### **Student Learning Outcomes**

Note: the SLOs 1 - 11 are based on the AAMFT education guidelines specifically the standard curriculum section in addition to the research on the common factors in marriage and family therapy. Our 11 Domains are based heavily on the outcomes research from the field and were created by Bob Kelsall Along with the CCCS faculty Committee. Bob Kelsall is one of the founders of our institute, trained with the founders of the field of MFT, and is the Capstone Director of our program. The Capstone Director is also at the cornerstone of the evaluation process of these 11 SLOs. I list Bob's credentials to support our assertion that using outcome research from the field should be considered a valid PMFTP (Professional Marriage and Family Principle).

## Student Learning Outcomes 1 – 11

The Student will demonstrate competence in both his/her academic understanding of the following Domains or Foundational Competencies and in his/her ability to offer a therapeutic process which utilizes the following Domains or Foundational Competencies:

## Student Learning Outcome 1

**Telescopic thinking:** The student will display an ability to see the individual and then widen the lens to see the context of the individual. The student will be able to understand systemic theories and to conceptualize a therapy case systemically.

**Building and maintaining rapport:** The student will display an ability to join and to engage with all members of the client system, demonstrate an understanding of the different methods of joining, and will be able to successfully join with his/her clients.

## **Student Learning Outcome 3**

Use of self: The student will use intelligent strategy in how they use their self in the therapy session (collaborative and/or hierarchical, one down approach, understanding privilege and power dynamics etc). The student will understand the different positions that a therapist can take in conducting therapy and will use the appropriate position given the client.

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## **Student Learning Outcome 4**

**Influence of cultural/contextual factors on the treatment process:** The student will understand the different theories which address cultural, diversity and contextual factors as related to therapy (power/oppression dynamics, privilege, cultural differences in dynamics, feminism etc.) and will be able to conduct therapy in a way which is compassionate and accommodating to such variables.

**Co-create a treatment contract with the client system:** The student will demonstrate and understanding on how to co-create a treatment contract using a variety of different theoretical orientations. The student will demonstrate an ability to co-create a treatment plan in a therapy session.

## **Student Learning Outcome 6**

**Create a systemic hypothesis and treatment focus:** The student will demonstrate an academic understanding of the different methods that systemic theories use to gain a hypothesis. The student will be able to articulate a systemic hypothesis following a therapy session. The therapist will be able to use the hypothesis to direct a therapy session.

## **Student Learning Outcome 7**

**Create a systemic intervention based on the systemic hypothesis:** The student will learn about all the most popular ways of intervening systemically (externalizing, deconstructing, using enactments, using EFT, completing a genogram etc.) the therapist will demonstrate an ability to use systemic interventions to promote positive change.

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# **Student Learning Outcome 8**

**Strength based.** The student will demonstrate their understanding of strength-based intervention models. The student will demonstrate that they have an academic understanding of the difference between strength-based models and pathology based

models. The Student will demonstrate the therapeutic ability to augment the strengths of the people in the system to assist that system in reaching goals.

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## **Student Learning Outcome 9**

**Therapeutic leadership:** The student will demonstrate their understanding of what therapeutic leadership is and how a therapist can lead a system towards achieving the treatment goals. The student will demonstrate an ability to lead a system toward cocreated goals. Students will demonstrate an understanding of the importance of staying maneuverable and when it is useful to use self. The students will demonstrate an ability to stay maneuverable in a session.

# **Student Learning Outcome 10**

**Assessing treatment progress:** The student will demonstrate an understanding of the methods used by the major systemic theories to assess the effectiveness of an intervention. The student will demonstrate examples of how they made an assessment in their clinical work and how they used this information to augment the effectiveness of the therapy process.

**Self-supervision and professionalism:** The student will demonstrate that they have an understanding of how to use the various resources in the field of MFT to overcome stalled therapeutic processes. The Student will demonstrate in session that they are able to use resources (such as supervision, research, AAMFT code of ethics, work on the self etc.) to overcome having the therapy process feeling 'stuck'.

#### Assessments and Benchmarks for SLOs 1 - 12

- Assessment 1 Student will be graded by the professor(s) who taught the course(s) relevant to this domain. The teacher will assess that the student has gained an academic understanding of the domain; if the student has demonstrated such, they will earn a pass.
- **Benchmark** Student must earn a pass for the classes which focus on this domain. We will have met this SLO if 80% of students pass the classes related to this domain.
- Assessment 2 Students will self-evaluate their competency related to this domain. (New this year) all 120 DFI competencies will be put under domains; this means that students will rate themselves on the domain generally and on the competencies related to the domains. (Note: they already self-report on all 120+competencies; the new addition is that they will be neatly organized under relevant domains).
- **Benchmark** Students must score a 3 or higher on this domain. For us to be successful, 80% of our students will score a 3 or higher on this domain.
- **Assessment 3** Final capstone project. The students will be evaluated by a minimum of three supervisors on this domain following the students' presentation of live or video recorded clinical work.

- **Benchmark** Over 80% of students will receive a 3 or higher on this domain.
- **Assessment 4** Individual supervisors will assess their supervisee students on the relevant domain every two quarters.
- **Benchmark** 80% of students will show 1 point of improvement on this domain until the reach a rating of 3 (so if they start at a 1 they will improve to a 3 after 2 quarters at DFI).
- Assessment 5 (Qualitative) Student will demonstrate live to both their group supervisor and to their individual supervisor that they are competent in the domain. Supervisors will recommend a student to graduation only after witnessing the student demonstrate competence in this domain.
- **Benchmark** 80% of supervisors will report that their supervisee was able to demonstrate this domain during a live case presentation prior to graduation.

# Student Learning Outcomes 13 - 17

Note: These SLOs are required for DFI to be in compliance with the AAMFT educational guidelines, DORA, and our ethical code. Some of the measures may in fact be input based. For consistency and clarity, all expectations for DFI students have been termed SLOs.

## **Student Learning Outcome 13**

Students will demonstrate that they successfully accessed the didactic components of the program. Students will demonstrate an academic understanding of pertinent information in the field of marriage and family therapy (theory, ethics, human development etc.) Students will demonstrate that they completed and received a pass on all 13 of their DFI classes.

### **SLO 13 Assessment and Benchmark**

- Assessment DFI official Transcript. The faculty members will assess the student based on criteria laid out in the relevant course syllabi. The teacher will offer a grade based on the how adequately the student met the relevant requirements. All Grades will be place on the students Transcript. The Transcript will be evaluated to ensure that the student passed all classes.
- **Benchmark** 80% of students will meet this requirement by passing all their classes.
- Assessment 2 DFI official transcript and the DFI graduation checklist. The administration will review the student file to ensure that the student completed and passed every course (see sample graduation checklist).
- **Benchmark 2** 100% of students applying for graduation will have met this requirement.

## **Student Learning Outcome 14**

Students will demonstrate through self-report that they are steadily improving their competency in relation to their academic and clinical understanding of MFT principles and processes.

SLO 14 Assessment and Benchmark

- **Assessment** Students will complete the DFI competencies a minimum of two times so that we can track improvement. The DFI competencies include both process (ability to create an effective therapeutic relationship, ability to use systemic interventions and to make systemic assessments etc.) and academic (knowledge of theory, ethics, policy etc.) competencies.
- **Benchmark** 80% of students will improve their overall or average competency rating by 1 point during their time at DFI.

### **Student Learning Outcome 15**

Students will demonstrate that they can conduct a therapeutic process. Students will demonstrate that they have conducted 500 hours of clinical work. Students will demonstrate that 250 hours were direct contact relational work. Students will demonstrate that 250 hours of conducting a strength-based systemic intervention occurred onsite... to be specific; every student will conduct a minimum 250 sessions at the DFI clinic with DFI clientele. 250 hours of clinical work can be done at an approved offsite clinic as long as the cases are being supervised by a DFI faculty member.

#### **SLO 15 Assessment and Benchmark**

- **Assessment -** DFI progress log, which is signed by the student's individual and group supervisor, and the DFI Graduation Checklist. The students Supervisors will support and oversee the student in meeting this clinical requirement.
- **Benchmark** -75% of students admitted into the program will meet this SLO within 7 years from starting the program and 90% of graduates will have met this SLO.

Students will demonstrate an ability to successfully use supervision to improve their therapeutic ability. Students will demonstrate that they have successfully accessed and utilized clinical supervision. Students will demonstrate that they have completed a minimum of 7 full semesters of both group and individual supervision. A minimum of half of all supervision must use live of video recorded clinical material. Students must present a minimum of 10 live cases in supervision. Through live and video recorded supervision our students will demonstrate to their supervisors that they are competent in conducting marriage and family therapy.

#### **SLO 16 Assessment and Benchmark**

- **Assessment -** DFI progress log, which is signed by the student's individual and group supervisor, and the DFI Graduation Checklist. The students Supervisors will support and oversee the student in meeting this clinical requirement.
- **Benchmark** 75% of students admitted into the program will meet this SLO within 7 years from starting the program and 90% of graduates will have met this SLO.
- Assessment 2 (qualitative) Supervisors will meet regularly with the student and will assess that that the student is successfully improving their level of competence. Supervisors will assess the degree to which the student in utilizing recommendation from supervision.
- **Benchmark 2** 80% of supervisors will report that their student supervisees are successfully using supervision. 80% of all graduates will have been recommended for graduation by their individual supervisor.

Students will demonstrate that they are competent in maintaining professional client files. All client files must be complete and to our standards before a student may graduate.

### **SLO 17 Assessment and Benchmark**

- **Assessment -** there are random file audits conducting every semester by our Operations Coordinator/Intern Director. Student files are examined with a checklist and the relevant student and their individual supervisor are notified of any deficiencies in the client file. All treatment plans are signed and looked over by the student's individual supervisor.
- **Benchmark** 80% of client files will pass the initial file audit and 100% of clients files will be perfectly compiled (according to DFI file policy) by the time that the student graduates, at the time that the client terminates DFI services, and/or at the time that the client in transferred to another therapist.