.</p> <ul style="list-style-type: none"> ● At least 80% of students will meet clinical standards (3 or above on practicum evaluation) within the expected practicum time (3 semesters FT; 6 semesters PT) <ul style="list-style-type: none"> ○ Domain 3: Treatment planning ○ Domain 4: Interdisciplinary Care ○ Domain 5: Professional Interpersonal Behavior 	<p>Program Coordinator obtains final Practicum Evaluation ratings from supervisors (prior to December 2022) and eValue system (effective December 2022).</p>	Same as above	Same as above	Same as above
Program Goal #3: Demonstrate lifelong learning practices.				
<p>SLO #10: Students will establish a continuous individualized learning plan that is reflective of self-of-the-therapist growth, ongoing MFT professional improvement, and effective, ethical, culturally-attuned treatment for diverse populations.</p> <ul style="list-style-type: none"> ● 100% will attain “meets expectations” or above on “Professional Development” section of portfolio, allowing for resubmission to meet required criteria <ul style="list-style-type: none"> ○ Reflection on semester learning goals/overall growth through program ○ Self-assessment on AAMFT core competencies and next steps for continuing education ○ Self-of-the-therapist reflection on engagement with cultural diversity and next steps ○ Plan for ongoing professional development and networking (AAMFT, NYMFT or other Geographical Interest Networks, Topical Interest Networks, CFHA, IFTA, other) ● At least 80% of students will meet clinical standards (3 or above on practicum evaluation) within the expected practicum time (3 semesters FT; 6 semesters PT) <ul style="list-style-type: none"> ○ Domain 5: Industry and Initiative in the Training Process and Lifelong Learning 	<p>Program Coordinator obtains Capstone Portfolio rubric ratings from Program Director upon cohort (or part time graduate) exit</p> <p>Program Coordinator obtains final Practicum Evaluation ratings from supervisors (prior to December 2022) and eValue system (effective December 2022).</p>	Same as above	Same as above	Same as above
<p>SLO #11: Students will demonstrate the ability to stay current with the evolving body of MFT knowledge as well as evidence-informed best practices to build foundational skills for maintaining professional competency post-graduation.</p> <ul style="list-style-type: none"> ● 100% will attain “meets expectations” or above on “Professional Development” section of portfolio, 	<p>Program Coordinator obtains Capstone Portfolio rubric ratings from Program Director upon cohort (or part time</p>	Same as above	Same as above	Same as above

<p>allowing for resubmission to meet required criteria</p> <ul style="list-style-type: none"> ○ Example/s of self-directed exploration of current literature and evidence-informed treatment ○ Masters project demonstrating evolving body of MFT knowledge ● At least 80% of students will meet clinical standards (3 or above on practicum evaluation) within the expected practicum time (3 semesters FT; 6 semesters PT) ○ Domain 5: Industry and Initiative in the Training Process and Lifelong Learning 	<p>graduate) exit</p> <p>Program Coordinator obtains final Practicum Evaluation ratings from supervisors (prior to December 2022) and eValue system (effective December 2022).</p>			
Graduate Achievement				
<p>Graduation rate</p>	<p>Program Coordinator prepares recent cohort data</p>	<p>Program Director reviews in preparation for annual program retreat first Friday in January and annual report end of January</p>	<p>Faculty and supervisors attend annual program retreat, first Friday in January</p> <p>Education Committee annual review with interdisciplinary educational leadership in Department of Psychiatry in late January</p> <p>Student rep meeting (February)</p>	<p>December data prepared for most recent cohort</p> <p>First Friday in January annual program retreat (faculty & supervisors)</p> <p>End of January Department of Psychiatry Education Committee annual program review</p> <p>February: student rep meeting</p>
<p>Licensure rate</p>	<p>Program Coordinator prepares recent cohort data for initial licenses and reviews previous cohorts for any new licensure data</p>	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>
<p>Job placement rate</p>	<p>Program Coordinator prepares recent cohort data and reviews previous cohorts for any new employment changes in</p>	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>

	the alumni database. Information obtained from alumni survey, communications with Program Director and faculty or supervisors about recent graduate employment			
Evaluation of OBE framework and its assessment plan	Program Coordinator and Program Director compile minutes and action items from annual program retreat, student rep meeting and any input from the departmental education committee	Program Director and core faculty review themes and trends including any changes to OBE framework, assessment plan or timing Program Director also reviews with Associate Chair for Education at annual review	Core faculty provide input into review process Associate Chair for Education provides input into overall OBE review process	After completion of cycle (end of February), Program Director and core faculty meet After completion of cycle (end of February) Program Director and Associate Chair for Education meet for Program Director review